

Long Marston School



Geography Curriculum Map – Knowledge, Skills and Vocabulary

Progression of skills

Whole School



Geography Curriculum Overview Year A Class 2

	Autumn	Spring	Summer 1
Enquiry Question	Why are maps important? (Twinkl)	Why does it matter where our food comes from? (Connected)	Why do we love being beside the seaside so much? (Connected)
Knowledge	<ul style="list-style-type: none"> Name different types of maps and explain some key features of maps. Draw a simple sketch map of the school and local area. Name the four points of a compass. Identify map symbols. Ask geographical questions - Where is it? What is this place like? How near/far is it? 	<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>Human and physical geography knowledge</p> <ul style="list-style-type: none"> Identify daily and seasonal 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 and human features. Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced; Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products; Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities; 	<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>Human and physical geography knowledge</p> <ul style="list-style-type: none"> Identify daily and seasonal 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 and human features. Identify and describe the main physical and human features of seaside environments Describe popular activities undertaken at the seaside; Understand the interdependence of living things in seaside environments; Identify, describe and categorise living things within a rock pool habitat; Identify, categorise and begin to explain the distribution of sea shells on a beach; Identify, describe and offer reasons for the presence of pollution on a beach; Describe and explain how people can take greater care of the seaside environment; Identify, describe and offer reasons for European flight destinations from their nearest regional airport

Skills	<ul style="list-style-type: none"> • Draw a simple sketch map. • Use compass directions to move around a map • Use an atlas to find places in the UK. • Plan a simple route around the local area using key vocabulary. • Use an atlas to locate the four countries of the UK, capital cities and other key places. • Use an atlas to locate the seven continents of the world. • Use an atlas to locate the five major oceans of the world. • Use aerial photographs to 'view from above' and recognise basic human and physical features 	<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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple observational skills to study key human and physical features of environments. • 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. • Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming; 	<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 and locational and directional language 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. • Use simple fieldwork and observational skills to study key human and physical features of environments. • Provide reasons as to why it is important to protect living things at the seaside;
Vocabulary	Map, compass points, North, South, East, West, compass directions, route, local area, road names, place names, key, map symbols, atlas, UK, index, countries, oceans, aerial view, observation, local area, human features, physical features, sketch map, ordnance survey, climate, continent,	Farm, Dairy products, Supermarket, Shop, Pasture, Grass, Jersey, Channel Islands, Economic activity, Business, Raw material, County, Devon, South West England, United Kingdom, Landscape, Wood, Hedgerow, Tree, Field, Lake, Weather, Average, Temperature, Growing season, Rainfall, Sunshine, Settlement, Town, City, Village, Industry, Airport, Motorway, Office, Factory, Railway, Cathedral, Aeroplane, Trade, Plantation, Harvest, Export, Costa Rica, South America, North America, Central America, Harvest, Container ship, Import, Tropical, Calories, Vegetable, Processing, Health, Butcher, Greengrocer, Locally produced, Free-range, Refining, Vitamins, Nutrition	Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region

Geography Curriculum Overview Year A Class 3			
	Autumn	Spring	Summer 1
Enquiry Question	How can we live more sustainably?	Why are jungles so wet and deserts so dry?	Beyond the Magic Kingdom: what is the Sunshine State really like? (North and South America)
Knowledge	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia), North and South America, 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). <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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. Describe and explain using examples what living sustainably means Identify, describe and explain the differences between renewable and non-renewable resources; Understand in basic terms how solar panels and wind turbines generate electricity; 	<p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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. Observe, describe and explain in basic terms the pattern of climate in the United Kingdom; Understand how climate affects both the landscape of different biomes and the plants and animals that can live there; Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world; Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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. 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). <p>Place knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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, water. Identify, describe and explain the function and attraction of theme parks around the

	<ul style="list-style-type: none"> • Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing; • Explain how electricity is generated in hydroelectric power stations; • Understand why creating new habitats for birds are good examples of sustainable development; • Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable; • Recognise and explain ways in which their lives at home could be more environmentally sustainable. 		<p>world and in particular the <i>Magic Kingdom</i> in Florida;</p> <ul style="list-style-type: none"> • Describe and explain the historical significance of the Maya civilisation and suggest reasons for its catastrophic end; • Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world; • Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world; • Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location; • Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future; • Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida; • Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage; • Locate, describe and explain why the Everglades are a National Park.
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Skills	<p>Geographical skills</p> <ul style="list-style-type: none"> • 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. • Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable. 	<p>Geographical skills</p> <ul style="list-style-type: none"> • 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. • Identify, describe and begin to offer reasons for the distribution of different types of climate around the world; • Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world; • Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements; 	<p>Geographical skills</p> <ul style="list-style-type: none"> • 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. • Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida; • Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours;
Vocabulary	Sustainable; Unsustainable; Environment, Interdependence, Interaction, Settlement, Development, Economic Activity, Transport, Agriculture, Energy, Raw material, Renewable, Non-renewable, Fossil fuel, Biodiversity, Conservation, Global Warming, Deforestation, Ecosystem, Habitat, Pollution	Biodiversity, Ecosystem, Habitat, Pattern, Prevailing Wind, Climate Graph, Precipitation, Flora, Fauna, Rain forest, Desert, Convectional rain, Relief rain, drought, adaptation, weather, climate, biome, distribution, environment, interdependence, interaction, location, processes	Pattern, tourism, peninsula, ecosystem, habitat, pollution, endangered, conservation, hurricane, sub-tropical, temperate, evacuate, service, conflict, management, environment, distribution, location, processes, interaction, hazard, development, interdependence, region, weather, climate, season, economic activity,

Geography Curriculum Overview Year A Class 4

	Autumn	Spring	Summer 1
Enquiry Question	How and why is my local environment changing? Connected	Why are mountains so important? Connected	How can I use a map to locate different features? Twinkl
Knowledge	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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. 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). <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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. <p>Place knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas. To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas. To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.

Skills	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>Geographical skills</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates. • To 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 by planning a journey. • To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. • To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.
Vocabulary	<p>Environment, processes, distribution, location, land use, transport, change, interaction, settlement, economic activity, scale, pattern, pollution, flash flood, deforestation, natural disaster, residential, commercial, recreation, leisure, public service, hypothesis, accessibility, correlation, redevelopment</p>	<p>Landscape,, range, tectonic plate, crust, mantle, core, strata, fossil, growing season, sanitation, reservoir, valley, hydroelectric, renewable, conservation, agriculture, environment, distribution, location, processes, interdependence, interaction, economic activity, settlement, land use, relief, climate, tourism, energy, sustainability, region</p>	<p>Atlas, compass, digital map, easting, grid references, national grid, northing, ordnance survey maps, symbols, nature reserve, cycle trail, motorway, train station, footpath, places of worship, north, north-east, east, south-east, Europe, South America, North America, co-ordinates, cities, key, eight compass points,</p>

Geography Curriculum Overview Year A Class 5			
	Autumn	Spring	Summer 1
Enquiry Question	What is a river? (Connected)	What are the wonders of the world, specifically in the Americas? (Twinkl)	Why is fair trade fair? (Connected)
Knowledge	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America. To 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 in the context of places in North and South America. To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location. 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 in the context of undertaking fieldwork to identify human and physical features of the local area. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [...] and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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.

Skills	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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) in the context of identifying and describing a range of places across the Americas. • 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 in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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.
Vocabulary	Landscape, hazard, course, estuary, profile, habitat, ecosystem, pollution, water cycle, confluence, port, dock, financial, commercial, monsoon, environment, distribution, location, processes, interdependence, river, interaction, trade, economic activity, transport, settlement, erosion, land use, relief	Biomes, climate, continent, country, equator, flora, fauna, latitude, longitude, weather, Koppen system, temperate, continental, polar, tropical, dry, arid, Saudi Arabia, Christ the Redeemer, Brazil, Machu Picchu, Peru, Chichen Itza, Mexico, The Colosseum, Italy, Taj Mahal, India, The Great Wall of China, Petra, Jordan, Grand Canyon, Arizona, Niagara Falls, New York/ Ontario, Angel Falls, Venezuela, Yosemite Valley, California, Kilauea, Hawaii, Great Blue Hole, Belize, Amazon Rainforest, Brazil	Goods, services, consumer, producer, ethical, co-operative, premium, guarantee, estuary, port, domestic, international, export, import