

Geography CURRICULUM MAP



YEAR
6

Y6- Explain the journey of a river from source to mouth, displaying understanding of higher-level vocabulary such as: delta, confluence, meanders, tributaries, valley

Y6- Locate the world's main rivers using an atlas

Y6- Confidently be able to explain the water cycle and the impact this can have in certain areas of the world

Y6- Study maps of the local area (Greattham village) and compare and contrast with maps from the past



Y6 - Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.

Y6- Understand how settlers made decisions based on the physical features of the area. Talk about how and why human features develop over time

Y6- Use the 8 points of a compass and use higher-level directional language when verbalising routes

Y5 -Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade

Y5 -Case Study - Chembakoli - How life is in a small village in India. Compare and contrast all aspects of life with that of UK life.



YEAR
5



Y5-Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references.

Y5 -Locate largest urban areas on a map and use geographical symbols e.g. courtoirs to identify flattest and hillest areas of the continent. Ask questions e.g. what is this landscape like? What is life like there?

Y5 Rainforests Study - Research wildlife and tribes within the Amazon rainforest. Discover how these are affected by deforestation and the wider impact on the world this has.



Y4 -Children to ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this.

Y4 Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. Ask geographical questions e.g. Are there any links?

UPPER
KEY
STAGE
2

YEAR
4



Y4 -Locate and label different countries/continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.

Y4 Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.

Y4 Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America



Y3- Use maps to locate the countries of Europe. Use map keys to identify mountainous areas and urban areas.

Y3 Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend

Y3 -Look at maps, pictures and other sources to identify similarities and differences between a UK region and other locations around the world. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading

YEAR
3



Y3 Using maps, identify hillest areas and flattest areas as well as decide which rivers they think are the largest.

Y3 -Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.



Y2 -Use geographical vocab to refer to key human features of Hartlepool, including: city, town, village, factory, farm, house, office, and shop

Y2-Use basic geographical vocabulary to refer to key physical features of Hartlepool

Y2-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

LOWER
KEY
STAGE
2

YEAR
2

Y2-Use simple compass directions (North, South, East and West) and locational language



Y1 -Ask geographical questions e.g. what is it like to live in this place?



Y1 Communicate in different ways e.g. pictures/pictograms



Y1 Create and label maps of the local area

YEAR
1



Y1 -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world

Y1 Express own views about a place, people, environment

Y1 Recognise how places have become the way they are e.g. shops (patterns and processes)

KEY
STAGE
1

EFYS
NURSERY &
RECEPTION

Early Learning Goal: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Early Learning Goal: Understand some important processes and changes in the natural world around them, including the seasons. And changing states of matter

Early Learning Goal: 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

Early Learning Goal: Explore the natural world around them, making observations and drawing pictures of animals and plants

