



Geography Curriculum

Aspect	Year 1	Year 2
<p>Areas taught</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>Human knowledge and concepts</p>	<ol style="list-style-type: none"> 1. Know what a town is 2. Know the main features of a town 3. Know what factories and offices are 4. Know what a village is 5. Know the main features of a village 6. Know different types of housing to be found in towns and villages 7. Know different types of shop and where these are to be found in towns and villages 8. Know how farms work and what they are for 9. Know the differences between how land is used in the town and the countryside 	<ol style="list-style-type: none"> 1. Know what a city is 2. Know the main features of a city and how it is different from a town 3. Know how a seaside town is different to an inland town 4. Know what ports and harbours are and what these are used for 5. Compare land use in different settlements
<p>Physical knowledge and concepts</p>	<p>C. Make comparisons about day to day weather (daily weather patterns)</p> <ol style="list-style-type: none"> 1. Know the physical features in towns and how these might be difficult to find 2. Know the physical features common in the countryside (woods, fields, forests, hills, valleys, rivers) 3. Know weather vocabulary (snow, rain, hail, sleet, sunshine, cloud, fog, mist) and use this to describe the weather 4. Make observations about the weather in my own locality (using equipment) 5. Use technology to find out the weather in a different location (UK and non-European country) 6. Compare and contrast weather in two locations 	<p>C. Identify the seasons and order them</p> <ol style="list-style-type: none"> 1. Know how seasons link to months 2. Know the main features of each season and use this to make predictions 3. Know the physical features that might be hidden in cities 4. Know what a coast is and that there are different ways that the land joins to the sea (cliff, beach, mudflats)

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

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

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

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"> 1. Know that changes in land use have an impact on physical and human features 2. Understand the reasons places are linked (trade, natural resources, employment) 3. Understand where some common everyday items come from 4. Understand how raw materials turn into finished items 5. Understand what supply chains are 6. Know about global trade rules and the benefits and costs of these 7. Understand the 'free trade' movement and why it is important 	<ol style="list-style-type: none"> 1. Know what the core natural resources (food, minerals, water and energy) are in a place (South America) 2. Identify reasons for change in land use in a place in relation to its natural resources (South America) 3. Compare and contrast the core natural resources of a place overseas and the UK 4. Find out how a country uses and distributes its natural resources (food, minerals, water and energy) 5. Understand how natural resources from South America are transported to the UK and the impact that this has on the environment 6. Explore the impact of changes in land use on physical and human features from a country exploiting its natural resources 7. Understand what the Fair Trade movement is and why it is important
Physical knowledge and concepts	<ol style="list-style-type: none"> 1. Know the features of a mountain 2. Explain how a mountain is formed 3. Locate and describe mountains across the world 4. Understand the impact of human activity on the mountain environment 5. Understand the effect of mountains on climate and the effect of climate on mountains 	<ol style="list-style-type: none"> 1. Map out the tectonic plates of the Earth 2. Map out volcanic activity across the world 3. Look for patterns in volcanic activity 4. Give causes for volcanoes 5. Describe the human and physical consequences of volcanoes 6. Understand how an earthquake is caused 7. Describe the human physical consequences of earthquakes 8. Relate the climate zone to economic activity of a region 9. Understand how climate change is affecting the world
Place knowledge	<ol style="list-style-type: none"> 1. Compare and contrast a European tourist region with a UK tourist region in terms of features, climate, economy, land use and types of settlement 2. Understand how the economies of regions vary 3. Describe somewhere in relation to population, employment, climate, trade 4. Understand the challenges of living in some regions 	<ol style="list-style-type: none"> 1. 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) 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) 3. Ask: What may this place be like in the future? and give reasons for my answers.
Location knowledge	<ul style="list-style-type: none"> C. Name and locate countries and cities in Europe (including Russia) C. Name and locate the major cities of Europe (Berlin, Paris, London, Rome, Dublin, Brussels, Madrid, Amsterdam, Istanbul, Moscow, St. Petersburg) C. Name and locate key physical features in Europe (e.g. rivers and mountains) C. Locate the Tropics of Cancer and Capricorn 	<ul style="list-style-type: none"> C. Name and locate the countries of South America C. Name and locate the major cities of South America (Sao Paulo, Lima, Bogota, Rio de Janeiro, Santiago, Buenos Aires, Salvador) C. Name surrounding oceans of South America 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.

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