



## Geography Curriculum

Aspect	Year 1	Year 2
<p><b>Areas taught</b></p>	<p>A Town Area of the UK (Town) – Basildon            A Village of the UK (Village) – (e.g. Fobbing, Horndon on the Hill)            Weather            Comparing Basildon (UK) to a small area in a contrasting non-European community (e.g. Ghanaian Communities)            Geography of the UK – Countries, Capital Cities and Surrounding Seas</p>	<p>Hot (Rainforests) and Cold (Polar Regions) Places            A City of the UK - London            Seasons            A Seaside Town of the UK – Southend            Continents and Oceans of the World</p>
<p><b>Human knowledge and concepts</b></p>	<ol style="list-style-type: none"> <li>1. <b>Know what a town is</b></li> <li>2. Know the main features of a town</li> <li>3. Know what factories and offices are</li> <li>4. <b>Know what a village is</b></li> <li>5. Know the main features of a village</li> <li>6. Know different types of housing to be found in towns and villages</li> <li>7. Know different types of shop and where these are to be found in towns and villages</li> <li>8. Know how farms work and what they are for</li> <li>9. Know the differences between how land is used in the town and the countryside</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Know what a city is</b></li> <li>2. Know the main features of a city and how it is different from a town</li> <li>3. Know how a seaside town is different to an inland town</li> <li>4. Know what ports and harbours are and what these are used for</li> <li>5. Compare land use in different settlements</li> </ol>
<p><b>Physical knowledge and concepts</b></p>	<p><b>C. Make comparisons about day to day weather (daily weather patterns)</b></p> <ol style="list-style-type: none"> <li>1. Know the physical features in towns and how these might be difficult to find</li> <li>2. Know the physical features common in the countryside (woods, fields, forests, hills, valleys, rivers)</li> <li>3. Know weather vocabulary (snow, rain, hail, sleet, sunshine, cloud, fog, mist) and use this to describe the weather</li> <li>4. Make observations about the weather in my own locality (using equipment)</li> <li>5. Use technology to find out the weather in a different location (UK and non-European country)</li> <li>6. Compare and contrast weather in two locations</li> </ol>	<p><b>C. Identify the seasons and order them</b></p> <ol style="list-style-type: none"> <li>1. Know how seasons link to months</li> <li>2. Know the main features of each season and use this to make predictions</li> <li>3. Know the physical features that might be hidden in cities</li> <li>4. Know what a coast is and that there are different ways that the land joins to the sea (cliff, beach, mudflats)</li> </ol>

<b>Place knowledge</b>	<ol style="list-style-type: none"> <li>1. Name the key features in a location</li> <li>2. <b>Know some features are physical and some are human</b></li> <li>3. Know reasons to live in my local area</li> <li>4. Say what a place is like (busy, noisy etc.)</li> <li>5. Compare two locations</li> <li>6. Ask questions like: What is this place like? What is in this place? Where is ....? Is there a...? What do people do here?</li> <li>7. Identify the main physical and human features of an area in a non-European country</li> <li>8. Compare and contrast where I live with an area in a non-European country</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Identify the key physical and human features of a location</b></li> <li>2. Give reasons why people live in certain places</li> <li>3. Say what a place is like and give reasons why</li> <li>4. Know why some places are cold and some places are hot</li> <li>5. Compare the features of hot and cold places</li> <li>6. Know how the climate affects the physical and human geography of hot and cold places</li> <li>7. Ask questions like: What is this place like? What and who will I see in this place? Why are these people/features here?</li> </ol>
<b>Location knowledge</b>	<p><b>C. Name and locate the four countries and the capital cities of the UK and surrounding seas.</b></p> <p>C. Locate the region, city and area where I live and go to school (I know my address)</p> <p>C. Say where somewhere is (near to, far away)</p>	<p><b>C. Name and locate the seven continents and five oceans</b></p> <p>C. Know the continent where I live</p> <p>C. Identify where the equator is and where the North and South Poles are</p>
<b>Skill - Mapwork and direction</b>	<p><b>C. Follow directions (up, down, left, right etc.)</b></p> <p><b>C. Use world maps and globes</b></p> <ol style="list-style-type: none"> <li>1. Use relative vocabulary (bigger, smaller, like, unlike etc.)</li> <li>2. Label places on a plan or map</li> <li>3. Draw a simple map</li> </ol>	<p><b>A. Use basic atlases</b></p> <ol style="list-style-type: none"> <li>1. <b>Use aerial images and plan perspectives to recognise landmarks and basic physical features</b></li> <li>2. Follow a route on a plan or map</li> <li>3. <b>Use simple compass directions (North, South, East and West)</b></li> <li>4. Use basic coordinates to locate features</li> <li>5. <b>Devise a simple map including basic symbols in a key</b></li> </ol>
<b>Skill - Fieldwork</b>	<ol style="list-style-type: none"> <li>1. <b>Answer geographical questions by making observations</b></li> <li>2. Collect simple geographical information e.g. by tallying</li> </ol>	<ol style="list-style-type: none"> <li>1. Create and use simple surveys and questionnaires</li> <li>2. Use maps to collect and record information</li> <li>3. <b>Answer geographical questions by collecting information and simple analysis of results</b></li> </ol>

Aspect	Year 3	Year 4
<b>Areas taught</b>	A region within North America (e.g. Mexico, a US State, a Province of Canada, the Caribbean) Climate Settlements and Land Use	Water cycle Lake district (A region of the UK) Rivers
<b>Human knowledge and concepts</b>	<ol style="list-style-type: none"> <li>1. <b>Understand what a settlement is and identify urban and rural examples in the UK</b></li> <li>2. Understand the differences between a hamlet, village, town and city</li> <li>3. Know the services and features of the different types of settlements</li> <li>4. Know the difference between rural, urban and suburban</li> <li>5. <b>Know the different ways land can be used</b></li> <li>6. Identify how land is used in a town (Basildon)</li> <li>7. Identify how land is used in a county (Essex)</li> <li>8. Know that land use is linked to human needs</li> <li>9. Give reasons for changes in land use</li> <li>10. Give geographical reasons for and against living in a location</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Understand that water is a resource</b></li> <li>2. <b>Know how we manage, clean and distribute water</b></li> <li>3. Understand why people sometimes don't have enough water</li> <li>4. Know ways to save water and communicate these to others</li> </ol>
<b>Physical knowledge and concepts</b>	<ol style="list-style-type: none"> <li>1. <b>Know the difference between weather and climate</b></li> <li>2. <b>Know how climate creates a biome</b></li> <li>3. Know the main biomes and where they are located</li> <li>4. Collect climate data across continents</li> <li>5. Use this data to understand climate zones</li> <li>6. Know the range of extreme weather phenomena and know its effects</li> <li>7. Identify reasons for and consequences of climate change</li> <li>8. Identify possible solutions for climate change</li> <li>9. Summarise ways that people are trying to manage an environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Know that water flows downhill</li> <li>2. <b>Identify the parts of a river and understand how land use is different along the river's course (source, meander, mouth) and areas around (flood plains)</b></li> <li>3. Understand inputs and outputs in a river system</li> <li>4. Explain the process of erosion and deposition</li> <li>5. Know how erosion, deposition and flooding can affect people</li> <li>6. <b>Understand the water cycle and plot the journey of a drop of water</b></li> </ol>
<b>Place knowledge</b>	<ol style="list-style-type: none"> <li>1. Name and locate key physical and human features in a place overseas</li> <li>2. Identify where a place is in relation to the equator</li> <li>3. Explain how a place is affected by landscape and climate</li> <li>4. <b>Explain the key similarities and differences between the ways of life in a place overseas and the UK</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Describe a contrasting UK area in terms of physical and human features</li> <li>2. Understand how physical features influence human geography</li> <li>3. Understand the importance of tourism to some areas of the UK</li> <li>4. Understand how both physical geography (e.g. The Lake District) and human geography (e.g. London) can attract tourism</li> <li>5. Understand the issues caused by tourism in these area</li> <li>6. <b>Compare and contrast Essex and another UK area and give reasons for the similarities/differences</b></li> </ol>
<b>Location knowledge</b>	<p>C. <b>Name and locate the countries of North America and its surrounding oceans.</b></p> <p>C. <b>Name and locate the major cities of North America (Mexico City, New York, Los Angeles, Chicago, Dallas-Fort Worth, Houston, Toronto, Washington, Philadelphia, Miami)</b></p> <ol style="list-style-type: none"> <li>1. <b>Identify the position and significance of the Arctic and Antarctic circles and northern and southern hemispheres</b></li> </ol>	<p>C. <b>Name and locate counties, cities and geographic regions of the UK</b></p> <ol style="list-style-type: none"> <li>1. <b>Name and locate physical features in the UK (e.g. key rivers and mountains)</b></li> <li>2. <b>Name and locate key human features in the UK</b></li> <li>3. <b>Know how time zones work (e.g. GMT)</b></li> <li>4. <b>Know what am and pm is</b></li> <li>5. <b>Describe the UK in terms of hemisphere, its relation to the equator and Arctic and Antarctic Circles and time zones</b></li> </ol>

<b>Skill - Mapwork and direction</b>	<ol style="list-style-type: none"> <li>1. <b>Use and interpret maps</b></li> <li>2. <b>Make a sketch map</b></li> <li>3. Draw a route</li> <li>4. Be able to use digital mapping</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Read and understand the basic information on an OS map</b></li> <li>2. <b>Use four-figure grid references</b></li> <li>3. Choose when to use globes, maps, atlases or digital mapping</li> <li>4. Use more complex atlases and understand thematic maps</li> </ol>
<b>Skill - Fieldwork</b>	<ol style="list-style-type: none"> <li>1. <b>Create charts and graphs to show data collected</b></li> <li>2. Follow a teacher led line of enquiry</li> <li>3. Use photographs to collect evidence</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask questions, hypothesise and help to design an enquiry</li> <li>2. Make measurements using field equipment</li> <li>3. <b>Use data to answer questions and interpret results</b></li> </ol>

Aspect	Year 5	Year 6
Areas taught	Mountains The Alps (a region in the European country) Trade	Volcanoes and Earthquakes South America Natural Resources – Food, Minerals, Water and Energy (Spring and Summer)
Human knowledge and concepts	<ol style="list-style-type: none"> <li>1. Know that changes in land use have an impact on physical and human features</li> <li>2. <b>Understand the reasons places are linked (trade, natural resources, employment)</b></li> <li>3. Understand where some common everyday items come from</li> <li>4. Understand how raw materials turn into finished items</li> <li>5. Understand what supply chains are</li> <li>6. Know about global trade rules and the benefits and costs of these</li> <li>7. Understand the 'free trade' movement and why it is important</li> </ol>	<ol style="list-style-type: none"> <li>1. Know what the core natural resources (food, minerals, water and energy) are in a place (South America)</li> <li>2. Identify reasons for change in land use in a place in relation to its natural resources (South America)</li> <li>3. Compare and contrast the core natural resources of a place overseas and the UK</li> <li>4. <b>Find out how a country uses and distributes its natural resources (food, minerals, water and energy)</b></li> <li>5. Understand how natural resources from South America are transported to the UK and the impact that this has on the environment</li> <li>6. Explore the impact of changes in land use on physical and human features from a country exploiting its natural resources</li> <li>7. Understand what the Fair Trade movement is and why it is important</li> </ol>
Physical knowledge and concepts	<ol style="list-style-type: none"> <li>1. Know the features of a mountain</li> <li>2. <b>Explain how a mountain is formed</b></li> <li>3. Locate and describe mountains across the world</li> <li>4. Understand the impact of human activity on the mountain environment</li> <li>5. Understand the effect of mountains on climate and the effect of climate on mountains</li> </ol>	<ol style="list-style-type: none"> <li>1. Map out the tectonic plates of the Earth</li> <li>2. Map out volcanic activity across the world</li> <li>3. Look for patterns in volcanic activity</li> <li>4. <b>Give causes for volcanoes</b></li> <li>5. Describe the human and physical consequences of volcanoes</li> <li>6. <b>Understand how an earthquake is caused</b></li> <li>7. Describe the human physical consequences of earthquakes</li> <li>8. Relate the climate zone to economic activity of a region</li> <li>9. Understand how climate change is affecting the world</li> </ol>
Place knowledge	<ol style="list-style-type: none"> <li>1. <b>Compare and contrast a European tourist region with a UK tourist region in terms of features, climate, economy, land use and types of settlement</b></li> <li>2. Understand how the economies of regions vary</li> <li>3. Describe somewhere in relation to population, employment, climate, trade</li> <li>4. Understand the challenges of living in some regions</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Collect and analyse statistics and other information in order to draw clear conclusions about locations (using data from population, employment, ethnicity, weather, trade imports/exports)</b></li> <li>2. Draw comparisons between places I have studied (in the UK, in Europe) and South America (e.g. features, climate, economy, land use and types of settlement)</li> <li>3. Ask: What may this place be like in the future? and give reasons for my answers.</li> </ol>
Location knowledge	<ul style="list-style-type: none"> <li>C. Name and locate countries and cities in Europe (including Russia)</li> <li>C. Name and locate the major cities of Europe (Berlin, Paris, London, Rome, Dublin, Brussels, Madrid, Amsterdam, Istanbul, Moscow, St. Petersburg)</li> <li>C. Name and locate key physical features in Europe (e.g. rivers and mountains)</li> <li>C. Locate the Tropics of Cancer and Capricorn</li> </ul>	<ul style="list-style-type: none"> <li>C. Name and locate the countries of South America</li> <li>C. Name and locate the major cities of South America (Sao Paulo, Lima, Bogota, Rio de Janeiro, Santiago, Buenos Aires, Salvador)</li> <li>C. Name surrounding oceans of South America</li> <li>C. Locate countries in South America, making reference to the: equator, N/S hemisphere, climate zones, Tropics of Cancer/Capricorn, Prime/Greenwich Meridian time zones, latitude and longitude.</li> </ul>

<b>Skill - Mapwork and direction</b>	<ol style="list-style-type: none"> <li>1. <b>Use the eight points of a compass</b></li> <li>2. Show an understanding of distance</li> <li>3. Show a basic understanding of contour lines</li> <li>4. Plot journeys on globes, maps, atlases or digital maps</li> <li>5. Create thematic maps</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Use six figure grid references</b></li> <li>2. Show a basic understanding of scale and projection</li> <li>3. Use longitude and latitude as locational guides</li> <li>4. Analyse and give views on the effectiveness of different geographical representations of a location</li> </ol>
<b>Skill - Fieldwork</b>	<ol style="list-style-type: none"> <li>1. Choose appropriate fieldwork techniques and decide how to present findings</li> <li>2. <b>Create annotated field sketches</b></li> <li>3. Evaluate the effectiveness of fieldwork</li> </ol>	<ol style="list-style-type: none"> <li>1. Independently plan and carry out a geographical enquiry and present results and conclusions</li> <li>2. <b>Use digital technology to collect and record data</b></li> <li>3. <b>Collect and compare the same data at different sites</b></li> </ol>