



Lunt's Heath Primary School

Geography Curriculum Map and Statutory Requirements

Lunt's Heath Primary School Geography Curriculum Map 2024-2025						
	Autumn		Spring		Summer	
EYFS	Name, locate and recognise features and places in school/grounds.	Autumn Walk- School grounds Recognise features of school grounds and make and use maps. Observing Winter weather.	China Locating China on a map and looking at features of the country. Learning about the culture and place looking for similarities and differences.	Space- Living on a different planet. Observe what we have on planet Earth.	Woodland mini-beast hunt. Identify the features of a woodland.	Design practical, attractive environments. Take care of the flowerbeds. Organise equipment outdoors.
	Compare homes- Similarities and differences in relation to places.	Making and using simple maps of story settings - 'The Three Billy Goats Gruff'.	Police school visit and other occupations from parents (e.g., hospital) Work people do there. Explain similarities and differences between life in this country and others = Australia / Africa – Roles specific to their climate.	Observing Spring weather.	Summer walk. Observing the weather in summer and how the weather is different from other seasons.	Think about where different foods come from and put these on a map. Sort foods by countries – can the children name food from different countries.
Year 1	Why can't a meerkat live in the North Pole? Hot & Cold Places, UK Weather Locate and identify the hot and cold places in the world, introducing 4 compass points and identify UK weather patterns and features of the 4 seasons.		Where do I live? Our School, Capitals & Countries of the UK, Locate and identify the 4 UK countries and surrounding seas including some famous landmarks. Introduce human and physical geographical features.		What is special about our school and our locality? (Geography = Local Area) Investigate the school, the grounds and the immediate area using basic map skills including introducing 4 compass points.	
Year 2	What is Farnworth like? Our Local Area – Map Skills Investigate the local area of Farnworth identifying key physical and human features on OS maps (Digimaps) including 4 compass points and sketch maps.		Where would you prefer to live: the UK or Kenya? Study of a non-European Country Using their previous term's studies on Farnworth, understand the geographical similarities and differences between our local area and a village in Kenya by making comparisons and recording contrasts with their physical & human characteristics, climate, culture and economy.		What does the world look like? Continents & Oceans, Physical & Human features Locate the 7 continents and 5 oceans on a world map and identify key human and physical features within the continents. Building on from work in Year 1, introduce climates in relation to the continents and their proximity to the Equator, North & South Poles.	



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Year 3	<p>Why do so many people choose to go to the Med for their holidays? A region in a European country</p> <p>Investigate the environmental regions, key physical and human characteristics, countries and major cities of Europe (including Russia). Understand the geographical similarities and differences through an in depth study of the Mediterranean region of Europe.</p>	<p>What makes the Earth angry? Volcanoes & Earthquakes</p> <p>Investigate the formation and causes of volcanoes and earthquakes, locating the regions of the earth where they predominantly occur and the reasons why they occur there, and their impact on the geography of the locality and the people living within those regions.</p>	<p>Why is our coastline so varied? Countries, Counties, Cities & Coasts</p> <p>Investigate the physical geography of coasts and their diversity across the UK. Observe, measure, record and present the human and physical features of the Sefton coast beginning to use sketch maps, graphs, OS maps and Digimaps.</p>
Year 4	<p>Why should we settle here? Settlement & Land Use</p> <p>Study types of settlements and relate to the local area of Farnworth. Investigate impact of change in the local area focused on increased housing, road use and traffic calming measures using sketch maps, plans, graphs and Digimaps. Begin to use 4 figure grid references and introduce 8 compass points.</p>	<p>Why is the North West such a great place live? A region of the UK – Map Skills</p> <p>Identify counties and regions of the UK, then investigate the North West region including diversity of physical and human features, population, socio- economic diversity and culture.</p>	<p>Where can I climb a mountain? Mountains & Tourism</p> <p>Investigate the formation of mountains in the world, their climates and the impact of tourism using their first hand study of a mountain in Wales using sketch maps, plans, graphs and Digimaps. Use 4 figure grid references and begin to use 8 compass points.</p>
Year 5	<p>Why is Brazil in the news? South America</p> <p>Investigate the environmental regions, key physical and human characteristics, countries and major cities of South America. Understand the geographical similarities and differences through an in depth study of Brazil.</p>	<p>Why should rainforests be important to us all? Climate, Biomes & Vegetation Belts</p> <p>Investigate the key aspects of physical geography: climate zones, biomes and vegetation belts with a special focus on rainforests, introducing latitude and longitude and time zones in relation to their locations in the world.</p>	<p>How is a river formed? Rivers & the Water Cycle</p> <p>Investigate how rivers are formed and their place within the water cycle, relating their knowledge to a visit to a river in the North West using sketch maps, plans, graphs and Digimaps. Use 8 compass points and 6 figure grid references.</p>
Year 6	<p>How has our local area changed? Local Area – Map Skills</p> <p>Investigate how the town of Widnes has changed over time and the impact on the social and economic landscape using sketch maps, plans, graphs and Digimaps. Use 8 compass points and 6 figure grid references.</p>	<p>How should we share the world's natural resources? Using Natural Resources, Latitude & Longitude</p> <p>Investigate the type and distribution of natural resources across the world and the impact that high water usage by developed countries has on less developed areas of the world. Include a focus on latitude and longitude, and time zones in relation to their studies.</p>	<p>Why is Fairtrade important? Global Trade Links</p> <p>Investigate the balance of global trade and its economic impact on developed and less developed countries. Consider how the adoption of Fairtrade can positively impact local communities in their socio-economic development.</p>



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Purpose and Aims

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes □ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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EYFS

Geography Knowledge and Skills

Understanding the World – Reception

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

Understanding the World – ELG People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

Understanding the World – ELG The Natural World

- 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.

UTW-Geography	Name, locate and recognise features and places in school/grounds.	Autumn Walk- School grounds Recognise features of school grounds and make and use maps. Observing Winter weather.	China Locating China on a map and looking at features of the country. Learning about the culture and place looking for similarities and differences.	Space- Living on a different planet. Observe what we have on planet Earth.	Woodland mini-beast hunt. Identify the features of a woodland.	Design practical, attractive environments. Take care of the flowerbeds. Organise equipment outdoors.
	Compare homes- Similarities and differences in relation to places.	Making and using simple maps of story settings - 'The Three Billy Goats Gruff'.	Police school visit and other occupations from parents (e.g., hospital) Work people do there. Explain similarities and differences between life in this country and others = Australia / Africa – Roles specific to their climate.	Observing Spring weather.	Summer walk. Observing the weather in summer and how the weather is different from other seasons.	Think about where different foods come from and put these on a map. Sort foods by countries – can the children name food from different countries.



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Key Stage 1

Geography Knowledge and Skills

Develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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.



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Year 1

HOT AND COLD PLACES, UK WEATHER Identify hot and cold areas of the world in relation to the Equator and the North and South Poles <i>Why can't a Meercat live in the North Pole?</i>				OUR SCHOOL, CAPITALS & COUNTRIES OF THE UK Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries <i>Where do I live?</i>				STUDY OF A SMALL AREA OF THE UK. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <i>Why do we love to be beside the seaside?</i>			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> Answer some questions using different resources, such as books, the internet and atlases Think of a few relevant questions to ask about <a locality> Answer questions about the weather Keep a weather chart 	<ul style="list-style-type: none"> Explain the main features of a hot and cold place Describe <a locality> using words and pictures Explain how the weather changes with each season Identify seasonal weather patterns 	<ul style="list-style-type: none"> Begin to explain why they would wear different clothes at different times of the year Say something about the people who live in hot and cold places Explain what they might wear if they lived in a very hot or a very cold place 	<ul style="list-style-type: none"> Point out where the equator, north pole and south pole are on a globe or atlas 	<ul style="list-style-type: none"> Say what they like about their locality; Widnes compared to London Sort things they like and don't like Answer some questions using different resources, such as books, the internet and atlases Think of a few relevant questions to ask about their locality and London our capital city 	<ul style="list-style-type: none"> Tell someone their address Describe a locality using words and pictures Name key features associated with a town, city or village, eg, church, farm, shop, house 	<ul style="list-style-type: none"> Identify the four countries making up the united kingdom Name some of the main towns and cities in the united kingdom Know how people can travel in the UK. 	<ul style="list-style-type: none"> Name key features associated with a city, town or village, eg, travel links, factory, detached house, semi-detached house, terrace house Know some key features in London Name a few towns in the south and north of the UK 	<ul style="list-style-type: none"> Label a diagram or photograph using some geographical words Find out about the seaside by using different sources of evidence Find out about the seaside by asking some relevant questions to someone else Say what they like and don't like about their locality and another locality like the seaside(Llandudno) 	<ul style="list-style-type: none"> Describe some physical features of own locality Explain what makes the seaside special Describe some of the features associated with an island Describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley' 	<ul style="list-style-type: none"> Describe some human features of the seaside, such as the jobs people do Explain how the jobs people do may be different in different parts of the world Do they think that people ever spoil the area how Do they think that people try to make the area better how Explain what facilities a town or village might need 	<ul style="list-style-type: none"> Name the major cities of England, wales, Scotland and Ireland Find where they live on a map of the UK



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Year 2

Year 1 Prior Knowledge and Skills			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> say what they like about their locality sort things they like and don't like answer some questions using different resources, such as books, the internet and atlases think of a few relevant questions to ask about a locality answer questions about the weather keep a weather chart 	<ul style="list-style-type: none"> tell someone their address explain the main features of a hot and cold place describe a locality using words and pictures explain how the weather changes with each season name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house' 	<ul style="list-style-type: none"> begin to explain why they would wear different clothes at different times of the year tell something about the people who live in hot and cold places explain what they might wear if they lived in a very hot or a very cold place 	<ul style="list-style-type: none"> identify the four countries making up the United Kingdom name some of the main towns and cities in the United Kingdom point out where the equator, north pole and south pole are on a globe or atlas

OUR LOCAL AREA – MAP SKILLS <i>Our school and its grounds and the key human and physical features of its surrounding environment. What is Farnworth like?</i>				STUDY OF A NON-EUROPEAN COUNTRY <i>Use world maps, atlases and globes to identify the United Kingdom and its countries. A small area of the United Kingdom, and of a small area in a contrasting non-European country Would you prefer to live in England or Africa?</i>				CONTINENTS AND OCEANS, PHYSICAL AND HUMAN FEATURES <i>Identify seasonal and daily weather patterns in the United Kingdom Can I explore the world</i>			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Geographical Enquiry	Geographical Enquiry	Geographical Enquiry	Geographical Enquiry	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> Label a diagram or photograph using some geographical words Find out about their town by using different sources of evidence Find out about their town by asking some relevant questions to someone else Say what they like and don't like about their locality and another locality like the seaside 	<ul style="list-style-type: none"> Describe some physical features of their town Explain what makes their town special Describe some places which are not near the school Describe the key features of a place, using words like, 'forest', 'hill', 'mountain', 'valley' 	<ul style="list-style-type: none"> Describe some human features of their town, such as the jobs people do Do they think that people ever spoil the area how Do they think that people try to make the area better how Explain what facilities a town or village might need 	<ul style="list-style-type: none"> Find where they live on a map of the UK 	<ul style="list-style-type: none"> Label a diagram or photograph using some geographical words? Find out about a contrasting locality like Africa by using different sources of evidence? Find out about Africa by asking some relevant questions to someone else? Explain what they like and don't like about their locality and another locality like Africa? (Kenya) 	<ul style="list-style-type: none"> Label a diagram or photograph using some geographical words? Find out about a contrasting locality like Africa by using different sources of evidence? Find out about Africa by asking some relevant questions to someone else? Explain what they like and don't like about their locality and another locality like Africa? (Kenya) 	<ul style="list-style-type: none"> Label a diagram or photograph using some geographical words? Find out about a contrasting locality like Africa by using different sources of evidence? Find out about Africa by asking some relevant questions to someone else? Explain what they like and don't like about their locality and another locality like Africa? (Kenya) 	<ul style="list-style-type: none"> Label a diagram or photograph using some geographical words? Find out about a contrasting locality like Africa by using different sources of evidence? Find out about Africa by asking some relevant questions to someone else? Explain what they like and don't like about their locality and another locality like Africa? (Kenya) 	<ul style="list-style-type: none"> Answer some questions using different resources, such as books, the internet and atlases Answer questions about the weather Keep a weather chart Identify seasonal and daily weather patterns in the UK 	<ul style="list-style-type: none"> Explain the main features of a hot and cold place Explain how the weather changes with each season 	<ul style="list-style-type: none"> Begin to explain why they would wear different clothes at different times of the year Say something about the people who live in hot and cold places Explain what they might wear if they lived in a very hot or a very cold place Consider how we behave differently depending on the weather in the UK 	<ul style="list-style-type: none"> Point out where the equator, north pole and south pole are on a globe or atlas Know how the weather is measured using gauges Know where in the world our the extremes of weather



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Key Stage 1 Prior Knowledge and Skills

<p>Key Stage 1 NC requirements. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 	<p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>Human and physical geography</p> <ul style="list-style-type: none"> 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 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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.
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Geography Knowledge and Skills – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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 Geography 187
- 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.



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Year 3

Year 2 Prior Knowledge and Skills

<p style="text-align: center;">Geographical Enquiry</p> <ul style="list-style-type: none"> Label a diagram or photograph using some geographical words Find out about a locality by using different sources of evidence Find out about a locality by asking some relevant questions to someone else <p>Say what they like and don't like about their locality and another locality like the seaside</p>	<p style="text-align: center;">Physical Geography</p> <ul style="list-style-type: none"> Describe some physical features of their own locality Explain what makes a locality special Describe some places which are not near the school Describe a place outside Europe using geographical words Describe some of the features associated with an island Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley 	<p style="text-align: center;">Human Geography</p> <ul style="list-style-type: none"> Describe some human features of their own locality, such as the jobs people do Explain how the jobs people do may be different in different parts of the world Do they think that people ever spoil the area how Do they think that people try to make the area better how Explain what facilities a town or village might need 	<p style="text-align: center;">Geographical Knowledge</p> <ul style="list-style-type: none"> Name the continents of the world and find them in an atlas Name the world's oceans and find them in an atlas Name the major cities of England, Wales, Scotland and Ireland Find where they live on a map of the UK
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Year 3 Geography Knowledge and Skills

Describe and understand key aspects of: •physical geography, including: volcanoes and earthquakes, What makes the Earth angry?				Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country Why do so many people go to the Mediterranean for their holidays?			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> Use correct geographical words to describe a place and the things that happen there Investigate active, dormant and extinct volcanoes researching recent eruptions Identify key features of a locality by using maps, atlas and globes Make accurate measurement of distances within 100km 	<ul style="list-style-type: none"> Use maps and atlases appropriately by using contents and indices to locate volcanoes around the world Describe how volcanoes are created Describe how earthquakes are created and know about tectonic plates Confidently describe physical features in a locality 	<ul style="list-style-type: none"> Describe how volcanoes have an impact on people's lives and why do people choose to live near them? Confidently describe human features in a locality Describe the impact of natural disasters on people and locations Explain why a locality has certain human features 	<ul style="list-style-type: none"> Name a number of countries in the northern and southern hemisphere Locate and name some of the world's most famous volcanoes and earthquakes using knowledge of the equator, tropics, oceans and seas Name and locate some well-known European countries impacted by volcanoes and earthquakes 	<ul style="list-style-type: none"> Use correct geographical words to describe a place and the things that happen there Identify key features of a locality by using a map Use some basic OS map symbols Make accurate measurement of distances within 100km 	<ul style="list-style-type: none"> Use maps and atlases appropriately by using contents and indexes Confidently describe physical features in a locality Locate the Mediterranean and explain why it is a popular holiday destination 	<ul style="list-style-type: none"> Confidently describe human features in a locality Explain why a locality has certain human features (landmarks) Explain why a place is like it is Explain how the lives of people living in the Mediterranean would be different from their own 	<ul style="list-style-type: none"> Name some well-known European countries including Russia Name and locate the capital cities of neighbouring European countries Are they aware of different weather in different parts of the world, especially Europe



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Year 4

Year 3 Prior Knowledge and Skills

<p style="text-align: center;">Geographical Enquiry</p> <ul style="list-style-type: none"> • Use correct geographical words to describe a place and the events that happen there • Identify key features of a locality by using a map • Begin to use 4 figure grid references • Accurately plot NSEW on a map • Use some basic OS map symbols • Make accurate measurement of distances within 100km 	<p style="text-align: center;">Physical Geography</p> <ul style="list-style-type: none"> • Use maps and atlases appropriately by using contents and indexes • Describe how volcanoes are created • Describe how earthquakes are created • Confidently describe physical features in a locality • Locate the Mediterranean and explain why it is a popular holiday destination • Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) 	<p style="text-align: center;">Human Geography</p> <ul style="list-style-type: none"> • Describe how volcanoes have an impact on people's lives • Confidently describe human features in a locality • Explain why a locality has certain human features • Explain why a place is like it is • Explain how the lives of people living in the Mediterranean would be different from their own 	<p style="text-align: center;">Geographical Knowledge</p> <ul style="list-style-type: none"> • Name a number of countries in the northern hemisphere • Locate and name some of the world's most famous volcanoes • Name and locate some well-known European countries • Name and locate the capital cities of neighbouring European countries • Are they aware of different weather in different parts of the world, especially Europe
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Year 4 Geography Knowledge and Skills

<u>Describe and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.(North West -Liverpool) including Settlements, land use, economic activity</u> <i>Why is the River Mersey location so important to Liverpool?</i>				<u>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics; including mountains and understand how some of these aspects have changed over time</u> <i>Can you climb mountains in the UK?</i>			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Carry out a survey to discover features of cities and villages • Find the same place on a globe and in an atlas • Label the same features on an aerial photograph as on a map • Plan a journey to a place in England • Carry out a survey to find out why people visit Liverpool • Accurately measure and collect information e.g. population data over time, weather, trade, tourism data 	<ul style="list-style-type: none"> • Identify the location of rivers and cities in the UK • Describe the main features of a well-known city (Liverpool) • Describe the main features of a village • Describe the main physical differences between cities, towns and villages • Use appropriate symbols to represent different physical features on a map • Explain how people get in and out of Liverpool. (transport links) 	<ul style="list-style-type: none"> • Explain why people are attracted to live in cities and why others may choose to live in a village rather than a city. • Explain why people live in the North West of England • Explain why people live in urban or rural areas of the UK • Explain how a locality has changed over time with reference to human features and economic activity • Find different views about Liverpool City and how its changed • Suggest different ways that a locality could be changed and improved 	<ul style="list-style-type: none"> • Know the difference between the British isles, Great Britain and UK • Name up to six cities in the UK and locate them on a map • Use OS maps and four figure grid references • Know how industry can impact on a town or city in terms of growth and wealth • Know how Liverpool grew to be a significant City in the North West 	<ul style="list-style-type: none"> • Locate the regions and counties of the UK and England and identify which county is Widnes located • Explore the location of cities in Europe compared to river locations. • Label the same features on an aerial photograph as on a map • Accurately measure and collect information (e.g. Rainfall, temperature, wind speed, noise levels etc.) 	<ul style="list-style-type: none"> • Identify, name and locate rivers, mountains and coasts of the UK Using a range of maps, atlases and globes. • Identify the UK within Europe and the location of cities and rivers • Know how a mountain is formed • Name and locate the the world's key mountain ranges • Explain how the terrain and vegetation belts change depending on the height of mountains • Use appropriate symbols to represent different physical features on a map 	<ul style="list-style-type: none"> • Explain why people choose not to live near mountains • Explain why people want to climb mountains • Explain how people live on and enjoy mountains. • Explain how a locality has changed over time with reference to human features 	<ul style="list-style-type: none"> • Know the difference between the British Isles, Great Britain and UK • Name up to six cities in the UK and locate them on a map • Know the names of counties in the UK • Know and locate mountains and rivers in the UK • Know the names of the world's highest mountains • Know where the equator, tropic of cancer, tropic of Capricorn and the Greenwich meridian on maps



Lunt's Heath Primary School

Geography Curriculum Map and Statutory Requirements

Year 5

Year 4 Prior Knowledge and Skills

<p style="text-align: center;">Geographical Enquiry</p> <ul style="list-style-type: none"> Carry out a survey to discover features of cities and villages Find the same place on a globe and in an atlas Label the same features on an aerial photograph as on a map Plan a journey to a place in England Accurately measure and collect information (e.g. Rainfall, temperature, wind speed, noise levels etc.) 	<p style="text-align: center;">Physical Geography</p> <ul style="list-style-type: none"> Describe the main features of a well-known city Describe the main features of a village Describe the main physical differences between cities and villages Use appropriate symbols to represent different physical features on a map Describe how mountains are formed 	<p style="text-align: center;">Human Geography</p> <ul style="list-style-type: none"> Explain why people are attracted to live in cities Explain why people may choose to live in a village rather than a city Explain how a locality has changed over time with reference to human features Find different views about an environmental issue what is their view Suggest different ways that a locality could be changed and improved 	<p style="text-align: center;">Geographical Knowledge</p> <ul style="list-style-type: none"> Know the difference between the British isles, Great Britain and UK Know the countries that make up the European union Name up to six cities in the UK and locate them on a map Locate and name some of the main islands that surround the UK Name the areas of origin of the main ethnic groups in the UK & in their school Know the name and location of key rivers and mountains in the UK
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Year 5 Geography Knowledge and Skills

<p><u>locate the world's countries, using maps, to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities. , including: types of settlement and land use, economic activity including trade links.</u> <i>Why is Brazil in the news again?</i></p>				<p><u>locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics, including: climate zones, biomes and vegetation belts, rivers.</u> <i>Why should the rainforest be important to us all?</i></p>				<p><u>describe and understand key aspects of: physical geography, including: rivers, and the water cycle</u> <i>How is a river formed?</i></p>			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Geographical enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> Collect information about a place and use it in a report Find possible answers to their own geographical questions Plan a journey to a place in another part of the world, taking account of distance and time Collect information about a place and use it in a report Find possible answers to their own geographical questions Plan a journey to a place in another part of the world, taking account of distance and time 	<ul style="list-style-type: none"> Explain why many cities of the world are situated by rivers Explain how a location fits into its wider geographical location; with reference to physical features explain how the water cycle works? explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> Explain why people are attracted to live by rivers Explain how a location fits into its wider geographical location with reference to human and economical features. Can they explain what a place might be like in the future, taking account of issues affecting human features? 	<ul style="list-style-type: none"> Locate and name the main countries in North and South America on a world map and atlas Can they locate the USA and Canada on a world map and atlas? Can they locate Brazil in relation to other countries, the equator and tropics? 	<ul style="list-style-type: none"> Collect information about a place and use it in a report Find possible answers to their own geographical questions Make detailed sketches and plans; improving their accuracy later Plan a journey to a place in another part of the world, taking account of distance and time 	<ul style="list-style-type: none"> Explain how a location fits into its wider geographical location; with reference to physical features including climatic zones , biomes and vegetation belts Know the layers of a rainforest Explain the importance of the Amazon River to the region and rain forest Explain the importance of biodiversity Explain why many cities of the world are situated by rivers 	<ul style="list-style-type: none"> Explain how a location fits into its wider geographical location; with reference to human and economical features Explain what a place might be like in the future, taking account of issues impacting on human features Explain the impact of deforestation and what that means to the world 	<ul style="list-style-type: none"> Name and locate many of the world's climatic zones, biomes and vegetation belts on maps Locate and name the main countries in North and South America on a world map and atlas Locate the tropic of Cancer and the tropic of Capricorn on a world map 	<ul style="list-style-type: none"> Explain how a river is formed Investigate do all rivers journey to the sea? Investigate the catchment area for UK and world rivers Explore how rivers can flood and the potential disruption caused to people's lives 	<ul style="list-style-type: none"> Know the features of a river from source to mouth Know how the effect of a river flowing fast and slow has on its shape Explain how the water cycle works Explain why water is such a valuable commodity Explain why many cities of the world are situated by rivers 	<ul style="list-style-type: none"> Explain why people are attracted to live by rivers. Explain how rivers provide transport links Why do people live near rivers known to flood? 	<ul style="list-style-type: none"> Name and locate the main rivers in the UK and Europe Name and locate many of the world's major rivers on maps Know the longest river in the world is the Nile To use and know the vocabulary associated with rivers(meander, tributaries, sediments, ox-bow lake, mouth, estuary



Lunt's Heath Primary School

Geography Curriculum Map and Statutory Requirements

Year 6

Year 5 Prior Knowledge and Skills

<p style="text-align: center;">Geographical Enquiry</p> <ul style="list-style-type: none"> Collect information about a place and use it in a report Map land use Find possible answers to their own geographical questions Make detailed sketches and plans; improving their accuracy later Plan a journey to a place in another part of the world, taking account of distance and time 	<p style="text-align: center;">Physical Geography</p> <ul style="list-style-type: none"> Explain why many cities of the world are situated by rivers Explain how a location fits into its wider geographical location; with reference to physical features Explain how the water cycle works Explain why water is such a valuable commodity 	<p style="text-align: center;">Human Geography</p> <ul style="list-style-type: none"> Explain why people are attracted to live by rivers Explain how a location fits into its wider geographical location; with reference to human and economical features Explain what a place might be like in the future, taking account of issues impacting on human features 	<p style="text-align: center;">Geographical Knowledge</p> <ul style="list-style-type: none"> Locate the tropic of Cancer and the tropic of Capricorn Name and locate many of the world's major rivers on maps Name and locate many of the world's most famous mountain regions on maps Locate the USA and Canada on a world map and atlas Locate and name the main countries in South America on a world map and atlas
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Year 6 Geography Knowledge and Skills

<p><u>Use the eight points of a compass, 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 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.</u></p> <p style="text-align: center;"><i>I'm a Year 6 pupil, can you get me out of here? (local area/Widnes)</i></p>				<p><u>Use maps on a world scale to identify features including time zones and describe and understand key aspects of distribution of natural resources including energy, food, minerals and water</u></p> <p style="text-align: center;"><i>Does the world share natural resources?</i></p>			
Geographical enquiry	Physical geography	Human geography	Geographical knowledge	Geographical enquiry	Physical geography	Human geography	Geographical Knowledge
<ul style="list-style-type: none"> Confidently explain scale and use maps with a range of scales Choose the best way to collect information needed and decide the most appropriate units of measure Make careful measurements and use the data Use os maps to answer questions Use maps, aerial photos, plans and web resources to describe what a locality might be like 	<ul style="list-style-type: none"> Give an extended description of the physical features of different places around the world Describe how some places are similar and others are different in relation to their human features Accurately use 6 figure grid references Create sketch maps when carrying out a field study 	<ul style="list-style-type: none"> Map land use with their own criteria Describe how some places are similar and others are different in relation to their physical features 	<ul style="list-style-type: none"> Recognise key symbols used on ordnance survey maps Identify the position and the significance of latitude and longitude, equator and the tropics 	<p>Investigate the distribution of natural resources across continents (e.g.China, South Africa, India, America, UK)</p> <p>Explain the main human and physical differences between developed and developing countries</p> <p>Analyse population data on two settlements and report on findings and questions raised</p> <p>Choose the best way to collect information needed and decide the most appropriate units of measure Make careful measurements and use the data</p> <p>Use maps, aerial photos, plans and web resources to describe what a locality might be like and to locate the distribution of natural resources</p>	<ul style="list-style-type: none"> Use land use maps to locate natural resources distribution around the world Give an extended description of the physical features of different places around the world in relation to natural resources Describe how some places are similar and others are different in relation to their physical features 	<ul style="list-style-type: none"> Explain how energy supplies are created and distributed around the world Explain how humans are trying to reduce the effect of climate change and find new energy sources. Describe how some places are similar and others are different in relation to their human features 	<ul style="list-style-type: none"> Recognise key symbols used in maps, atlases and on ordnance survey maps. Know the key extremes of climatic zones and environmental regions. They can name the largest desert in the world. Identify the position and significance of latitude and longitude, equator, tropics as well as the Arctic and Antarctic circles. Explain how time zones work