Aintree Davenhill Primary School – Geography Curriculum Map

<table>
<tr><th></th><th colspan="2">Autumn</th><th colspan="2">Spring</th><th colspan="2">Summer</th></tr>
<tr><td>Nursery</td><td>All About Me/Autumn</td><td>Celebrations and Festivals</td><td>Winter
Traditional Tales and Famous Book Characters</td><td>Spring
Minibeasts, Plants and Growth</td><td>Houses and Homes</td><td>Journeys and Transport
Summer</td></tr>
<tr><td></td><td colspan="6">3 & 4-year-olds will be learning to:
Mathematics
• Understand position through words alone, e.g. “The bag is under the table,” – with no pointing
• Describe a familiar route
• Discuss routes and locations, using words like ‘in front of’ and ‘behind’
Understanding the World
• Use all their senses in hands-on exploration of natural materials
• Begin to understand the need to respect and care for the natural environment and all living things
• Know that there are different countries in the world and talk about the differences they have experienced or see in photos</td></tr>
<tr><td>Reception</td><td>My Home/Where I Live
Autumn/Hibernation</td><td>Differences in Christmas Celebrations around the World</td><td>Story Settings
Signs of Winter</td><td>Taking Care of the Planet and Environment</td><td>Homes around the World – Where I Live
The UK and its Countries</td><td>Antarctica – Location & Climate</td></tr>
<tr><td></td><td colspan="6">4 & 5-year-olds will be learning to:
Understanding the World
• Draw information from a single map
• Recognise some similarities and differences between life in this country and life in other countries
• Explore the natural world around them
• Recognise some environments that are different to the one in which they live
Early Learning Goal – People, Culture & Communities
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories non-fiction texts and (when appropriate) maps
Early Learning Goal – The Natural World
• Explore the natural world around them, making observations and drawing pictures of animals and plants
• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</td></tr>
<tr><td>Year 1</td><td colspan="2">My Home, My School</td><td colspan="2">Deserts</td><td colspan="2">My Village</td></tr>
<tr><td></td><td colspan="2">Place Knowledge
• Know the name of my school, the roads around it, the address of where I live
Human and Physical Geography
• Use basic geographical vocabulary to refer to:
key physical features: soil, vegetation
key human features: village, house, school, farm, road, shop, address
Mapping
• Use vocabulary such as bigger/smaller, near/far
• Know that maps give information about places in the world (Where? What?)
• Use large scale maps and aerial photos of the school
• Recognise simple features on maps, e.g. buildings, roads and fields
• Follow a route on a picture map of school
• Recognise that maps need titles
• Recognise landmarks and basic human features on aerial photographs
• Draw a simple map, e.g. the school playground
• Know that symbols mean something on maps
• Use and construct basic symbols in a map key
• Begin to realise why maps need a key
• Look down on objects and make a plan, e.g. of the classroom
Fieldwork
• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds
• Use cameras and audio equipment to record geographical features, changes, differences, e.g. buildings
• Use simple compass directions, e.g. NSEW
• Use locational and directional language to describe features and routes, e.g. left/right, forwards/backwards
Enquiry and Investigation
• Ask simple geographical, ‘Where?’, ‘What?’ and ‘Who?’ questions about the school environment
• Investigate through observation and description
• Recognise differences between their own and others’ lives
Vocabulary
U.K countries: England, Northern Ireland, Scotland, Wales
house, village, street, school, community, environment, leisure, settlement, soil, next to, near, far, behind, under, left, right, forwards, backwards, distance, route, aerial view, bird’s eye view, land, landmarks, map, symbol, compass, route</td><td colspan="2">Locational Knowledge
• Name and locate the world’s seven continents and five oceans
Human and Physical Geography
• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
• Use basic geographical vocabulary to refer to:
key physical features: coast, sea, ocean,
vegetation, season, weather
key human features: village, house
Mapping
• Use a range of maps and globes (including picture maps) at different scales
• Use vocabulary such as bigger/smaller, near/far
• Know that maps give information about places in the world (Where? What?)
• Locate land and sea on maps
• Begin to realise why maps need a key
Enquiry and Investigation
• Ask simple geographical, ‘Where?’, ‘What?’ and ‘Who?’ questions about the world
• Investigate through observation and description
• Recognise differences between their own and others’ lives
Vocabulary
7 continents: Africa, Antarctica, Asia, Australia, Europe, North America, South America
5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic
climate, seasons/seasonal, weather, forecast, drought, coast, oasis, equator, North Pole, South Pole, ocean, continent, country, land, landmarks, environment, globe</td><td colspan="2">Locational Knowledge
• Name and locate the four countries of the U.K
• Locate Liverpool within the U.K and Aintree Village within Liverpool
Place Knowledge
• Very small area of the United Kingdom
Human and Physical Geography
• Identify seasonal and daily weather patterns in Aintree
• Use basic geographical vocabulary to refer to:
key physical features: soil, vegetation, season, weather
key human features: city, town, village, house, school, factory, farm, road, shop, canal
Mapping
• Use a range of maps and globes (including picture maps) at different scales
• Use vocabulary such as bigger/smaller, near/far
• Know that maps give information about places in the world (Where? What?)
• Use large scale maps and aerial photos of the local area
• Recognise simple features on maps, e.g. buildings, roads and fields
• Follow a route on picture map of Aintree
• Recognise that maps need titles
• Recognise landmarks and basic human features on aerial photographs
• Draw a simple map, e.g. the local park
• Know that symbols mean something on maps
• Use and construct basic symbols in a map key
• Begin to realise why maps need a key
• Look down on objects and make a plan, e.g. of the park
Fieldwork
• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment
• Use cameras and audio equipment to record geographical features, changes, differences, e.g. buildings, weather
• Use simple compass directions, e.g. NSEW
• Use locational and directional language to describe features and routes, e.g. left/right, forwards/backwards
• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Enquiry and Investigation
• Ask simple geographical, ‘Where?’, ‘What?’ and ‘Who?’ questions about Aintree
• Investigate through observation and description
Vocabulary
U.K countries and capital cities: England Northern Ireland, Scotland, Wales
city, farm, factory, house, town, village, country, street, school, office, port, community, environment, leisure, settlement, soil, next to, near, far, behind, under, left, right, forwards, backwards, distance, route, aerial view, bird’s eye view, land, landmarks, map, symbol, compass, route</td></tr>
<tr><td>Year 2</td><td colspan="2">My Locality – Aintree</td><td colspan="2">Liverpool and Nairobi</td><td colspan="2">My Island Home</td></tr>
<tr><td></td><td colspan="2">Locational Knowledge</td><td colspan="2">Locational Knowledge</td><td colspan="2">Locational Knowledge</td></tr>
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	• Name, locate and identify characteristics of the four countries and capital cities of the U.K and its surrounding seas **Place Knowledge** • Small area of the United Kingdom **Human and Physical Geography** • Identify seasonal and daily weather patterns in the U.K • Use basic geographical vocabulary to refer to: key physical features: beach, sea, ocean, river, soil, vegetation, season, weather key human features: city, town, village, house, school, farm, factory, office, road, motorway, canal, shop, retail park, port, harbour **Mapping** • Use a range of maps and globes (including picture maps) at different scales • Use vocabulary such as bigger/smaller, near/far • Know that maps give information about places in the world (Where? What?) • Locate land and sea on maps • Use large scale maps and aerial photos of the local area • Recognise simple features on maps, e.g. buildings, roads and fields • Follow a route on a picture map of Aintree • Recognise that maps need titles • Recognise landmarks and basic human features on aerial photographs • Know which direction is North on an OS map • Draw a simple map, e.g. the local shops • Know that symbols mean something on maps • Use and construct basic symbols in a map key • Find a given symbol on an OS map with support • Begin to realise why maps need a key • Look down on objects and make a plan, e.g. of the park **Fieldwork** • Use simple fieldwork techniques such as observation and identification to study the key human and physical features of the school's surrounding environment • Use cameras and audio equipment to record geographical features, changes, differences, e.g. buildings • Use simple compass directions, e.g. NSEW • Use locational and directional language to describe features and routes, e.g. left/right, forwards/backwards • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features **Enquiry and Investigation** • Ask simple geographical, 'Where?', 'What?' and 'Who?' questions about Aintree • Investigate through observation and description **Vocabulary** U.K countries: England (London, Liverpool, Aintree), Northern Ireland (Belfast), Scotland (Edinburgh), Wales (Cardiff) U.K surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea house, village, street, school, community, environment, leisure, settlement, soil, sea, ocean, continent, country, canal, river, motorway, next to, near, far, behind, under, left, right, forwards, backwards, distance, route, aerial view, bird's eye view, land, landmarks, map, symbol, compass, route,	• Name, locate and identify characteristics of the four countries and capital cities of the U.K and its surrounding seas • Name and locate the world's seven continents and five oceans **Place Knowledge** • Small area of the United Kingdom • Small area in a contrasting non-European country **Human and Physical Geography** • Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to: key physical features: beach, sea, ocean, river, soil, vegetation, season, weather key human features: city, town, village, house, school, farm, factory, office, road, motorway, canal, shop, retail park, port, harbour **Mapping** • Use a range of maps and globes (including picture maps) at different scales • Use vocabulary such as bigger/smaller, near/far • Know that maps give information about places in the world (Where? What?) • Locate land and sea on maps • Recognise simple features on maps, e.g. buildings, roads and fields • Recognise that maps need titles • Recognise landmarks and basic human features on aerial photographs • Know which direction is North on an OS map • Know that symbols mean something on maps • Find a given symbol on an OS map with support • Begin to realise why maps need a key **Enquiry and Investigation** • Ask simple geographical, 'Where?', 'What?' and 'Who?' questions about the world • Investigate through observation and description **Vocabulary** 7 continents: Africa (Kenya, Nairobi), Antarctica, Asia, Australia, Europe, North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic U.K countries: England (London, Liverpool), Northern Ireland, (Belfast), Scotland (Edinburgh), Wales (Cardiff) U.K surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea house, village, street, school, community, environment, leisure, settlement, soil, conservation, pollution, next to, near, far, behind, under, left, right, forwards, backwards, distance, route, aerial view, bird's eye view, land, landmarks, map, symbol, compass, route	• Name, locate and identify characteristics of the four countries and capital cities of the U.K and its surrounding seas • Name and locate the world's seven continents and five oceans **Place Knowledge** • Small area of the United Kingdom **Human and Physical Geography** • Identify seasonal and daily weather patterns in the U.K • Use basic geographical vocabulary to refer to: key physical features: beach, sea, ocean, river, soil, vegetation, season, weather key human features: city, town, village, house, school, farm, factory, office, road, motorway, canal, shop, retail park, port, harbour **Mapping** • Use a range of maps and globes (including picture maps) at different scales • Use vocabulary such as bigger/smaller, near/far • Know that maps give information about places in the world (Where? What?) • Locate land and sea on maps • Recognise simple features on maps, e.g. buildings, roads and fields • Recognise that maps need titles • Recognise landmarks and basic human features on aerial photographs • Know which direction is North on an OS map • Know that symbols mean something on maps • Find a given symbol on an OS map with support • Begin to realise why maps need a key **Fieldwork** • Use simple fieldwork techniques such as observation and identification to study the key human and physical features of an area • Use simple compass directions, e.g. NSEW • Use locational and directional language to describe features and routes, e.g. left/right, forwards/backwards • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features **Enquiry and Investigation** • Ask simple geographical, 'Where?', 'What?' and 'Who?' questions about the world • Investigate through observation and description **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe, North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic U.K countries: England (London, Liverpool, Southport, Formby), Northern Ireland, (Belfast), Scotland (Edinburgh), Wales (Cardiff) U.K surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea climate, forecast, seasons/seasonal, drought, flood, coast, beach, cliff, forest, hill, landmarks, mountain, equator, North Pole, South Pole, ocean, river, sea, island, soil, Autumn, Winter, Spring, Summer, city, factory, farm, harbour, house, office, port, settlement, town, village, continent, country, globe, land, landmark, map, symbol, aerial view, bird's eye view, compass, atlas, co-ordinate, grid reference, environment, capital city, community, conservation, leisure, pollution, route, U.K
Year 3	**My City – Liverpool** **Locational Knowledge** • Name and locate counties and cities of the United Kingdom **Place Knowledge** • A region of the United Kingdom – Merseyside, Liverpool **Human and Physical Geography** • Describe and understand key aspects of: physical geography, including: rivers human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied • Use maps at more than one scale • Recognise that larger scale maps cover less area • Make and use simple route maps • Recognise patterns on maps and begin to explain what they show • Use the index and contents page of atlases • Label maps with titles to show their purpose • Use 4 figure coordinates to locate features on maps • Create maps of small areas with features in the correct place • Use plan views • Recognise some standard OS symbols • Link features on maps to photos and aerial views • Make a simple scaled drawing e.g. of the classroom • Use a scale bar to calculate some distances • Relate measurement on large scale maps to measurements outside **Fieldwork** • Use the eight points of a compass • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices • Make links between features observed in the environment to those on maps and aerial photos **Enquiry and Investigation** • Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation • Show increasing empathy and describe similarities as well as differences	**The Mediterranean** **Locational Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia • Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere **Place Knowledge** • A region of the United Kingdom • A region in a European country **Human and Physical Geography** • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans • Use maps at more than one scale • Recognise that larger scale maps cover less area • Make and use simple route maps • Recognise patterns on maps and begin to explain what they show • Use the index and contents page of atlases • Label maps with titles to show their purpose • Use 4 figure coordinates to locate features on maps • Create maps of small areas with features in the correct place • Use plan views • Recognise some standard OS symbols • Link features on maps to photos and aerial views • Make a simple scaled drawing e.g. of the classroom • Use a scale bar to calculate some distances • Relate measurement on large scale maps to measurements outside **Fieldwork** • Use the eight points of a compass • Make links between features observed in the environment to those on maps and aerial photos **Enquiry and Investigation** • Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation • Show increasing empathy and describe similarities as well as differences	**Natural Disasters** **Locational Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** • A region in a European country • A region in a North American State **Human and Physical Geography** • Describe and understand key aspects of: physical geography, including: mountains, volcanoes, earthquakes, active, after shock, amplitude, ash cloud, core, crater, crust, dormant, epicentre, eruption, extinct, faults, gases, hot spot, landslides, magma, magnitude, mantle, plate, plate tectonics, Ring of Fire, Richter scale, seismic waves, seismology, tectonic activity, tsunami, velocity, vent, volcanic ash, minerals human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied • Use maps at more than one scale • Recognise that larger scale maps cover less area • Make and use simple route maps • Recognise patterns on maps and begin to explain what they show • Use the index and contents page of atlases • Label maps with titles to show their purpose • Use 4 figure coordinates to locate features on maps • Create maps of small areas with features in the correct place • Use plan views • Recognise some standard OS symbols • Link features on maps to photos and aerial views **Enquiry and Investigation** • Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation • Show increasing empathy and describe similarities as well as differences **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic

	Vocabulary 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea U.K's counties: Merseyside, Lancashire, Buckinghamshire, Powys, Yorkshire county, region, biomes, vegetation belts, climate zones, rivers, ecosystem, island, settlement, land use, economic activity, trade links, grasslands, evergreen plants, high pressure, economy, farming, finance, industry, leisure, retail, distribution, tourism, co-ordinates, grid references, GIS (Geographical Information Systems), GPS (Global Positioning System), key, Ordnance Survey maps, Ordnance, Survey, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Southern Hemisphere, time zone, river, estuary, flow, mouth, tributary, reservoir, pollution, population density, population, urbanisation, globalisation	**Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea 23 Mediterranean countries (select key European and African countries): Spain, France, Monaco, Italy, Slovenia, Bosnia and Herzegovina, Montenegro, Albania, Greece, Gibraltar, Turkey, Palestine, Syria, Lebanon, Israel, Jordan, Egypt, Libya, Tunisia, Algeria, Morocco, Malta, Cyprus county, region, biomes, vegetation belts, climate zones, rivers, ecosystem, island, settlement, land use, economic activity, trade links, grasslands, evergreen plants, high pressure, marine, Mediterranean, forest, economy, farming, finance, industry, leisure, distribution, tourism, co-ordinates, grid references, key, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Southern Hemisphere, globalisation	Volcanoes: Santa Maria – Guatemala, Galeras – Columbia, Mount Vesuvius – Italy, Eyjafjallajokull – Iceland, Mauna Loa – Hawaii Earthquake Zones: Pacific Ring of Fire, Mid-Ocean Ridges, Eurasian-Melanesian Mountain Belt county, region, biomes, vegetation belts, climate zones, rivers, mountains, volcanoes, earthquakes, active, after shock, amplitude, ash cloud, core, crater, crust, dormant, epicentre, eruption, extinct, faults, gases, hot spot, landslides, magma, magnitude, mantle, plate, plate tectonics, Ring of Fire, Richter scale, seismic waves, seismology, tectonic activity, tsunami, velocity, vent, volcanic ash, minerals, ecosystem, island, settlement, land use, economic activity, trade links, marine, economy, farming, finance, industry, leisure, distribution, tourism, co-ordinates, grid references, key, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn
Year 4	**My Capital City – London and the U.K** **Locational Knowledge** • Name and locate counties and cities of the United Kingdom • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** • A region of the United Kingdom **Human and Physical Geography** • Describe and understand key aspects of: **physical** geography, including: rivers **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans • Use maps at more than one scale • Recognise that larger scale maps cover less area • Make and use simple route maps • Recognise patterns on maps and begin to explain what they show • Use the index and contents page of atlases • Label maps with titles to show their purpose • Use 4 figure coordinates to locate features on maps • Create maps of small areas with features in the correct place • Use plan views • Recognise some standard OS symbols • Link features on maps to photos and aerial views **Enquiry and Investigation** • Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation • Show increasing empathy and describe similarities as well as differences **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea U.K's counties: London, Kent, Surrey, Essex, Hertfordshire, Oxfordshire county, region, biomes, vegetation belts, climate zones, rivers, ecosystem, island, settlement, land use, economic activity, trade links, grasslands, evergreen plants, high pressure, marine, Mediterranean, forest, economy, farming, finance, industry, leisure, distribution, tourism, co-ordinates, grid references, key, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn, globalisation	**Rivers** **Locational Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America • Name and locate counties and cities of the United Kingdom • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** • A region of the United Kingdom • A region within South America **Human and Physical Geography** • Describe and understand key aspects of: **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans • Use maps at more than one scale • Recognise that larger scale maps cover less area • Make and use simple route maps • Recognise patterns on maps and begin to explain what they show • Use the index and contents page of atlases • Label maps with titles to show their purpose • Recognise that contours show height and slope • Use 4 figure coordinates to locate features on maps • Create maps of small areas with features in the correct place • Use plan views • Recognise some standard OS symbols • Link features on maps to photos and aerial views • Make a simple scaled drawing e.g. of a section of the River Alt • Use a scale bar to calculate some distances • Relate measurement on large scale maps to measurements outside **Fieldwork** • Use the eight points of a compass • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices • Make links between features observed in the environment to those on maps and aerial photos **Enquiry and Investigation** • Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation • Show increasing empathy and describe similarities as well as differences **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea Rivers: Mersey, Thames, Danube, Volga, Amazon, Mississippi county, region, biomes, vegetation belts, climate zones, rivers, ecosystem, island, settlement, land use, economic activity, trade links, economy, farming, finance, leisure, tourism, co-ordinates, grid references, GIS (Geographical Information Systems), GPS (Global Positioning System), key, Ordnance Survey maps, Ordnance, Survey, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn, estuary, flow, mouth, tributary, reservoir, pollution, basin, current, dam, delta, erosion, floodplain, flow, meander, rapid, rapids, aquifer, condensation, evaporation, hydro power, ice cap, infiltration, precipitation, runoff, transpiration, water vapour	**The U.K's Coastline** **Locational Knowledge** • Name and locate counties and cities of the United Kingdom **Place Knowledge** • A region of the United Kingdom **Human and Physical Geography** • Describe and understand key aspects of: **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans • Use maps at more than one scale • Recognise that larger scale maps cover less area • Make and use simple route maps • Recognise patterns on maps and begin to explain what they show • Use the index and contents page of atlases • Label maps with titles to show their purpose • Recognise that contours show height and slope • Use 4 figure coordinates to locate features on maps • Create maps of small areas with features in the correct place • Use plan views • Recognise some standard OS symbols • Link features on maps to photos and aerial views **Fieldwork** • Use the eight points of a compass • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices • Make links between features observed in the environment to those on maps and aerial photos **Enquiry and Investigation** • Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation • Show increasing empathy and describe similarities as well as differences **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea U.K's counties: Dorset, Merseyside Coastline: islands, bays, peninsulas, Jurassic Coast, Pacific Coast county, region, biomes, vegetation belts, climate zones, rivers, mountains, erosion, earthquakes, after shock, amplitude, epicentre, faults, magnitude, core, mantle, plate, plate tectonics, Richter scale, seismic waves, seismology, tectonic activity, tsunami, island, settlement, land use, economic activity, trade links, marine, economy, farming, finance, industry, leisure, distribution, tourism, co-ordinates, grid references, key, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn
Year 5	**Farming and its Impact** **Locational Knowledge** • Name and locate counties and cities of the United Kingdom • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** • A region of the United Kingdom **Human and Physical Geography** • Describe and understand key aspects of:	**Brazil** **Locational Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** • A region of the United Kingdom • A region within South America **Human and Physical Geography**	**Hills and Mountains** **Locational Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America • Name and locate counties and cities of the United Kingdom • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** • A region of the United Kingdom • A region in a European country

	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied • Relate different maps to each other and to aerial photos • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps • Choose the most appropriate map/globe for a specific purpose • Interpret and use thematic maps • Understand that purpose, scale, symbols and style are related • Recognise different map projections • Identify, describe and interpret relief features on OS maps • Use latitude/longitude in a globe or atlas • Create sketch maps using symbols and a key • Use a wider range of OS symbols including 1:50K symbols • Know that different scale OS maps use some different symbols • Use models and maps to discuss land shape i.e. contours and slopes • Use the scale bar on maps • Read and compare map scales **Enquiry and Investigation** • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea U.K's counties: Suffolk, Norfolk, Cumbria, Aberdeenshire Key cities of Brazil: Sao Paulo, Rio de Janeiro, Salvador Farming in the U.K: arable (East Anglia), pastoral (South West), mixed, fertile soils, warm climate, flat and sheltered land, commercial agriculture, subsistence agriculture county, region, biomes, vegetation belts, climate zones, rivers, ecosystem, settlement, land use, economic activity, trade links, minerals, co-ordinates, grid references, key, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn	• Describe and understand key aspects of: **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied • Relate different maps to each other and to aerial photos • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps • Choose the most appropriate map/globe for a specific purpose • Follow routes on maps describing what can be seen (River Amazon) • Interpret and use thematic maps • Understand that purpose, scale, symbols and style are related • Recognise different map projections • Identify, describe and interpret relief features on OS maps • Use latitude/longitude in a globe or atlas • Create sketch maps using symbols and a key • Use a wider range of OS symbols including 1:50K symbols • Know that different scale OS maps use some different symbols • Use models and maps to discuss land shape i.e. contours and slopes • Use the scale bar on maps • Read and compare map scales • Draw measured plans **Enquiry and Investigation** • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea Key cities of Brazil: Sao Paulo, Rio de Janeiro, Salvador Rivers: Amazon Mountains: Sugarloaf (Rio de Janeiro), Nova Iguaçu (Rio de Janeiro) – extinct volcano Amazon Biome – rainforest Farming in Brazil (Sao Paulo): dairy, meat, fruit, soya, sugarcane, coffee, red soils – fertile, paper – sustainability, exports, illegal farms county, region, biomes, vegetation belts, climate zones, rivers, ecosystem, island, settlement, land use, economic activity, trade links, economy, farming, finance, leisure, tourism, co-ordinates, grid references, GIS (Geographical Information Systems), GPS (Global Positioning System), key, Ordnance Survey maps, Ordnance, Survey, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn	**Human and Physical Geography** • Describe and understand key aspects of: **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied • Relate different maps to each other and to aerial photos • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps • Choose the most appropriate map/globe for a specific purpose • Follow routes on maps describing what can be seen • Interpret and use thematic maps • Understand that purpose, scale, symbols and style are related • Recognise different map projections • Identify, describe and interpret relief features on OS maps • Use six figure coordinates • Use latitude/longitude in a globe or atlas • Create sketch maps using symbols and a key • Use a wider range of OS symbols including 1:50K symbols • Know that different scale OS maps use some different symbols • Use models and maps to discuss land shape i.e. contours and slopes • Use the scale bar on maps • Read and compare map scales • Draw measured plans **Fieldwork** • Use eight cardinal points to give directions and instructions • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places • Interpret data collected and present the information in a variety of ways including charts and graphs **Enquiry and Investigation** • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea U.K's counties: Cumbria Mountains: Scafell Pike, Mont Blanc Mountain Range: Southern Fells (Cumbria, U.K), Alps (Chamonix, France) Mountain types: fold, block, dome, volcanic, plateau alpine, altitude, avalanche, crevasse, drainage, elevation, erosion, glacier, moraine, pass, range, ravine county, region, biomes, vegetation belts, climate zones, rivers, ecosystem, island, settlement, land use, economic activity, economy, farming, finance, leisure, tourism, estuary, flow, mouth, tributary, reservoir, pollution, basin, current, dam, delta, erosion, floodplain, flow, meander, rapid, rapids, aquifer, volcanoes, earthquakes, active, after shock, amplitude, ash cloud, core, crater, crust, dormant, epicentre, eruption, extinct, faults, gases, hot spot, landslides, magma, magnitude, mantle, plate, plate tectonics, Ring of Fire, Richter scale, seismic waves, seismology, tectonic activity, tsunami, velocity, vent, volcanic ash, minerals, co-ordinates, grid references, key, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn
Year 6	**Women in World War II** **Locational Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America • Name and locate counties and cities of the United Kingdom • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** • A region of the United Kingdom • A region in a European country **Human and Physical Geography** • Describe and understand key aspects of: **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied **Enquiry and Investigation** • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea U.K's counties: Merseyside, Kent, Sussex, Lincolnshire settlement, land use, economic activity, trade links, economy, farming, finance, co-ordinates, grid references, key, points of a compass, route, scale, symbols, Equator, latitude, location, longitude,	**North America** **Locational Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** • A region within North America **Human and Physical Geography** • Describe and understand key aspects of: **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied • Relate different maps to each other and to aerial photos • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps • Choose the most appropriate map/globe for a specific purpose • Follow routes on maps describing what can be seen • Interpret and use thematic maps • Understand that purpose, scale, symbols and style are related • Recognise different map projections • Identify, describe and interpret relief features on OS maps • Use six figure coordinates • Use latitude/longitude in a globe or atlas • Create sketch maps using symbols and a key • Use a wider range of OS symbols including 1:50K symbols • Know that different scale OS maps use some different symbols	**Modern Greece** **Locational Knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** • A region in a European country **Human and Physical Geography** • Describe and understand key aspects of: **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Mapping** • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied • Relate different maps to each other and to aerial photos • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps • Choose the most appropriate map/globe for a specific purpose • Interpret and use thematic maps • Understand that purpose, scale, symbols and style are related • Recognise different map projections • Identify, describe and interpret relief features on OS maps • Use latitude/longitude in a globe or atlas **Enquiry and Investigation** • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places **Vocabulary**

	Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn	• Use models and maps to discuss land shape i.e. contours and slopes • Use the scale bar on maps • Read and compare map scales • Draw measured plans **Fieldwork** • Use eight cardinal points to give directions and instructions (taught outside this unit of work – link to P.E) **Enquiry and Investigation** • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places **Vocabulary** 7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea Coastline: islands, bays, peninsulas, Pacific Coast Mountain Ranges: Rockies, Sierra Nevada, Appalachians Mountains: Mount Whitney (Sierra Nevada), Mount Elbert (Rockies) Volcanoes: Mauna Loa (Hawaii) Fault Lines: San Andreas Rivers: Mississippi, Colorado, Hudson Lakes: Superior, Huron, Michigan county, region, biomes, vegetation belts, climate zones, rivers, mountains, erosion, earthquakes, after shock, amplitude, epicentre, faults, magnitude, core, mantle, plate, plate tectonics, Richter scale, seismic waves, seismology, tectonic activity, tsunami, hurricane, tornado, island, settlement, land use, economic activity, trade links, marine, economy, farming, finance, industry, leisure, distribution, tourism, co-ordinates, grid references, key, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn	7 continents: Africa, Antarctica, Asia, Australia, Europe (Russia), North America, South America 5 oceans: Pacific, Atlantic, Indian, Antarctic, Arctic 4 countries and cities of the U.K: England (London, Liverpool, Manchester, Birmingham), Wales (Cardiff), Scotland (Edinburgh, Glasgow), Northern Ireland (Belfast) U.K's surrounding seas: North Sea, Irish Sea, The English Channel, Celtic Sea 23 Mediterranean countries: Spain, France, Monaco, Italy, Slovenia, Bosnia and Herzegovina, Montenegro, Albania, Greece, Gibraltar, Turkey, Palestine, Syria, Lebanon, Israel, Jordan, Egypt, Libya, Tunisia, Algeria, Morocco, Malta, Cyprus region, biomes, vegetation belts, climate zones, rivers, ecosystem, island, settlement, land use, economic activity, trade links, economy, farming, finance, leisure, tourism, co-ordinates, grid references, GIS (Geographical Information Systems), GPS (Global Positioning System), key, Ordnance Survey maps, Ordnance, Survey, points of a compass, route, scale, symbols, Equator, latitude, location, longitude, Northern Hemisphere, Prime/Greenwich meantime, Southern Hemisphere, time zone, Tropics of Cancer and Capricorn