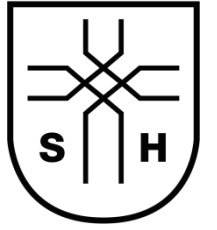


# SACRED HEART CATHOLIC PRIMARY SCHOOL

## Geography Curriculum Map - MWOP



Year Group	1	2	3	4	5	6
<b>Locational Knowledge and Place Knowledge</b>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of Europe.</p>	<p>Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate countries and major cities within the continent of Africa and key topographical features (including hills, mountains, coasts and rivers)</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate countries and major cities within the continents of North and South America and key topographical features (including hills, mountains, coasts and rivers)</p>	<p>Locate the world's countries, using maps to focus on Antarctica, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Locate key topographical features of Antarctica (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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)</p>	<p>Locate the world's countries, using maps to focus on Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate countries and major cities within the continent of Asia and key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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)</p>
<b>Human and Physical Geography</b>	Identify seasonal and daily weather patterns in the United Kingdom	Locate of hot and cold areas of the world in relation to the Equator and the North and South Poles	Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in an	Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in North	Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in the	Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in North

			African Country; including population, climate and the water cycle, food and water	and South America; including climate, vegetation, bio-domes, wildlife and food.	Antarctica including climate, wildlife/ survival, land use	and Asia including natural disasters, resources and trade links
<b>Geographical Skills and Field Work</b>	<p>Use world maps, atlases and globes to identify the United Kingdom</p> <p>Use simple compass directions (North, South, East and West)</p> <p>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</p>	<p>Use world maps, atlases and globes to identify Europe and surrounding oceans</p> <p>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</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass.</p> <p>Use locational language to describe the location of points on a map of the school/local area. (e.g. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key).</p> <p>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p>Use recognised symbols to mark out local areas of interest on own maps. - Choose effective recording and presentation methods e.g. tables to collect data.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use Ordnance Survey map to build knowledge of the wider world</p> <p>Use the eight points of a compass, four and sixfigure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use the following classifications for buildings: Residential, retail, professional/ commercial, industrial and storage, entertainment/ leisure and public authorities</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use of Ordnance Survey maps to build their knowledge of Asia and the wider world</p> <p>Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses</p>