



# Maulden Lower School Geography Curriculum Map

## Knowledge, skills and understanding - progression across the school

### 1.Key Knowledge

EYFS Key knowledge	Year 1 Key Knowledge	Year 2 Key Knowledge	Year 3 Key Knowledge	Year 4 Key Knowledge	Years 5 and 6 at Alameda Middle School Key Knowledge
<p><b>People Culture and Communities</b></p> <p><b>ELG</b> Children at the expected level of development will: -</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p><b>Locational Knowledge</b> Introduce the names and location of the world's seven continents and oceans Recognise a map of the United Kingdom and with help name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Place Knowledge</b> 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 studied in Year 1</p> <p>Identify seasonal and daily weather patterns in the United Kingdom using practical activities within their local environment</p> <p>With help locate hot and cold areas of the world</p>	<p><b>Locational Knowledge</b> Independently name and locate the world's seven continents and five oceans</p> <p>Independently name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Place Knowledge</b> 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 studied in Year 2</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world in relation to the equator and the north and south poles</p>	<p><b>Place knowledge</b> – 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> <p><b>Physical and human geography</b> Introduce the concepts of physical and human geography, climate zones, biomes and vegetation belts,</p> <p>Introduce lines of latitude, Equator, Tropics, Arctic and Antarctic circles</p> <p>Introduce mountains, volcanoes and earthquakes,</p>	<p><b>Place knowledge</b> – Understand geographical similarities and differences through the study of <b>human and physical geography</b> of a region of the United Kingdom and a region in a European country.</p> <p><b>Physical and human geography:</b> Understand the meanings of the words human and physical. climate zones, biomes and vegetation belts, and the water cycle. Introduce lines of latitude – Equator, Tropics, Arctic and Antarctic Circles. Relate these to human impact on these environments</p>	<p><b>Place knowledge</b> – 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 <b>(Y5)</b></p> <p>Understand the meanings of the words human and physical and apply these to the topics they study</p> <p>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)<b>(Y5)</b></p>

EYFS Key knowledge	Year 1 Key Knowledge	Year 2 Key Knowledge	Year 3 Key Knowledge	Year 4 Key Knowledge	Years 5 and 6 at Alameda Middle School Key Knowledge
<p><b>The Natural World</b></p> <p><b>ELG</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					<p><b>Human geography:</b> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.(Y5)</p> <p>Understand geographical similarities and differences through the study of <b>human and physical</b> geography of a region of the United Kingdom and a region in a North or South America. (Y5)</p> <p>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). Revisit biomes and investigate the impact of human activity on the different biomes (Y6)</p> <p>Rivers/Coasts (included flooding) and land-use patterns; and understand how some of these aspects have changed over time (Y6)</p> <p><b>Physical geography:</b> water cycle. (Y6)</p> <p><b>Human geography:</b> impact of flooding, development of land use and change over time (Y6)</p>

## 2. Key Skills

EFYS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills	Year 5 at Alameda Middle School
<p><b>People Culture and Communities</b>  <b>ELG</b> Children at the expected level of development will: -</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;            - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;            - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The Natural World</b>  <b>ELG</b> Children at the expected level of development will: -            Explore the natural world around them, making observations and drawing pictures of animals and plants;            - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;            - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Observation, describing places</p> <p><b>Geographical skills and fieldwork</b>            Introduce and explore what they can identify in aerial photographs</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 compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>Use simple field work and observational skills to study their local environment.</p>	<p>Observation describing places, using geographical vocabulary in context</p> <p><b>Geographical skills and fieldwork</b>            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 compass directions and locational and directional language 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.</p> <p>Devise a simple map; and use and construct basic symbols in a key</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>Independently use basic geographical vocabulary introduced in year 1 to describe human and physical features of contrasting places.</p>	<p>Observation, describing places, describe/begin to explain geographical processes, giving views, group work.</p> <p><b>Geographical skills and fieldwork</b>            Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the key features of maps, OS symbols, key, compass points to create simple sketch maps and give directions</p>	<p>Observation, describing places, describe/begin to explain geographical processes, giving views, group work.</p> <p><b>Geographical skills and fieldwork –</b>            Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, four figure at both), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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>	<p>Observation, describing places, describe/begin to explain geographical processes, giving views, group work. <b>(Y5 and 6)</b></p> <p><b>Geographical skills and fieldwork</b> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>(Y5)</b></p> <p>Use the eight points of a compass, four and six-figure grid references, four figure at both), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <b>(Y5)</b></p> <p>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. <b>(Y5)</b></p> <p><b>Geographical skills and fieldwork</b></p> <p>Use atlases, globes and digital/computer mapping to locate countries and describe features studied <b>(Y6)</b></p> <p>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. <b>(Y6)</b></p>

### 3. Key Vocabulary

EYFS Key Vocabulary	Year 1 Key Vocabulary	Year 2 Key Vocabulary	Year 3 Key Vocabulary	Year 4 Key Vocabulary	Year 5 and 6 (Alameda Middle) Key Vocabulary
	<p><b>Physical features</b>, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>Human features</b>, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills and Field work</b></p> <p>North, south, east, west</p> <p>Near and far left and right to describe location features on a map</p> <p>Aerial photograph, map, atlas, globe</p>	<p><b>Physical features</b>, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>Human features</b>, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and Field work</b></p> <p>North, south, east, west, north/east north/west, south/east, south/west</p> <p>Aerial photograph, map, atlas, globe</p>	<p><b>From KS1: Key Physical features</b>, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>KS2: Physical features</b> climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycle</p> <p><b>From Key KS1 Human features</b>, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>KS2: Human features</b> types of settlement, land use, economic activity, trading links natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and Field work</b></p> <p>8 points of the compass Symbol Key Ordinance survey map</p> <p><b>Locational Knowledge</b> <b>KS2:</b> latitude, longitude, Equator, Northern Hemisphere, tropics of Cancer and Capricorn. Arctic and Antarctic Circle The Prime Meridian and time zones (day and night)</p>	<p><b>KS2: Physical features</b> climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycle</p> <p><b>KS2: Human features</b> types of settlement, land use, economic activity, trading links natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and Field work</b></p> <p>8 points of the compass Symbol Key Ordinance survey map Compass Rose, grid references,</p>	<p><b>Year 5</b></p> <p>Brownfield site, catchment, favela, industrial, rural, urban/urbanisation, function, mega-city, hierarchy, regeneration, renewables, site, situation, suburb, sustainable, scale, grid references, map symbols,</p> <p><b>Year 6</b></p> <p>Floods, cholera, Boscastle, confluence, deforestation, afforestation, cyclone, engineering, precipitation, transpiration, evaporation, condensation, monsoon, permeable/impermeable, runoff, saturated, urbanisation, floodplain, delta, erosion, stack, cave, gorge, meander, tributary, mouth, source, oxbow lake, transportation, energy, non-renewable, renewable, headland, longshore drift, abrasion, hydraulic action, nourishment, coastal management, landslide, biome, ecosystem, Amazon, rainforest, desert, tundra, grasslands, deforestation, habitat</p>

## 4. Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Following children's interests and learning may include . . .					
	<p><b><u>Let's Celebrate</u></b>            Exploring our school community            Maps - local environment            Looking after their environment            Seasons – change            Similarities and differences between people in different communities and groups from around the world</p>	<p><b><u>Let's Explore</u></b>            Seasons – weather - record observations about the way the local environment changes throughout each season            Rain - Is it waterproof?            Observe and describe living things and their habitats within the local environment</p>	<p><b><u>What a Wonderful World</u></b>            Different places around the world, including oceans and seas            Globes and maps            Our Global community - similarities and differences between people in different communities and groups from around the world            Weather/climate around the world</p>			
Year 1	<p><b><u>Dinosaur Planet</u></b>  <b>Locational knowledge</b>            Locating continents and oceans around the world  <b>Place knowledge</b>            Jurassic Coast and The Isle of Wight  <b>Human &amp; physical geography</b>  <b>Geographical skills &amp; fieldwork</b>            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><b><u>Our Country-UK</u></b>  <b>Locational knowledge:</b>            Use maps to locate the four countries and capital cities of UK and its surrounding seas            Look at the location of Brasilia and London on a world map  <b>Place knowledge:</b>            Compare and contrast two capital cities. Brasilia and London            Seasonal and Daily Weather patterns- comparing similarities and differences between the local environment and one other place.  <b>Human &amp; physical geography</b>            Sorting key features of a town and the country match the country names, capital city names, country emblems and national flag.  <b>Geographical skills &amp; fieldwork</b>            Trace a route and mark features / landmarks.            Use aerial maps            Identify London Landmarks</p>	<p><b><u>Our Amazing World-</u></b>  <b>Locational Knowledge</b>            Name and locate the seven continents and five oceans  <b>Place knowledge</b>  <b>Local area-</b> school grounds. Europe, Asia, Australia, Africa  <b>Human and physical Geography</b>            To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting a non- European country.  <b>Geography skills and fieldwork</b>            Use world maps, atlases and globes to identify the seven continents and five oceans            To use simple compass directions and locational and directional language to describe the location features and routes on a map.            Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features;            To use simple field work and observational skills to study the geography of their school and its grounds</p>			
Year 2	<p><b><u>Maulden and Me</u></b>  <b>Locational knowledge:</b> Maulden's place in the UK, Europe &amp; the world.  <b>Place knowledge:</b> Maulden and Bedfordshire  <b>Human &amp; physical geography:</b> Key human and physical features of our village and county.  <b>Geographical skills &amp; fieldwork:</b> Devising simple maps, planning routes, understanding aerial views, atlas skills (UK &amp; the World), suggesting changes to our local area.            Creating a using keys.</p>	<p><b><u>Carnival of The Animals</u></b>  <b>Locational knowledge:</b> Africa &amp; Kenya, Asia, Antarctic  <b>Place knowledge:</b> Kenya and its differences in comparison to our local area, comparing the Masaii culture to our own.  <b>Human &amp; physical geography:</b> Key human and physical features of Kenya. Comparing locations and their climates in relation to the Equator and the North Pole.  <b>Geographical skills &amp; fieldwork:</b> Identifying locations on a map, using compass directions, mapping a national park or game reserve, observing and discussing geographical photographs, developing atlas skills.</p>	<p><b><u>Travel and Transport</u></b>  <b>Locational knowledge:</b> UK Seaside Resorts  <b>Place knowledge:</b> to name, locate and identify characteristics of the four countries and capital cities of the UK in the context of UK seaside resorts. Coastal and island locations.  <b>Human &amp; physical geography:</b> To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world, in the context of island locations. To use basic geographical vocabulary to refer to key human and physical features, in the context of coastal/seaside locations in the past and present day.</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						<p><b>Geographical skills &amp; fieldwork:</b> To use simple compass directions and locational and directional language to describe the location of features and routes on a Map. To use world maps, atlases and globes to identify the United Kingdom and its countries. To use aerial photographs and to recognise landmarks and basic human and physical features.</p>
Year 3	<p><b><u>Extreme Earth-Autumn 2</u></b></p> <p><b>Locational Knowledge</b> <b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b> Describe and understand key aspects of: Physical Geography, <b>Volcanoes</b>, Earthquakes, Tsunamis and Tornadoes Learn to describe and understand key aspects of physical geography in the context of what is under the Earth's surface and describe what you find underground. Describe and understand key aspects of physical geography in the context of <b>volcanoes</b> and explain how volcanoes are formed. Describe and understand key aspects of physical geography in the context of volcanoes and explain how volcanoes affect people's lives Describe and understand key aspects of physical geography in the context of <b>earthquakes</b> and explain what causes earthquakes and how they are measured. Describe and understand key aspects of physical geography in the context of <b>tsunamis</b> and explain what causes tsunamis and how they affect people. Describe and understand key aspects of physical geography in the context of <b>tornadoes</b> and explain what causes tornadoes and the effects they have.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b><u>Italy-Spring 2</u></b></p> <p><b>Locational Knowledge</b> Name and locate countries in Europe (including Russia) and their capitals cities- know where Italy is in the world Locate the two main mountain ranges and longest river of Italy on a map. Locate and label the capital city, bordering countries, islands and seas on a map of Italy</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a <b>European country- Italy</b> Compare and contrast the physical attributes of the UK and Italy Describe some aspects of Italian culture and compare and contrast the culture of Italy with the culture of the UK</p> <p><b>Human and Physical Geography</b> Know what physical geography means Know about the physical geography of Italy Know what human geography is the study of To know what the word 'culture' means Use resources to research the human geography of Italy and describe aspects of Italy's human geography. Revise on how volcanoes erupt. Find out about the destruction of Pompeii in 79AD</p> <p><b>Geographical Skills and Fieldwork</b> Locate places using a range of maps, atlases to locate countries and describe features studied including digital computer mapping.</p>	<p><b><u>Rainforests Summer 2</u></b></p> <p><b>Locational Knowledge</b> 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 rainforests. 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 rainforests.</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region within South America by comparing the Amazon rainforest and Sherwood Forest</p> <p><b>Human and Physical Geography</b> 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:- <b>a tropical climate,</b> in the context of the <b>layers of the rainforest in the context of rainforest inhabitants</b> Describe and understand key aspects in types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><b><u>Choccywoccydoodah (Chocolate Topic)- Autumn 2</u></b></p> <p><b>Locational Knowledge</b> Locate the top 5 cocoa growing countries and mark them on a map. Identify the tropics of Cancer and Capricorn and the Equator.</p> <p><b>Place knowledge</b> Compare and contrast a cocoa farmer's day with a British farmer's day</p> <p><b>Human and Physical Geography</b> Know where cocoa trees grow and what climate they grow best in. Revise the four layers of the rainforest and identify where the cocoa tree thrives Know how cocoa beans are grown, harvested, dried, packed and transported to countries where chocolate is produced.</p> <p>Describe and understand key aspects in types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of a Ghanaian Cocoa farmer</p> <p>Discover the different processes that the beans go through in order to turn them into chocolate Find out about the daily life of a Ghanaian cocoa farmer, and discuss their thought and opinions about this. Discuss the problems facing cocoa farmers and understand how and why the Fairtrade Foundation charity was set up. Explain how the Fairtrade Foundation is helping farmers and their communities</p> <p><b>Geographical Skills and Fieldwork</b> Using large scale maps follow the route Christopher Columbus and Hernan Cortez travelled Identify the tropics of Cancer and Capricorn and the Equator.</p>		<p><b><u>The River Nile-Spring 2</u></b></p> <p><b>Locational knowledge</b> Locate The Nile on a World Map. Can they identify the countries The Nile runs through? Locate the source and mouth of the Nile, as well as finding information about some of the geographical features along the length of the river</p> <p><b>Place knowledge</b></p> <p><b>Human and Physical Geography</b> Describe the location and physical features of the River Nile - including location, length and features. Find information about some of the geographical features along the length of the river Using appropriate geographical vocabulary describe the journey of the river from source to mouth. Explore the physical and human features of the Nile Delta</p> <p>Consider what it is like to live in the Nile Delta region. Consider whether the River Nile was more important in ancient times than today as the basis for exploring the many ways in which people use the Nile. How have some of these uses changed over time and discuss which are the most important uses of the River Nile in the past and now Find out the positive and negative effects of the Aswan High Dam on the River Nile Consider both the positive and negative effects that the dam has had on Egypt, as well as how the dam works.</p> <p><b>Geographical Skills and Fieldwork</b> Use a world map/globe, atlas Use photographs to discuss what the Nile delta is like, as well as using climate data and other sources</p>		<p><b><u>The UK Summer 2</u></b></p> <p><b>Locational Knowledge</b> Name and locate the countries and cities of the UK Name and locate the main rivers and seas of the UK. Name and locate some of the counties of the UK. Name and locate areas of high ground in the UK.</p> <p><b>Place knowledge</b></p> <p><b>Human and Physical Geography</b> Identify ways that London has changed over time. Explain the importance of the Prime Meridian to London's history. Describe and understand how the UK has changed over time.</p> <p><b>Geographical Skills and Field work</b> Use the eight compass points to describe the location of the countries and cities of the UK. Use maps, atlases globes and digital/computer to locate countries, cities, rivers, seas and high ground of the UK</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 at Alameda Middle School	Where in the World? (Generic basic skills unit), Mountains and Communities					
Year 6 at Alameda Middle School	Where in the World? (Generic basic skills unit), Geography of the UK, Rivers and Rainforests  Cross- curricular days – eg. WW1 is referenced on our Remembrance Day					