

Mapping of curriculum subjects to National Curriculum

Geography

Blossom tree Nursery

Understanding The World
<ul style="list-style-type: none"> • Begin to comment and asks questions about aspects of their familiar world, such as the place where they live or the natural world. <p>Inquiry:</p> <ul style="list-style-type: none"> • Start exploring geographical skills by exploring natural world around them, and begin to make observations and drawing pictures of animals and plants • Geographical Skills and Fieldwork • Explore the use of a weather map. <p>Maps:</p> <ul style="list-style-type: none"> • To start to explore the use of a map. • Draw simple maps of their immediate environment. <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Begin to make comparisons between familiar places

Nursery

Understanding The World
<ul style="list-style-type: none"> • Begins to comment and asks questions about aspects of their familiar world, such as the place where they live or the natural world. <p>Inquiry:</p> <ul style="list-style-type: none"> • Start exploring geographical skills by exploring natural world around them, and begin to make observations and drawing pictures of animals and plants <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Explore the use of a weather map. <p>Maps:</p> <ul style="list-style-type: none"> • To start to explore the use of a map. • Draw simple maps of their immediate environment. <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Begin to make comparisons between familiar places

Reception

Understanding The World
<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change <p>Inquiry:</p> <ul style="list-style-type: none"> • Children to explore geographical skills by exploring natural world around them, making observations and drawing pictures of animals and plants <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Explore the use of a weather map. <p>Maps:</p> <ul style="list-style-type: none"> • Explore the use of a map. • Identify what a map is. • Draw simple maps of their immediate environment. <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Make comparisons between familiar places.

Early Learning Goal

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Y1

Knowledge	Skills
<ul style="list-style-type: none"> • To name the four countries of the UK and their capital cities. • To name the seas and oceans surrounding the UK. • To know the four seasons. • To know different weather patterns: cold, warm, snow, fog, rain, storm, gale. 	<ul style="list-style-type: none"> • To identify human and physical features of the local area. • To make a simple map of my classroom. • To make a simple map of the school and its grounds. • To use geographical vocabulary to describe physical and human features: woods, shop, village, farm, sea, beach.

Y2

Knowledge	Skills
<ul style="list-style-type: none"> • To know the surrounding seas of the UK. • To know physical and human features of the local area of New Marske. • To know where my locality is in relation to the UK. • To know the difference in the daily weather patterns of the UK and Australia. 	<ul style="list-style-type: none"> • To compare New Marske with a town in Australia – physical and human features. • To use world maps, globes and atlases to identify countries of the UK and Australia. • To create a simple map of the local area and construct basic symbols as a key. • To use compass points and directional language to describe routes. • To use aerial photographs to recognise landmarks and geographical features.

Key stage 1 End Point

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use 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
- use 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
- 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.

Y3

Knowledge	Skills
	<ul style="list-style-type: none"> • To know different types of volcano – active, dormant, extinct. • To prior knowledge and prediction skills to find out about unknown places and use observations. • To compare information between Atlases and globes. • To suggest their own ways of presenting information – graphically or in writing. • To understand the different use of different places. (subsistence farming and land use – Anglo Saxon) • To understand the reciprocal link between physical and human features. • To describe and identify how a place has changed. • To identify parts of a river and land use around it and how this can change lives. • To know the regions of the UK.
	<ul style="list-style-type: none"> • To know the physical and human characteristics of the counties of the UK. • To use a range of primary and secondary resources, including the internet, Google Earth and questionnaires. • To make detailed and labelled field sketches. • To collect statistics and present them, recording information on charts, graphs or tables. • To draw maps of local places, including sketches from fieldwork. • To use maps with simple grid references. • To work out routes and plan them using the four points of a compass.

Y4

Knowledge	Skills
	<ul style="list-style-type: none"> • To know and locate countries of the world with a focus on Europe. • To use their own knowledge and understanding when setting up a fieldwork investigation. • To offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements. • To discriminate between different sources and information. • To understand how people can both improve and damage the environment. • To explain the process of erosion and deposition and its effects on people. • To consider the future of some of the physical and human features, based on an understanding of change.
	<ul style="list-style-type: none"> • To use a range of evidence to examine, question and analyse what they have discovered. • To read and use the symbols on an ordnance survey map. • To use four figure grid references to locate points on a map. • To identify time differences around the world (focus on Europe). • To use the points of a compass to work out routes. • To measure wind speed, rainfall and noise levels. • To use ICT – charts, graphs, databases – to find out and record information.

- To prepare questionnaires to investigate people's views on an environmental issue.
- To recognise geographical patterns identified through aerial photographs.
- To explain their own views on environmental change and topical issues and compare these with the views of others.
- To compare the lives of people in two different environments/places.
- To compare a region of the UK to a region in a European country – physical and human features.
- To describe and understand physical features including climate zones and biomes.

Y5

Knowledge	Skills
<ul style="list-style-type: none"> • To begin to understand geographical patterns, eg: industry by a river. • To describe and begin to explain patterns and physical and human changes. • To understand and describe similarities and differences between a region in the UK and a region in South America. • To justify their own viewpoint on an issue and use information to adapt their viewpoint if necessary. • To suggest questions for a field study. • To know which food is produced in South America. 	<ul style="list-style-type: none"> • To describe and understand key aspects of rivers. • To locate and name rivers in the UK, identify physical features. • To understand how some rivers have changed over time. • To make careful measurements in field work. • To collect statistics about people and places. • To begin to use a range of graphs, including pie charts. • To identify the position latitude and longitude and the equator. • To identify the position of the northern and southern hemispheres. • To identify the position of the Tropics of Cancer and Capricorn. • To identify the position of the Arctic and Antarctic circle.

Y6

Knowledge	Skills
<ul style="list-style-type: none"> • To suggest how human activities can cause changes to an environment. • To recognise dependent links and relationships in both human and physical geography – cities. • To suggest possible conclusions and back up with evidence they have collected. 	<ul style="list-style-type: none"> • To identify and significance of the position of latitude and longitude and the equator. • To identify the position and the significance of the northern and southern hemispheres. • To identify the position and the significance of the Tropics of Cancer and Capricorn. • To identify the position and significance of the Arctic and Antarctic circle. • To identify time zones across the world's countries which are studied. • To locate and name the world's countries using maps, with a particular focus on countries involved in the WW2 conflict. • To identify key physical and human features of these countries. • To identify major cities of the countries studied. • To name and locate counties and cities of the UK and their physical and human features and land use patterns and understand they have changed over time. • To use the eight points of a compass to follow a route. • To use four and six figure grid references. • To understand and use the symbols and keys of an OS map. • To collect statistics about people and places – database. • To analyse data (eg: population data). • To recognise and investigate types of settlements and land use. • To investigate economic activity including trade links.

- To discuss the use and distribution of natural resources from the countries/cities studied.

Key stage 2 End points

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.