

Long Term Subject Map of skills – 2014

Subject: Geography

Vision: Children should develop a curiosity and knowledge about places and people, as well as the environment. As pupils progress, their knowledge should develop and their understanding will deepen further, moving on to looking at physical and human processes, also the use of landscapes and environment.

| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> | <u>Speech and Language</u> |
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| <u>Location knowledge</u> | <p><i>Globe. Water in the world</i></p> <p>Name and locate 5 oceans and 7 continents.</p> | <p><i>Castles in other countries. Location of castles (UK).</i></p> <p>Name, locate and identify characteristics of 4 countries and capital cities of UK.</p> <p>Find UK plus continents and seas on world map and a globe.</p> | <p><i>Revise countries and capital cities of UK.</i></p> | <p><i>Locating Scandinavia. Map of Europe.</i></p> <p><i>Map of Britain.</i></p> <p>Locate world countries (focus on EU including Russia plus North and South America). Their human and physical characteristics and major cities.</p> | <p><i>How well do you know the British isles?</i></p> <p>Name and locate counties and cities of UK</p> | <p><i>Map of Europe.</i></p> <p>Locate world's countries and major cities (focus on EU and Russia).</p> | |
| <u>Human and physical geography</u> | <p><i>Where do you live? Walk to a chosen site. Sorting photographs.</i></p> | <p><i>Physical characteristics of castles.</i></p> <p><i>Origins of food.</i></p> <p><i>Transport around the world.</i></p> <p><i>Weather. Seasonal and daily weather in</i></p> | <p><i>Does everywhere in the world have electricity?</i></p> <p><i>What environment do plants grow best in?</i></p> <p><i>Similarities and differences of human and physical features in a region of the UK,</i></p> | <p><i>Climate and topography.</i></p> <p><i>Study of economically developing country.</i></p> <p><i>Research the rainforest.</i></p> <p><i>UK key topographical features (hills,</i></p> | <p><i>Tectonic plates: earthquakes and volcanos.</i></p> <p><i>Water Cycle, rivers and streams.</i></p> <p><i>Causes and effects (physical and human) in a developed and less developed</i></p> | <p><i>Contrasting climates.</i></p> <p><i>Difference between human and physical features.</i></p> <p><i>Extreme conditions and landscapes.</i></p> <p><i>Identify positions and significance of latitude, longitude,</i></p> | |

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| | | <p>UK and location of hot and cold areas of the world (explicitly relating to the equator).</p> <p>Similarities and differences of physical and human geography of focus area of UK and contrasting non EU country.</p> <p>Basic vocabulary of physical and human geography.</p> | <p>a region of an EU country and a region in North or South America.</p> | <p>mountains and rivers).</p> <p>Describe and understand physical geography features: climate zones, biomes and vegetation belts.</p> | <p>country.</p> <p>Describe and understand physical features: rivers, mountains, volcanos, earthquakes and the water cycle.</p> <p>Similarities and differences of human and physical features in a region of the UK, a region of an EU country and a region in North or South America.</p> <p>UK key topographical features (hills, mountains and rivers) and understand how some have changed over time.</p> | <p>equator, north and south hemisphere, tropics of cancer and Capricorn, Arctic and Antarctic circle, Greenwich meridian and time zones.</p> <p>Climate zones.</p> <p>Describe and understand human geographical features: types of settlement and land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water.</p> | |
| <p><u>Geographical skills and fieldwork</u></p> | <p>Devise a route. Finding way round school. Following directions.</p> <p>Using compass N,S,E,W directions. Devise a map with a simple key.</p> | <p>Map Skills (UK and around the world).</p> | <p>Map Skills (physical and human features)</p> | | <p>Local map.</p> <p>Map work-locations, describe physical and human features.</p> <p>Orienteering and mapping skills.</p> <p>River field work.</p> | | |

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| | | | | | <p>Use maps, atlases, globes and digital computer mapping (GIS) to locate countries.</p> <p>Use 8 points of compass, 4 and 6 figure grid reference, symbols and a key (including Ordnance Survey map) to build knowledge of UK and wider world.</p> <p>Use fieldwork to measure, record and present human and physical features in local area using range of methods.</p> | | |
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Red - Current curriculum coverage still relevant.

Blue - Suggestion for revision.

Black - New curriculum coverage.