


























GEOGRAPHY CURRICULUM MAP

At SDA Primary School, the curriculum is centred around a two-year rolling programme. Each curriculum topic contains specific knowledge webs for each subject area. Within each web, knowledge categories provide curriculum coverage.

<div>Reception</div> <div>Map Skills & Fieldwork ARE to be taught discretely in every unit or work</div>	<div>All about me and where I live</div> <div>My local area.</div> <div>People that help us</div> <div>Maps and aerial photos</div> <div>Making comparisons with a different locality- Ghana</div> <div>Toys and materials</div> <div>Our local area- Different types of shops</div> <div>Maps</div> <div>On The Farm</div> <div>What is it like on a farm?</div> <div>Comparisons with our local area and the countryside.</div> <div>Pirate Rescue</div> <div>Maps</div>					
<div>END POINT Reception</div>	<div>ELG Understanding the World – People, Culture & Communities</div> <div>Children at the expected level of development will:</div> <div><div><div>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</div><div>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;</div><div>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.</div></div></div>					
<div>Key Stage 1</div> <div>Map Skills & Fieldwork MUST be taught discretely in every unit or work.</div>	YEAR A			YEAR B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
		<div>Location/Physical features/Human features/Diversity/Techniques</div> <div></div> <div>The United Kingdom</div>	<div>Location/Physical features/Human features/Techniques</div> <div></div> <div>Continents and Oceans</div>	<div>Location/Physical processes/Human features/Diversity/Techniques</div> <div></div> <div>Contrasting Locality: Australia/Exeter</div>		<div>Physical processes/Techniques</div> <div></div> <div>Weather & Extreme Weather</div>
<div>END POINT</div> <div>Years 1 and 2 Milestone 1</div>	<div>Investigating places</div> <div><div><div>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</div><div>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</div><div>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</div><div>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</div><div>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</div><div>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s continents and oceans</div></div></div>		<div>Investigating patterns</div> <div><div><div>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country</div><div>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</div><div>Identify land use around the school</div></div></div>		<div>Communicating geographically</div> <div><div><div>Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</div><div>key human features, including: city, town, village, factory, farm, house, office and shop</div><div>Use compass directions (north, south, east and west) and locational language (e.g., near and far) to describe the location of features and routes on a map</div><div>Devise a simple map; and use and construct basic symbols in a key</div><div>Use simple grid references (A1, B1)</div></div></div>	



Lower Key Stage 2		Location/Physical features/Physical processes/Techniques  Contrasting Locality: UK and France			Location/Physical features/Physical processes/Techniques  Mountains & Volcanoes	Location/Physical features/Physical processes/Techniques  Rivers & Water Cycles
END POINT Lower Key stage 2 Milestone 2	Investigating places <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics. 		Investigating patterns <ul style="list-style-type: none"> Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. 		Communicating geographically <ul style="list-style-type: none"> Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	
Upper Key Stage 2		Human features/Physical processes/Techniques/Diversity/Human processes  Biomes		Human features/Physical processes/Techniques  Ocean Currents		Physical processes/Techniques/Diversity/Location/Human processes  Contrasting Location - Population North & South America Apply 6-figure grid references
END POINT Years 5 and 6 Milestone 3	Investigating places <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 		Investigating patterns <ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. 		Communicating geographically <ul style="list-style-type: none"> 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) 	



	<ul style="list-style-type: none">Name and locate the countries of North and South America and identify their main physical and human characteristics.		
Future Learning:	<p>Geography KS3 National Curriculum: Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge: understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia;</p> <p>Human and physical geography, understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems;</p> <p>Geographical skills and fieldwork: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field; interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs; use Geographical Information Systems (GIS) to view, analyse and interpret places and data; use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>		