

Geography Curriculum Map

Geography Key Stage 1			
	National Curriculum Programme of Study	Oratory Coverage	
Locational knowledge	name and locate the world's seven continents and five oceans	Y1 Map Quest	
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Y2 Map Quest	
Place knowledge	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	Y2, term 3, Places Near and Far	
Human and physical geography	identify seasonal and daily weather patterns in the United Kingdom	Weather Watch weeks Y1	
	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Y1 Map Quest	
	use basic geographical vocabulary to refer to:		
	key physical features, including: <ul style="list-style-type: none"> • beach • cliff • coast • forest • hill • mountain • sea • ocean • river • soil • valley • vegetation • season • weather 	key human features, including: <ul style="list-style-type: none"> • city • town • village • factory • farm • house • office • port • harbour • shop 	Y1, Weather Watch weeks: season, weather
			Y1, term 1, Animal Adventures: sea, ocean, beach, vegetation, soil, beach, forest, hill, savannah
			Y1, term 2, Memory Box, town, shop
			Y1, term 3, Heroes and Explorers: hill, mountain, sea, ocean
			Y2, term 1, Great Fire of London: river, city
Y2, term 3, Places Near and Far: city, town, village, factory, farm, house, office, port, harbour and shop			
Geographical skills and fieldwork	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	Y2 Map Quest	
	use simple 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	Y1 & Y2 Map Quest Y2, term 2, Incredible Inventors	
	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	Y1 & Y2 Map Quest Y2, term 2, Incredible Inventors	

Geography Curriculum Map

Geography Key Stage 2		
	National Curriculum Programme of Study	Oratory Coverage
Locational knowledge	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	Y4 Map Quest: Europe Y5 Map Quest: Americas
	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	Y3 Map Quest: regions, river, cities of UK Y6 Map Quest: counties Y5, term 3, Tudors: changes in land use over time Y3, term 1, Chelsea past and present: changes in land use over time
	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)	Y5 Map Quest Y5, term 2, Extreme Earth
Place knowledge	understand geographical similarities and differences through the study of human and physical geography of:	UK: Y5, term 3, Portsmouth
	<ul style="list-style-type: none"> a region of the United Kingdom a region in a European country a region within North or South America 	Europe: Y4/5 Ireland, International Week (biennial rota)
		Americas: Y4, term 2
Human and physical geography	Describe and understand key aspects of physical geography, including:	
	climate zones, biomes and vegetation belts	Y4, term 2, Hola Mexico
	rivers	Y5, term 1, Ancient Egypt
	the water cycle	Y5, term 1, Ancient Egypt
	mountains, volcanoes and earthquakes	Y5, term 2, Extreme Earth
	Describe and understand key aspects of human geography, including:	Y6, term 3, Movement for Change
<ul style="list-style-type: none"> types of settlement and land use economic activity including trade links the distribution of natural resources including energy, food, minerals and water 		
Geographical skills and fieldwork	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Y3,4,5,6 Map Quest
	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	Y3,4,5,6 Map Quest
	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.	Y3, term 1, Chelsea past and present

Geography Curriculum Map



Map Quest is a whole school-home learning project which will take place each year in the summer term and last for two weeks. Each year group will encounter a different region of the world. So, by the time the children leave the Oratory, they will have an impressive locational knowledge of the UK, Europe and beyond.

Every day the children will be involved in a range of short activities – interactive map games, Power Point slides, puzzles etc. that can be woven into the school day. Homework during these two weeks will have a Map Quest focus. The children will bring home activities or tasks to complete with a parent to reinforce these map skills and to help build their locational knowledge of their chosen region. On the final day each child will complete a quiz and receive a certificate.

Map Quest Coverage

Reception

Locational Knowledge:

North/South Pole, Equator, Locate UK and London in the world

Map Skills:

Follow directions (through role play)

Follow a route using a plan

Use basic positional and directional language (near/ far; right / left etc.)

Know what a globe is

Know what an atlas is used for

Can recognise where their home country is, on an atlas and globe

Play simple games involving the four main compass points

Respond to visual images on the IWB

Create maps (a representation of a real place and use symbols)

Year 1

Locational Knowledge:

7 continents and 5 oceans (equator north/south pole)

Map Skills:

Know what an atlas is / understand its purpose

Know how to use a simple atlas

Demonstrate an awareness that the globe can be represented as a flat surface

Know location of hot and cold areas of the world (how this relates to the continents; in relation to the Poles and equator)

Draw on a world how they would travel from one continent to another e.g. boat, plane, car

Know the four main compass points

Use basic positional and directional language and extend

Use and construct basic symbols in a key

Year 2

Locational Knowledge:

4 countries/ capital cities of the UK; surrounding bodies of water

Map Skills:

Recognise the difference between a globe, atlas and map

Understand how to use a simple atlas

Recognise the world is round and that by using a globe you can find a country on the other side of the world (hemisphere). Idea that Earth can be circumnavigated

Recognise position of the UK in the world in relation to the Poles, equator, and Europe

Recognise differences between a map (of UK) and an aerial view

Find information from an aerial map (landmarks, rivers etc.)

Identify, locate, and name key features of the four nations and experience in a variety of ways

Use simple grid references

Geography Curriculum Map

Recognise simple symbols and identify using a key; know why we use them
Follow a route using a plan

Year 3

Locational Knowledge:

Rivers, mountains, regions of the UK; major UK cities

Map Skills:

Recognise differences between a globe, atlas and map

Identify and mark the UK on a map of the world and map of Europe

Recognise the position of the UK on the globe and its relation to the equator. Poles and Europe

Know 8 points of a compass and be able to use

Use 2 figure grid reference to pinpoint a place

Use simplified O.S map to build knowledge of UK

Identify symbols using a key

To know how heights can be indicated on a map

To use digital / computer mapping to recognise differences between a map of the area and an aerial photograph

Identify urban areas from aerial shots

To follow a route using a plan

Understand the difference between a political and topographic map

Year 4

Locational Knowledge:

Europe

Map Skills:

Recognise differences between globe, atlas and maps (use maps of different **scales**)

Begin to understand how to use an atlas using index and contents page

To be able to identify well known countries by their outline

Have an awareness of EU and key members (in / out?)

Simplified O.S map to build knowledge of Europe

Know 8 points of a compass and be able to use

Use 4 figure grid references

To be able to select the most appropriate route on a map and give details for that route

Explain why different locations make popular holiday destinations (class survey?)

Understanding of travel, time, distance e.g. Athens – 3 days (car), 3 ½ hours (plane)

Use digital / computer mapping and locate countries

Recognise differences between map and aerial views

Know the difference between political and topographical map

Year 5

Locational Knowledge:

The Americas

Map Skills:

Use index and contents page to find information in an atlas

Identify well known countries from their outlines

Demonstrate an awareness that the globe can be represented as a flat surface

Recognise the earth's surface is moving and has evolved over a period of millions of years

Can use maps of various scales

Identify significant lines of longitude and latitude; identify tropics of Cancer and Capricorn, Arctic and Antarctic circles

Have an understanding of time zones (Prime, Greenwich meridian)

Know and use 8 points of a compass

Know 6 figure grid reference

Measure the straight line distance between two points on a plan

Geography Curriculum Map

Identify symbols using a key (including O.S maps)
 Draw sketch maps using symbols and a key
 Use digital / computer mapping to locate countries
 Recognise differences between map and aerial photographs
 Understand the difference between a political and topographical map

Year 6

Locational Knowledge:

Counties of UK

Map Skills:

Use index and contents page to find information in an atlas

Use and understand the need for O.S maps – symbols and keys

Measure straight line distances between two points on a plan and translate into km (or miles) using the scale

Measure curved line distance

Identify features on large scale map and vertical air photograph of the same place

Know and use the 8 points of a compass

Know and use 6 figure grid references

Select the most appropriate route to get from A to B and give directions

Understanding of travel, time, distance e.g. Newcastle: 3 hours (train), 6 hours (car) and 1 hour (plane)

Draw and sketch maps to display information; label key geographical features and use symbols and key

Understand where (and why) there are areas of urbanisation and label on a blank map

Use digital / computer mapping to locate areas

Know and understand the importance of the Prime / Greenwich meridian and how it relates to time zones

Understand the difference between a political and topographic map

Year 1 Weather Watch Weeks

Four times a year, the class will learn about the seasons in context and add to a 'weather watch diary' throughout the course of the academic year. They will visit Holland Park Ecology Centre to take part in interactive talks where they will learn about the reasons for the seasons, differences in weather and the changes that occur in nature with the progression of the seasons. They explore the Wildlife Area they use a spotter sheet to explore the woodland while searching for seasonal objects to add to their diaries. Each season, they will take part in a different follow up activities:

Autumn	Winter	Spring	Summer
<p>At the centre: Children will identify and collect different leaves, creating leaf crowns with them.</p> <p>Follow up at school:</p> <ul style="list-style-type: none"> • What are seeds for and what happens to them? Sort seeds & make collages and patterns with seeds. • Record weather and day length 	<p>At the centre: The children will make a home for a toy animal to hibernate in or hide in on a cold winter's day. They will also make a seed ball to feed the winter birds.</p> <p>Follow up at school:</p> <ul style="list-style-type: none"> • What do we wear at this time of year? Why? • Record weather and day length 	<p>At the centre: The children will focus on animals, particularly birds, breeding in the spring. The children will make a nest using sticks, leaves and clay.</p> <p>Follow up at school:</p> <ul style="list-style-type: none"> • Read poem: <i>March winds and April showers bring forth May flowers.</i> What does this mean? Plant seeds and watch them grow. 	<p>At the centre: The children will the many insects reaching the adult stage of their lifecycle. They will work through the lifecycle of a dragonfly and make one out of clay.</p> <p>Follow up at school:</p> <ul style="list-style-type: none"> • What do we wear at this time of year? Why? Compare with winter. • Record weather and day length