

Moss Side Primary School

Geography Curriculum Map



Year One

Locational knowledge		Place knowledge	Human and Physical Geography		
<ul style="list-style-type: none"> Name and locate the four countries of the United Kingdom and its surrounding seas. 		<ul style="list-style-type: none"> Small area of the United Kingdom (school and surrounding area). 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<ul style="list-style-type: none"> 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 school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Draw a simple map e.g. of a garden, route map, place in a story. Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> 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 simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. 	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<ul style="list-style-type: none"> Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. Use cameras to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. 	

Year Two

Locational knowledge		Place knowledge	Human and Physical Geography		
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		<ul style="list-style-type: none"> Small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Identify 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<ul style="list-style-type: none"> 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 landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Find a given OS symbol on a map with support Begin to realise why maps need a key. 	<ul style="list-style-type: none"> Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<ul style="list-style-type: none"> Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. Use cameras to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. 	

Year Three

Locational knowledge		Place knowledge	Human and Physical Geography	
<ul style="list-style-type: none"> Locate the world's countries, including UK, using maps. Name and locate countries and cities of the United Kingdom. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere. 		<ul style="list-style-type: none"> A region of the United Kingdom. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including climate zones and rivers. human geography, including: types of settlement and land use, economic activity including trade links. 	
Skills				
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology
<ul style="list-style-type: none"> 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. Use the index and contents page of atlases. Label maps with titles to show their purpose Create maps of small areas with features in the correct place. Use plan views. Recognise some standard symbols. Link features on maps to photos and aerial views. Use a scale bar to calculate some distances 	<ul style="list-style-type: none"> Use the eight points of a compass. Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify and describe geographical features and processes. Use geographical language relating to physical and human processes. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don't like about specific geographical features and situations. 	<ul style="list-style-type: none"> Use the zoom facility on digital maps to locate places at different scales. View a range of satellite images. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & websites.

Year Four

Locational knowledge		Place knowledge	Human and Physical Geography		
<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South America. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle. 		<ul style="list-style-type: none"> A region in a European country. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes. human geography, including: types of settlement and land use, economic activity including trade links. 		
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<ul style="list-style-type: none"> 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. 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. Use a scale bar to calculate some distances Relate measurement on large scale maps to measurements outside. 	<ul style="list-style-type: none"> Use the eight points of a compass. Observe, measure and record human and physical features 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify and describe geographical features and processes. Use geographical language relating to physical and human processes. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. 	<ul style="list-style-type: none"> Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images Use presentation/multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & websites. 	

Year Five

Locational knowledge		Place knowledge	Human and Physical Geography		
<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South 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). 		<ul style="list-style-type: none"> A region within North America. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. 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. 		
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<ul style="list-style-type: none"> 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. Recognise different map projections. Identify, describe and interpret relief features on OS maps. Use four figure coordinates. Use latitude/longitude in a globe or atlas. Create sketch maps using symbols and a key. Use a wider range of 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to physical and human processes. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop their views and attitudes to critically evaluate responses to geographical issues or events in the news. 	<ul style="list-style-type: none"> Use appropriate search facilities when locating places on digital/online maps and websites. Use wider range of labels and measuring tools on digital maps. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. Collect and present data electronically. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. 	

Year Six

Locational knowledge		Place knowledge	Human and Physical Geography		
<ul style="list-style-type: none"> 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 the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 		<ul style="list-style-type: none"> A region within South America. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, 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. 		
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<ul style="list-style-type: none"> 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. Identify, describe and interpret relief features on OS maps. Use six figure coordinates. Create sketch maps using symbols and a key. Use a wider range of symbols. Use the scale bar on maps. Read and compare map scales. Draw measured plans. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to physical and human processes. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop their views and attitudes to critically evaluate responses to geographical issues or events in the news. 	<ul style="list-style-type: none"> Use appropriate search facilities when locating places on digital/online maps and websites. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. 	