



Sherdley Primary School

Geography Curriculum Map

2020-21

	Autumn	Spring	Summer
Year 1	<p>I am learning about our country, the UK. I can name, locate on a map and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. I will use world maps, atlases and globes to identify the United Kingdom and its countries, including main towns and cities. I can recognise the key physical features found in the UK, including: beach, cliff, coast, forest, sea and river I can recognise key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. I can use aerial photos/videos to recognise human and physical features. I can use simple compass directions (N, S, E, W).</p> <p>*Seasonal Changes in the UK will be looked at throughout the year. I am learning about seasonal changes. I can identify seasonal and daily weather patterns in the United Kingdom. I can keep a weather chart and use it to help me answer questions about the weather. I can recognise the key physical features found in the UK, including: season and weather</p> <p>CONCEPTS:</p>	<p>I am learning about Hot and Cold places on our planet and can explain the main features of hot and cold countries. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I will be able to use world maps, atlases and globes to help me.</p> <p>CONCEPTS:</p>	<p>I am learning about the area within and close to, my school's grounds. I understand geographical similarities and differences through studying the human and physical geography of my school area. I can 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. I will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I can use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>CONCEPTS:</p>
	<p>KEY VOCABULARY: map, atlas, globe, UK, United Kingdom, countries, physical features, beach, forest, cliff, coast, sea, river, weather, season, city, town, village, factory, farm, office, port, harbour, shop, aerial photograph, landmarks, local</p>	<p>KEY VOCABULARY: hot, cold, extremes, temperatures, Equator, North Pole, South Pole, Artic, Antarctic, seasons, weather, patterns,</p>	<p>KEY VOCABULARY: left, right, similarities, difference, study, physical, UK, United Kingdom, north, south, east, west, compass, direction(al), plan, perspective, aerial, observational, fieldwork, landmark, features</p>

<p>Year 2</p>	<p>I am learning about the local area that I live in and I can find it on a map – St Helens. I can describe where I live and can tell someone my address. I will be able to make a simple map of where I live with a key I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – St Helens. I will be able to suggest ideas that would improve or spoil my local area. I know the key physical features, including: soil, vegetation and the key human features, including: town, village, factory, farm, house, shop. I can describe the location of features and routes on a map of my town. I can use simple fieldwork and observational skills to study the key human and physical features of my surrounding environment.</p> <p><i>CONCEPTS: Community, Belonging</i></p>	<p>I am learning what our planet looks like when viewing it from Space. I can name and locate the world’s seven continents and five oceans. I will use world maps, atlases and globes to identify the countries, continents and oceans studied. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><i>CONCEPTS: Identity,</i></p>	<p>I am learning where Kenya is on a world map. I understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. I am looking at the key physical features of a small area of Kenya, including key vocabulary, such as: coast, hill, mountain, ocean, river, soil, valley, vegetation I will know some of the key human features, including: town, village, farm, house, shop. I will use world maps, atlases and globes to identify the countries, continents and oceans studied. I can explain the important features of a village and how it might be different in the UK.</p> <p><i>CONCEPTS: Beauty, Equality</i></p>
	<p><i>KEY VOCABULARY: St Helens, similarities, differences, compare, soil, vegetation, town, village, farm, shop, house, features, fieldwork, observational, environment, local, motorway, main road, road, network</i></p>	<p><i>KEY VOCABULARY: planet, space, solar system, continent, ocean, satellite,</i></p>	<p><i>KEY VOCABULARY: continent, Africa, Kenya, location, similarities, differences, contrast, non-European, maps, atlas, globe, countries, continents, oceans,</i></p>
<p>Year 3</p>	<p>I am learning about Volcanoes and how they are formed. I can describe the physical geography, including mountains, volcanoes. I can locate the world’s countries, using maps to focus on Europe (including the location of Russia), key physical and human characteristics, countries, and major cities. I will be able to locate Italy on a map and then search for Pompei.</p>	<p>I am learning about Chester and where it is situated in relation to the UK and in particular St Helens. I can name and locate geographical regions (NW, SW, E/W Midlands etc) and identify their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). I can name and locate the counties and cities of NW England).</p>	<p>I am learning about the region that I live in – the North West of England and where it is located on a map and globe. I will be able to use google earth to ‘zoom-in’ to St Helens. I will be building on my knowledge from year 2.</p>

	<p>I will be able to identify Pompeii on a world map and make links between volcanoes and Mount Vesuvius. I can consider the impact on human and physical geography and the effects of a volcanic eruption – Italy.</p> <p><i>CONCEPTS: Resilience, Adversity, Conflict</i></p>	<p>I can describe the settlement and land use of Chester and how it has changed over time. I can 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. I can use a 4-figure grid reference to indicate and locate places in the north west.</p> <p><i>CONCEPTS: Change,</i></p>	<p>I can identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). I can locate the main rivers near the area I live, inc: the Mersey, Ribble, Dee. I will recognise the differences between rivers and canals and study the development of the Leeds and Liverpool canal. On maps I will be able to identify railway lines and look at the human geography located around the local railway lines. I can describe the settlement and land use around where I live and how it has changed over time- development and environmental factors of railways and canals. I know about human geography, including: types of settlement and land use inc energy linked to the North West of England. I can use the eight points of a compass, 4-figure grid references, symbols and key (including OS maps)</p> <p><i>CONCEPTS: Change, Common Good, Reform</i></p>
	<p><i>KEY VOCABULARY: volcano, igneous rock, metamorphic rock, compare, contrast, characteristics, city, continent, human geography, physical geography, Italy, Europe, Pompeii, eruption, volcanic, lava, flow, core, mantle, mountains, mountain ranges</i></p>	<p><i>KEY VOCABULARY: England, north west, Chester, topography, location, maps, regions, hills, mountains, coasts, rivers, source, land-use, patterns, settlement, characteristics, 4-figure grid reference, north, south, east, west, compass points, sketch, observe, measure, record, East/West Midlands, East Anglia, Yorkshire</i></p>	<p><i>KEY VOCABULARY: North west, England, Google Earth, technology, topographical, features, river, bank, estuary, source, settlement, port, land-use, symbols, keys, Ordnance Survey Maps, north, south, east, west, north-west, north-east, south-east, south-west,</i></p>
<p>Year 4</p>	<p>I am learning about China and where it is situated within Asia and link it to other countries that I have studied. I will know that Beijing is the capital and that it is one of the most heavily populated cities in the world. The Yongding River flows to the southwest of the city and into the Bohai Sea. I can compare a large city to my own town and describe the physical and human features of it. I can explain why people have chosen to live in China I will look at tourism and locate the key tourist destinations of China</p>	<p>I am learning about rivers and I can name and locate the main rivers in the UK, particularly in the North West of England. I know the physical features/geography of rivers and the water cycle. I can name and locate some of the main rivers around the world, identifying the countries that they are located in. I will carry out a field work trip in the local area to look at water sources (Mill Dam).</p>	<p>I am learning about Greece and where it is situated in Europe. I can explain how Greece has changed over time. I can locate other EU countries around Greece and their location to the UK I will use maps, globes and digital mapping to focus on, and identify, the key physical and human characteristics, countries, and major cities in the areas that I am studying. I will be able to understand geographical similarities and differences, both human and physical of the area</p>

	<p>I will be able to create a map that shows the locations of all the above features, including adding appropriate descriptions and pictures.</p> <p><i>CONCEPTS: Community, Tradition</i></p>	<p>I can answer questions about the place, sketch maps and take photographs of the place we are studying.</p> <p>I can create a map of the local area and use basic symbols to identify key places and features.</p> <p><i>CONCEPTS: Community,</i></p>	<p>under study. This will include the types of settlements (i.e. rural, semi-rural, urban etc)</p> <p>I can use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p> <p><i>CONCEPTS: Reform, Tradition</i></p>
	<p><i>KEY VOCABULARY: rivers, Thames, Severn, Mersey, Dee, Tyne, Ribble, atmosphere, cloud, precipitation, condensation, water cycle, dam, water source, Amazon, Nile, Danube, Mississippi, Ganges, Yangtze, Zambezi</i></p>	<p><i>KEY VOCABULARY: Greece, Europe, continent, significance, characteristics, mapping, EU, European Union, similarities, differences, rural, semi-rural, urban, settlement, Athens, Aegean Sea, islands, Mediterranean, mountainous, coast line, temperatures, culture, tourism</i></p>	<p><i>KEY VOCABULARY: Paris, Europe, English Chanel, River Seine, population, tourism, location, Google Earth, images, destination,</i></p>
Year 5	<p>I am learning about tourist ‘hotspots’ of North America and why they are popular – world tourism.</p> <p>I will be able to locate North America on a world map, using google earth, digi-maps, globes and atlases.</p> <p>I will consider the physical and human geography of these areas and the impact on the land, economic activity, land use and distribution of natural resources including energy, food, minerals and water.</p> <p>I will be able to compare the Grand Canyon to the Cheddar Gorge considering the similarities and differences.</p> <p><i>CONCEPTS: Sustainability, Consequences,</i></p>	<p>I am learning about the 6 main areas of America and will be able to locate it on a world map.</p> <p>I can identify its position and significance in relation to latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p> <p>I understand about different world time zones, including the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>I will know where North America is situated within these ‘zones’.</p> <p>I will be looking at the Caribbean and comparing Haiti to Barbados, looking at tourism and the physical feature of the islands.</p> <p>I will be able to make links to the slave trade and movement of people across the Atlantic to the port of Liverpool.</p> <p><i>CONCEPTS: Diversity, Fairness,</i></p>	<p>I am learning about Liverpool, where it is situated in the North West of England and its location in relation to St Helens.</p> <p>I can name and locate counties and major cities of the United Kingdom.</p> <p>I will be considering the links with Liverpool and the slave trade from America.</p> <p>I will be able to locate and discuss local landmarks and Liverpool’s trade with the world.</p> <p>I will learn about the impact (physical and human) on the city and how Liverpool has changed over time.</p> <p>I will be able to describe the features of the river Mersey, the land around it, and its geographical importance to the city of Liverpool.</p> <p>I will be able to use 8-figure grid references to identify and locate places.</p> <p><i>CONCEPTS: Equality, Rights</i></p>
	<p><i>KEY VOCABULARY: tourism, North America, Central America, South America, continent, oceans, Pacific, Atlantic, land-use, distribution, energy, minerals, economy, impact, natural resources, canyon, gorge, climate, similarities, differences, longitude, latitude, National Park, trade links, human geography, physical geography</i></p>	<p><i>KEY VOCABULARY: northern hemisphere, southern hemisphere, equator, tropic of cancer, tropic of Capricorn, Artic circle, Antarctic circle, prime & Greenwich Meridian, time zones, Caribbean, Haiti, Barbados, tourism, effects, trade winds, trade route, gulf stream, port, Liverpool, slave trade</i></p>	<p><i>KEY VOCABULARY: landmarks, location, impact, change, features, 8-figure grid referencing, Mersey, estuary, source, port, trade, import, export, cargo, shipping,</i></p>

<p>Year 6</p>	<p>I am learning about Southport as a contrasting location to where I live – industrial town to coastal resort. I will know the location of Southport in relation to my home town. I will consider the development and growth of Southport as a seaside town and how that impacted on the land use on the coast. I will visit Southport and carryout a fieldwork study in relation to the sand dunes and the coast line, including maps, sketching, collecting data I will be able to explain the human effects on the local habitats, both animals and vegetation.</p> <p><i>CONCEPTS: Sustainability, Change, Consequences</i></p>	<p><u>Global Caretakers</u> I am learning about the effects of human and physical geography on the world that we live in.</p> <p>Locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts • human geography, including: distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><i>CONCEPTS: Sustainability, Consequences, Care</i></p>	<p>I am learning about the world rainforests and where they are located with a particular focus on South America. I will be able to name countries in South America, including their capital cities. I will use maps, globes and google earth to identify the locations of rainforests. I will be able to compare to countries in South America and compare their human and physical features. I will be able to explain what a rainforest is – its different layers and animals within each layer. I will consider the effects of deforestation and reasons for and against, putting a balanced argument forward based on my research. I will know about the indigenous people of the rainforest and consider how they live including their use of energy, homes, food and water.</p> <p><i>CONCEPTS: Beauty, Belonging, Resilience</i></p>
	<p><i>KEY VOCABULARY: Southport, coastline, sand dunes, habitat, fieldwork, impact,</i></p>	<p><i>KEY VOCABULARY: biomes, global warming, pollution, natural resources, distribution, climate zones, environment,</i></p>	<p><i>KEY VOCABULARY: rainforests, destruction, global warming, deforestation, South America, The Amazon, layers, indigenous, Equator, southern hemisphere, land-use, pros/cons, ecosystems,</i></p>