

Explore Curriculum Route Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Summer</u> Key knowledge	What does it mean to belong? <u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <u>Place knowledge</u> Understand geographical similarities and differences of a small area of the United Kingdom (Angmering) <u>Human & Physical</u> Use basic geographical vocabulary to refer to key physical and human features	If the world could speak, what would it say? <u>Locational knowledge</u> Name and locate the world's seven continents and five oceans <u>Place knowledge</u> Understand geographical similarities and differences of a small area of a non-European country <u>Human & Physical</u> Use basic geographical vocabulary to refer to key physical and human features <u>Geographical skills</u>	How would you deal with a disaster? <u>Locational knowledge</u> Locate the world's countries, using maps - concentrating on Japan and Indonesia Identify key physical and human features of countries (tectonic plates, Ring of Fire) Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere <u>Place knowledge</u> Understand geographical similarities and differences (Japan, Indonesia)	How can small actions eventually change the world? <u>Locational knowledge</u> Locating environmental regions, key physical and human characteristics Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (including hills, mountains, coasts and rivers) <u>Place knowledge</u> Understand geographical similarities and differences	Where did it all begin? <u>Locational Knowledge</u> Locate the world's countries, using maps and concentrating on the UK, North and South America Identify key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich	What should be left in beautiful places? <u>Locational Knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Land-use patterns and the way these have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich

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	<u>Geographical skills</u> Use world maps, atlases and globes to identify the United Kingdom Use simple compass directions (N, S, E, W) 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 <u>Fieldwork</u> 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	Use world maps, atlases and globes to identify South America Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <u>Fieldwork</u> Use simple fieldwork and observational skills to compare different places	<u>Human & Physical</u> Describe and understand key aspects of physical geography including: volcanoes and earthquakes Human geography including: land use patterns and the way these have changed over time Human geography including: the distribution of natural resources including energy, food, minerals and water <u>Geographical skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use symbols and keys to build knowledge of maps and the wider world	<u>Human & Physical</u> Describe and understand key aspects of physical geography including: rivers Human geography including: land use patterns and the way these have changed over time, the distribution of natural resources including energy, food, minerals and water <u>Geographical skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (rivers) Use symbols and keys to build knowledge of maps and the wider world (river features) <u>Fieldwork</u> Use fieldwork to observe, measure, record	Meridian Understand time zones (including day and night) <u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and the Americas <u>Human & Physical</u> Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, Describe and understand key aspects of human geography including: types of settlement, land use, trade links, distribution of natural resources <u>Geographical skills</u>	Meridian and time zones <u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a National Park in the UK and one within North or South America <u>Human & Physical</u> Describe and understand key aspects of physical geography including: climate zones Describe and understand key aspects of human geography including: types of settlements, land use, economic activity <u>Geographical skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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			<u>Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	and present the human and physical features in the local area	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 key Record and present findings using maps, diagrams, graphs and digital technologies <u>Fieldwork</u> 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.	Use the eight points of a compass, four- and six-figure grid references, symbols and key <u>Fieldwork</u> 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
Key Skills	<u>Place</u> Recognising and describing what makes a place unique <u>Space</u>	<u>Place</u> Pupils deepen their understanding of what places are like. They begin to identify <i>why</i> places differ	<u>Place</u> Pupils now compare places with significant physical differences (volcanoes, earthquakes, islands).	<u>Place</u> Pupils deepen understanding of how physical features (rivers, hills, coasts) create the character of a place.	<u>Place</u> Pupils analyse how physical geography (biomes, climate zones, rivers) shapes regional identity.	<u>Place</u> Pupils analyse how physical geography (mountains, rivers, climate zones) shapes protected landscapes.

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	Understanding how places and features are arranged and connected <u>Scale</u> Noticing differences between local, regional and national scales <u>Change</u> Early awareness that places and environments are not fixed. <u>Diversity</u> Noticing variety in places, environments and communities <u>Sustainability</u> Early foundations for thinking about caring for places and environments	(climate, homes, landscape, culture). They move from simple description → early comparative place analysis. <u>Space</u> Pupils expand spatial awareness from national → global. They begin to understand spatial patterns (e.g., continents grouped, oceans surrounding land). They use more sophisticated spatial representations (globes, world maps, aerial photos). <u>Scale</u> Pupils begin to understand that places can be compared across very different scales. They recognise that scale affects climate, culture, and physical features. <u>Change</u>	They begin to understand how physical geography shapes human life (settlements, resources, land use). They move from simple comparison → analytical place understanding. <u>Space</u> Pupils develop a more sophisticated sense of global spatial patterns. They understand how location relates to climate, hazards and landforms. They begin to interpret thematic spatial patterns (tectonic plates, volcanic arcs). <u>Scale</u> Pupils understand how scale affects hazards, climate and human settlement. They begin to interpret processes that operate at multiple scales	They begin to explain <i>why</i> places differ based on physical geography and land use. They move from global comparison → regional place analysis. <u>Space</u> Pupils understand how rivers connect places and create spatial networks. They interpret spatial patterns such as river basins, floodplains and settlements. They move from global spatial awareness → detailed national spatial understanding. <u>Scale</u> Pupils recognise that rivers operate across scales (source → mouth). They understand how scale affects land use, settlement and environmental processes. They move from multi-scale global	They explore how human geography (settlement, trade, land use) varies across continents. They move from city-level comparison → regional place analysis across continents. <u>Space</u> Pupils understand how global spatial systems organise the world. They interpret spatial patterns such as climate zones, biomes and continental regions. They move from global city awareness → global spatial mastery. <u>Scale</u> Pupils understand how scale affects climate, vegetation, settlement and trade. They explore how global systems (climate zones, biomes) influence regional characteristics. They move from multi-scale urban	They explore how human activity (tourism, conservation, farming) varies across parks. They move from urban place comparison → environmental place comparison across continents. <u>Space</u> Pupils understand how spatial location affects climate, vegetation, wildlife and landforms. They interpret spatial patterns such as mountain ranges, river systems and biome distribution. They move from global city awareness → global environmental spatial mastery. <u>Scale</u> Pupils understand how scale affects climate, ecosystems, land use and conservation. They explore how global systems (biomes,
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		Pupils begin to understand that places evolve and develop. They notice seasonal, environmental, and human changes more explicitly. <u>Diversity</u> Pupils recognise that people live differently in different parts of the world. They begin to appreciate cultural, environmental, and climatic diversity. <u>Sustainability</u> Pupils begin to understand that environments need care and that human choices affect places. They start to see sustainability as a global issue, not just a local one.	(tectonics, resource distribution). <u>Change</u> Pupils begin to understand that change can be rapid (earthquakes) or gradual (tectonic movement). They see how human activity adapts to or is shaped by physical change. They move from noticing change → explaining change. <u>Diversity</u> Pupils understand that diversity exists even within the same continent or tectonic zone. They begin to explore how culture, environment and resources create diverse ways of living. They move from recognising diversity → exploring reasons for diversity.	processes → multi-scale UK physical systems. <u>Change</u> Pupils understand that rivers constantly reshape landscapes. They explore how settlements and land use evolve in response to rivers. They move from explaining hazard-driven change → explaining environmental and landscape change. <u>Diversity</u> Pupils recognise that even within one country, landscapes and communities vary widely. They explore how rivers create diverse environments (valleys, floodplains, deltas). They move from global diversity → regional diversity. <u>Sustainability</u>	systems → multi-scale global environmental systems. <u>Change</u> Pupils understand that change can be environmental, climatic, economic or human-driven. They explore how global systems (climate, biomes) change over time. They move from human-driven urban change → global environmental and socio-economic change. <u>Diversity</u> Pupils recognise how diversity is shaped by climate, vegetation, landforms and human activity. They explore cultural, environmental and economic diversity across continents. They move from city-level diversity →	climate zones) influence regional park characteristics. They move from multi-scale urban systems → multi-scale global environmental systems. <u>Change</u> Pupils understand that landscapes evolve through natural processes (erosion, weathering, glaciation). They explore how conservation aims to manage or slow negative change. They move from human-driven urban change → global environmental and conservation change. <u>Diversity</u> Pupils recognise how diversity is shaped by climate, vegetation, wildlife and human activity. They explore cultural and environmental
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			<u>Sustainability</u> Pupils begin to understand sustainable resource use. They explore how countries manage hazards and environmental pressures. They move from simple environmental care → global sustainability thinking.	Pupils understand how rivers support life and industry. They explore sustainable river use and environmental protection. They move from global sustainability thinking → applied sustainability in UK contexts.	continental-scale diversity. <u>Sustainability</u> Pupils understand how global systems affect sustainability challenges. They explore how regions manage resources and environmental change. They move from urban sustainability → global sustainability thinking.	diversity across continents. They move from city-level diversity → continental-scale environmental diversity. <u>Sustainability</u> Pupils understand how National Parks balance protection with human use. They explore how conservation strategies support long-term sustainability. They move from urban sustainability → global conservation and environmental sustainability.
Key Vocab	map globe country capital city human feature physical feature compass village town aerial photograph landmark key symbol	continent ocean equator climate human feature physical feature non-European country similarities differences habitat weather settlement	country region climate land use tectonic plate Ring of Fire volcano earthquake eruption magma lava epicentre natural resource	river source mouth valley mountain coast erosion deposition meander floodplain tributary confluence county city	city capital settlement land use trade urban rural transport network skyscraper migration economy infrastructure population density	latitude longitude hemisphere biome climate zone National Park conservation protected landscape ecosystem biodiversity tourism sustainable development grid reference

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