

# Geography Curriculum Breakdown Map

| <u>Year</u>     | <u>Location and Knowledge</u>                                                                                                                                                                                                | <u>Place knowledge</u>                                                                                                         | <u>Human and Physical Geography</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <u>Geographical skills and field work</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b><u>1</u></b> | <p>Use world maps and globes to identify where we are and if children have lived or visited anywhere else in the world.</p> <p>Use world maps and globes to identify where we are in the world. (Liverpool, England UK).</p> | <p>Understand that our school is Monksdown Primary School which is in Norris Green which is then in the city of Liverpool.</p> | <p>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.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>-Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>-Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p>Understand the different places in the world look different and produce different exports (foods)</p> | <p>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.</p> <p>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.</p> <p>Begin to use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) when describing position.</p> |

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| <p><b><u>2</u></b></p> | <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>                             | <p>Identify capital cities in the UK.</p> <p>Develop understanding the world is made up of 7 continents which are different to one another.</p> <p>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. (Africa, Soweto)</p> | <p>To understand and comment on similarities and differences in human and physical geography, including weather patterns, between our local area and a contrasting non-European country.</p>                                                                                 | <p>Use simple 4-point 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.</p> <p>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.</p> |
| <p><b><u>3</u></b></p> | <p>Locate and name the continents on a World Map and surrounding oceans</p> <p>Locate the main countries of Europe inc. Russia.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> | <p>Compare a region of the UK with a region in Europe and comment on similarities and differences</p> <p>May be able to compare human and physical characteristics geography.</p>                                                                                                                                                                                                | <p>Describe and understand key aspects of:</p> <p>Physical geography including rivers, climate zones, biomes, earthquakes.</p> <p>Human geography including types of settlement compared to the UK e.g. shanty towns, trade links, the distribution of natural resources</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn and use the eight points of a compass</p> <p>May be able to use 2 figure grid reference (maths co-ordinates)</p> <p>Use some basic symbols and key (including the use</p>                                                                                             |

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|                 | <p>Identify key topographical features including hills, mountains, coasts and rivers.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains and compare with UK.</p>                                                                    |                                                                                                                                                                                                                                                                               | <p>including food, minerals and water.</p> <p>Start to develop an understanding of global threats: global warming.</p>                                                                                                                                                                                                                                                                                                                            | <p>of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe 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.</p>                                                                                                          |
| <b><u>4</u></b> | <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> | <p>Compare a region of the UK with a region in South America and comment on similarities and differences</p> <p>Can compare similarities and differences in human and physical geography. May be able to comment on the impact and causes of differences between regions.</p> | <p>Describe and understand key aspects of:</p> <p>Physical geography including rivers, climate zones, biomes and vegetation belts, volcanoes and the water cycle. Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Human geography including types of settlement compared to the UK e.g. shanty towns, settlements over time (pre-roman, roman era, Anglo-Saxons), trade links, the distribution of natural</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn and use the eight points of a compass, four-figure grid references.</p> <p>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.</p> |

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|                 |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                       | <p>resources including food, minerals and water. Land use over time.</p> <p>Can understand and explain the causes and effect of global threats: Deforestation, global warming.</p> <p>May be able to explain the wider impact for global threats</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>                                |                                                                                                                                                                                                                                                                                                                                                         |
| <b><u>5</u></b> | <p>Use world maps, globes and atlases to name and locate countries and major cities in South America, concentrating on human and physical geography.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in England.</p> | <p>Compare a region in UK with a region in South America (Brazil, Amazon Basin) with significant differences and similarities. Can compare similarities and differences in human and physical geography within the above regions. May be able to comment on the impact and causes of differences between regions.</p> | <p>Describe and understand key aspects of:</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts and mountains.</p> <p>Human geography including trade between UK and Europe and ROW.</p> <p>May be able to give opinions on fair/unfair distribution of resources</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass,<br/>Use six-figure grid references<br/>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> |

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|                 | <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use over time.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> |                                                                                                                                                                                     | <p>(Fairtrade), types of settlement and land use. Can understand and explain the causes and effect of global threats: deforestation, global warming, <u>climate change</u>.</p> <p>May be able to explain the wider impact for global threats and make links with historical change.</p> | <p>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.</p> |
| <b><u>6</u></b> | <p>Locate the world's countries, using maps to focus on the UK and North/South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>                                                                                                                                                                                                                                                              | <p>Compare a region in UK with a region in North America with significant differences and similarities.</p> <p>Understand some of the reasons for similarities and differences.</p> | <p>Describe, understand and comment on the similarities and differences on key aspects of:</p> <p>Physical geography including climate zones, biomes, mountains.</p>                                                                                                                     | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of</p>          |

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|  |  | <p>Can compare similarities and differences in human and physical geography within the above regions.</p> <p>May be able to comment on the impact and causes of differences between regions.</p> | <p>Human geography including types of settlement and land use, economic activity including trade links and natural resources.</p> <p>Demonstrates an awareness of global threats and current global issues.</p> <p>May be able to suggest strategies to overcome/combat global issues.</p> | <p>latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>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.</p> |
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