

Geography Curriculum Map with Key Knowledge

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>All About Me I can identify where my school is. (0.1) I can identify and describe the weather at school.</p> <p>All About Me I know where I live. I know my school is on Raglan Street. I can recognise that there are different buildings in my local area. I can explore a map to view the school and the area.</p> <p><u>Understanding The World- People, Cultures and Community</u> <i>Explores/comment own immediate environment using knowledge, from observation, discussion (Advent).</i></p>	No topic this half term	<p>'Our Wonderful World' I can name and locate the world's 7 continents and the world's 5 oceans on a world map, in an atlas and on a globe. I know that Eastwood is a town in the country of England, in the continent of Europe, and I can describe some of the town's human and physical features using basic geographical vocabulary. I know that Aguas Calientes is a town in the country Peru, in the continent of South America, can describe some of the town's human and physical features, using basic geographical vocabulary. I can identify geographical similarities and differences between Eastwood and Aguas Calientes.</p>	<p>'The Local Town of Eastwood' I can explain that Eastwood is a former coal mining town in the county of Nottinghamshire and can identify why coal mining no longer takes place there. I can use field work to observe, measure, record and present key aspects of the human geography of Eastwood Town (including services available to the people living there, types of settlement and land use, industry) and the physical geography of Eastwood, using a range of methods. I can explain which human and physical characteristics I like and dislike about the local town of Eastwood and I can identify how parts of Eastwood could be improved.</p>	No topic this half term	No topic this half term	No topic this half term
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'Our School and its Local Area'

I know that the Priory is in the town of Eastwood, in the county of Nottinghamshire and I can use aerial photographs and plan perspectives to recognise basic human and physical features of the locality and can draw simple maps of the school's locality, constructing basic symbols in a key. I can say what I like and dislike about the surrounding environment of my school and I can describe how part of the local area around my school could be improved. I can use simple fieldwork and observational skills to recognise different types of housing and other types of buildings in the surrounding environment of my school.

No topic this half term**No topic this half term****'The Local City of Nottingham'**

I know that the city of Nottingham is in the county of Nottinghamshire, it is made up of lots of boroughs and within these boroughs are different towns. I can use fieldwork to observe, measure, record and present the human geography of Nottingham (including types of settlement and land use; economic activity/trade links and the distribution of natural resources), explain how this has changed over time, including the impact of the industrial revolution and identify features of the city that could be improved. I can use fieldwork to observe, measure, record and present the physical features of Nottingham using a range of methods, can draw/label the route of the River Trent from its source and explain its significance

'Mountains'

I can name and locate the major mountain ranges in the UK and in the world, on maps, in atlases and on globes, using map symbols/keys and explain how and why different types of mountains are formed, referring to tectonic plates. I can identify and describe the different features of a mountain range (including, valley, summit, slope, outcrop, face, ridge, treeline, snowline, plateau and foot), explain what happens in the water cycle and compare the climate on 2 different types of mountain range. I can explain the impact tourism can have on a mountainous area, with reference to human and physical features and identify what a place might be like in the future.

'Brazil – a country in South America'

I know Brazil is the largest country in South America, the 4th largest continent in the world, that South America is mostly in the Southern Hemisphere, I can locate the main countries of South America and the 2 oceans that surround it on a world map, in an atlas and on a globe. I can describe the physical geography (including how the latitude affects the physical features of a geographical region, climate zone, biomes and vegetation belts, mountains and rivers) and human geography of Brazil (including types of settlement/land use and trade links), making comparisons between Brazil and England and explain what a place might be like in the future,

					<p>on the city of Nottingham, including the impact of the industrial revolution and identify features of the city that could be improved.</p>		<p>taking account of issues impacting on human and physical features.</p> <p>I can compare two different biomes within Brazil (grasslands and desert forests) and and I can describe the climate of Brazil with reference to its location on the map (to the equator, Tropics of Cancer and Capricorn), compared with the climate in England.</p>
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Our Heroes

I can **design** a map based on a fairy tale story.

[Understanding The World- People, Cultures and Community](#)
Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Lent).

'The UK'

I can name the four countries of the United Kingdom, their capital cities and their surrounding seas and can locate them on a world map, in an atlas and on a globe.

I can name, locate and identify characteristics of the four countries in the United Kingdom (using basic geographical vocabulary to refer to key physical and human features) and identify these landmarks and characteristics on aerial photographs and in pictures.
 I can identify similarities and differences between England, Northern Ireland, Scotland and Wales (including seasonal and daily weather patterns).

'China in the Continent of Asia'

I can locate China in the continent of Asia on a world map, in an atlas and on a globe, can name the sea and ocean that are closest to China and describe its climate.

I can use geographical vocabulary to name, locate and identify key human and physical features of China (including the Great Wall of China) and can compare landmarks in Beijing to landmarks in China.
 I understand what the term culture means and can compare aspects of Chinese culture with aspects of English culture.

No topic this half term**'Paris, France'**

I know that France is a country in the continent Europe, in the Northern Hemisphere, can name and locate countries that border France and know that the English Channel is between France and England.

I can name and locate the River Seine, the main cities and towns it runs through and understand its significance on Paris, including the locating the famous landmarks in Paris and compare their position to the River Seine.

I can describe and show understanding of the key aspects of the human and physical geography of Paris and I can identify similarities and differences with a region of the United Kingdom.

No topic this half term**'Rainforests'**

I can locate the world's major rainforests on a map using six-figure grid references, understand why tropical rainforests are found near the equator between the Tropic of Cancer and the Tropic of Capricorn and can compare the climate in a tropical rainforest to the climate of the UK.
 I know that the Amazon Rainforest is the largest rainforest in the world and is an example of a biome, can give detailed descriptions of the physical and human features of a rainforest (including the 4 layers of the rainforest and animals/plants that have adapted to life in each layer) and explain the impact of deforestation.
 I can explain who the Yanomami Tribe are

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No topic this half term

No topic this half term

'Rivers'

I can name and locate major UK and world rivers on a map and in an atlas and I can explain how the location of a river fits into its wider geographical location; with reference to human and physical features (for example, the location of major cities). I can identify and describe the different features of a river (including, Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary) and explain the journey of a river from its source to its mouth. I can explain why water is such a valuable commodity, giving examples of how humans use rivers for settlement and economic activity and explain what a

No topic this half term

'North America - California'

I know the continent North America is in the Northern Hemisphere, that the USA is its 2nd largest country, can name/locate the main countries of North America and the 3 oceans that surround it on a world map, in an atlas and on a globe. I can identify the position and significance of latitude, longitude, Equator, the tropics of Cancer and Capricorn and time zones. I can describe and compare many aspects of the physical geography (including climate zone, rivers and mountains) and human geography of California (including settlement/land use; economic activity, trade links, natural resources) with England explaining what it would be like to live there and use four-figure grid

No topic this half term

				place (open to environmental and physical change) might be like in the future taking account of physical features.		references to locate features on maps. I can explain what an earthquake is, why they happen, describe the damage they cause and compare the strengths of different ones in California and can explain what California might be like in the future, taking account of issues impacting on human features.	
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	<p>Hot and Cold I can begin to talk about how weather is different around the world. <u>Understanding The World- People, Cultures and Community</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Pentecost/ELG).</p> <p>Seaside I can begin to recognise that the UK has a coastline. I can begin to understand that the UK is surrounded by a body of water. I can explore a map of the UK. <u>Understanding The World- People, Cultures and Community</u> - Describe their immediate environment using knowledge from observation, discussion, stories,</p>	<p>'The Wonderful Weather: Hot and Cold Places' I can name and locate the hottest and coldest place in the world, know where they are in relation to the Equator and the North/South Poles and can identify the main geographical features of the hottest and coldest place in the world. I can describe how the weather affects the lives of the people who live in hot and cold places (for example, in terms of clothing/jobs/travel etc.). I can recognise seasonal and daily weather patterns in hot and cold places and understand the dangers of different weather systems.</p>	<p>'Australia in the Continent of Australasia' I know that Australia is in the continent of Australasia, that it is an island that borders 3 of the world's oceans and I can locate it on a map, in an atlas and on a globe. I can use basic geographical vocabulary to describe the human and physical features of Australia, use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. I can identify geographical similarities and differences through studying the human and physical geography of the Daintree Rainforest and can compare what the climate is like in two different regions of Australia and give</p>	<p>A Study of the UK I know that the UK is in Europe, which is in the Northern Hemisphere, can name and locate the 4 countries of the UK, their capital cities, their surrounding seas, use the 8 points of a compass to identify different counties and locations in the UK and explain the importance of Prime Meridian. I can name and locate counties, cities and geographical regions of the UK on an OS map, identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. I can describe how key aspects of the human and physical characteristics of the UK, key topographical features (including hills, mountains,</p>	No topic this half term	No topic this half term	No topic this half term
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	<i>non-fiction texts and maps (Pentecost/ELG).</i>		reasons for the differences.	coasts, and rivers), and land-use patterns have changed over time, including how and why London changed over time.			
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No topic this half term

No topic this half term

No topic this half term

'Kenya'
A Developing Country
 I know that Kenya is a country in the continent Africa that lies on the equator, I can name and locate some countries that border Kenya, know that it has a coastline on the Indian Ocean and can name and locate Nairobi, the capital city of Kenya. I can describe key aspects of the physical geography of Kenya, and I can compare two different biomes in Kenya - the desert and savanna. I can compare the climate of Kenya on the coast, inland and in the mountains during the day/night (including temperature and rainfall) and give reasons why it has such a varied climate. I understand what the Maasai Culture is like and can identify similarities and differences between the Maasai culture and my own culture.

'Volcanoes'
 I can name and locate some of the world's famous volcanoes on the ring of fire, using four-figure grid references to locate the volcanoes on a world map and explain why most active volcanoes are found there. I can describe the 4 layers of the earth, give a simple explanation of how the position of land mass has changed over time, locate tectonic plates on a map and can explain how volcanoes are created referring to the earth's crust being broken up into tectonic plates and the different ways they move. I can explain what happened to the city of Pompeii when Mount Vesuvius erupted in 79AD and explain the impact that volcanoes can have on the lives of the people living near them.

A Study of Russia
 I can identify the location of Russia on a map, can identify and describe some of the key geographical features of Russia and locate key cities on a map.

 I can identify and describe the key physical and human features of Russia and compare different biomes found within Russia. I can identify the natural resources that Russia has. I can identify and describe some of the different climates of Russia and understand why there is a range of climates with reference to its location on the map (to the equator, Tropics of Cancer and Capricorn).

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