



Year Group and Topic linked to Geography	Aspect of Geography Curriculum	Area of Geography Covered
<p><b>Year 1</b></p> <p><b>Our Local Area</b></p> <p><b>Exploration</b></p>	<p>Place knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p>	<p>Respond to and ask simple closed questions about the local area.</p> <p>Learn names of some places within/around the UK e.g. Roehampton, London.</p> <p>Observe seasonal and daily weather patterns in Roehampton.</p> <p>Locate hot and cold areas of the world in relation to the equator, and North and South Poles.</p> <p>Identify animals that live in these hot and cold places.</p> <p>Know position of the equator and North and South Pole.</p> <p>Use basic geographical vocabulary to refer to human features of Roehampton – town, village, house, office, shop, post office, monument etc</p> <p>Use information books/pictures as sources of information.</p> <p>Use picture maps and globes to identify the equator, North and South Pole.</p> <p>Use locational and directional language (near &amp; far, left &amp; right, forwards &amp; backwards, up &amp; down).</p> <p>Use aerial photos to recognise landmarks in Roehampton.</p> <p>Use a simple picture map to move around the school.</p> <p>Recognise the picture map is about a place.</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Draw around objects to make a plan.</p> <p>Draw simple maps including imaginary ones and use own symbols.</p> <p>Make observations of the human and physical geography of the school and investigate their surrounding area.</p> <p>Use a simple map to move around the school and recognise it's about a place.</p> <p>Use relative vocabulary to compare places (bigger/smaller) and to show preference (like/dislike).</p>
<p><b>Year 2</b></p> <p><b>Africa</b></p> <p><b>The Seaside</b></p>	<p>Locational Knowledge</p> <p>Place Knowledge</p>	<p>Name and locate the 7 continents and 5 oceans on a map.</p> <p>Name, locate and identify characteristics of the 4 countries in the UK and their capital cities and surrounding seas on a UK map.</p> <p>Find land and sea on maps and globes.</p> <p>Make comparison of geographical similarities and differences between the human and physical features of a country in Africa (Kenya) and the UK.</p> <p>Explore physical and human features of a seaside town.</p>

	<p>Human and physical geography</p> <p>Geographical skills and fieldwork</p>	<p>Investigate the surroundings at the beach location.</p> <p>Use basic geographical vocabulary to refer to key physical features of a coastal town e.g. beach, cliff, coast, sea, ocean and to key human features e.g. port, harbour, pier, souvenir shop.</p> <p>Use basic geographical vocabulary to refer to key physical features of country studied in Africa e.g. river, soil, vegetation, weather, season, mountain and to key human features e.g. village, farm.</p> <p>Use non-fiction books, stories, maps, pictures, photos and internet as a source of information.</p> <p>Ask simple geographical questions (Where is it? What is it like?)</p> <p>Use teacher drawn maps, infant atlases, large scale OS maps and globes to identify the UK and its countries.</p> <p>Use teacher drawn maps, infant atlases, and globes to identify the 5 continents and 7 oceans.</p> <p>Follow compass directions (N, S, E, W), locational and directional language to describe the location of features on maps.</p> <p>Begin to spatially match places (recognise UK on a small scale and large scale map)</p> <p>Draw a map of a real or imaginary place.</p> <p>Use an aerial map to identify features.</p> <p>Look down on objects to make a plan view map. Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Make appropriate observations about why some seaside features happen.</p> <p>Follow a route on a map.</p> <p>Begin to spatially match places (recognise UK on a small scale map and larger scale map.)</p>
<p><b>Year 3</b></p> <p><b>Our Local Area</b></p> <p><b>The Caribbean</b></p>	<p>Place knowledge</p> <p>Geographical skills and fieldwork</p>	<p>A study of the human and physical geography of the local area – Roehampton.</p> <p>A study of a region within South America – Trinidad and Tobago.</p> <p>Locate on the world map Trinidad and Tobago and the wider Caribbean.</p> <p>Understand the physical geography (volcanoes, earthquakes, natural resources, trade links, rivers, climate) and human geography in terms of its population of Trinidad and Tobago and make simple comparisons to the UK.</p> <p>Begin to ask and initiate geographical questions and the places studied.</p> <p>Make a map of a short route experienced with features in the correct order.</p>

		<p>Make a simple scale drawing using squared paper (a shape or a simple tree made from shapes).</p> <p>Know why a key in maps is needed.</p> <p>Use standard symbols in a key.</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Identify features on an aerial photograph.</p> <p>Use larger scale maps, atlases, globes and digital/computer mapping to locate places: London, Roehampton, Trinidad and Tobago.</p> <p>Begin to identify points on a map.</p> <p>Use 4 compass points to follow and give directions.</p> <p>Use letter/number co-ordinates to locate features on a map.</p> <p>Follow a route on a map with some accuracy, whilst orienteering (link with PE).</p> <p>Begin to match boundaries (find same boundary of a country on a different scale map.)</p> <p>Begin to collect and record evidence (rainfall in Roehampton).</p> <p>Analyse evidence and begin to draw conclusions between 2 locations.</p> <p>Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information.</p>
<p><b>Year 4</b></p> <p><b>Journeys</b></p> <p><b>On the Move</b></p>	<p>Locational knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p>	<p>A study of the wider UK.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (rivers, mountains, coasts and hills) and land use patterns and understand how some of these aspects have changed over time.</p> <p>Locate North and South America in relation to Europe.</p> <p>Map the American States and their capitals in the core text of The Miraculous Journey of Edward Tulane.</p> <p>Describe and understand key aspects of the water cycle.</p> <p>Describe and understand key aspects of rivers and the distribution of water.</p> <p>Use maps, atlases, globes, satellite images and Google maps and Google Earth to locate North and South America and describe features studied.</p> <p>Use maps, atlases, globes, satellite images and Google maps and Google Earth to locate the UK and its counties physical features and describe features studied.</p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Analyse evidence, draw conclusions and make comparisons between the main cities of the UK in relation to their physical and human features and or from photos and pictures.</p>

		<p>Collect and record evidence in relation to water and the water cycle (rainfall).</p> <p>Use 4 compass points well.</p> <p>Begin to use 8 compass points.</p> <p>Use letter/number co-ordinates to locate features on a map.</p> <p>Make a scale drawing on squared paper of a house made from geometric shapes.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Know why a key is needed on a map.</p> <p>Locate places on a large scale map.</p> <p>Follow a route on a large scale map (link with PE).</p> <p>Identify significant places and environments on maps.</p>
<p><b>Year 5</b></p> <p><b>Time</b></p> <p><b>The Tale of Two Cities (Paris and London)</b></p>	<p>Locational knowledge</p> <p>Place knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p>	<p>A study of a region in a European Country. Locate the countries of immediate Europe (Spain, France, Portugal, Netherlands, Germany, Italy) and know their key physical and human characteristics, and major cities.</p> <p>Identify and understand the significance of longitude and latitude lines.</p> <p>Identify the position of longitude lines for time zones in Europe.</p> <p>A study of Paris and France. Compare and contrast to London – human and physical geography of France (especially mountain regions e.g. The Alps).</p> <p>Anglo Saxon place names and settlements.</p> <p>Describe and understand key aspects of France's settlement, land use, trade links land distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate Europe and describe features studied.</p> <p>Use the eight points of a compass to build their knowledge of Europe and identify countries and describe features studied.</p> <p>Use 8 compass points.</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p> <p>Make comparisons between aerial maps and maps.</p> <p>Understand when you would use an OS map to find a location and when you would atlas eg atlas for country, OS for smaller village.</p> <p>Understand the difference between primary and secondary sources of information in geography.</p> <p>Begin to suggest questions for investigating.</p> <p>Compare human/physical features of London and Paris.</p> <p>Collect and record evidence.</p> <p>Analyse evidence and draw conclusions.</p>

		<p>Understand what a thematic map is and look at one that shows height above sea level in Europe.</p> <p>Look at a sketch map of Paris and redraw it using symbols from OS map to show famous landmarks and features.</p> <p>Measure straight line distance on a plan or map and understand real life experiences when this skill is used (school admissions).</p> <p>Look at maps and talk about what the scales mean.</p> <p>Use Google Earth to help draw a plan view map of the road layout of area around the Arc de Triomphe or similar location.</p>
<p><b>Year 6</b></p> <p><b>The Lady of Shallot</b></p> <p><b>The Science of Survival</b></p>	<p>Locational knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p>	<p>Geography of the Wider World and Wider Europe. Locate wider European countries (from Germany and Italy to Russia) and some further world countries and their capitals using, digital /computer mapping.</p> <p>Identify the position and significance of latitude, longitude, equator, hemispheres, tropic of Cancer and Capricorn, Arctic and Antarctic, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand climate zones, biomes, vegetation belts e.g. aquatic, desert, forest, grassland, tundra area of the world (classified according to vegetation, weather and their adaptation to that environment).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure coordinates confidently to locate features on maps.</p> <p>Begin to use 6 figure grid references to identify positions on maps.</p> <p>Use latitude and longitude on atlas map.</p> <p>Use atlas to find out about other features of places eg highest peak in the world, wettest place in the world.</p> <p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations and collect evidence.</p> <p>Analyse evidence and draw conclusions.</p> <p>Begin to draw a thematic map based on given data.</p> <p>Use/recognise OS map symbols.</p> <p>Use atlas symbols to identify features on maps.</p> <p>Follow a short route on an OS map and describe features on the map. (PE link)</p> <p>Locate places on a world map.</p> <p>Use a scale to measure distances.</p> <p>Draw a plan view map accurately.</p> <p>Identify significant places and environments.</p> <p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognised world map as a flattened globe.</p>