



***We are all part of God's vine and are rooted in His rich soil.  
We are nurtured and supported so that we may grow and spread out into the world to love and to serve.***

*I am the vine; you are the branches.  
If you remain in me and I in you,  
you will bear much fruit.*

John 15:5

Goring Church of England Aided Primary School

# Geography Curriculum Map

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# Characteristics of a geographer

Develops and frequently utilises fieldwork and other geographical skills and techniques.

A real sense of curiosity about the world and excellent knowledge of where places are and what they are like.

The ability to reach clear conclusions and develop a reasoned argument to explain findings.



The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

# Early Years

## Early years – Early Learning Goals - Understanding the world

Area of EYFS curriculum	Early Learning Goals
People, Culture and Communities	<ul style="list-style-type: none"> <li>● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <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> </ul>
The Natural World	<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>

## Early Years – Expectations of skills

Expectations
<ul style="list-style-type: none"> <li>● Listening to stories</li> <li>● Asking what and where</li> <li>● Use the language to identify features in the local area and the buildings which surround them</li> <li>● Talk about the seasons and weather</li> <li>● Recognise the similarities and differences between different places</li> <li>● Role play and make up stories</li> </ul>

# Aims of the National Curriculum

## KS1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

## KS2

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
  - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

# Threshold Concepts for Geography

## **Investigate places**

This concept involves understanding the geographical location of places and their physical and human features.

- **Investigate patterns**

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

- **Communicate geographically**

This concept involves understanding geographical representations, vocabulary and techniques.

## Milestones

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
<p><b>A) Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>1.1. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>1.2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>1.3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>1.4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>1.5. Use aerial images and plan perspectives to recognise</p>	<p>2.1. Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>2.2. Explain own views about locations, giving reasons.</p> <p>2.3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>2.4. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>2.5. Use a range of resources to identify the key physical and human features of a location.</p> <p>2.6. Name and locate counties</p>	<p>3.1 Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>3.2. Identify and describe how the physical features affect the human activity within a location.</p> <p>3.3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>3.4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>3.5. Analyse and give views on the effectiveness of different geographical representations of</p>



	<p>landmarks and basic physical features.</p> <p>1.6. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>1.7 Name and locate the world's continents and oceans.</p>	<p>and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>2.7. Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>a locatioAn (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>3.6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>3.7. Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>
<p><b>B) Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how t</p>	<p>1.1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>1.2. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in</p>	<p>2.1. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>2.2. Describe geographical similarities and</p>	<p>3.1. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>3.2. Understand some of the reasons for geographical similarities and differences</p>

	<p>relation to the Equator and the North and South Poles.</p> <p>1.3. Identify land use around the school.</p>	<p>differences between countries.</p> <p>2.3. Describe how the locality of the school has changed over time.</p>	<p>between countries.</p> <p>3.3. Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>3.4. Describe geographical diversity across the world.</p> <p>3.5. Describe how countries and geographical regions are interconnected and interdependent.</p>
<p><b>C)Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>1.1. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p>1.2. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p>2.1. Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> <p>2.2. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>3.1. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>3.2. Use the eight points of a compass, four-figure grid</p>

1.3. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

3.3. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).