



Newnham Junior School – Geography Curriculum Map

Location Knowledge	Physical Geography Knowledge and skills	Human Geography Knowledge and skills	Geographical skills Skills
Theme 1 – Knowledge of the world	Theme 1 – Understanding and using key vocabulary for physical features	Theme 1 – Investigating how humans use land	Theme 1 – Map skills
Theme 2 – Knowledge of the UK	Theme 2 – Locating and naming physical features	Theme 2 – Describing the impact of land use	Theme 2 – Compass skills
Theme 3 – Knowledge of the globe	Theme 3 – Describing and explaining physical features	Theme 3 – Comparing cultures and land use	Theme 3 – Field work
YEAR 3 – Maps, The local area			
Locate and label the 7 continents Locate and label at least 2 countries from each inhabited continent and name their capital cities	Create a map of the local area including physical features using the correct vocabulary.	Understand that a place is a part of a bigger picture e.g. street part of a town, town part of a county, county part of a country etc. To investigate and understand different types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in Ruislip, using key vocabulary	Use numerical/alphabetical coordinates to locate cities in an atlas Use aerial photos of the local area Use symbols and keys to create a map
Name and locate countries in the UK.	Identify hills, mountains, seas, oceans, rivers , forests, deserts on maps and an atlas	Describe the impact of humans on the environment in the local area	Use an 8 compass point to find places on a map
Identify the Equator, Northern hemisphere and Southern Hemisphere.	Describe some climate zones and locate on a map	To understand geographical similarities and differences through the study of human geography in Ruislip to another area in the UK	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.



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YEAR 4 - The polar regions, Rivers			
<p>Locate and label the 7 continents and understand why the Arctic is not a continent.</p> <p>Locate and label at least 2 countries from each inhabited continent and name their capital cities</p> <p>Name and label at least 5 countries from Europe, including France and Russia, and name their capital cities.</p>	<p>Use key vocabulary – landscape, feature coast, mountain, hill, river, sea, climate, Arctic and Antarctic Circle</p>	<p>To investigate and understand different types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in area around the River Thames, using key vocabulary</p>	<p>Use and sketch maps, plans and aerial photos to investigate the River Pinn</p> <p>Use symbols and keys to create a map</p> <p>Use 4 figure coordinates to locate places on a map</p>
<p>Name and locate countries in the UK.</p> <p>Locate at least 4 major cities and counties and at least 2 geographical regions</p>	<p>Identify major rivers of the world and identify the mouth and source of the River Thames</p>	<p>Describe the impact of humans on the environment in the area around the river Thames and the impact humans have in being partly responsible for extreme weather conditions due to climate change</p>	<p>Use 8 points of a compass</p>
<p>Locate the arctic and Antarctic circle, equator and hemispheres</p>	<p>Describe the water cycle and use key vocabulary such as evaporation, condensation, precipitation and cooling.</p> <p>Describe extreme weather and the cause and effect of it</p> <p>Describe the climate zones</p>	<p>To understand geographical similarities and differences through the study of human geography in area around the River Thames to areas around the River Rhone.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features of the River Thames/Pinn, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



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YEAR 5 - Ring of Fire, Local area, Africa /North America			
Locate and label the 7 continents Locate and label at least 3 countries from each inhabited continent and name their capital cities Name and label at least 5 countries from Africa, including South Africa, and name their capital cities.	Use and understand key vocabulary when describing physical features of Africa	To investigate and understand different types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in Africa, using key vocabulary	Use 4 and 6 figure grid references, symbols and keys Use Ordnance Survey maps to build on their knowledge of the UK and the wider world
Name and locate countries in the UK. Locate at least 6 major cities and counties and at least 4 geographical regions	Identify different climate zones and biomes	Describe the impact of humans on the environment in coastal areas	Use 8 point compass
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.	Describe key aspects of climate zones, biomes, earthquakes, volcanoes and coasts – how they are formed, why they are significant and how they change Explore and describe physical similarities and differences through a comparative study of Eyam and the local area	To understand geographical similarities and differences through the study of human geography in Eyam to the local area	Use fieldwork to observe, measure, record and present the human and physical features of Eyam, using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Year 6 - Brazil and South America, Snowdonia			
Locate and label the 7 continents Locate and label at least 3 countries from each inhabited continent and name their capital cities Name and label at least 5 countries from South America, including Brazil, and name their capital cities.	Use and understand key vocabulary when describing the physical features of Brazil	To investigate and understand different types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in Brazil, using key vocabulary	Know what most of the Ordnance Survey symbols stand for and begin to create their own version of an OS map Use 6 figure grid references
Name and locate countries in the UK. Locate at least 8 major cities and counties and at least 5 geographical regions	Identify the major physical features of South America. Identify the major rainforests of the world	Describe the impact of humans on the environment in Brazil, focusing on the deforestation of the Amazon Rainforest	Use 8 points of a compass as part of their field work
Locate 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)	Describe the key aspects of rainforests – how they are formed, why they are significant and how they change Explore and describe physical similarities and differences through a comparative study of a region in the UK and Brazil	To understand geographical similarities and differences through the study of human geography in Brazil to another area in the UK, focusing on an indigenous rainforest tribe	Use fieldwork to observe, measure, record and present the human and physical features of Snowdonia, using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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SCHOOL-SPECIFIC - EVENTUAL OUTCOMES FOR THE END OF KS2			
<p>Locate the world’s continents, using maps.</p> <p>Locate at least 3 countries from Asia, Africa, Australia and North America and name their capital cities.</p> <p>Locate at least 5 countries from Europe and South America and name their capital cities</p>	<p>Understand what a physical feature is and use key vocabulary – coast, mountain, hill, river, sea, ocean, climate, Arctic and Antarctic Circle</p>	<p>To investigate and understand different types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water, using key vocabulary</p>	<p>Use maps, atlases, globes, 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. and digital/computer mapping to locate countries and describe features studied.</p>
<p>Name and locate at least 8 counties and 8 cities of the United Kingdom and 5 geographical regions (Including rivers and mountains)</p>	<p>To be able to identify physical features on a variety of maps and atlases.</p>	<p>To understand and describe the impact of land use and settlements on the local and world environment</p>	<p>Use the eight points of a compass,</p>
<p>Locate 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)</p>	<p>To be able to describe physical features and have a basic understanding of how they are formed.</p>	<p>To understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region in a European country, a region in Africa and a region within South America</p>	<p>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.</p>