



GEOGRAPHY CURRICULUM MAP

Purpose of study

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, research from information books and analysis of aerial photographs to enhance their locational awareness.

Year 1

Pupils should be taught:

Locational knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Draw maps of real life and made-up places and make keys for symbols on their map.
- Ask questions about places studied.

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom and a non-European country.
- Collect information about their local environment, e.g. using tally charts.

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom.
- Use basic geographical vocabulary to refer to:
 - a) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, soil, season and weather
 - b) key human features, including: city, town, village, farm, house, office and shop
- Follow directions up, down, left, right, forwards and backwards
- Use a simple plan to follow a route

Year 2

Pupils should be taught:

Locational knowledge

- Name and locate the world's seven continents and five oceans.

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.
- Identify hot and cold places.

Human and physical geography

- Identify seasonal and daily weather patterns in locations 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:

- a) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, **ocean, river**, soil, **valley, vegetation**, season and weather
 - b) key human features, including: city, town, **village, factory**, farm, house, office, **port, harbour** and shop
- Follow directions on a map: North, South, East and West.
 - Use a simple plan to follow a route and draw a route showing features.

Throughout the year each class;

1. Ensures a termly focus.
2. Uses world maps, atlases, aerial photographs and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
3. Uses simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
4. Uses aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
5. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.