

Curriculum Map - Geography

Curriculum Area: **Geography**

Curriculum Intent: At Hilldene, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Hilldene Primary enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive and can be developed throughout their further education and beyond. In lessons, children use and apply their skills of enquiry and fieldwork (including the use of data and map work) confidently and independently. We aim to inspire in pupils a curiosity and fascination about geography that will remain with them for the rest of their lives.

	EYFS Understanding the World	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Locational knowledge (including local geography)</p>	<p>Skills taught:</p> <p>They can talk about the globes and maps they use in school.</p> <p>They can give meanings to the symbols on their maps.</p>	<p>Skills taught:</p> <p>To use and annotate a simple map of the UK with some of its key features.</p> <p>To look at simple maps and aerial views of the local area.</p>	<p>Skills taught:</p> <p>To use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa.</p> <p>To use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Zambia within them;</p> <p>To look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;</p> <p>To use appropriate</p>	<p>Skills taught:</p> <p>To use globe and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil.</p> <p>To use globes, atlases and maps to identify the main human and physical features of North and South America;</p> <p>To interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</p> <p>To use</p>	<p>Skills taught:</p> <p>To use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon.</p> <p>To interpret a range of maps and aerial views of the Amazon.</p> <p>To use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.</p>	<p>Skills taught:</p> <p>To use globes and atlases to identify the location of the world’s highest mountains and mountain ranges. To use appropriate vocabulary when describing the location and distinctive features of mountains. To look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints.</p>	<p>Skills taught:</p> <p>To interpret a range of maps of the UK and the local region and apply this information to their understanding of it.</p> <p>To use maps and supporting information to route-plan a tourist trip around the capital cities of the UK.</p> <p>To use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people’s needs, and how it might change;</p> <p>To use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.</p>
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			<p>vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;</p> <p>To make use of the four main compass points when describing the location of these key locations and regions.</p>	<p>appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p>			<p>To use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</p>
	<p>Knowledge taught:</p>	<p>Knowledge taught: The main nations and features of the UK, including their locations and related key vocabulary. The location of the local area.</p>	<p>Knowledge taught: The names and locations of the world's continents and oceans, and some information about each of them. The location and features of a contrasting locality in Zambia, comparing and contrasting it with</p>	<p>Knowledge taught: The location and main human and physical features of North and South America. The location of South-East Brazil and Rio de Janeiro within the South American continent.</p>	<p>Knowledge taught: The location of the world's principal rivers. The location of the Amazon, situating it within the globe and the South American continent.</p>	<p>Knowledge taught: The names and locations of the world's principal mountains as well as the location of the UK's highest mountains. The location and principal features of the region around Athens, when seen at a range of scales,</p>	<p>Knowledge taught: The location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediate locality . The names and locations of the world's principal volcanoes and areas at risk from</p>

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			<p>their local area and situating it within the African continent. Where the world's main hot and cold regions are, and some information about what they are like.</p>			<p>from the global to the immediate local.</p>	<p>earthquakes.</p>
	<p>Key vocabulary taught:</p>	<p>Key vocabulary taught: across Arctic east inside local north northern outside polar south west</p> <p>Antarctica Belfast Ben Nevis Cardiff Earth Edinburgh England English Channel Europe Ireland Irish Sea London</p>	<p>Key vocabulary taught: Antarctic Circle Arctic Circle eastern The Equator hemisphere North Pole South Pole southern western</p>	<p>Key vocabulary taught: Eastern Hemisphere latitude longitude map index North Pole northeast Northern Hemisphere northwest southeast Southern Hemisphere southwest time zone Tropic of Cancer Tropic of Capricorn Western Hemisphere</p>	<p>Key vocabulary taught: altitude equatorial International Date Line Prime Meridian</p> <p>Amazon Basin Amur River Congo Forest Congo River Democratic Republic of the Congo Ethiopia Indonesia Lake Tanganyika Ob-Irtysh River Paraná River River Niger River Nile River Thames South Sudan Sudan Uganda</p>	<p>Key vocabulary taught: altitude epicentre height above sea level map reference plate boundary</p>	<p>Key vocabulary taught: grid reference offshore onshore 16-point compass terms (e.g. North-North-West, West-North-West, etc.)</p>

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		North Atlantic Ocean Northern Ireland River Thames Scotland Wales			Yangtze River Yellow River Yenisei River		
	EYFS Understanding the World	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge (including local geography)	Skills taught:	Skills taught: To annotate a simple map of the UK with some of its key features. To look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used. To work together to create a simple map of the local area. To observe, record, discuss and ask questions about the main features of the local area, based on direct experience.	Skills taught: To use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa.	Skills taught: To use globe and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil. To use globes, atlases and maps to identify the main human and physical features of North and South America; To interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a	Skills taught: To interpret and explain key information on rivers. To use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon. To interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it. To use	Skills taught: To use globes and atlases to identify the location of the world’s highest mountains and mountain ranges. To use appropriate vocabulary when describing the location and distinctive features of mountains. To look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a	Skills taught: To interpret a range of maps of the UK and the local region and apply this information to their understanding of it. To use maps and supporting information to route-plan a tourist trip around the capital cities of the UK. To use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people’s needs, and how it

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		To make connections between their investigation of the local area and what they have learned about weather, climate and the UK.		<p>variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</p> <p>To use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p>	<p>appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.</p>	range of viewpoints.	<p>might change;</p> <p>To use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.</p> <p>To use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</p>
	Knowledge taught:	Knowledge taught: The location and features of the local area.	Knowledge taught: How the location within hot and cold regions	Knowledge taught: The main human and physical features of North	Knowledge taught: The principal features of the Amazon, situating	Knowledge taught: The ways in which the location and distinctive	Knowledge taught: The ways in which the location and distinctive

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			might affect everyday life differently in the UK and Zambia.	and South America. The human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied. How the location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied.	it within the globe and the South American continent and comparing and contrasting it with South-East Brazil. The key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo).	features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied. About place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past.	features of the UK and their local region compare and contrast with those of other places studied.
	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught: Amazon Rainforest Atacama Desert Australia Brazil Canada China Egypt France India Kenya	Key vocabulary taught: ABC' islands Amazon River The Andes Angel Falls Antarctic Arctic Argentina Bolivia Brasilia Cairo (Egypt) The Caribbean	Key vocabulary taught: Amazon Basin Amur River Congo Forest Congo River Democratic Republic of the Congo Ethiopia Indonesia Lake Tanganyika Ob-Irtysh River	Key vocabulary taught: Athens Austria Belgium Ben Nevis Berlin Bucharest Carstensenz Pyramid (Puncak Jaya) Caucasus	Key vocabulary taught: Birmingham Bristol East of England East Midlands Great Britain Greater London Inverness Leeds Liverpool London Array Manchester

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			<p>Lusaka Madagascar Mexico Norway Peru River Zambezi Sahara Desert South Africa Southern Africa Spain United States of America Victoria Falls Zambia The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America The oceans: Arctic, Atlantic, Indian, Pacific and Souther</p>	<p>Central America Cerro Aconcagua Chile Columbia Costa Rica Denali Dominican Republic Ecuador Falkland Islands (Malvinas) French Guiana Great Lakes Greenland Guatemala Guyana Isthmus of Panama Jamaica Lake Titicaca London (UK) Louisiana Manaus (Brazil) Mississippi River New York Niagara Falls Nuuk (Greenland) Paraguay Rio de Janeiro Rocky Mountains Sandwich Islands Santiago (Chile) Santos São Paulo Seville (Spain) South Georgia St Kitts and Nevis St Lucia</p>	<p>Paraná River River Niger River Nile River Thames South Sudan Sudan Uganda Yangtze River Yellow River Yenisei River</p>	<p>Croatia Czech Republic (Czechia) Etna European Union Everest Eyjafjallajökull Germany Greece Haiti Hawaii Himalayas Iceland Japan Kilimanjaro Lisbon Macedonia Malta Madrid Mauna Loa Mediterranean Sea Mount Elbrus Mount Snowdon Mount St Helens Nepal The Netherlands Pacific Ring of Fire Pakistan Paris Pennines Popocatépetl Poland Portugal Romania Rome Scafell Pike</p>	<p>North East England North West England Oxford Sheffield South East England South West England West Midlands Yorkshire and the Humber UK – the main cities, counties and regions</p>
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	EYFS Understanding the World	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical knowledge	Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:
		To use and annotate a simple map of the UK with some of its key features. To look at simple maps and aerial views of the local area	To use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa. To use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Zambia	To use globe and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil. To use globes, atlases and maps to identify the main human and physical features of North and South America;	To interpret and explain key information on rivers. To evaluate a range of possible flood prevention measures. To use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon. To interpret a range of maps	To use globes and atlases to identify the location of the world’s highest mountains and mountain ranges. To use appropriate vocabulary when describing the location and distinctive features of mountains. To look critically at a topical issue in this region, raising questions	To interpret a range of maps of the UK and the local region and apply this information to their understanding of it. To use maps and supporting information to route-plan a tourist trip around the capital cities of the UK. To use fieldwork to collect and critically evaluate

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			<p>within them;</p> <p>To look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;</p> <p>To use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;</p> <p>To make use of the four main compass points when describing the location of these key locations and region</p>	<p>To interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</p> <p>To use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p>	<p>and aerial views of the Amazon and apply this information to their understanding of it.</p> <p>To use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.</p>	<p>about it, considering the reliability of sources and exploring and evaluating a range of viewpoints.</p>	<p>data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;</p> <p>To use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.</p> <p>To use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</p>
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	<p>Knowledge taught:.</p>	<p>Knowledge taught:</p> <p>Key vocabulary and concepts about weather and the climate. The main nations and features of the UK, including their locations and related key vocabulary.</p>	<p>Knowledge taught:</p> <p>Where the world's main hot and cold regions are, and some information about what they are like. The appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area</p>	<p>Knowledge taught:</p> <p>The processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.</p>	<p>Knowledge taught:</p> <p>The key elements and features of a river. The key elements of the water cycle. The names of – and key information on – the world's main rivers. Basic ideas about flood management. The key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo). The physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon. How some human beings have adapted to life in the rainforest and the</p>	<p>Knowledge taught:</p> <p>The main features and types of mountains. How some people have adapted to life in mountainous areas. The ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens. The ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc. How people can respond to a natural disaster,</p>	<p>Knowledge taught:</p> <p>The ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region. Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region. How people can respond to a natural disaster, such as an earthquake. The main features and causes of volcanoes and earthquakes.</p>
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					Amazon.	such as an earthquake. About place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).	
	Key vocabulary taught:	Key vocabulary taught: autumn building capital city castle city cloud country countryside freezing frosty ground island map misty month office rain route	Key vocabulary taught: adapt atlas cargo continent coral reef crop desert farm field flood globe habitat hibernate human iceberg market mining national park	Key vocabulary taught: architecture arid axis bay biome climate climate change equatorial export favela glacier grassland human feature ice-field industry landscape location manufacturing	Key vocabulary taught: acid rain agriculture biodiversity biome canal canopy channel condensation confluence dam deforestation drainage drinking water ecosystem embankment emergent layer environment environmentalist	Key vocabulary taught: aftershock alpine ash cloud avalanche border cliff face core crater crust currency disaster dome mountains dormant eruption fault line fault-block mountains fire mountains	Key vocabulary taught: administrative centre aerial view built environment coastline congestion consultation developer development economy energy source finance global warming green belt greenhouse gases hydroelectric power

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		season shop snow spring street summer sunshine symbol temperature thunderstorm town village warm wind windy winter The months of the year	ocean physical population rainforest recycling savanna soil waterfall wildlife	Mediterranean meteorologist mineral mountain range orbit physical feature plantation polar precipitation (KS1 snow, rain) recreation region retail season service industry skyline sphere state temperature tilt trade tropical volcano weather station wilderness	erosion evaporation fertile flooding flood management flood plain flood prevention forest floor freshwater groundwater humidity hydro-electric power indigenous irrigation logging meander mouth pollution poverty river bank river basin source transportation tributary understory valley vegetation water cycle watershed upper course lower course middle course	(volcanoes) fold mountains geothermal hill international landform landslide lava magma mantle massif migrant peak plate refugee retail Richter Scale ridge scree service industry slope summit tectonic tremor tsunami vegetation belt vent	key landmark land use national nuclear power planning power station renewable energy solar power suburb sustainable development tidal power warehouse wind farm wind power wind turbine
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