

KS2 Geography Curriculum Map

2023-2024



	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 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. Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Describe and understand key aspects of physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass. 	<ul style="list-style-type: none"> 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. 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.) Describe and understand key aspects of physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North/South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 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.) Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> 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. 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.) Describe and understand key aspects of physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.
Locational Knowledge	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the names of and locate at least eight European countries. Know the names of and locate at least eight counties and six cities in England. Know the names of a number of European capitals. Know the names of and locate at least eight major capital cities across the world. (Building on Y2 - capital cities for E/W/S/NI) <p>NC Skills:</p> <ul style="list-style-type: none"> Can they locate and name some of the world's most famous volcanoes? Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Are they aware of different weather in different parts of the world, especially Europe? 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the names of four countries from the southern and four from the northern hemisphere. Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics'. Know the names of and locate at least eight major capital cities across the world. (Building on Y3 - capital cities of European countries.) <p>NC Skills:</p> <ul style="list-style-type: none"> Can they name a number of countries in the Northern Hemisphere and the Southern Hemispheres? Can they locate the Tropic of Cancer and the Tropic of Capricorn? Do they know the difference between the British Isles, Great Britain and UK? 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know, name and locate the main rivers in the UK. Know the names of, and locate, a number of South or North American countries. Know the names of and locate at least eight major capital cities across the world. (Building on Y4 - capital cities of African countries.) <p>NC Skills:</p> <ul style="list-style-type: none"> Can they name and locate many of the world's major rivers on maps? Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas? Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? <p>Key Vocabulary:</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know where the main mountain regions are in the UK. Know about time zones and work out differences. Know the names of and locate at least eight major capital cities across the world. (Building on Y5 - capital cities of some South American countries.) <p>NC Skills:</p> <ul style="list-style-type: none"> Can they name and locate many of the world's most famous mountain regions on maps? Can they explain how the time zones work? <p>Key Vocabulary: Mountain regions, time zones, Prime Meridian, Greenwich Meridian,</p>

	<p>* Do they know the countries that make up the European Union? * Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK?</p> <p>Key Vocabulary: Volcanoes, European countries, Europe, continent, capital cities, neighbouring, European Union, islands,</p>	<p>Key Vocabulary: Northern hemisphere, southern hemisphere, equator, tropics, Tropic of Cancer, Tropic of Capricorn, Greenwich Meridian, British Isles.</p>	<p>Rivers, Arctic circle, Antarctic circle, location, Capital cities.</p>	
Place Knowledge	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country. <p>NC Skills:</p> <ul style="list-style-type: none"> Do they use correct geographical words to describe a place and the events that happen there? Can they identify key features of a locality by using a map? <p>Key Vocabulary: Compare, contrast, similarities, differences, locality, regions,</p>	<p>Sticky Knowledge: N/A</p> <p>NC Skills:</p> <p>Key Vocabulary:</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know key differences between living in the UK and in a country in either North or South America. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they collect information about a place and use it in a report? Can they find possible answers to their own geographical questions? Can they make detailed sketches and plans; improving their accuracy later? <p>Key Vocabulary: Similarities, differences, human characteristics, physical characteristics, compare, contrast United Kingdom, South America, climate zone, biome, climate, weather, temperature, humidity, rainfall</p>	<p>Sticky Knowledge: N/A</p> <p>NC Skills:</p> <p>Key Vocabulary:</p>
Human and Physical Geography	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know what causes an earthquake. Label the different parts of a volcano. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they use maps and atlases appropriately by using contents and indexes? Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they confidently describe physical features in a locality? Can they locate the Mediterranean and explain why it is a popular holiday destination? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? Can they describe how volcanoes have an impact on people's lives? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Label layers of a rainforest and know what deforestation is. Know the names of and locate some of the world's deserts. Know what is meant by biomes and what the features of a specific biome are. (Desert regions/rainforest) <p>NC Skills:</p> <ul style="list-style-type: none"> Can they describe the main features of a well-known city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they use appropriate symbols to represent different physical features on a map? Can they explain why people are attracted to live in cities? Can they explain why people may choose to live in a village rather than a city? 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know and label the main features of a river. Know the name of and locate a number of the world's longest rivers. Know why most cities are located by a river. Know what is meant by biomes and the features of a specific biome are. (rivers/polar regions) Know why industrial areas and ports are important. Know the main human and physical differences between developed and third world countries. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they explain why many cities of the world are situated by rivers? Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they explain why people are attracted to live by rivers? Can they explain how a location fits into its wider geographical location; with reference to human and economical features? 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the names of a number of the world's highest mountains. Explain the features of a water cycle. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? Can they give an extended description of the human features of different places around the world? Can they map land use with their own criteria? Can they describe how some places are similar and others are different in relation to their physical features? <p>Key Vocabulary: Commodity, resource, mountain regions, water cycle, hydration, dehydration, natural resources, evaporation, condensation, precipitation, run, transpiration, climate, desert, wetland, sustainability</p>

	<ul style="list-style-type: none"> • Can they explain why a place is like it is? • Can they explain how the lives of people living in the Mediterranean would be different from their own? <p>Key Vocabulary: Earthquakes, epicentre, aftershock, tectonic plates, magnitude, Richter scale, foreshock, main shock, seismic waves, volcano, magma chamber, lava, crater, ash cloud, active volcano, dormant volcano, eruption, ring of fire, extinct volcano, pyroclastic flow</p>	<ul style="list-style-type: none"> • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? • Can they name the largest desert in the world? <p>Key Vocabulary: Rainforest, biome, deforestation, deserts, implications, biodiversity, climate, canopy, habitat, tropical</p>	<ul style="list-style-type: none"> • Can they explain what a place might be like in the future, taking account of issues impacting on human features? <p>Key Vocabulary: Riverbed, basin, mouth, course, journey, channel, confluence, delta, meander, features of a river</p> <p>Ecosystems, global warming, consequences, effects, impact,</p>	
<p>Skills and Fieldwork</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Use maps to locate European countries and capitals. • Know and name the eight points of a compass. <p>NC Skills:</p> <ul style="list-style-type: none"> • Can they accurately plot NSEW on a map? <p>Key Vocabulary: Map, atlas, locate, countries, describe, features, digital mapping, computer mapping, compass, eight points, north, south, east, west, north east, north west, south east, south west,</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. • Know how to plan a journey within the UK, using a road map. • Know how to use graphs to record features such as temperature or rainfall across the world. • Use Google Earth to locate a country or a place of interest and to follow the journey of rivers, etc. <p>NC Skills:</p> <ul style="list-style-type: none"> • Can they begin to use 4 figure grid references? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100km? • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? <p>Key Vocabulary:</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Use Google Earth to locate a country or a place of interest and to follow the journey of rivers, etc. <p>NC Skills:</p> <ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? <p>Key Vocabulary: Survey, collate, data, record, observe, data handling, graphs, charts, results, compare, contrast, locality, measure, conclusions</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know what most of the ordnance survey symbols stand for. • Know how to use six-figure grid references. • Use Google Earth to locate a country or a place of interest and to follow the journey of rivers, etc. <p>NC Skills:</p> <ul style="list-style-type: none"> • Can they confidently explain scale and use maps with a range of scales? • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? • Can they accurately use a 6 figure grid reference? • Can they create sketch maps when carrying out a field study? <p>Key Vocabulary: Survey, collate, data, record, observe, data handling, graphs, charts, results, compare, contrast, locality, measure, conclusions, OS maps, symbols, keys</p>

		four figure grid reference, symbols, keys, OS maps, distance, survey, globe, atlas, aerial photographs,		
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What happens next...?

The geography curriculum in Years 7 to 9 is split into four areas.

Locational knowledge

- Pupils develop their spatial awareness of countries using maps of the world. They study Africa, Russia, Asia and the Middle East, focusing on their environmental regions, including deserts, countries and major cities.

Place knowledge

- Children study the geographical similarities, differences and links between a region in Africa and a region in Asia.

Human and physical geography

- Pupils study physical geography, including plate tectonics, rocks, climate change and coasts; and human geography, including population, urbanisation, international development and natural resources.
- They learn how physical and human processes affect landscapes, environments and the climate, and how human activity relies on natural systems.

Geographical skills and fieldwork

- Pupils develop their knowledge of globes, maps and atlases, in the classroom and in the field.
- They learn how to interpret Ordnance Survey maps.
- They use Geographical Information Systems (GIS) to view, analyse and interpret places and data.
- They do fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.