

Curriculum Road Map – Morland Area C of E Primary School

Morland Area CE Road Map :

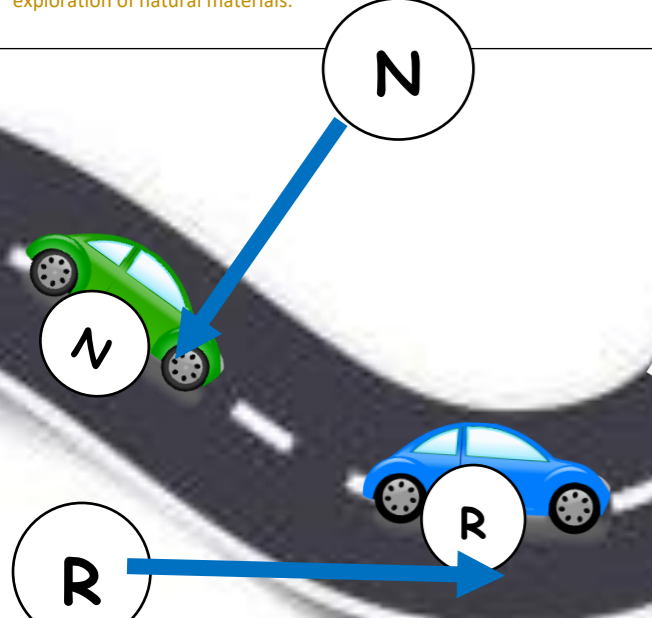
Geography

Key

- Locational knowledge
- Place knowledge
- Human and Physical Geography
- Geographical skills and fieldwork

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

Nursery:
 To explore/ respond to their immediate environment.
 To know the name of the school. To know that they live in Morland/Eden Area. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
 To begin to understand the need to respect and care for the natural environment and all living things.
 To understand position through words alone. E.g "The bag is under the table," To describe a familiar route. To discuss routes and locations, using words like 'in front of' and 'behind'. To use all their senses in hands-on exploration of natural materials.



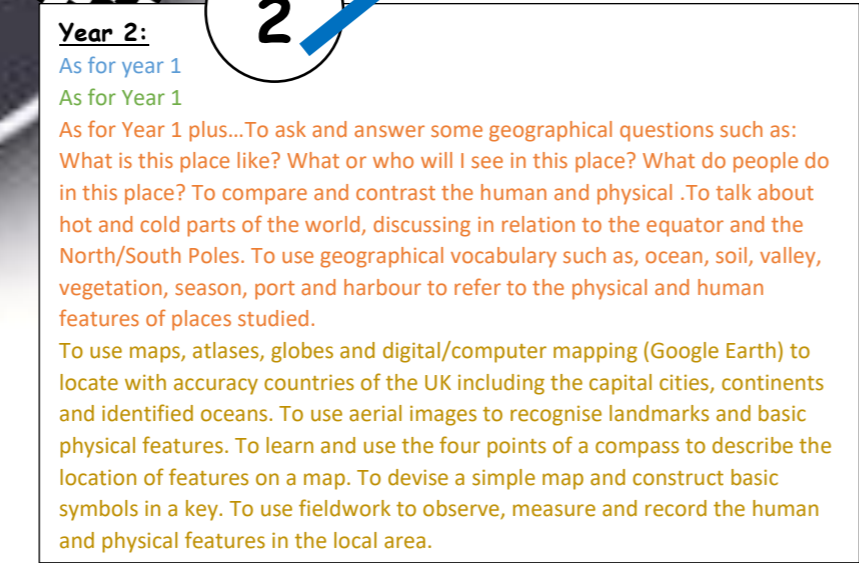
Reception:
 To describe immediate environment using observation, discussion, stories, non-fiction texts and maps. Know the name of the school and way around the grounds. Know that they live in Morland/village and that is part of Westmorland and Furness.
 Recognise environments that are different to the one in which they live. To recognise some similarities and differences between life in this country and life in other countries, using stories, non-fiction texts and (when appropriate) maps.
 To understand some important processes and changes in the natural world around them, including the seasons
 To talk about positions and distance to solve problems. To describe relative position such as behind or next to. To explore the natural world around them. To draw information from a simple map.

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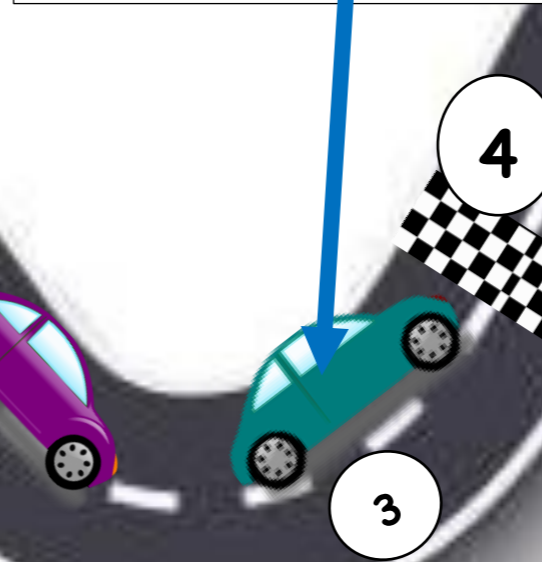
Year 1:
 Name the continents and oceans of the world and locate them on a map/globe. To name the four countries and making up the British Isles, capital cities. To name the surrounding seas of the United Kingdom. To talk about the main features of each of the four countries that make up the United Kingdom.
 To talk about people and places beyond my local environment, the key features of a location saying whether it is a city, town, village, coastal or rural area.
 To identify land use around the school and surrounding environment. To talk about the human/ physical features of British localities and/or a non-European locality.
 To talk about weather in the UK, different seasons and daily changes. To talk about hot and cold parts of the world. Use geographical vocabulary beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop.
 To identify images which have been taken from above (aerial photos). To follow direction language: left, right, up, down, forwards, backwards. To learn/use the four points of a compass to describe the location of features on a map. To use a simple on a map. To create a simple map of the local environment.



Year 2:
 As for year 1
 As for Year 1
 As for Year 1 plus... To ask and answer some geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? To compare and contrast the human and physical. To talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles. To use geographical vocabulary such as, ocean, soil, valley, vegetation, season, port and harbour to refer to the physical and human features of places studied.
 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate with accuracy countries of the UK including the capital cities, continents and identified oceans. To use aerial images to recognise landmarks and basic physical features. To learn and use the four points of a compass to describe the location of features on a map. To devise a simple map and construct basic symbols in a key. To use fieldwork to observe, measure and record the human and physical features in the local area.



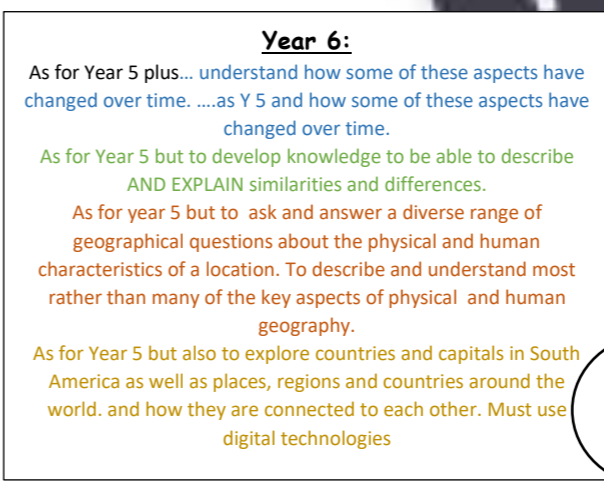
Year 3:
 As for year 2 plus... locate some world countries/capitals in Europe and/or North America. know significance of the Equator, Northern Hemisphere and Southern Hemisphere. To identify the position of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.
 Describe geographical similarities /differences between countries. Identify main physical and human characteristics of a region in the United Kingdom, the countries of Europe and/or North America.
 To ask and answer some geographical questions about the physical and human characteristics of a location. Describe key aspects of physical geography, climate zones, biomes, vegetation belts, rivers, the water cycle, mountains, volcanoes and earthquakes. Know key aspects of human geography
 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate North America. To use simple grid references, symbols and keys. To create maps of locations identifying some features using a key. To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies



Year 4:
 As for Year 3 plus... To locate most of the world's countries and capitals focusing on Europe and/or North America. To identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles
 As for Year 3
 As for year 3 but MANY questions. To describe and understand many key aspects of human geography
 To use the eight points of a compass, four-figure grid references, symbols and keys. To create maps of locations identifying many features using a key. Begin to draw simple conclusions in response to questions explored



Year 6:
 As for Year 5 plus... understand how some of these aspects have changed over time.as Y 5 and how some of these aspects have changed over time.
 As for Year 5 but to develop knowledge to be able to describe AND EXPLAIN similarities and differences.
 As for year 5 but to ask and answer a diverse range of geographical questions about the physical and human characteristics of a location. To describe and understand most rather than many of the key aspects of physical and human geography.
 As for Year 5 but also to explore countries and capitals in South America as well as places, regions and countries around the world. and how they are connected to each other. Must use digital technologies



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Year 5:
 As for Year 4 plus ...
 To identify the geographical regions and key topographical features of the U K (hills, mountains, coasts and rivers) and land-use patterns. To name and locate countries and capitals focusing on South America. To identify many human and physical characteristics of the world's countries and cities, including hills, mountains, rivers, key topographical features / land-use patterns and understand how have changed over time. To identify the Prime/Greenwich Meridian and time zones (including day and night).
 To understand reasons for geographical similarities /differences between countries. To discuss how locations around the world are changing and explain some of the reasons for change. To identify some of the physical and human characteristics of the countries of South America. To describe geographical similarities/ differences between a region in the United Kingdom and one in a South American. To discuss geographical diversity across the world.
 To ask and answer many geographical questions about the physical and human characteristics of a location. To describe and understand many key aspects of physical geography. To understand many 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.
 Compare and contrast a range of maps (physical, aerial, thematic, political etc.). To use maps, atlases, globes & digital/computer mapping (Google Earth) to locate countries/capitals in South America ,places, regions and countries around the world. Use the eight points of a compass, four and six-figure grid references, symbols and keys (inc. use of Ordnance Survey maps). Create real-life maps of locations using symbols and keys using OS maps and digital mapping tools..Use different types of fieldwork (random and systematic) to observe, measure, record and present the human and physical features in the local area. Within these enquiries, produce maps, plans and graphs to support enquiries and fieldwork.

