



Geography – Learning Map

<u>Year Group</u>	<u>Knowledge and Skills to be taught:</u>				
	Locational knowledge	Place knowledge	Human and physical geography	Geography skills and fieldwork	Learning opportunities
Nursery	Comments and asks questions about where they live and the natural world. Can talk about some of the things they observed in the natural world.				
Reception	Children talk about similarities and differences in relation to places. They talk about features of their own environment and how environments might differ from one another.				
Year 1	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Begin to name and locate some European countries, e.g. Spain, France.	Identify and compare key geographical features of our local area in Stevenage; e.g. weather, locality, with another area abroad. (For example, through Barnaby Bear.)	Identify seasonal and daily weather patterns in the United Kingdom. Use vocabulary for key physical features including; forest, hill, mountain, soil, valley, sea. Use vocabulary for key human features including; city, town, village, factory, farm, house, office	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork observational skills to study the geography of their school and its grounds - e.g. designing simple maps.	Seasons topic WOW days Using daily weather chart, checking thermometer etc. Places to play topic – visiting the park, designing maps for how to get there. Set up a Skype session with another Year 1 setting, e.g. a school in Brighton and discuss differences and similarities in areas.
Year 2	Name and locate the world's seven continents and five oceans.	Understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting	Use vocabulary for key physical features including; beach, cliff, coast, mountain, ocean, vegetation,	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Local trips to shops/parks – design maps with keys for each other to use. Intro 'country of the week' so children get to know and



		non-European country. (For example, through Barnaby Bear.)	river, soil, season and weather. Use vocabulary for key human features including; city, town, village, factory, farm, house, office, port, harbour and shop. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Design simple maps and use and construct basic symbols in a key. Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map.	explore facts about a country, e.g. which continent it is in on a weekly basis and will build their locational knowledge.
Year 3	Locate and name the continents on a world map. Locate countries in Europe and their capital cities. Identify the position and significance of the Equator, North and South Hemisphere, and the Tropics of Cancer and Capricorn.	Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. (Link with Science – Rocks)	Describe and understand key aspects of physical geography including; volcanoes, earthquakes and the water cycle.	Use maps, atlases, globes, and digital computing (Google Earth) to locate countries and describe features. Learn the eight points of a compass, some basic symbols and key to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and record human and physical features in the local area, using a range of methods including sketch maps, plans and graphs.	Link with Science – Rocks, Water Cycles. WOW days Local trips to shops, towns, churches, parks.



<p>Year 4</p>	<p>Locate and name the continents on a world map and locate areas of similar environmental regions. Identify longest rivers in the world, largest deserts, and highest mountains. Compare with the United Kingdom.</p> <p>Locate and name the main counties and cities in and around Hertfordshire.</p>	<p>Understand geographical differences of a region of the United Kingdom, a region of a European country and a region of North or South America.</p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts (link to work on Rainforest) and types of settlements in modern Britain: villages, towns, cities</p>	<p>Use maps, atlases, globes, and digital computing (Google Earth) to locate countries and describe features studied in greater depth. Learn the eight points of a compass, four figure grid references. Use fieldwork to observe, measure and record human and physical features in the local area, using a range of methods including sketch maps, plans, graphs and digital technologies.</p>	<p>Local trips to towns or neighbouring counties. WOW days – e.g. transform classroom into a rainforest.</p>
<p>Year 5</p>	<p>Locate the main countries in Europe and North and South America. Locate and name capital cities. Compare 2 different regions in the UK - rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from the past with the present, focussing on land use.</p>	<p>Compare a region in UK with a region in North or South America with significant differences and similarities.(for example, link to Fairtrade bananas in St. Lucia)</p>	<p>Describe and understand key aspects of physical geography including coasts, rivers and water cycle including transpiration.</p> <p>Describe and understand key aspects of human geography including; fair/unfair distribution of resources (Fairtrade)</p>	<p>Use maps, atlases, globes, and digital computing (Google Earth) to locate countries and describe features studied in greater depth. Learn the eight points of a compass, four figure grid references. Use fieldwork to observe, measure and record human and physical features in the local area, using a range of methods including sketch maps, plans, graphs and digital technologies.</p>	<p>Local and far away trips to fields, rivers, the coast. (to explore and identify similarities and differences) WOW days – e.g. creating a Fairtrade stall for parents to buy from.</p>

<p>Year 6</p>	<p>On a world map locate the main countries in Africa and Asia. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify the position and significance of the Arctic and Antarctic Circle and the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Compare a region in UK with a region in Africa or Asia with significant differences and similarities.</p>	<p>Describe and understand key aspects of physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Explore the distribution of natural resources focussing on energy and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Use maps, atlases, globes, and digital computing (Google Earth) to locate countries and describe features studied in greater depth. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure, record the human physical features in the local area using a range of method including sketch maps, plans, graphs and digital technologies.</p>	<p>Big project work – e.g. create an extended piece of work over 6 weeks of a country. Trips out and about – both local and far away.</p>
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