



# Geography Curriculum Map

EYFS

When they leave the Early Years, we expect children to be able to:

- Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- Talk about some of the things they have observed, such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.
- Look closely at similarities, differences, patterns and change
- Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

**Autumn**

**Spring**

**Summer**

**Year  
1**

**Geographical Skills & Fieldwork Focus:**  
Our School Community

- Ask simple geographical questions e.g., what is like to live in this place?
- Use simple observation skills to study the geography of the school and its grounds. (Y2)

**Human & Physical Geography Focus:**  
Wallsend Weather

- Ask simple geographical questions e.g., what is the weather like in place?
- Describe seasonal weather changes in the UK.

**Locational & Place Knowledge Focus:**  
Our North East Coastline

- Ask simple geographical questions e.g., what does the seaside look like here?
- Understand how some places are linked to other places e.g., roads and trains.
- Link their homes to other places in their community.

	<ul style="list-style-type: none"> <li>• Use simple maps of the local area e.g., large scale, pictorial etc.</li> <li>• Use location and directional language e.g. near and far, left, and right to describe the location of features and routes.</li> <li>• Make simple maps and plans e.g. a pictorial place in a story.</li> <li>• Use location and directional language e.g. north, south, east, west.</li> </ul>		<ul style="list-style-type: none"> <li>• Know about some present changes that are happening in their local environment e.g. the coast</li> <li>• Suggest ideas for improvements for improving the coastal environment.</li> <li>• Name, describe and compare familiar places and their weather patterns in the UK.</li> </ul>
<b>Year 2</b>	<b>Geographical Skills &amp; Fieldwork Focus:</b> <b>Focus: Our Place in the UK</b> <ul style="list-style-type: none"> <li>• Use world maps, atlases, and globes to identify the UK and its countries.</li> <li>• Use simple compass direction and location and directional language to describe the features and routes on a map.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and use and construct basic symbols in a key.</li> </ul>	<b>Human &amp; Physical Geography Focus:</b> <b>Mountains and Rivers of the UK</b> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to physical features.</li> <li>• Use basic geographical vocabulary to refer to human features.</li> </ul>	<b>Locational &amp; Place Knowledge Focus:</b> <b>Our Place in the World</b> <ul style="list-style-type: none"> <li>• Use world maps, atlases, and globes to identify the UK and its countries and name and locate the world's 7 continents and 5 oceans.</li> <li>• Name and locate the characteristics of the seas surrounding the UK.</li> <li>• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</li> </ul>
<b>Year 3</b>	<b>Locational &amp; Place Knowledge Focus:</b> <b>Counties and Cities of the UK</b> <ul style="list-style-type: none"> <li>• Identify where counties are within the UK and the key topographical features.</li> <li>• Name and locate the cities of the UK.</li> <li>• Recognize there are similarities between places.</li> </ul>	<b>Geographical Skills &amp; Fieldwork Focus:</b> <b>Our Link School</b> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environments. (Y2)</li> </ul>	<b>Human &amp; Physical Geography Focus:</b> <b>Natural Landmarks of the World</b> <ul style="list-style-type: none"> <li>• Identify physical and human features of the locality.</li> <li>• Explain about weather conditions around the UK and parts of Europe.</li> </ul>

	<ul style="list-style-type: none"> <li>Develop an awareness of how places relate to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Make more detailed fieldwork sketches and diagrams.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. (Y2)</li> <li>Communicate findings in ways appropriate to the task or for the audience.</li> <li>Make maps and plans using simple keys.</li> <li>Use four figure grid references.</li> <li>Use eight points of a compass.</li> <li>Ask and respond to geographical questions e.g., describe the landscape, why is it like this, how is it changing? What do you think about that? What do you think it might be like if...continues?</li> <li>Analyse evidence and draw conclusions e.g., make comparisons between locations using aerial photographs/pictures e.g., population, temperatures et...</li> <li>Use fieldwork instrument e.g., camera, rain gauge</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use a wide range of geographical terms e.g., specific topical vocabulary.</li> <li>Use and interpret maps, globes, atlases, and digital computer mapping to locate countries and key features.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and use and construct basic symbols in a key. (Y2)</li> </ul>
Year 4	<b>Human &amp; Physical Geography Focus:</b> Mountains and Rivers of the World <ul style="list-style-type: none"> <li>Plan the steps and strategies for an enquiry.</li> <li>Demonstrate knowledge of features about places around them and beyond the UK.</li> </ul>	<b>Geographical Skills &amp; Fieldwork Focus:</b> A Map of Europe <ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms.</li> <li>Measure straight line distances using appropriate scale.</li> </ul>	<b>Locational &amp; Place Knowledge Focus:</b> North America (Rocky Mountains and The Lake District) <ul style="list-style-type: none"> <li>Identify the physical characteristics and key topographical features within countries of North America. (Y5)</li> </ul>

	<ul style="list-style-type: none"> <li>Describe human features of UK regions/cities and counties.</li> <li>Describe how people have been affected by changes in the environment.</li> <li>Know about the wider context of places- regions, counties.</li> <li>Explain about key natural resources e.g., water in the locality.</li> </ul>	<ul style="list-style-type: none"> <li>Explore features on an OS map using 6 figure references.</li> <li>Draw accurate maps with more complex keys.</li> <li>Recognise the different shapes of continents.</li> <li>Identify where countries are within Europe including Russia.</li> <li>Explore weather patterns around the world.</li> <li>Know the location of capital cities of countries in the UK. Seas around the UK. European union countries with high populations and the largest cities in each continent. (Y5)</li> <li>Locate the worlds countries using maps to focus on Europe including Russia and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Know about changes to world environments over time. (Y5)</li> <li>Compare the physical and human features of a region in the UK and a region in North America, identifying similarities and differences. (Y5)</li> <li>Know how the locality is set in a wider geographical context.</li> </ul>
<b>Year 5</b>	<b>Human &amp; Physical Geography Focus:</b> <b>Earthquakes and Volcanoes</b> <ul style="list-style-type: none"> <li>Understand the effect of landscape features on the development of a locality. (Y4)</li> <li>Understand why there are similarities and differences between places. (Y4)</li> <li>Recognize that people have different quality of life living in different locations and environments. (Y4)</li> </ul>	<b>Geographical Skills &amp; Fieldwork Focus:</b> <b>Field Work (A Study of the River Tyne)</b> <ul style="list-style-type: none"> <li>Know about the physical features of coasts and begin to understand erosion and deposition.</li> <li>Understand how human affect the environment over time.</li> <li>Use fieldwork to record, measure and present the human and physical features in the local area using range of methods</li> </ul>	<b>Locational &amp; Place Knowledge Focus:</b> <b>Time Zones Across the World</b> <ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms.</li> <li>Recognise the different shapes of countries.</li> <li>Identify and describe the significance of the prime/Greenwich Meriden and time zones including day and night.</li> <li>Identify the position and significance of latitude, longitude, equator, Northern</li> </ul>

	<ul style="list-style-type: none"> <li>Know and describe where a variety of places are in relation to the physical and human features such as volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>including sketch maps, plans and graphs and digital technologies. (Y6)</li> <li>Know how rivers erode and transport and deposit materials.</li> </ul>	<ul style="list-style-type: none"> <li>and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime Greenwich and Meridien time zones including day and night. (Y6)</li> </ul>
Year 6	<p><b>Geographical Skills &amp; Fieldwork Focus:</b> Field Work (Linked to High Borrans Residential Trip)</p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the UK, geographical regions, and their identifying human and physical characterises, key topographical features and land use patterns and understand how some of these aspects have change over time.</li> <li>Use the 4 and 6 grid references, symbols, and keys, including OS maps to build their knowledge of the UK and the wider world. Use the 8 points of a compass.</li> </ul>	<p><b>Human &amp; Physical Geography Focus:</b> South America: Rainforests</p> <ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms.</li> <li>Describe and understand key aspects of human geography including, types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals, and water.</li> <li>Recognise that different people hold different views about an issue and begin to understand some of the reasons why (Y3)</li> <li>Understand why people seek to manage and sustain their environment. (Y5)</li> <li>Understand about weather patterns around the world and relate these to climate zones. (Y5)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK a region in a European country and a region within North or South America.</li> </ul>	<p><b>Locational &amp; Place Knowledge Focus:</b> The River Danube (The Black Forest)</p> <ul style="list-style-type: none"> <li>Use maps, charts, etc... to support decision making about the location of places e.g., new bypass.</li> <li>Describe and understand key aspects of physical geography</li> <li>Know about the wider contexts of places, e.g., country, region, and county. (Y5)</li> <li>Use maps atlases and globes and digital mapping to locate countries and describe features studied.</li> </ul>