

**Cropredy CE Primary School**  
**Geography Curriculum Map and Statutory Requirements**

<b><u>Geography Units</u></b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 1</b>	Local Area Study	Weather and Climate	The United Kingdom
<b>Year 2</b>	Hot and Cold Places	Continents and Oceans	Contrasting Locality - Zambia
<b>Year 3</b>	United Kingdom	Rio and South East Brazil	Rainforests
<b>Year 4</b>	Rivers	Mountains	South America – The Amazon
<b>Year 5</b>	Volcanoes	Earthquakes	North America
<b>Year 6</b>	Climate Zones	European Region	Local Area and Region

<b><u>Early Years</u></b>					
<p>Strands of 'People, Culture and Communities', and 'The Natural World' within the Understanding the World area of learning are 'Geography' focused within the EYFS. The Characteristics of Effective Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn.</p> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>▪ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>▪ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>▪ Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>▪ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>▪ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring1</b>	<b>Spring2</b>	<b>Summer1</b>	<b>Summer2</b>
<ul style="list-style-type: none"> <li>• Name, locate and recognise features and places in the school grounds.</li> <li>• Compare homes.</li> <li>• Looking for similarities and differences in relation to places.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise features of the school grounds.</li> <li>• Make and use maps.</li> <li>• Walk around the school grounds.</li> <li>• Making and using simple maps of story settings.</li> <li>• Observing weather changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Using simple maps and directional language</li> <li>• Orienteering around the playground.</li> <li>• Observing weather changes</li> <li>• What jobs do people do in Banbury? Visits from different occupations (police etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring our planet</li> <li>• Comparing to living on a different planet.</li> <li>• Space topic links.</li> </ul>	<ul style="list-style-type: none"> <li>• Design practical and attractive environments.</li> <li>• Take care of flowerbeds.</li> <li>• Organise outdoor equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Observing the weather in summer.</li> <li>• Comparing to other seasons.</li> <li>• Observing changes in school grounds.</li> <li>• Contrasting location project. Observing and recognising features.</li> </ul>

**Inspiring every child to flourish, develop resilience and walk with confidence on their learning journey.**

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Year 1		
Early Years Prior Knowledge and Skills		
<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		
Year 1 Geography Knowledge and Skills		
Local Area Study	Weather and Seasons	The United Kingdom
<ul style="list-style-type: none"> <li>Know the difference between rural and urban areas, including your own</li> <li>Use fieldwork to identify and record the main features of the school grounds.</li> <li>Use fieldwork to identify and record the main features of the local area.</li> <li>Using data collected during fieldwork, recount the journey through the local area.</li> <li>Recognise some commonly used Ordnance Survey map symbols.</li> <li>Create a map of our local area, showing the key features.</li> </ul>	<ul style="list-style-type: none"> <li>Order the months of the year and recognise seasons.</li> <li>Spot the differences between the seasons.</li> <li>Find clues to decide which season we are in.</li> <li>Identify the types of clothing worn in different weather.</li> <li>Identify the types of weather we have in the United Kingdom and record the daily weather in our area</li> <li>Explore how the weather affects different jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Check my understanding of the United Kingdom and locate the four countries of the United Kingdom.</li> <li>Identify the four capital cities and surrounding seas of the United Kingdom.</li> <li>Explain the differences between human and physical features.</li> <li>Describe the human and physical features of one of the UK's capital cities.</li> <li>Share my understanding of the UK.</li> </ul>
Success Criteria	Success Criteria	Success Criteria
<ul style="list-style-type: none"> <li>I can identify the type of settlement I live in.</li> <li>I can identify differences between rural and urban areas.</li> <li>I can identify and record the features of our school grounds.</li> <li>I can identify and record the key human and physical features of our local area. (GE)</li> <li>I can describe a journey through our local area. (GE)</li> <li>I can recognise the symbols used on an Ordnance Survey map. (GE)</li> <li>I can recognise landmarks from aerial photography or plan perspectives. (GE)</li> <li>I can devise a simple map of our local area with my own symbols in a key. (GE)</li> </ul>	<ul style="list-style-type: none"> <li>I can order the months of the year.</li> <li>I can name the seasons.</li> <li>I can order the seasons.</li> <li>I can identify differences between the types of weather experienced in different seasons in the UK.</li> <li>I can identify aspects of the weather and how it affects my local environment.</li> <li>I can identify and record daily weather patterns. (GE)</li> <li>I can explain how the weather affects the activities we do.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate the United Kingdom on a map. (LK)</li> <li>I can name the four countries of the United Kingdom. (LK)</li> <li>I can locate the four countries of the United Kingdom on a map. (LK)</li> <li>I can name the capital cities of the United Kingdom. (LK)</li> <li>I can locate the capital cities of the United Kingdom on a map. (LK)</li> <li>I can explain what a physical feature is.</li> <li>I can explain what a human feature is.</li> <li>I can describe the characteristics of the four countries of the United Kingdom. (LK)</li> <li>I can describe the characteristics of the capital cities of the United Kingdom. (LK)</li> </ul>
Mapping Skills	Mapping Skills	Mapping Skills
<ul style="list-style-type: none"> <li>Look at aerial views of their home or school.</li> <li>Listing of main features seen on maps.</li> <li>Compare aerial and ground level views.</li> <li>Complete fieldwork on site, observing main features and using simple charts to collect data.</li> <li>Complete local area fieldwork. Observe and record human and physical features of the area.</li> <li>Develop use of directional language in recount writing.</li> <li>Use online aerial views and map views of the local area. Discuss and locate the key features they have seen during fieldwork, and what changes as the view 'zooms out'.</li> <li>Consider use of Ordnance Survey symbols in mapping the local area.</li> <li>Create maps of local area.</li> </ul>	<ul style="list-style-type: none"> <li>Visit local environment; identify seasonal clues.</li> <li>Use observations and evidence from the school grounds, to complete weather diaries.</li> <li>Children write own weather report based on a particular weather type.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps to locate and label the UK, its countries, capital cities and seas on a map.</li> </ul>
Challenges	Challenges	Challenges
<ul style="list-style-type: none"> <li>Find the longest and shortest route using a map</li> <li>Name key features associated with a town or village, e.g. canal, factory, wharf, detached house, semi-detached house, terrace house</li> <li>Point out the north, south, east and west associated with maps and compass</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions using a weather chart</li> <li>Make plausible predictions about what the weather may be like later in the day or tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>Be able to name other cities and towns close to our locality</li> <li>Name different jobs that people living in our locality might do</li> <li>Name a few towns in the south and north of the UK</li> </ul>
What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions
<ul style="list-style-type: none"> <li>What if we didn't have maps?</li> <li>What if there were no road names?</li> <li>What if you never left your local area?</li> </ul>	<ul style="list-style-type: none"> <li>What if it snowed all year round?</li> <li>What if there was a flood where you live?</li> <li>What if it never rained in your country?</li> </ul>	<ul style="list-style-type: none"> <li>What if the UK was attached to Europe?</li> <li>What if there were no buses or trains?</li> <li>What if London wasn't the capital of England?</li> </ul>

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Key Stage 1 NC requirements. Pupils should be taught to:			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>

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Year 2			
Year 1 Prior Knowledge and Skills			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>Identify and record the key human and physical features of our local area.</li> <li>Say what they like about their locality</li> <li>Sort things they like and do not like</li> <li>Answer some questions using different sources, such as books, the Internet and atlases</li> <li>Label a diagram or photograph using some geographical words</li> <li>Think of a few relevant questions to ask about a locality</li> <li>Answer questions about the weather</li> <li>Keep a weather chart</li> <li>Recognise the symbols used on an Ordnance Survey map.</li> <li>Devise a simple map of our local area with my own symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>Tell someone their address</li> <li>Describe some features of their locality</li> <li>Describe some places which are not near the school</li> <li>Describe a locality using words and pictures</li> <li>Explain what makes a locality special</li> <li>Explain how the weather changes with each season</li> <li>Name key features associated with a village or town, e.g. church, farm, shop, house, wood, canal, wharf</li> <li>Describe some of the features associated with an island</li> <li>Describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley</li> <li>Describe some places which are not near the school</li> </ul>	<ul style="list-style-type: none"> <li>Explain why they would wear different clothes at different times of the year</li> <li>Describe some human features of their own locality, such as the jobs people do</li> <li>Explain how people might damage the area we live in</li> <li>Discuss how people work to make our locality better</li> <li>Explain what facilities our village or a town might need</li> </ul>	<ul style="list-style-type: none"> <li>Locate the UK on a map</li> <li>Identify the four countries that make up the UK</li> <li>Name some of the major towns and cities in the UK</li> <li>Name the major cities of England, Wales, Scotland and Ireland</li> <li>Find where they live on a map of the UK</li> </ul>
Year 2 Geography Knowledge and Skills			
Hot and Cold Places	Continents and Oceans	Contrasting Locality - Zambia	
<ul style="list-style-type: none"> <li>Identify hot and cold places and locate them on a map.</li> <li>Recognise the features of a hot and a cold place.</li> <li>Explore a hot or cold place.</li> <li>Identify the animals that live in hot and cold places and recognise how they adapt.</li> <li>Design and compare a pack list for a trip to a hot place and a cold place.</li> <li>Describe what they would see in a hot or cold place.</li> </ul>	<ul style="list-style-type: none"> <li>Understand where I am in the world.</li> <li>Locate the seven continents on a map.</li> <li>Locate on a map the oceans that link the continents.</li> <li>Describe where different continents are located.</li> <li>Spot the physical and human features of a continent.</li> <li>Share my understanding of a continent.</li> </ul>	<ul style="list-style-type: none"> <li>Locate Zambia on a map.</li> <li>Identify key physical and human features.</li> <li>Locate the village of Mugurameno.</li> <li>Generate research questions.</li> <li>Learn about river usage in Mugurameno. Compare and contrast river usage in Zambia and the United Kingdom.</li> <li>Research different animals found in Zambia and understand how people in Mugurameno protect themselves and their homes from wild animals.</li> <li>Develop understanding about food eaten in Mugurameno and compare this with food we eat.</li> <li>Find out about materials used to build homes in Mugurameno and discover similarities and differences between homes in Mugurameno and our homes.</li> <li>Compare lives of children in Mugurameno with our lives.</li> <li>Compare school life in Mugurameno and in the United Kingdom.</li> <li>Compare shopping and recycling habits in Mugurameno and where we live.</li> </ul>	
Success Criteria	Success Criteria	Success Criteria	
<ul style="list-style-type: none"> <li>I can locate the Equator and the North and South Poles on a map or globe. (LK)</li> <li>I can identify hot and cold places on a map. (LK)</li> <li>I can recognise the features of a hot place.</li> <li>I can recognise the features of a cold place.</li> <li>I can identify animals that live in a cold place.</li> <li>I can identify animals that live in a hot place.</li> <li>I can explain what I would wear in a hot and a cold place.</li> <li>I can explain how animals adapt to living in a cold place.</li> <li>I can explain how animals adapt to living in a hot place.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate where I live in the world. (LK)</li> <li>I can name the seven continents. (LK)</li> <li>I can name the five oceans. (LK)</li> <li>I can locate the seven continents on a map. (LK)</li> <li>I can locate the five oceans on a map. (LK)</li> <li>I can identify the physical features of a continent.</li> <li>I can identify the human features of a continent.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate a contrasting locality I have studied. (LK)</li> <li>I can identify common animals in a contrasting locality. (LK)</li> <li>I can describe physical features of a contrasting locality.</li> <li>I can describe human features of a contrasting locality.</li> <li>I can describe the food people eat in a contrasting locality.</li> <li>I can identify similarities and differences between the way we live and the way people live in a contrasting locality. (GE)</li> <li>I can describe what daily life is like in a contrasting locality.</li> </ul>	
Mapping Skills	Mapping Skills	Mapping Skills	
<ul style="list-style-type: none"> <li>Use maps and globes to locate and name their home area, county and country and make comparisons with other places.</li> <li>Name and locate continents and oceans on world maps.</li> <li>Answer directional questions and add information to maps.</li> <li>Children use simple map references to explain how they would get from Europe to Africa.</li> </ul>	<ul style="list-style-type: none"> <li>Children annotate a world map with its main hot and cold places.</li> <li>Children use maps and globes to locate the Equator and the Poles.</li> </ul>	<ul style="list-style-type: none"> <li>Locate Zambia and Africa on a map.</li> <li>Use maps to locate Mugurameno within Zambia.</li> <li>Use maps and aerial views to compare its location with our local area.</li> <li>Make a model of Mugurameno village, showing how people protect themselves from natural hazards.</li> <li>Learn to add scale models of homes to the village model and compare it with their area in the UK.</li> </ul>	
Challenges	Challenges	Challenges	
<ul style="list-style-type: none"> <li>Make plausible predictions about what the weather may be like in different parts of the world</li> <li>Explain how the weather affects different people</li> </ul>	<ul style="list-style-type: none"> <li>Plan and follow a journey from one place to another</li> <li>Find the longest and shortest route using a map</li> <li>Locate some of the world's major rivers and mountain ranges</li> </ul>	<ul style="list-style-type: none"> <li>Locate these places on a map (Cropredy, Banbury, UK, Zambia)</li> <li>Use a map, photographs, film or plan to describe a contrasting locality outside Europe</li> </ul>	
What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions	
<ul style="list-style-type: none"> <li>What if people cleared all of the trees in the rainforest?</li> <li>What if you and your family moved to the desert?</li> <li>What if the world's cold places got hotter?</li> </ul>	<ul style="list-style-type: none"> <li>What if all of the continents were joined together?</li> <li>What if the oceans were as shallow as your bath?</li> <li>What if all of the Arctic ice melted?</li> </ul>	<ul style="list-style-type: none"> <li>What if the UK was attached to Africa?</li> <li>What if you lived in Mugurameno?</li> <li>What if the river dried up?</li> </ul>	

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<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>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</li> <li>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</li> <li>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.</li> </ul>

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Year 3			
Year 2 Prior Knowledge and Skills			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>Label diagrams or photographs using geographical vocabulary</li> <li>Find out about a locality using different sources of evidence.</li> <li>Generate research questions to ask to find out about a locality.</li> <li>Identify similarities and differences in how we live, compared to other people.</li> <li>Say what they like about their locality and a contrasting one.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and explain the main features of a hot and cold place.</li> <li>Explain the physical features of a continent and locality, describing this using geographical words and phrases.</li> <li>Explain what makes a locality special</li> <li>Describe a place outside Europe using geographical words.</li> <li>Describe key features of a locality, using vocabulary such as beach, island, coast, forest, hill, mountain, ocean, valley.</li> </ul>	<ul style="list-style-type: none"> <li>Share facts about the people who live in hot and cold places.</li> <li>Explain what they would wear in a hot and cold places.</li> <li>Explain how the weather affects different people</li> <li>Identify the human features of a continent and locality.</li> <li>Explain how life may be different for people in different parts of the world.</li> <li>Explain how the jobs that people do may be different in different parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>Locate the equator and the North/South Poles on a map or globe.</li> <li>Identify hot and cold places on a map.</li> <li>Point out where the equator, north pole, and south pole are on a globe or atlas</li> <li>Name the continents of the world and locate them in an atlas</li> <li>Name the world's oceans and find them in an atlas</li> <li>Locate Zambia and Mugurameno on a map</li> </ul>
Year 3 Geography Knowledge and Skills			
United Kingdom	Rio and South East Brazil	Rainforests	
<ul style="list-style-type: none"> <li>Compare and contrast the different countries of the United Kingdom.</li> <li>Identify where I live in the United Kingdom and locate major cities.</li> <li>Identify physical characteristics of the United Kingdom.</li> <li>Understand how people have affected the United Kingdom's landscape</li> <li>Describe and explain the sorts of industries which people in the United Kingdom work.</li> <li>Understand different forms of energy sources used in the United Kingdom</li> <li>Evaluate the advantages and disadvantages of wind energy.</li> </ul>	<ul style="list-style-type: none"> <li>Locate south America on a world map and identify some of its key features.</li> <li>Local South American countries and capitals, in order to compare the time difference between them and the United Kingdom.</li> <li>Compare key facts about Brazil with facts about our country.</li> <li>Use photographs and information texts to imagine daily life in Rio de Janeiro.</li> <li>To investigate trade links with South East Brazil.</li> <li>To identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what a rainforest is and locate the world's rainforests on a map.</li> <li>Recognise the different layers of life in a rainforest.</li> <li>Recognise the features that make-up a rainforest.</li> <li>Describe the key characteristics of the Congo.</li> <li>Describe and explain the impact of the deforestation of the rainforests.</li> <li>Explain the importance of the Amazon Rainforest.</li> </ul>	
Success Criteria	Success Criteria	Success Criteria	
<ul style="list-style-type: none"> <li>I can identify where I live in the UK. (LK)</li> <li>I can locate the four countries in the UK. (LK)</li> <li>I can locate the UK's counties and cities. (LK)</li> <li>I can compare and contrast the different countries in the UK.</li> <li>I can identify the physical characteristics of the UK.</li> <li>I can explain how human activities have affected the UK's landscape.</li> <li>I can describe the sort of industries in which people in the UK work.</li> <li>I can identify the different types of energy sources used in the UK.</li> <li>I can evaluate the advantages and disadvantages of wind energy. (GE)</li> </ul>	<ul style="list-style-type: none"> <li>I can locate South America on a world map. ( LK)</li> <li>I can locate countries in South America. (LK)</li> <li>I can identify a range of South America's physical features.</li> <li>I can identify a range of South America's human features.</li> <li>I can identify the position of lines of latitude and longitude. (LK)</li> <li>I can describe the significance of lines of latitude and longitude. (LK)</li> <li>I can identify the position and significance of the Equator. (LK)</li> <li>I can identify the position and significance of the Tropic of Capricorn. (LK)</li> <li>I can use a map of time zones around the world to calculate the time of day in different places. (LK)</li> <li>I can compare key facts about Brazil (or Rio and the south east) with our country (or region).</li> <li>I can compare the weather and climate of Rio to where I live. (GE)</li> <li>I can use photographs and information texts to imagine what daily life in Rio might be like.</li> <li>I can identify how my life is linked to Brazil.</li> <li>I can identify the pros and cons of hosting the Olympic Games. (GE)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what a rainforest is.</li> <li>I can locate the world's rainforests on a map. (LK)</li> <li>I can recognise the different layers of life in a rainforest.</li> <li>I can describe the features of the rainforest biome.</li> <li>I can describe the key characteristics of the Congo.</li> <li>I can define deforestation and explain how and why it is occurring.</li> <li>I can explain the impact of deforestation on rainforests.</li> <li>I can explain the importance of the Amazon Rainforest. (GE)</li> </ul>	
Mapping Skills	Mapping Skills	Mapping Skills	
<ul style="list-style-type: none"> <li>Use maps and atlases to review and mark the location of the UK's countries, capitals and seas and to make comparisons between places.</li> <li>Use evidence from maps, aerial images and other sources to find out about their home area and the UK's cities, counties and regions. Annotate maps with this information.</li> <li>Children use atlases to plan a road trip around the UK.</li> <li>Use maps to locate and investigate the UK's national parks.</li> <li>Use information bases with an atlas to locate key energy sources around the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Locate South America and some of its key features on a world map.</li> <li>Locate South American countries and their capital cities on a map.</li> <li>Use world maps to investigate time zones, including time differences between South American countries and the UK.</li> <li>Observe aerial footage of Rio de Janeiro and compare its landscape with their home area and other places they have studied.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's principal rainforests on a world map and describe the pattern based on their location.</li> </ul>	
Challenges	Challenges	Challenges	
<ul style="list-style-type: none"> <li>Work out how long it would take to get to a given destination taking account of the mode of transport</li> <li>Give accurate measurements between two given places in the UK</li> <li>Name the counties that make up the local region</li> <li>Explain how a place has changed over time with reference to physical features</li> <li>Name some of the main towns and cities in Oxfordshire, Warwickshire and Northamptonshire</li> </ul>	<ul style="list-style-type: none"> <li>Work out how long it would take to get to a given destination taking account of the mode of transport</li> <li>Explain why a locality has certain physical features</li> <li>Being to recognise the climate of a country according to its location on the map</li> </ul>	<ul style="list-style-type: none"> <li>Report on ways that humans have improved and/or damaged the environment</li> <li>Explain that a place (open to physical and environment changes) might be like in the future</li> </ul>	
What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions	
<ul style="list-style-type: none"> <li>What if wind farms were the UK's only source of energy?</li> <li>What if there were no National Parks?</li> <li>What if London wasn't the capital of England?</li> </ul>		<ul style="list-style-type: none"> <li>What if all the rainforests disappeared?</li> <li>What if it didn't rain in the rainforest?</li> <li>What if all rainforest trees were the same?</li> </ul>	
<b>Key Stage 2 NC requirements.</b> Pupils should be taught to:			

**Inspiring every child to flourish, develop resilience and walk with confidence on their learning journey.**

**Cropredy CE Primary School**  
**Geography Curriculum Map and Statutory Requirements**

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>

**Cropredy CE Primary School**  
**Geography Curriculum Map and Statutory Requirements**

Year 4			
Year 3 Prior Knowledge and Skills			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>Use correct geographical words to describe a place and the events that happen there</li> <li>Identify key features of a locality by using a map</li> <li>Begin to use 4 figure grid references</li> <li>Accurately plot NSEW on a map</li> <li>Use some basic OS map symbols</li> <li>Make accurate measurement of distances within 100km</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and atlases appropriately by using contents and indexes</li> <li>Confidently describe physical features in a locality</li> <li>Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)</li> <li>Describe the main features of a well-known city</li> <li>Describe the main features of a village</li> <li>Describe the main physical differences between cities and villages</li> </ul>	<ul style="list-style-type: none"> <li>Confidently describe human features in a locality</li> <li>Explain why a locality has certain human features</li> <li>Explain why a place is like it is</li> <li>Find different views about an environmental issue what is their view</li> <li>Suggest different ways that a locality could be changed and improved</li> <li>Explain why people are attracted to live in cities</li> <li>Explain why people may choose to live in a village rather than a city</li> </ul>	<ul style="list-style-type: none"> <li>Name a number of countries in the northern hemisphere</li> <li>Know the difference between the British isles, Great Britain and UK</li> <li>Know the countries that make up the European union</li> <li>Name up to six cities in the UK and locate them on a map</li> <li>Locate and name some of the main islands that surround the UK</li> <li>Name the areas of origin of the main ethnic groups in the UK &amp; in their school</li> <li>Know the name and location of key rivers and mountains in the UK</li> </ul>
Year 4 Geography Knowledge and Skills			
Rivers	Mountains	South America – The Amazon	
<ul style="list-style-type: none"> <li>Describe the water cycle, explain what a river is and locate the world's longest rivers on a map.</li> <li>Describe how rivers are used around the world.</li> <li>Identify the stages and features of a river, and the way that land use changes from the source to the mouth.</li> <li>Recognise and explain how human activity affects rivers.</li> <li>Recognise and explain how flooding affects communities.</li> <li>Identify the key characteristics of one of the world's longest rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what a mountain is and locate the world's 'seven summits' on a map.</li> <li>Describe the key features of mountains and how they are formed.</li> <li>Describe the climate of mountains and explore mountain life.</li> <li>Explore and locate the UK's highest mountains.</li> <li>Recognise the importance of the Himalayas for people living in the region.</li> <li>Share knowledge about a world famous mountain or mountainous region.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the Amazon on a map and consider the significance of its location.</li> <li>Describe the importance of the Amazon Basin and Rainforest.</li> <li>Understand some of the threats to the Amazon and why they matter.</li> <li>Understand some of the main human and physical features of Manaus.</li> <li>Compare the Amazon Basin with South-East Brazil and the children's home area.</li> <li>Share children's knowledge and understanding of the Amazon Basin.</li> </ul>	
Success Criteria	Success Criteria	Success Criteria	
<ul style="list-style-type: none"> <li>I can explain what a river is.</li> <li>I can locate the world's longest rivers on a map. (LK)</li> <li>I can identify the stages of a river.</li> <li>I can identify the features of a river.</li> <li>I can use online resources (including maps) to identify the key characteristics of one of the world's longest rivers. (GE)</li> <li>I can describe how rivers are used around the world.</li> <li>I can explain the way land use changes from the source to the mouth.</li> <li>I can recognise and explain how human activity affects rivers.</li> <li>I can recognise and explain how flooding affects communities.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what a mountain is.</li> <li>I can locate the world's 'Seven Summits' on a map. (LK)</li> <li>I can locate the UK's highest mountains. (LK)</li> <li>I can describe a mountain environment found in the UK. (GE)</li> <li>I can name different types of mountains.</li> <li>I can describe how different types of mountains are formed.</li> <li>I can describe the climate of mountains.</li> <li>I can recognise the importance of the Himalayas for people living in the region.</li> <li>I can describe the landscape of a world-famous mountain or mountainous region.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate South America on a world map. (LK)</li> <li>I can locate countries in South America. (LK)</li> <li>I can identify a range of South America's physical features.</li> <li>I can identify a range of South America's human features.</li> <li>I can identify the position of lines of latitude and longitude. (LK)</li> <li>I can use latitude and longitude to locate places. (LK)</li> <li>I can identify the position and significance of the Equator. (LK)</li> <li>I can identify the position and significance of the Tropic of Capricorn. (LK)</li> <li>I can use a map of time zones around the world to calculate the time of day in different places. (LK)</li> <li>I can compare key facts about Brazil (or the Amazon basin) with our country (or region).</li> <li>I can use online resources (including maps) to find out about the world's longest rivers. (GE)</li> <li>I can describe the key characteristics of the Amazon basin.</li> <li>I can explain the importance of the Amazon rainforest. (GE)</li> <li>I can summarise what I have learnt about the Amazon basin.</li> </ul>	
Mapping Skills	Mapping Skills	Mapping Skills	
<ul style="list-style-type: none"> <li>Locate and identify the world's principal rivers on a world map.</li> <li>Use aerial images to identify the stages and features of a river.</li> <li>Use resources (including online maps) to identify the key characteristics of one of the world's longest rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Use online maps, an atlas and map index to locate and identify the 'Seven Summits' on a world map.</li> <li>Use online maps, an atlas and map index to locate the UK's highest mountains. They use scale bars and online mapping tools to measure distances.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, aerial views and information bases to locate the Amazon River and identify the main characteristics of the Amazon Basin. They draw the location of the river onto a map of South America.</li> </ul>	
Challenges	Challenges	Challenges	
<ul style="list-style-type: none"> <li>Recognise the way a river moves from source to sea (that it has a downwards flow)</li> <li>Plan a trip using the rivers and waterways of the world</li> <li>Explain how humans have impacted on rivers and created potential flooding</li> </ul>	<ul style="list-style-type: none"> <li>Give accurate measurements between two given places in the UK</li> <li>Explain how a locality has changed over time with reference to physical and human features</li> <li>Explain how people are trying to manage their environment</li> </ul>	<ul style="list-style-type: none"> <li>Work out an accurate itinerary detailing a journey to another part of the world</li> <li>Explain how a locality has changed over time with reference to physical and human features</li> <li>Report on ways that humans have improved and/or damaged the environment</li> </ul>	
What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions	
<ul style="list-style-type: none"> <li>What if all rivers flowed underground?</li> <li>What if rivers were the only way to get about?</li> <li>What if we didn't clean our wastewater?</li> </ul>	<ul style="list-style-type: none"> <li>What if cities were all built on mountains?</li> <li>What if the weather got hotter the higher you climbed?</li> <li>What if there weren't any hills or mountains?</li> </ul>	<ul style="list-style-type: none"> <li>What if the Amazon rainforest was the size of your garden?</li> <li>What if the Amazon rainforest grew on an island?</li> </ul>	
<b>Key Stage 2 NC requirements. Pupils should be taught to:</b>			

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**Cropredy CE Primary School**  
**Geography Curriculum Map and Statutory Requirements**

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>

**Cropredy CE Primary School**  
**Geography Curriculum Map and Statutory Requirements**

Year 5			
Year 4 Prior Knowledge and Skills			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>Carry out a survey to discover features of cities and villages</li> <li>Find the same place on a globe and in an atlas</li> <li>Label the same features on an aerial photograph as on a map</li> <li>Plan a journey to a place in England</li> <li>Accurately measure and collect information (e.g. Rainfall, temperature, wind speed, noise levels etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Describe how mountains are formed</li> <li>Explain why many cities of the world are situated by rivers</li> <li>Explain how the water cycle works</li> <li>Explain why water is such a valuable commodity</li> <li>Use appropriate symbols to represent different physical features on a map</li> </ul>	<ul style="list-style-type: none"> <li>Explain how a locality has changed over time with reference to human features</li> <li>Explain why people are attracted to live by rivers</li> <li>Find different views about an environmental issue; explain their view clearly</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate many of the world's major rivers on maps</li> <li>Name and locate many of the world's most famous mountain regions on maps</li> <li>Locate and name the main countries in South America on a world map and atlas</li> </ul>
Year 5 Geography Knowledge and Skills			
Volcanoes	Earthquakes	North America	
<ul style="list-style-type: none"> <li>find out about the structure of the Earth.</li> <li>Describe what happens at the boundaries between the Earth's plates.</li> <li>Describe and explain the key features of a volcano.</li> <li>Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</li> <li>Report on the effects of a volcanic eruption.</li> <li>Evaluate the advantages and disadvantages of living near a volcano.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why earthquakes occur</li> <li>Locate where famous earthquakes have occurred and find out some key facts.</li> <li>Write a report about a famous earthquake.</li> <li>Identify the effects of earthquakes on land and people.</li> <li>Identify the help people need after an earthquake.</li> <li>Identify how to prepare for an earthquake.</li> </ul>	<ul style="list-style-type: none"> <li>Locate North America on a world map, including through using latitude and longitude.</li> <li>Locate the United States of America and explain its name.</li> <li>Understand the human and physical geography of the Rockies.</li> <li>Describe the volcanic eruptions at Mount St. Helens and the impact they have had on the surrounding area.</li> <li>Investigate and evaluate the key features of a US State.</li> <li>Compare and contrast New York with our home area.</li> </ul>	
Success Criteria	Success Criteria	Success Criteria	
<ul style="list-style-type: none"> <li>I can label the structure of the Earth.</li> <li>I can identify the key features of a volcano.</li> <li>I can locate a range of famous volcanoes. (LK)</li> <li>I can describe what happens at the boundaries between the Earth's plates and label a map of the plates. (LK)</li> <li>I can use online resources (including maps) to find out key facts about a volcano, including when it last erupted. (LK, GE)</li> <li>I can report on the effects of a specific volcanic eruption.</li> <li>I can evaluate the advantages and disadvantages of living near a volcano.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what an earthquake is.</li> <li>I can label the Earth's plates and plate boundaries. (LK)</li> <li>I can locate where famous earthquakes have occurred. (LK)</li> <li>I can identify key facts about famous earthquakes. (GE)</li> <li>I know what to do in the event of an earthquake.</li> <li>I can explain why and where earthquakes occur.</li> <li>I can identify the effect of earthquakes on land. (GE)</li> <li>I can identify the effect of earthquakes on people. (GE)</li> <li>I can write a report about a famous earthquake.</li> <li>I can describe and explain what kind of help people need after an earthquake.</li> <li>I can reflect on how volcanoes and earthquakes are linked.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate North America on a world map. (LK)</li> <li>I can identify a range of physical and human features of North America.</li> <li>I can name and locate countries within North America. (LK)</li> <li>I can identify the position of lines of latitude and longitude. (LK)</li> <li>I can describe the significance of lines of latitude and longitude. (LK)</li> <li>I can identify the position and significance of the Tropic of Cancer. (LK)</li> <li>I can use a map of time zones around the world to calculate the time of day in different places. (LK)</li> <li>I can locate states within the USA. (LK)</li> <li>I can describe the physical and human features of the Rockies.</li> <li>I can describe the physical geography of Mount St Helens.</li> <li>I can describe the impact that Mount St Helens has had on the surrounding area. (GE)</li> <li>I can compare the landscapes of different US states.</li> <li>I can compare New York State to the region where I live.</li> </ul>	
Mapping Skills	Mapping Skills	Mapping Skills	
<ul style="list-style-type: none"> <li>Label a map of the Earth's plates and explain what happens at plate boundaries.</li> <li>Locate famous earthquakes on a blank world map.</li> <li>Locate famous volcanoes on a range of maps.</li> </ul>		<ul style="list-style-type: none"> <li>Locate North America and some of its key features on a world map.</li> <li>Use world maps to investigate lines of longitude and latitude.</li> <li>Use map references to locate specific places within the continent.</li> <li>Use maps and aerial film footage to identify the countries within North America and states within the USA</li> <li>Observe aerial footage of New York and compare these places with their home area.</li> </ul>	
Challenges	Challenges	Challenges	
<ul style="list-style-type: none"> <li>Investigate the patterns of volcanoes around the Pacific Ocean</li> <li>Explain why a locality has certain physical features</li> <li>Evaluate reasons why people choose to live near a volcano</li> <li>Identify volcanic patterns in the northern and southern hemispheres</li> </ul>	<ul style="list-style-type: none"> <li>Explain why a locality has certain physical features</li> <li>Explain how people adapt to live in an area of earthquake</li> <li>Explain that a place (open to physical and environment changes) might be like in the future taking account of physical features</li> </ul>	<ul style="list-style-type: none"> <li>Work out an accurate itinerary detailing a journey to another part of the world</li> <li>Begin to recognise the climate of a given country according to its location on the map</li> </ul>	
What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions	What if challenges – Higher Order Thinking Questions	
<ul style="list-style-type: none"> <li>What if volcanoes erupted every day?</li> <li>What if there weren't any volcanoes?</li> <li>What if the Earth's crust was even thinner?</li> </ul>	<ul style="list-style-type: none"> <li>What if the UK was on a plate boundary?</li> <li>What if earthquakes were all the same size?</li> <li>What if people could predict earthquakes?</li> </ul>		

**Cropredy CE Primary School**  
**Geography Curriculum Map and Statutory Requirements**

<b>Key Stage 2 NC requirements.</b> Pupils should be taught to:			
<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>

**Cropredy CE Primary School**  
**Geography Curriculum Map and Statutory Requirements**

Year 6			
Year 5 Prior Knowledge and Skills			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>Use correct geographical words to describe a place and the events that happen there</li> <li>Identify key features of a locality by using a map</li> <li>Begin to use 4 figure grid references</li> <li>Accurately plot NSEW on a map</li> <li>Use some basic OS map symbols</li> <li>Make accurate measurement of distances within 100km</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and atlases appropriately by using contents and indexes</li> <li>Confidently describe physical features in a locality</li> <li>Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)</li> <li>Describe the main features of a well-known city</li> <li>Describe the main features of a village</li> <li>Describe the main physical differences between cities and villages</li> </ul>	<ul style="list-style-type: none"> <li>Confidently describe human features in a locality</li> <li>Explain why a locality has certain human features</li> <li>Explain why a place is like it is</li> <li>Find different views about an environmental issue what is their view</li> <li>Suggest different ways that a locality could be changed and improved</li> <li>Explain why people are attracted to live in cities</li> <li>Explain why people may choose to live in a village rather than a city</li> </ul>	<ul style="list-style-type: none"> <li>Name a number of countries in the northern hemisphere</li> <li>Know the difference between the British isles, Great Britain and UK</li> <li>Know the countries that make up the European union</li> <li>Name up to six cities in the UK and locate them on a map</li> <li>Locate and name some of the main islands that surround the UK</li> <li>Name the areas of origin of the main ethnic groups in the UK &amp; in their school</li> <li>Know the name and location of key rivers and mountains in the UK</li> </ul>
Year Geography Knowledge and Skills			
Climate Zones	European Region	Local Area and Region	
<ul style="list-style-type: none"> <li>Identify the different lines of latitude and explain how latitude is linked to climate.</li> <li>Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.</li> <li>Compare temperature and tropical climates.</li> <li>Explore weather patterns within a climate zone.</li> <li>Write a weather forecast for a typical day in your choice of climate zone.</li> <li>Compare the climates of Seville and Santiago.</li> <li>Identify the characteristics of each climate zone.</li> </ul>	<ul style="list-style-type: none"> <li>Locate Europe and investigate key information about its principle countries.</li> <li>Explore tourism in the Mediterranean region.</li> <li>Understand some of the factors affecting migration into Europe through Greece.</li> <li>Investigate the landscape of Greece, its features and how it is used.</li> <li>Investigate some of the main features of Athens.</li> <li>Compare everyday life for a child in Athens with that in other places.</li> </ul>	<ul style="list-style-type: none"> <li>Locate local area on an aerial image in relation to other places around it.</li> <li>Use an aerial image to describe the key physical and human features of the area.</li> <li>Use geographical language to describe places at different scales.</li> <li>Describe the distinctive human and physical features of the local area.</li> <li>Compare different perspectives on the local area.</li> <li>Develop enquiry questions about change in the local area.</li> <li>Use fieldwork to observe, measure and record a range of data on the human and physical features in the local area, using a range of methods.</li> <li>Find evidence of settlement and change in the local area.</li> <li>Use an Ordnance Survey map to identify local landmarks and features.</li> <li>Record the features of the local area using a sketch map.</li> <li>Compare different perspectives on the local area.</li> <li>Use maps as primary and secondary sources.</li> <li>Understand the processes of settlement and change in the local area.</li> <li>Use Ordnance Survey maps to build children's knowledge of the local area.</li> <li>Draw on fieldwork and an understanding of the processes of settlement and change to produce a simple report.</li> <li>Create a sketch map of the local area, showing possible future changes.</li> </ul>	
Success Criteria	Success Criteria	Success Criteria	
<ul style="list-style-type: none"> <li>I can identify different lines of latitude, including the Equator, on a map. ( LK)</li> <li>I can define the difference between weather and climate.</li> <li>I can explain the significance of key lines of latitude including the equator. (LK)</li> <li>I can explain the significance of the Northern and Southern Hemispheres. (LK)</li> <li>I can describe the location of different climate zones around the world.</li> <li>I can complete a bar graph to present precipitation data. (GE)</li> <li>I can complete a line graph to present temperature data. (GE)</li> <li>I can describe the weather of a typical day in a place with a contrasting climate.</li> <li>I can compare climate data for different locations. (GE)</li> <li>I can identify the key characteristics of different climate zones around the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate Europe and investigate key information about its principal countries (LK)</li> <li>I can explore tourism in the Mediterranean region</li> <li>I can understand some of the factors affecting migration into Europe through Greece</li> <li>I can investigate the landscape of Greece, its features and how it is used</li> <li>I can investigate some of the main features of Athens</li> <li>I can compare everyday life for a child in Athens with that in other places</li> <li>I can use key facts and persuasive techniques to convince someone to holiday in the Mediterranean.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my local area and my region fit into the wider world (LK)</li> <li>I can identify and locate the main features of my region (both physical and human) (LK)</li> <li>I can use fieldwork to find out more about our local area (GE)</li> <li>I can explain how our local area has changed over time</li> <li>I can explain how our local area will change in the future</li> <li>I can explain how our region might meet people's needs</li> <li>I can create a needs map of the place I have visited</li> <li>I can explain how our region meets people's needs</li> </ul>	
Mapping Skills	Mapping Skills	Mapping Skills	
<ul style="list-style-type: none"> <li>Label a world map with the Equator, tropics and poles and discuss why these lines of latitude are important.</li> <li>Use a map to locate the Northern and Southern Hemispheres and two climate zones.</li> <li>Locate different climate zones using a range of sources.</li> <li>Locate places within their climate zones, using maps (including atlases with map indexes). Use this evidence to explore how the location of these places influences their weather/seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Locate Europe on a world map and identify some of its characteristics.</li> <li>Use maps, atlases, globes, aerial views and other sources to locate and describe some of Europe's countries and capitals.</li> <li>Locate countries on a map of Europe.</li> <li>Use evidence from a range of maps and other sources to persuade someone to holiday in the Mediterranean.</li> <li>Use maps and aerial views as evidence when comparing life in modern and historical Athens with life in their home area.</li> </ul>	<ul style="list-style-type: none"> <li>Use online maps at a variety of scales to explore and locate the main features of their home region.</li> <li>Use road maps to investigate sites of interest at a range of distances from their local area, and annotate their locations and distances.</li> <li>Carry out fieldwork to investigate and gather data, including locational information and chatterbox sketch maps, as to how a local urban area meets people's needs.</li> <li>Use evidence from the fieldwork to annotate an Ordnance Survey map of the local urban area, showing how it meets people's needs (a simple land use map). This includes devising symbols and a key, and referencing some key sites using six-figure grid references.</li> <li>Incorporate maps into extended writing (in the form of a newspaper article) about how their local region meets people's needs. Extension ideas: planning a trip to a regional feature; creating and annotating an online map to document fieldwork findings.</li> </ul>	

**Inspiring every child to flourish, develop resilience and walk with confidence on their learning journey.**

**Cropredy CE Primary School**  
**Geography Curriculum Map and Statutory Requirements**

Challenges		Challenges		Challenges	
<ul style="list-style-type: none"> <li>Define geographical questions to guide their research</li> <li>Use a range of self-selected resources to answer questions</li> <li>Name the main lines of latitude and meridian of longitude</li> </ul>		<ul style="list-style-type: none"> <li>Analyse population data on two settlements and report on findings and questions raised</li> <li>Explain how human activity has caused an environment to change</li> <li>Understand sustainable development and use it in different contexts</li> </ul>		<ul style="list-style-type: none"> <li>Define geographical questions to guide their research</li> <li>Use a range of self-selected resources to answer questions</li> <li>Understand sustainable development and use it in different contexts</li> </ul>	
What if challenges – Higher Order Thinking Questions		What if challenges – Higher Order Thinking Questions		What if challenges – Higher Order Thinking Questions	
<ul style="list-style-type: none"> <li>What if every year was hotter than the last?</li> <li>What if the equator ran through the UK?</li> <li>What if there was only one season where you lived?</li> </ul>		<ul style="list-style-type: none"> <li>What if tourist numbers in the Mediterranean had to be strictly limited?</li> <li>What if we had only ever seen seaside photos of Greece?</li> <li>What if Athens was no longer the capital of Greece?</li> </ul>			
Year 6 Knowledge and Skills					
Geographical Enquiry		Physical Geography		Human Geography	
<ul style="list-style-type: none"> <li>Confidently explain scale and use maps with a range of scales</li> <li>Choose the best way to collect information needed and decide the most appropriate units of measure</li> <li>Make careful measurements and use the data</li> <li>Use OS maps to answer questions</li> <li>Use maps, aerial photos, plans and web resources to describe what a locality might be like</li> </ul>		<ul style="list-style-type: none"> <li>Locate the Mediterranean and explain why it is a popular holiday destination</li> <li>Give extended descriptions of the physical features of different places around the world</li> <li>Describe how some places are similar and others are different in relation to their human features</li> <li>Accurately use a 4 figure grid reference</li> <li>create sketch maps when carrying out a field study</li> </ul>		<ul style="list-style-type: none"> <li>Explain how the lives of people living in the Mediterranean would be different from their own</li> <li>Explain how a location fits into its wider geographical location; with reference to human and economical features</li> <li>Explain what a place might be like in the future, taking account of issues impacting on human features</li> <li>Given an extended description of the human features of different places around the world</li> <li>Map land use with their own criteria</li> <li>Describe how some places are similar and others are different relation to their physical features</li> </ul>	
Geographical Knowledge					
<ul style="list-style-type: none"> <li>Name and locate some well-known European countries</li> <li>Name and locate the capital cities of neighbouring European countries</li> <li>Are they aware of different weather in different parts of the world, especially Europe</li> <li>Locate the tropic of Cancer and the tropic of Capricorn</li> <li>Recognise key symbols used on Ordnance Survey maps</li> <li>Identify and name Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles</li> <li>Explain how time zones work</li> </ul>					
Key Stage 2 NC requirements. Pupils should be taught to:					
Locational Knowledge		Place Knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>		<ul style="list-style-type: none"> <li>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</li> </ul>		describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>	
Geographical Skills and Fieldwork					
<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>					