



Yorke Mead Primary School

Geography Curriculum



EYFS Key Theme : People and Communities		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Children show interest in different occupations and ways of life. Children know some of the things that make them unique and can talk about some of the similarities and differences in relation to family and friends.	ELG: Children to know about similarities and differences between themselves and others, among families, communities and traditions.	Children to understand the similarities and differences and explain these to others.
EYFS Key Theme : The World		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Children can talk about some of the things they have observed such as plants, animals, natural and found objects.	ELG: Children to know about similarities and differences in relation to places , objects, materials and living things.	Children could start to compare two places, beginning to use relative language. Eg: 'England is rainy and Spain is sunny' or 'Africa is hot and dry but Antarctica is cold and snowy'.
Children show care and concern for living things and the environment.	ELG: Children talk about their own immediate environment and how environments might vary from one another.	Children could start to compare two places, beginning to use relative language. 'Croxley Green is dry today but the rainforest is wet'.

Year 1 Key Theme : Our Local Area		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Children will have been given the opportunity to listen and share stories. Children will have an access to a book corner/library. Children will have been shown books linking to their topic.	I can use books, pictures and stories and my own observations to ask and answer questions about Geography.	I can extend and apply my questions further by using conjunctions and my own knowledge. Eg. Scotland is north of England so is Wales west?



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Children talk about their own immediate environment and how environments might vary from one another.	I can show what I know about the local area.	I can apply knowledge and write sentences about what I know about the local area using examples from observations.
Children may have used this language verbally when looking at maps through topics e.g. pirates	I can follow and use directions (E.g.: up, down, left/right, forwards/backwards)	Use directional language to get to a destination. Children could use an aerial view map.
Maps will have been used through topics, children mainly focus on their own area so would have seen maps of Croxley.	I can use a simple picture map to move around the school. I can recognise that the map is about a place.	To begin to use more complex maps, which has signs and symbols on. Children can compare a variety of real maps of the same place – what similarities and differences can they find?
Children talk about their own immediate environment and how environments might vary from one another.	I can tell you what I think about the local environment and understand how people affect the environment.	I can present, using geographical vocabulary (rural, building, bungalow, church, house), ideas about the local environment.
Enjoys pictures and stories about themselves, their families and other people.	I can carry out simple tasks and find information using resources that are given to me.	Begin to independently identify what resource helps find answers, e.g. trying to look for the size of a country – on a globe/in an atlas.
Children talk about their own immediate environment and how environments might vary from one another.	I can draw simple features that I observe in a familiar environment. E.g. houses, roads, signs.	Add detail to these features and label them. Could children draw these in proportion?
Verbally this would have been done/as a whole class discussion.	I can use relative vocabulary (e.g. bigger/smaller, like/dislike)	To extend this vocabulary further (e.g. next to, far from, near, under, north, south, east, west).



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Year 1		
Key Theme : The British Isles		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Maps will have been used through topics, children mainly focus on their own area so would have seen maps of Croxley.	I can name, locate and identify the four countries of the United Kingdom, the capital cities and surrounding seas.	To begin to recognise other cities within the UK and understand the terms 'town' and 'village'. Could children describe differences between these terms using photos?
Vocabulary taught in Early Years (town, village, road, path, house, flat, temple busy, quiet, pollution)	I can use geographical vocabulary such as cliff, coast, ocean and river to name physical features.	To write these words coherently in sentences. To describe these words based on the physical features.
Vocabulary taught in Early Years (town, village, road, path, house, flat, temple, busy, quiet, pollution)	I can use geographical vocabulary such as city, town and village to name human features.	To write these words coherently in sentences. To describe these words based on the human features.
Comments and ask questions about familiar aspects of the world.	I can learn names of some places within/around the UK. E.g. home town, capital cities and countries.	To develop names further by being able to locate them on simple maps.
Maps will have been used through topics, children mainly focus on their own area so would have seen maps of Croxley.	I can use world picture maps, photographs, atlases and globes.	To begin to compare the resource being given.

Year 1		
Key Theme : India		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
ELG: Children to know about similarities and differences between themselves and others, among families, communities and traditions. ELG: Children talk about their own immediate environment and how environments might vary from one another.	I can share similarities and differences between a small area of the UK (Croxley Green/Watford) and a small area of a contrasting non-European country (Chembakolli, India).	Children can analyse, compare and contrast the similarities and differences through sentences. Children can apply knowledge to their life to one in India.



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Children would have had access to a globe and an atlas.	I can learn the names of cities and oceans surrounding India.	Children can describe the seas and oceans with factual information (size, other countries it surrounds, depth)
Maps will have been used through topics, children mainly focus on their own area so would have seen maps of Croxley.	I can use world picture maps, photographs, atlases and globes.	To begin to compare the resource being given.

Year 1		
Key Theme : Weather		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
ELG: To make observations of animals and plants and explain why things may occur, and talk about v changes. (Weather may have come into these conversations). If not, daily conversations about weather take place in the classrooms.	Use basic geographical vocabulary to refer to seasons and weather (cold, hot, clouds, stormy, thunder, drizzle, snow, ice, sleet).	To apply this vocabulary to all pieces of work, extending their language through full sentences. Children can compare the language written and verbally (e.g. difference between sleet and snow).
See above. ELG: Children select and use technology for particular purposes.	To understand weather patterns in the UK (children could be given the opportunity to look at the weather forecast for different areas – ICT link?)	Children could be given a chance to compare different areas of the UK. E.g. Weather patterns in the north vs. weather patterns in the south.
See above.	Understand weather symbols.	Children could create their own symbols and explain why this symbol reflects the weather.



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Year 2 Key Theme : Map Skills (oceans, seas and seaside locations) and (school grounds)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can show what I know about the local area.	I can remember what I know about the British Isles from Year 1 and extend my thinking further by adding other known seaside cities such as Brighton, Bournemouth and Whitby.	I can apply knowledge from Year 1 and lessons in Year 2 onto a blank map.
I can follow and use directions (Up, down, left/right, forwards/backwards)	I can follow directions of N S E W. I can follow a route on a map. I can use a plan view. Could be of the school?	I can begin to use Cardinal directions NE NW SE SW.
I can use a simple picture map to move around the school. I can recognise that it is about a place.	I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) I can use an infant atlas to locate places.	I can add detail to my map beginning to use signs and symbols ground on aerial maps.
I can name, locate and identify the four countries of the United Kingdom, the capital cities and surrounding seas.	I can begin to understand the need for a key. I can locate and name major features on UK map, e.g. London, River Thames, home location, seas. Find land/sea on globe. I can use class agreed symbols to make a simple key.	I can begin to use my own key on maps drawn. To begin to understand the connections between rivers and seas. To use these symbols accurately and consistently.
I can use a simple picture map to move around the school. I can recognise that it is about a place.	I can use teacher drawn base maps. Use large scale OS maps and an infant atlas	I can begin to use features of maps and add details to existing maps.



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Year 2		
Key Theme: Hot vs Cold (Africa vs Polar Regions)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can name, locate and identify the four countries of the United Kingdom, the capital cities and surrounding seas.	I know where to find the North and South poles and the equator on a world map. I can name and locate the world's continents and oceans.	To begin to describe climates and temperatures in both locations, making comparisons between them. To make comparisons of locations of continents and oceans. Comparisons could include: size, number of countries, position on world map eg. N S E W.
I can use world picture maps, photographs, atlases and globes.	I know some of the differences and similarities between the 7 continents. Eg. Asia is East of Europe and is bigger.	To write coherent sentences comparing continents. To use globes and atlases to compare location of continents. See above. Eg: Asia has 48 countries and Europe has 44. This tells me Asian countries are bigger than European countries.
Revisit weather learning from Year 1.	I can name some countries that have a hot climate and some that have a cold climate.	I can use maps and atlases to independently find new countries, which will have hot and cold climates.
I can use geographical vocabulary such as cliff, coast, ocean and river to name physical features. I can use geographical vocabulary such as city, town and village to name human features.	I can make simple comparisons between features of different places by observing and describing physical and human features of places, using previously learnt vocabulary (< See previously learnt box).	I can support a place and justify features of living there. Eg: Africa is mainly hot and dry and contains many exciting countries, plants and animals such as Kenya. The capital city of Kenya is Nairobi.
Revisit weather learning from Year 1.	I know that there are similarities and differences between the landscape and way of life in hot and cold countries.	To write in role as somebody from a hot or cold climate, using knowledge (and possibly experience from Penpal) and vocabulary extending and enhancing their writing.



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Year 3		
Key Theme : Our local area		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can remember what I know about the British Isles from Year 1 and 2. See Y1 British Isles Core Intentions. In Y2 we briefly touch on Croxley but focus on the UK and Seaside towns.	I can locate Croxley Green on a map of England and England on a map of Europe. I understand where I live in England.	To use previous knowledge and current knowledge to give clear explanations of the local area using geographical knowledge (rural, urban, city, town, village, church, road, pathway, pavement)
I can follow directions of N S E W. I can follow a route on a map. I can use a plan view.	I can use 8 compass points to follow/give directions. I can use four figure grid references using letter/no. co-ordinates to locate features on a map. Follow a route on a map with some accuracy.	To use 8 compass points to follow/give directions and use four figure grid references using letter/no. co-ordinates to locate features on a map and get to a specific destination.
I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) I can use an infant atlas to locate places.	I can try to make a simple scale drawing. I can begin to draw a sketch map from a high view point. I can begin to identify features on aerial photographs (town/city, rural, house, animals).	I can analyse a range of maps knowing what will make my map successful. To understand the importance of scales and draw more accurately. To add smaller, important details to sketch maps, making sure drawings are accurate. To compare aerial photographs finding similarities and differences.
I can begin to understand the need for a key. I can locate and name on UK map, major features e.g. London, River Thames, home location, seas. Find land/sea on globe. I can use class agreed symbols to make a simple key.	I know why a key is needed and I can use standard symbols. I can locate places on larger scale maps e.g. map of Europe and England. I can try to make a map of a short route experienced, with features in correct order.	I can compare keys, finding similarities and differences. What do children think is more effective? I can compare different maps, finding similarities and differences. To include understood signs and symbols on the map, using accurate and careful drawings.



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I can use teacher drawn base maps. Use large scale OS maps and an infant atlas	I can begin to match boundaries (E.g. find same boundary of a country on different scale maps.) I can use large-scale OS maps. Begin to use map sites on internet. https://mapmaker.nationalgeographic.org/ Begin to use junior atlases.	To compare and contrast maps from different atlases finding similarities and differences as well as boundaries.
I can tell you what I think about the local environment and understand how people affect the environment.	I recognise how people try to improve and keep environments eg. Litter picking, recycling, giving old things new life.	To apply ideas to the school, giving children the opportunity to improve and keep environments.
I can locate and name on UK map, major features e.g. London, River Thames, home location, seas. Find land/sea on globe.	I can describe and compare features of different localities and explain the locations of some of those features. Do you compare Croxley to the New Forest as a rural town or perhaps compare Croxley to an inner-London town?	To write extended sentences comparing localities using geographical vocabulary.
I can make simple comparisons between features of different places by observing and describing physical and human features of places, using previously learnt vocabulary.	I can begin to ask/initiate geographical questions, using fieldwork to observe measure and record the physical and human features.	To begin to make own decisions about how to measure, observe and record when completing fieldwork.

Year 3		
Key Theme: France		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can use teacher drawn base maps. Use large scale OS maps and an infant atlas.	I can label a map of the United Kingdom with large towns, cities, rivers, surrounding seas, symbols. I can use large-scale OS maps. Begin to use map sites on the internet. Begin to use junior atlases.	I can begin to differentiate between different maps, seeing similarities and differences, reading and labelling them accurately.
I can locate and name on UK map, major features e.g. London, River Thames, home location, seas. Find land/sea on globe.	I know some of the key features of different places in the United Kingdom.	I can compare different places in the UK using key features to justify my comparison.



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I can name some countries that have a hot climate and some that have a cold climate (France may have been mentioned in Year 2 when discussing hot climates - children may remember this).	I know what France is like as a country through research. I know some of the features of life in France.	I can compare France to places in the UK, using comparative language eg. hotter, bigger, more, less, however.
I can name, locate and identify the four countries of the United Kingdom, the capital cities and surrounding seas.	I can recognise and label some of the key cities in France (Paris, Lyon, Marseille).	I can locate and label smaller cities in France (Bordeaux, Nice, Cannes).
I can follow directions of N S E W.	I can locate places on larger scale maps using 4 grid references. e.g. map of Europe	To use 8 compass points to follow/give directions and use four figure grid references using letter/no. co-ordinates to locate features on a map and get to a specific destination.
I can use geographical vocabulary such as cliff, coast, ocean and river to name physical features.	I can begin to ask/initiate geographical questions, using geographical vocabulary e.g. island, continent, capital city.	I can make opinions and decisions linking to Geographical vocabulary. Eg: What impact does tourism have on the country?

Year 3		
Key Theme: Mountains and Volcanoes		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can use teacher drawn base maps. (Children would have mainly seen Political maps)	I can use topographic, physical maps to locate different levels of ground. A good online map which uses colours to show different levels of ground: https://en-gb.topographic-map.com/maps/b9/England/	I can use a key to find the height of ground, comparing them verbally. Eg: Areas in the Cairngorms National Park reach 2000 ft whereas the ground is lower in the Peak District National Park reaching 1,300ft.
I can use geographical vocabulary such as cliff, coast, ocean and river to name physical features. (Similar to above, children would not have completed learning about Mountains/Volcanoes)	To understand what a mountain is and how it is formed. To know how tectonic plates effect a mountain being formed.	To present using key geographical vocabulary how mountains are formed (vent, conduit, eruption cloud, lava, magma chamber)



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specifically, however could touch on knowledge from Year 2 topic Under the Sea/Seaside locations)	To introduce the equator and how the weather changes around the equator.	
Children have used skills of comparison verbally, throughout KS1.	I can understand differences in volcanoes using photos and videos.	I can analyse and compare the difference between these volcanoes using comparative language (I can see that, I can compare)
I know that there are similarities and differences between the landscape and way of life in hot and cold countries.	I can apply understanding of volcanoes in how they affect people's lives.	I can relate to different people's lives and explain how volcanoes affect them. I can write in the role of people.

Year 4 Key Theme: UK Mapwork		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can use maps to locate different levels of ground.	To know that the United Kingdom is made up of different geographical regions - South West, the South East (Greater London often was separated out as its own region), the West Midlands, the East Midlands, East Anglia, the North West, Yorkshire, and the North East and be able to locate and label some of these on a map.	To begin to analyse the effectiveness of maps in terms of information given in relation to regions of the UK.
I can use 8 compass points to follow/give directions.	I can use 8 compass points well in reference to a world map.	I can coherently compare the position of countries using the 8 compass points.
I can use four figure grid references using letter/no. co-ordinates to locate features on a map. I know why a key is needed and I can use standard symbols. OS maps are used in all year groups prior to Year 4.	Use letter/no. co-ordinates to locate features on a map confidently. Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or Spain on globe)	I can compare places using letter/no. coordinates. I can use coordinates on a variety of maps.



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Year 4		
Key Theme: European Cities		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I know where to find the North and South poles and the equator on a world map.	I can identify the position and significance of latitude, longitude and the Equator.	I can understand and explain the effects of the equator. I can begin to understand the history behind the longitude and latitude significance.
I can begin to identify features on aerial photographs.	I can identify features on aerial photographs (houses, towns, cities, rural areas, population)	I can highlight evaluate features of an aerial photograph, making suggestions for improvement.
I can locate Croxley Green on a map of England and England on a map of Europe. I understand where I live in England.	I can name and locate some European countries, including England. Covering Paris and Sicily.	I can name capital cities in other European countries.
I can locate and label France, England, London, Paris and the English channel on a map. France is a topic in Year 3	I can recognise the geographical pattern of settlements near rivers.	I can explain how rivers have influenced key settlements.

Year 4		
Key Theme: Rivers and the Water Cycle		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
KS1: I can name and locate the world's continents and oceans.	To find out about the key rivers in the United Kingdom. Focus on the Thames, Severn and Chess. Trip: River Chess	I can research information about rivers and compare them, Comparison points could be: water depth, life in the river, channel width.



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Rivers is a new topic for children, they can touch on knowledge of oceans and seas from Year 2 and own experiences.	To understand how a river is formed and be able to explain the process of a river system, using geographical language (river, river bed, source, spring, stream).	To write a clear explanation on how rivers are formed using advanced vocabulary such as (delta, wet land, tributaries, mouth). Sentences must be clear and coherent.
I can describe and compare features of different localities and explain the locations of some of those features. I can use geographical vocabulary such as cliff, coast, ocean and river to name physical features.	To understand the water cycle process using a pre-prepared format of this. I can recognise and describe physical and human processes such as erosion.	To create own diagram of the water cycle process, adding details and vocabulary (transportation, evaporation) I can investigate different examples of erosion explaining what has happened using evidence.
I can begin to ask/initiate geographical questions, using fieldwork to observe measure and record the physical and human features.	I can use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary, including fieldwork. Trip: River Chess	I can analyse these resources, making comparisons between evidence and what has been found.

Year 5		
Key Theme: Maps		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can locate and name on UK map, major features e.g. London, River Thames, home location, seas. Find land/sea on globe. To know that the United Kingdom is made up of different geographical regions and be able to locate and label some of these on a map. I can use maps to locate different levels of ground on Physical maps.	I know the names and location of some countries, capital cities, oceans, seas, rivers and mountains.	I can compare position of countries, capitals, oceans, seas, rivers and mountains. I can then assemble a world map. I can re-draw and create my own world maps accurately.
I can use 8 compass points well in reference to a world map.	I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to	To demonstrate how to get from one place to another using compass directions.



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Use letter/no. co-ordinates to locate features on a map confidently. Human and	build their knowledge of the United Kingdom and the wider world. Lesson links to orienteering.	
I can recognise and describe physical and human processes such as erosion.	I understand the difference between human and physical geography. Examples of human geography include: urban geography, economic geography, cultural geography, political geography, social geography, and population geography Lesson includes fieldwork (creating a map) Examples of physical geography include: rivers, mountains, volcanoes and earthquakes, and the water cycle Use GoogleEarth, DigiMap and OS maps to support this teaching.	Write clear comparisons between different features, using advanced vocabulary. Eg: Tributary confluence, meander, ox bow estuary, mouth source, trade, deforestation Derelict, economy.
I can begin to ask/initiate geographical questions, using geographical vocabulary e.g. island, continent, capital city. I can use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary, including fieldwork.	I can use research to investigate a geographical question. I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life. I can collect and record evidence unaided.	I can use my research and apply this to each activity in this topic. I can draw connections amongst my ideas. I can use evidence in my writing. I can apply my research to my own ideas.
I can begin to understand how to use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary, including fieldwork.	I can use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary.	To justify what these resources have informed you and why they are appropriate for the purpose.
Children before now have not been given the opportunity to select a map. However should be confident using a range of maps from each year group.	I can select a map for a specific purpose. (E.g. junior atlas to find Canada, OS map to find local village.)	To justify why a map has been chosen.



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Year 5		
Key Theme : Energy and the Environment		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
History links: Year 3 – Stone Age Topic.	To understand what we need as a community in terms of settlement and land use. To look at the physical features linking to land use.	Create your own settlement taking into account site, resource and design requirements. Verbally analyse and compare your settlement to somebody else's.
Children can talk about some of the things they have observed such as plants, animals, natural and found objects.	To understand where our power comes from and the distribution of natural resources including energy, food, minerals and water.	Children to create their own key to identify the different power stations, children then clearly explain why each symbol has been created and why.
	To explain renewable sources of electricity.	To criticise and compare different renewable sources of energy, which one is seen as more renewable and why.
	To understand the importance of conserving resources.	To explain the importance of conserving to others, looking at for and against arguments for this.
Map skills covered in every year.	To plot power stations on a map.	To use a range of maps to find the same power station.

Year 5		
Key Theme : South America (starting Sept 2020)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can identify the position and significance of latitude, longitude and the Equator. Maps of the world is shared in every year group.	I know that the world is divided into the northern and southern hemisphere and that there is an imaginary line called the equator.	To use maps and globes to identify countries that fall within the northern and



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	Understand the tropics of cancer and capricorn, arctic and antarctic circle, the prime/Greenwich meridian and time zones.	southern hemisphere. Identify culture/weather differences in these places.
Locational skills are used every year, children should be familiar with the world map and locating cities and continents.	I can locate North and South America on a map of the world and I know some of their major countries. I can locate some countries in South America on a map.	I can compare position of cities on a map using compass points. I can make comparison of these places using their location on a map.
Lots of research completed in Year 4 (European cities) so as a skill this should be good eg. I can name and locate some European countries, including England.	I can compare a country in south America (Brazil) and a city in the UK using some key facts.	To remember and understand these key facts and apply them to future learning.
To understand weather patterns in the UK (children could be given the opportunity to look at the weather forecast for different areas – ICT link?)	I understand that the weather in Brazil and the United Kingdom has similarities and differences (link to housing and lives of people). I understand the different climates in South America. I can name and locate different climates on a map.	To compare weather patterns using secondary resources as evidence.
	I know that Brazil produces goods for the rest of the world. Key vocabulary: world trade and industry	To research and record how far goods travel, looking at mileage and making written comparisons on this.
Mountains and Volcanoes topic in Year 3.	To understand the range of mountains in South America. Mountain range focus: The Andes (how they are formed, how they are used, the size)	To use primary and secondary resources to understand how the Andes have changed over time.



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Year 6		
Key Theme: Countries and Cities of the UK		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I know the names and location of some countries, capital cities, oceans, seas, rivers and mountains of the UK.	I can label countries, capitals, key cities, rivers and mountains on a map of the United Kingdom. This needs to be detailed and accurate. Children must draw in proportion.	I can use this knowledge to create my own map of the UK, taking into consideration size and proportion.
I can locate and name major features on UK map.	I know the key characteristics of England, Scotland, Ireland and Wales. This must include: counties, cities, geographical regions, human and physical characteristics, topographical features and land-use) I understand that there are similarities and differences between other countries in the United Kingdom.	To use these key characteristics to compare the countries – knowing and using the similarities and differences between these.
Use letter/no. co-ordinates to locate features on a map confidently. Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or Spain on globe) I can use large and medium scale OS maps.	I can identify features using symbols on a topographic map eg. railway signs, vegetation sign, built up areas, water and land forms.	I can apply these features to a map with no symbols on. I can compare these symbols with symbols on other geographical resources.
To know that the United Kingdom is made up of different geographical regions and be able to locate and label some of these on a map.	I understand that countries in the United Kingdom are divided into regions, to name and locate all, confidently, on a map.	To describe the 'regions' in terms of size, population, terrain, weather. To make comparisons based on these descriptions.



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Year 6		
Key Theme: Extreme Earth		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Northern and Southern Hemisphere is discussed with longitude and latitude in Year 4 and 5. (Year 2) I can name some countries that have a hot climate and some that have a cold climate. Climate and weather may have been touched on in Year 4s European cities topic when comparing.	To recognise that Earth is made up of biomes (climate zones) and that this effects the animals and vegetation in that area To know what climate is (to compare this to weather). "the weather conditions prevailing in an area in general or over a long period."	To talk in more detail about the effects biomes has on animals and vegetation. To write clearly about the effect of these using Geographical vocabulary.
	To understand that natural disasters happen all over the world and cause great destruction. To understand that some disasters are natural but that some are contributed to by human causes such as deforestation, increased urbanisation and climate change.	To research and apply taught knowledge to real natural disasters. To create an information leaflet that helps prevent natural disasters which are contributed by humans – applying knowledge of real life disasters to this.
Year 3 topic: Mountains and volcanoes touches on tectonic plates. Learning intention: To know how tectonic plates effect a mountain being formed.	To understand what causes earthquakes and tsunamis, where they occur and how they are measured.	To draw ideas from a range of real earthquakes, and find similar patterns between these.
I can understand differences in volcanoes. I can apply understanding of volcanoes in how they affect people's lives.	To remember and understand what volcanoes are, what happens when they erupt and where they are found.	To create my own cycle of the process of an eruption, touching on key vocabulary.