

Geography Curriculum – The Meadows Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	To begin to be able to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Locate zoo animals from where in the World they come from.	To be able to name and locate the world's seven continents and five oceans Know the World's continents, oceans etc. Name and locate the UK's capital cities.	To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Map work to locate World continents, main countries and capital cities of Europe, know the countries and capital cities of the British Isles. World's longest rivers, largest deserts, highest mountains and compare to UK. Equator, North and Southern hemisphere, Tropics of Cancer and Capricorn.	To 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. To be able to use maps to locate areas of similar environmental regions. Locate and name counties and towns in Shropshire.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use maps, atlases, globes and computer mapping to locate Africa, in particular Egypt.	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. Being able to locate South and North America, environmental regions, physical and human features, countries and major cities.
Place Knowledge	To begin to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Looking at the seaside town of Llandudno, how is living at the seaside different to living in Oswestry.	To begin to 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 Plot onto World maps the voyages of discovery of Christopher Columbus. Create their own maps.	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Comparison of UK region to a region of Europe.	To use and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. Geographical skills and fieldwork—research a local area using a range of methods.	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. European region study: Greece.	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. Look at similarities and differences between a region in UK compared to a region of South America To carry out a study of a UK region/city—Liverpool.
Human & Physical Geography	To begin to be able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Comparison of a seaside location (Llandudno) to Oswestry. Move onto other holiday destinations in the UK and then the wider World that they have visited, was it a hot country or cold country?	To be able to use the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To be able to use the key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. To use both physical and human features to describe the places they study.	To use physical geographical terms, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Rivers and the water cycle, volcanoes, earthquakes and settlements and trade links (both linked to History).	To use the physical geographical terms, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human and physical geography—climate zones, biomes and vegetation belts (linked to rainforest) and settlements.	To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To study climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes River study—the water cycle.	To look at human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use the explorers Scott and/or Shackleton to focus on polar regions; Antarctica. Compare to an area of the UK.
Geographical skills and fieldwork	To begin to use world maps, atlases and globes to identify the United Kingdom and its countries. To begin to 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. Use maps, atlases, globes and computer mapping to find local markets and the origin of zoo animals and British seaside towns they may have visited.	To 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. To be able to 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. To know the four points of the compass and to use them to describe a location. Fieldwork linked to the bridges we visit.	To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the 8 points of a compass, 4- and 6-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. Locate countries and their features using maps, atlases, globes and digital/computer mapping. Compass points and fieldwork skills to observe the human and physical features in the area.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the 8 points of a compass, 4- and 6-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. Geographical skills and fieldwork—use maps, atlases, globes and computer mapping to locate countries and features To use the four points of a compass.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use maps, atlases, globes and computer mapping to locate Africa, in particular Egypt.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use maps, atlases, globes and computer mapping to locate South America and its features.