

Marriott Primary School

Geography Curriculum

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Key Knowledge and Vocabulary
FS	Introduction to maps and globes.	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.	<p>To develop an understanding of growth, decay and changes over time.</p> <p>To talk about how things work.</p> <p>They talk about features of their own immediate environment and how environments might vary from one another.</p> <p>Explores changes (weather focus).</p> <p>Looks for signs of change in the environment (e.g. trees/ wildlife).</p>	<p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To show care and concern for living things and the environment.</p> <p>Comments about what they have seen/ discovered in the world.</p> <p>To look closely at similarities, differences, patterns and change in relation to places, objects, materials and living things.</p>	
Year 1	<p>To find where they live on a map of the UK.</p> <p>To identify the four countries making up the United Kingdom.</p> <p>To name some of the world's continents and find them on a map, atlas and globe-Europe, Antarctica, Asia,</p>	<p>To explore and discover the interesting features of the local environment.</p> <p>To start to explain what makes our locality special.</p> <p>To talk about the different places animals live in around the world.</p>	<p>To name the human features of the local area e.g. shop, house, park, schools, library and roads.</p> <p>To identify seasonal and daily weather patterns in the UK.</p> <p>To answer questions about the weather.</p> <p>To keep a weather chart.</p>	<p>To look at the school and its grounds.</p> <p>To look at the key physical and human features of the local area.</p> <p>To create an aerial photograph of the classroom.</p> <p>To draw simple outline maps and use directional language</p>	To know 4-6 pieces of knowledge/ concepts and 2 words at the end of each unit.

	<p>Australia, North and South America.</p> <p>To name and locate some of the world's oceans.</p>		<p>To plan and perform and weather forecast for the United Kingdom.</p> <p>To point out where the equator, North Pole and South Pole are on a globe or atlas.</p> <p>To explain where hot and cold countries are located in the world.</p> <p>To understand how the location of hot and cold countries affects the different animals that live there.</p>	<p>e.g. near, far to describe the location of features on the map.</p> <p>To add simple symbols to maps.</p> <p>To use maps, atlases and globes to identify the UK and its countries and continents around the world.</p> <p>To use the compass directions North, South, East and West to describe location of features.</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p>	
Year 2	<p>To name all seven of the world's continents and find them on a map, atlas and globe.</p> <p>To name the world's five oceans and find them on a map, atlas and globe.</p> <p>To name some of the main rivers, mountains and landmarks in the UK.</p> <p>To name the capital cities of England,</p>	<p>To describe similarities and differences between the human and physical geography of Bradgate Park and Masai Mara Nature Reserve.</p> <p>To describe some places in different countries of the UK and talk about some similarities and differences.</p>	<p>To describe the landscape of a nature reserve in UK and in Africa using vocabulary such as vegetation, hills and forests.</p> <p>To name the key human and physical features of the countries of the UK including mountains, valley and river.</p> <p>To understand the UK is made up of islands.</p> <p>To describe the human and physical features of the seaside including beach, cliff, coast, sea, port, harbour and shop.</p>	<p>To use aerial photographs to identify landmarks and human and physical features of places in the UK and around the world.</p> <p>To use maps, atlases and globes to identify countries and continents around the world.</p> <p>To use basic symbols in a key to locate physical and human features on a map.</p> <p>To use compass directions North, South, East and West to describe the location of features and routes on a map.</p>	<p>To know 4-6 pieces of knowledge/ concepts 4 words at the end of each unit.</p>

	<p>Scotland, Northern Ireland and Wales.</p> <p>To name the surrounding seas of the United Kingdom.</p> <p>To name costal areas of the UK and their surrounding seas.</p> <p>To identify where significant places are located in the United Kingdom.</p>		<p>To talk about the different types of environments that people can visit and describe what they are like (town, seaside).</p>	<p>To use maps, atlases and globes to identify the United Kingdom, its countries and its surrounding seas.</p> <p>To use atlases and maps to identify and look at coastal areas in the UK.</p>	
Year 3	<p>To name and locate counties and cities making up the British Isles.</p> <p>To name and locate counties and cities in/around the East Midlands.</p> <p>To use maps, atlases and globes to locate countries of Europe and describe features.</p> <p>To name and locate some capital cities of Europe.</p>	<p>To look at the physical and human geography of cities within the East Midlands.</p> <p>To look at similarities and differences between East Midlands and Lazio.</p>	<p>To describe human and physical features of Leicester.</p> <p>To describe how Leicester has changed over time.</p> <p>To describe human and physical features of Lazio and Rome.</p> <p>To describe the climate and weather in Italy.</p> <p>To look at the causes and effects of volcanoes and earthquakes.</p> <p>To describe and explain the processes that cause natural disasters.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries of the world that have major volcanoes and describe features studied.</p> <p>To learn the eight points of a compass.</p> <p>To learn 2 figure grid reference.</p>	<p>Around 6 pieces of knowledge/concepts 6 words at the end of each unit.</p>

	<p>To recognise the different time zones in Europe.</p> <p>To identify the Northern and Southern hemispheres and talk about how they are different and why they are important.</p> <p>To name and locate some Northern/Southern hemisphere countries.</p>		<p>To understand the negative and sometimes positive impact of natural disasters.</p>	<p>To learn some basic symbols and key (including the use of a simplified Ordnance Survey map) to build knowledge of the East Midlands and UK.</p> <p>To use fieldwork to observe and record the human and physical features in Leicester using a range of methods including sketches.</p>	
Year 4	<p>To name and locate counties and major cities of the UK.</p> <p>To compare land use maps of UK from past with the present looking at similarities and differences.</p> <p>To locate key areas of higher ground in the UK.</p> <p>To locate key mountain ranges around the world and name the country they are found</p>	<p>To understand geographical similarities and differences through the study of Brazil and East Midlands.</p> <p>To compare the climate of Brazil with that of UK.</p>	<p>To identify rural and urban areas in the UK.</p> <p>To describe land use in urban and rural areas in the UK.</p> <p>To explain what most rural land is used for in the UK.</p> <p>To explain why an area is suited to crop or livestock farming.</p> <p>To describe the key features of a mountain range.</p> <p>To explain how mountains are formed.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate Brazil and the Amazon rainforest.</p> <p>To learn the eight points of a compass.</p> <p>To learn 4 figure grid references.</p> <p>To learn some basic symbols and key (including the use of a</p>	<p>Around 8 pieces of knowledge/concepts 8 words at the end of each unit.</p>

	<p>in.- The Rocky Mountains, The Alps, the Himalayas, Mount Kilimanjaro.</p> <p>To locate South America on a map and name some of the main countries including Brazil and Chile.</p> <p>To locate the different environmental regions of the countries and key physical and human characteristics.</p> <p>To locate the Amazon rainforest using maps.</p> <p>To locate the equator and talk about its significance.</p> <p>To identify the time zones of countries in South America.</p>		<p>To know some features of a rainforest biome.</p> <p>To describe the physical and human geography of Brazil.</p>	<p>simplified Ordnance Survey map) to build knowledge of the UK.</p> <p>To 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.</p> <p>To use digital mapping to identify different kinds of land use on maps and urban/rural areas.</p> <p>To use a map to find and describe key features of the mountains.</p>	
Year 5	To locate East Midlands and the Lake District/Cumbria on a map and name and locate some of the cities within them.	To look at similarities and differences between Cumbria and the East Midlands.	<p>To describe the mountains and lakes in the Lake District.</p> <p>To name the biomes on Earth and describe where some of them can be found.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To use the eight point compass</p>	Around 10 pieces of knowledge/concepts 10 words at the end of each unit.

	<p>To locate different biomes in the world using maps to focus on Europe and North and South America.</p> <p>To locate and name counties and cities in England, looking at natural resources and where they are sourced and why.</p>		<p>To describe the features of the different biomes.</p> <p>To describe the climate zones of each biome.</p> <p>To talk about the vegetation that you can find in each biome.</p> <p>To identify Britain's natural resources and explain how they are used.</p> <p>To understand how natural resources are used to produce energy.</p> <p>To identify renewable and non-renewable ways of producing energy.</p> <p>To understand the positive and negative impact of using different renewable energy sources.</p>	<p>points to describe a location on a map.</p> <p>To use a compass direction to find a location on a map.</p> <p>To use the eight point compass points to describe a location relative to another place.</p> <p>To use 6 figure grid reference.</p> <p>To 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.</p>	
Year 6	<p>To identify locations of some global companies and recognise they trade in countries all over the world.</p> <p>To use maps and atlases to locate the source of a range of</p>	<p>To understand geographical similarities and differences through the study of North America and UK.</p>	<p>To understand how in the past distance and bodies of water prevented trade from happening at an international scale.</p> <p>To describe how natural resources and climate determine where our food comes from.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and calculate the distance travelled by products using map scale.</p> <p>To use research and enquiry skills to discover more about</p>	<p>Around 12 pieces of knowledge/concepts 12 words at the end of each unit.</p>

<p>food products.</p> <p>To use maps and globes to locate more and less developed countries.</p> <p>To locate the countries that the UK export goods to.</p> <p>To locate continents and countries using a digital world map to determine what each country's highest-value export is.</p> <p>To locate North America on a map and name/locate some of the main countries.</p> <p>To identify the main environmental regions in these countries.</p> <p>To identify key physical and human characteristics and some major cities in these countries.</p> <p>To use latitude and longitude to describe</p>		<p>To understand how and why trade has become increasingly global.</p> <p>To understand how trade connects different countries and their populations.</p> <p>To describe the type of goods UK export and the trade links we have.</p> <p>To explain how trading has changed through history.</p> <p>To explain the global supply chain.</p> <p>To understand how global trade affects the lives of workers in less economically developed countries.</p> <p>To describe the climate of North America.</p> <p>To describe the physical and human geography of parts of North America.</p> <p>To describe and understand key aspects of rivers.</p> <p>To describe the impact of rivers on human life and the impact of</p>	<p>trade through time, picking out key points and recording.</p> <p>To use 6 figure grid references to read maps and eight points of a compass.</p> <p>To use maps to show the UK's trade links with other countries.</p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To 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.</p> <p>To observe rivers in the local area and use a range of methods to locate and record observations e.g. maps, plans and digital technologies.</p>	
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	<p>where places in North America are.</p> <p>To identify the different time zones in North America.</p> <p>To name and locate the key topographical features of rivers in the UK.</p> <p>To look at features of erosion and how rivers affect the topography of a landscape over time.</p> <p>On a word map and UK map look at areas covered by water.</p>		<p>humans on rivers.</p> <p>To describe and understand key aspects of the water cycle.</p> <p>To understand the processes of the water cycle.</p>		
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