



Meadow Vale Primary School Geography Curriculum Map

Year 1						
	<u>Breadth of Study</u>			<u>Skills</u>		
	Autumn: All About Me	Spring: Oh to be Royal	Summer: Making a Splash	Autumn: All About Me	Spring: Oh to be Royal	Summer: Making a Splash
Locational and Place knowledge		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (including Northern Ireland) and its surrounding seas.</p> <p>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 (comparing London to Bangkok).</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, sea, ocean, river.</p>		<p>Locate the four countries and capital cities of the United Kingdom on a map.</p> <p>Study pictures/videos of two differing localities and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Draw and label pictures to show how places are different.</p> <p>Verbalise and write about similarities and differences between the features of the two localities.</p>	<p>Locate the four countries and capital cities of the United Kingdom on a map.</p>
Human and Physical Geography		<p>Use basic geographical vocabulary to refer to key human features, including city, town, village and shop.</p>	<p>Use basic geographical vocabulary to refer to key human features including port and harbor.</p>		<p>Understand and use language relating to geographical features when looking at maps and photos.</p>	<p>Understand and use language relating to geographical features when looking at maps and photos.</p>
Fieldwork	<p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks.</p>		<p>Observe and record information about the local area/school.</p> <p>Look at simple maps of the local area (including MV School) and identify the things they know and have seen.</p> <p>Draw own maps of the local area/school; use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South,</p>	<p>Study aerial photographs of London and label famous landmarks e.g. London Eye, Buckingham Palace, Houses of Parliament.</p> <p>Trip to Windsor Castle: walking through areas of interest, identifying human and physical geography around Windsor, linking to topic</p>	



Meadow Vale Primary School Geography Curriculum Map

	human and physical features of its surrounding environment.			East and West) to describe the location of features on a map. Observe and record the features around the school. Local area walk: walking round area to school and children's home, identifying physical and human features in the local area.		
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Meadow Vale Primary School Geography Curriculum Map

Year 2						
	<u>Breadth of Study</u>			<u>Skills</u>		
	Autumn: Deep Freeze	Spring: Australia	Summer: World Kitchen	Autumn: Deep Freeze	Spring: Australia	Summer: World Kitchen
Locational and Place knowledge	<p>Name and locate the world's seven continents and five oceans.</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Arctic and time zones (including day and night).</p>	<p>Name and locate the world's seven continents and five oceans, focusing on Australasia/Oceania.</p> <p>Identify the position and significance of the Equator, Southern Hemisphere and time zones (including day and night).</p>		<p>Identify continents, oceans and the polar regions on a map and label them.</p>	<p>Identify Australasia/Oceania on a map and label Australia.</p>	
Human and Physical Geography	<p>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 (looking at the UK and then comparing the Arctic to Jamaica).</p> <p>Use basic geographical vocabulary to refer to key physical features including, forest, hill mountain, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including, factory, farm, house and office.</p>	<p>Identify and compare seasonal and daily weather patterns in the United Kingdom and Australia.</p> <p>Use basic geographical vocabulary to refer to key physical features.</p> <p>Use basic geographical vocabulary to refer to key human features including, factory, farm, house and office.</p>		<p>Use both maps and globes to identify the coldest places in the world.</p> <p>Make predictions about where the hottest places in the world are with explanations.</p> <p>Identify the equator on a world map and locate the places on the Equator which are the hottest.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of the polar regions and the equator on a map.</p> <p>Ask questions about the weather and seasons in the United Kingdom, and hot/cold places in the world.</p> <p>Observe and record the weather at different times of the year.</p>	<p>Use both maps and globes to identify Australia on a world map.</p> <p>Describe key geographical features within Australia, e.g. the Daintree rainforest, Uluru and the Sydney Opera House.</p>	
Fieldwork	<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied.</p>			<p>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.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language [e.g., near and far; left and right], to describe the location of features and routes on a map.</p>	



Meadow Vale Primary School Geography Curriculum Map

Year 3						
	<u>Breadth of Study</u>			<u>Skills</u>		
	Autumn: Stones and Bones	Spring: Tomb Raiders	Summer: African Adventure	Autumn: Stones and Bones	Spring: Tomb Raiders	Summer: African Adventure
Locational and Place knowledge		Locate the world's countries, using maps to focus on Egypt, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemispheres and the Prime/Greenwich Meridian and time zones (including day and night).		Study maps and pictures to make assumptions about the different areas of Africa/Egypt. Use maps to locate Egypt within Africa.	Study maps and pictures to make assumptions about the different areas of Africa e.g. using map keys to identify mountainous areas Use maps to locate countries in Africa.
Human and Physical Geography	Describe and understand key aspects of: human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.	Human geography, including: types of settlement and land use (pyramids), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Ask, research and explain the following questions: Why did the stone age civilization choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? Relate land use and trade to settlements.	Identify trade links and how the Nile allowed the Egyptians to do this successfully.	
Fieldwork		Use maps, atlases, globes to locate countries and describe features studied.	Use maps, atlases, globes to locate countries and describe features studied.		Use locational language to describe the location of Egypt on a map.	Use locational language to describe the location of Africa on a map.



Meadow Vale Primary School Geography Curriculum Map

Year 4						
	Breadth of Study			Skills		
	Autumn: Shaping the World	Spring: Togatastic	Summer: Destructive Earth	Autumn: Shaping the World	Spring: Togatastic	Summer: Destructive Earth
Locational and Place 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.	Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	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).	Locate the world's countries, using maps to focus on the USA. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Locate the world's countries, using maps to focus on Europe, in particular the countries within the Roman empire.	Locate the hemispheres, continents/countries in each hemisphere, the Equator, the tropics of Cancer and Capricorn on a map. Draw conclusions about the climates of countries on the Equator and on the tropics. Use maps to identify longitude and latitude.
Human and Physical Geography		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.	Describe and understand key aspects of physical geography including, climate zones, volcanoes, earthquakes and the water cycle.		Describe and explain the impact that the Romans had on the countries that they invaded and settled in, e.g. buildings, roads, housing.	Identify the different climate zones. Ask questions and find out what affects the climate. 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 the world. Locate places in the world where natural disasters occur. Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.
Fieldwork					Trip to Verulamium (St Albans): develop understanding of influence on human geography (Roman housing/mosaics).	



Meadow Vale Primary School Geography Curriculum Map

Year 5						
	<u>Breadth of Study</u>			<u>Skills</u>		
	Autumn: Into the Woods	Spring: Invaders and Settlers	Summer: Rainforests	Autumn: Into the Woods	Spring: Invaders and Settlers	Summer: Rainforests
Locational and Place knowledge	Name and locate counties and cities of the United Kingdom 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	Locate the world's countries, using maps to focus on countries associated within Europe in relation to the Romans/Anglo Saxons.	<p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p>	<p>Locate major cities and towns on a map of the UK, and identify Bracknell and Berkshire.</p> <p>Confidently use maps to support learning.</p>	<p>Locate the hemispheres, continents/countries within Europe on a map.</p> <p>Confidently use maps to support learning.</p>	<p>Locate the hemispheres, continents/countries in the southern hemisphere, the Equator, the tropics of Cancer and Capricorn on a map.</p> <p>Draw conclusions about the climates of countries on the Equator/southern hemisphere and on the tropics.</p> <p>Confidently use maps to support learning.</p>
Human and Physical Geography	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers • 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. 	Describe and understand key aspects of human geography, including types of settlement and land use.	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers • 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. 	Study photos/pictures/maps to make comparisons between Bracknell in the past and now.	<p>Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p> <p>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the</p>	<p>Compare and contrast the Amazon rainforest to our local forest, Swinley Forest.</p> <p>Describe and explain tropical climates, the layers of the rainforest and rainforest inhabitants.</p>



Meadow Vale Primary School Geography Curriculum Map

					<p>purpose of the settlements?</p> <p>Study how land in the local area was used during the Anglo-Saxon period. Look at land use in the same area today and consider how and why this has changed.</p>	
Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Local area walk: walking through areas of interest, identifying human and physical geography around Bracknell.	<p>Confidently use maps, globes and Google Earth to identify and locate the settlement of Anglo-Saxons.</p> <p>Trip to Hooke Court: develop understanding of influence on human geography (Anglo Saxon housing).</p>	Confidently use maps, globes and Google Earth to identify and locate the location of rainforests within South America.



Meadow Vale Primary School Geography Curriculum Map

Year 6						
	<u>Breadth of Study</u>			<u>Skills</u>		
	Autumn: It's All Greek to Me/A Tale of Three Cities	Spring: Into the Trenches/ Behind Enemy Lines	Summer: It's All Greek to Me	Autumn: It's All Greek to Me/A Tale of Three Cities	Spring: Into the Trenches/ Behind Enemy Lines	Summer: It's All Greek to Me
Locational and Place knowledge	<p>Locate the world's countries, using maps to focus on Ancient Greece concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p>Locate the world's countries, using maps to focus on London, Sao Paulo and Sarajevo on their environmental regions, key physical and human characteristics and major cities.</p> <p>Name and locate 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.</p> <p>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.</p>	<p>Locate the world's countries, using maps to focus on countries associated with World War One, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Locate the world's countries, using maps to focus on countries associated with World War Two (including Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Locate the world's countries, using maps to focus on countries associated with World War Two (including Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Study photos/pictures/maps to make comparisons between locations.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between Europe and South America in terms of both physical and human geography.</p>	<p>Locate countries in Europe on a map.</p> <p>Confidently use maps to support learning.</p>	<p>Look at maps, pictures and other sources to identify similarities and differences between Green in comparison to UK in terms of both physical and human geography.</p>
Human and Physical Geography	<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation</p>	<p>Study one key building in the locality during WWI, WWII and the present day (e.g.</p>		<p>Identify human geography, including: types of settlement and land use, economic activity including</p>		



Meadow Vale Primary School Geography Curriculum Map

	<p>belts, rivers, mountains.</p> <p>Describe and understand key aspects of 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.</p>	<p>hospital) and reflect on the changes.</p>		<p>trade links, and the distribution of natural resources including energy, food, minerals and water.</p>		
Fieldwork	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use 6 figure grid references to identify countries and cities in the world and the longest rivers and understand how these features may have changed over time.</p> <p>Select the most appropriate map for different purposes e.g. an atlas to find a country, Google Earth to find a village.</p>	<p>Use 6 figure grid references to identify countries and cities in the world.</p> <p>Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village.</p>	<p>Use 6 figure grid references to identify countries and cities in the world.</p> <p>Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village.</p>