

# TIMU Academy Trust Geography Curriculum Map



Overview:

Below is the progression grid from EYFS through to Year 6 for Geography.

Each Key Stage has their own focus of a certain area of the world, meaning by the time children leave at the end of Year 6, they will have an understanding of the whole world in which we live.

The further up the school children go, there will be a focus on retrieving information that they have gained through their studies in previous years using comparisons between areas of the world.

	Our local area
	The UK
	Europe
	Wider world

EYFS and Key Stage 1

Knowledge /skill	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Year				
EYFS	Relation to places, objects, materials and living things.	Know about similarities and differences between themselves and others, and among families, communities and traditions.	<p>Talk about the features of their own immediate environment. <i>[Near, far, up, down, over there (when referring to something in the immediate vicinity)]</i></p> <p>Talk about how environments might vary from one another <i>[Different, hot, cold, far away, close/ near].</i></p>	Make observations of animals and plants and explain why some things occur, and talk about changes <i>[colours, tall, small, long, short].</i>

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Know ledge /skill	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Year 1	<p>Name the world's seven continents [Europe, North America, South America, Asia, Africa, Oceania and Antarctica].</p> <p>Children to know that we are part of Europe</p> <p>Name the world's five oceans [Atlantic, Pacific, Indian, Arctic and Southern].</p> <p>Name and locate the four countries and capital cities of the UK. [England (London), Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast)].</p>	<p>Study a small area of the UK, focussing on human and physical characteristics.</p>	<p>Use basic geographical vocabulary to refer to key human features [City, town, village, factory, farm, house, office and shop].</p> <p>Identify seasonal and daily weather patterns in the UK [hot, cold, winter, spring, summer, autumn]. See Science Progression grid and curriculum map and the location of hot and cold areas of the world.</p>	<p>Use simple fieldwork and observation skill to study the geography of the school and its grounds and the key human and physical features of the surrounding environments.</p> <p>Use simple compass directions [North, East, South, West].</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in Year 1.</p>
Year 2	<p>Name and locate the world's seven continents [Europe, North America, South America, Asia, Africa, Oceania and Antarctica].</p> <p>Identify characteristics of the four countries and capital cities of the UK. [England (London), Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast)].</p> <p>Retrieval practice may be used to recover previous learning with naming and locating the four countries and capital cities.</p>	<p>Understand similarities and differences in geography of a small area of the UK and a small area of a contrasting non-European country. not necessary however can be done through Australia topic if desired.</p>	<p>The location of hot and cold areas of the world in relation to the Equator and North and South Poles. [Equator (centre)- hot, North and South Pole- cold].</p> <p>Use basic geographical language to refer to key physical features [beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather].</p> <p>Use geographical language to refer to key human features. [city, town, village, factory, farm, house, office, port, harbour and shop].</p>	<p>Use simple locational and directional language to describe the location of features and routes on a map [near, far, right, left].</p> <p>Use aerial photographs and plan perspectives to recognise landmark and basic human and physical features.</p> <p>Devise a simple map, using and constructing basic symbols in a key.</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans studied in Key Stage 1.</p>

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Knowledge /skill Year	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Year 2	<p>Identify the Equator and North and South Poles.</p> <p>Name and locate the world's five oceans (in relation to continents) [Atlantic, Pacific, Indian, Arctic and Southern].</p> <p>Identify characteristics of the UK's surrounding seas and oceans [Atlantic Ocean to the west; English Channel to the South until it joins the; North Sea in the east; Atlantic Ocean to the west; Irish Sea (separates Great Britain from Ireland)].</p> <p>Children to understand that the English Channel links to rest of Europe.</p>			

Key Stage 2

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Know ledge /skill Year	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Year 3	<p>Locate the world's countries using maps. Focussing on Europe (include the location of Russia). Concentrating on capitals and major cities. [See world's countries list at bottom of the document]; environmental regions and human and physical characteristics.</p> <p>Understand that the earth is split into sections [Northern Hemisphere (children must also know we live here); Southern Hemispheres [examples required] and be able to identify countries in each section (examples required)].</p>	<p>Understand key similarities and differences in physical and human geography of a region of the UK, a region within a European Country.</p>	<p>Be able to describe of key aspects of physical geography [Rivers, mountains, volcanos and earthquakes].</p> <p>Be able to describe key aspects of human geography: types of settlements [Cities, towns, villages] and land use [rural, urban, greenbelt].</p>	<p>Use maps and atlases (including symbols and keys) to locate countries studied and build upon knowledge of the United Kingdom and Europe.</p>
Year 4	<p>Locate the world's countries to include Europe and North and South America. Concentrate on environmental regions, key physical and human characteristics. And, major cities. [See countries list below].</p> <p>Be able to identify the position of: Equator, Northern</p>	<p>Be aware of key similarities and differences in physical and human geography of a region of the UK, and a region within North or South America.</p>	<p>Be able to describe physical geographical features: the water cycle.</p> <p>Be able to describe key aspects of human geography including: types of settlement [Cities, towns, villages, hamlets] and land use [rural, urban, greenbelt].</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Be able to use the eight points of a compass [North, North-East, East, South-East, South, South-West, West, North-West]</p>

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Year 4	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic circles.			
Year 5	<p>Locate the world's countries [examples required]. Concentrate on environmental regions, key physical and human characteristics and major cities.</p> <p>Be able to identify the location and significance of: Equator, Northern Hemisphere [referring to the UK's and Europe position], Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic circles.</p> <p>Be able to name countries and cities in the UK [see below]. some countries may be covered through topic work</p>		<p>Be able to describe key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Be able to describe key aspects of human geography including: types of settlement and land use and distribution of natural resources including energy, food, mineral and water.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Be able to use four figure grid references.</p> <p>Be able to use symbols and keys (including the use of ordinance survey maps), to build on their knowledge of the UK and wider world.</p> <p>Use fieldwork to observe, measure, record and present the features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Year 6	Be able to identify the significance of the Prime/Greenwich Meridian and time zones.	Be able to understand key similarities and differences in physical and human geography of a region of the UK, a region in a European country, and a region within North and South America.	Be able to understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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Knowledge /skill Year	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
	<p>Be able to name and locate countries and cities in the UK [key UK cities, see below] and be able to understand how these have changed over time. See History Progression grid and curriculum map</p> <p>Be able to name and locate topological features [see below], and land use patterns of the UK.</p> <p>Be able to understand how some of these geographical regions, human and physical characteristics, key topological features and land use patterns have changed over time.</p> <p>Be able to identify the position of the Prime/Greenwich Meridian and time zones.</p>		<p>Be able to understand key aspects of human geography including: types of settlements and land use, economic activity including trade links and distribution of natural resources including energy, food, minerals and water.</p>	<p>Use the eight points of a compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world.</p>

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## World's countries

Children should know the names of and be able to locate countries focussing on Europe and North and South America. By the end of KS2 a minimum of the following countries and locations should be known.

Europe	Capital ☉ , and other major cities	North America	Capital ☉ , and other major cities	South America	Capital ☉ and other major cities	Africa	Capital ☉ , and other major cities	Oceania	Capital ☉ , and other major cities	Asia	Capital ☉ , and other major cities
Italy	Rome ☉	United States of America	Washington D.C ☉, New York,	Brazil	Brasilia ☉, Sao Paulo, Rio de Janiero.	South Africa	Cape Town ☉, Johannesburg ☉, Pretoria ☉	Australia	Canberra ☉, Sydney, Perth.	China	Beijing ☉, Shangai.
France	Paris☉	Canada	Ottawa ☉ Vancouver.			Egypt	Cairo ☉	New Zealand	Wellington ☉,	India	New Delhi ☉ Mumbai,
Germany	Berlin ☉, Munich.	Mexico	Mexico City ☉								
Greece	Athens ☉										
The Netherlands (not Holland)											
Russia (covers Europe and Asia)	Moscow ☉, Saint Petersburg.										

Above is not an exhaustive list, just a minimum expectation, and there may be other countries children know through study of topics or countries of origin.

Children should know the capital cities of the countries in Europe, North and South America and should know other key cities, where appropriate, for example: Barcelona, New York City, Rio de Janeiro.

Children should know key cities in countries of study.

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## **The United Kingdom.**

Below are key areas and information that children should know or be referring to.

### **Regions of the UK**

12- South East, London, South West, East of England, East Midlands, West Midlands, Yorkshire and Humber, North West, North East, Scotland, Wales and Northern Ireland.

Children do not need to know all of the names but need to be aware that there are 12 different regions.

*Children should be taught our region and surrounding regions (South East, London, East of England).*

### **Counties- England 48, UK:57.**

Children are not expected to know all of the counties in the UK however are expected to understand that there are many different counties.

*Children must know Kent and our surrounding counties (East Sussex, West Sussex, Greater London, Surrey, Essex).*

### **Cities-**

As well as the capital cities of the nations in the United Kingdom children should know other Key UK cities; Birmingham (England's second city), Manchester, Glasgow (Scotland's second city), Swansea (Wales' second city), Bristol, Sheffield, Newcastle. Cities located in Kent- Rochester and Canterbury.

*This is not an exhaustive list, just the minimum expectations. It is widely expected that children will know more UK cities than the list above from through their topic learning.*

### **Key Topological features**

*By the end of Key Stage 2 all children should know the Key topological features in the UK. Children should know what mountains, hills, coasts and rivers are and key information regarding how they are formed and what key features each of them have. Children must know about 'bourne' where Sittingbourne gets its name.*

#### ***Mountains-***

Ben Nevis, highest mountain in the UK.

Snowdon, highest mountain in England and Wales.

Scarfell Pike, highest mountain in England.

#### ***Rivers-***

Severn (longest river in the UK)

Thames,

Medway and Stour (runs through Canterbury)

#### ***Coasts and Hills-***

The channel coast- south of

England.

The North Sea coast- east of England.