

Geography Curriculum Map: Mill Rythe Junior School



	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
In all year groups children will explore: locational and place knowledge, human and physical features and geography skills (including fieldwork) as outlined in the National Curriculum.						
Year 3			Mountains	Volcanoes and Earthquakes		Local Study – Island Life
Year 4		Weather and Climate				Europe - Spain
Year 5			Rivers		South America (The Amazon)	
Year 6	Our Changing Coastline				Mexico	

Year 3

Unit:	Mountains	Volcanoes and Earthquakes	Local Study
Locational knowledge:	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.		
Place knowledge:	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 within North or South America		To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Hayling island vs Isle of Wight), a region in a European country, and a region within North or South America
Human and physical geography:	Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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	Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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	Describe and understand key aspects of: -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 (and in Stone age to Iron Age History topic in Autumn term)
Geographical skills and fieldwork:			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 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 4

Unit:	Weather and Climate	Europe - Spain
Locational knowledge:	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)	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
Place knowledge:		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 within North or South America
Human and physical geography:	Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (water cycle covered in science topic too)	
Geographical skills and fieldwork:	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	

Year 5

Unit:	Rivers	South America – The Amazon
Locational knowledge:	Name and locate countries 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	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 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) (and in Earth & Space science topic)
Place knowledge:	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 within North or South America	
Human and physical geography:	Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Year 4 recap) Describe and understand key aspects of: -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	
Geographical skills and fieldwork:	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 (Rivers trip) Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Rivers trip)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 6

Unit:	The Changing Coastline	Mexico
Locational knowledge:	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	
Place knowledge:	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 within North or South America	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 within North or South America. (recapping on climate & biomes Year 4)
Human and physical geography:		Describe and understand key aspects of: -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
Geographical skills and fieldwork:	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 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (trip op)	