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| **Skegby Junior Academy** |
| **Curriculum Map** |
| **Subject** | **Geography** |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Y3/4 Cycle A/1** |  |  | **Year 3*** use correct geographical words to describe places and events
* identify key features using a map
* plot North, South, East and West accurately on a map
* use maps and atlases using contents and indexes
* describe how volcanoes are created
* describe how earthquakes are created
* describe physical features around them
* recognise the 8 points of the compass
* describe how volcanoes have an impact on people’s lives
* name a number of countries in the northern hemisphere
* locate famous landmarks
 | **Year 3*** identify key features using a map
* use some basic OS map symbols
* describe human features around them?
* explain why a place is like it is

**Year 4*** explain how a locality has changed over time (refer to human features?)
* find views about an environmental issue (what is their view?)
* suggest different ways a locality may be changed and improved
 | **Year 3*** use correct geographical words to describe places and events
* explain how the lives of people living in a different country would be different from their own
* name and locate some European countries

**Year 4*** explain why people are attracted to live in cities
* explain why people may live in a village rather than a city
 | **Year 3*** they use correct geographical words to describe places and events
* identify key features using a map
* they plot North, South, East and West accurately on a map
* use maps and atlases using contents and indexes
* explain why a place is like it is
* name a number of countries in the northern hemisphere
* locate famous landmarks
* name and locate some European countries

**Year 4*** find the same place on a globe and in an atlas
* locate the Tropic of Cancer and Capricorn
* know the countries that make up the European Union
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| **Y3/4 Cycle B/2** |  | **Year 3*** use correct geographical words to describe places and events
* begin to use 4 figure grid references
* describe human features around them

**Year 4*** describe the main features of a well-known city
* describe the main features of a village
* describe the main physical differences between cities and villages
* explain why people are attracted to live in cities
* explain why people may live in a village rather than a city
* explain how a locality has changed over time
* suggest different ways a locality may be changed and improved
 |  |  | **Year 3*** use correct geographical words to describe places and events
* identify key features using a map
* explain why a place is like it is

**Year 4*** describe the main features of a well-known city
* explain why people are attracted to live in cities
* explain how a locality has changed over time (refer to human features)
* find views about an environmental issue
 | **Year 3*** they identify key features using a map
* use some basic OS map symbols
* use maps and atlases using contents and indexes

**Year 4*** carry out a survey to discover features of cities and villages
* describe the main features of a well-known city
* use appropriate symbols to show different physical features on a map
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| **Y5/6 Cycle A/1** | **Year 5*** collect information about a place and use it in a report
* map land use
* find possible answers to their own geographical questions
* make detailed sketches and plans; improving accuracy later
* explain why many cities of the world are situated by rivers
* explain how a location fits into its wider geographical location; with reference to physical features
* explain why people are attracted to live by rivers
* explain how a location fits into its wider location (human and economical features)
* name and locate many of the world’s major rivers on maps
* name and locate many of the world’s most famous mountain regions on maps
* locate and name the main countries in South America on a world map and atlas

**Year 6*** use maps, aerial photos, plans and web resources to describe what a locality might be like
* give extended descriptions of the physical features of different places around the world
* describe how some places are similar and others are different in relation to their human features
* give an extended description of the human features of different places around the world
* map land use with their own criteria
* describe how some places are similar and others are different in relation to their physical features
 | **Year 5*** collect information about a place and use it in a report
* find possible answers to their own geographical questions
* explain how a location fits into its wider geographical location; with reference to physical features
* explain how a location fits into its wider location (human and economical features
* they explain what a place might be like in the future (issues impacting on human features

**Year 6*** give extended descriptions of the physical features of different places around the world
* describe how some places are similar and others are different in relation to their human features
* give an extended description of the human features of different places around the world
* describe how some places are similar and others are different in relation to their physical features
 |  |  | **Year 5*** explain how a location fits into its wider geographical location; with reference to physical features
* explain how a location fits into its wider location (human and economical features

**Year 6*** give extended descriptions of the physical features of different places around the world
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| **Y5/6 Cycle B/2** | **Year 5*** collect information about a place and use it in a report
* explain how the water cycle works
* explain why water is such a valuable commodity
* name and locate many of the world’s major rivers on maps
* name and locate many of the world’s most famous mountain regions on maps

**Year 6*** create sketch maps when carrying out a field study
* map land use with their own criteria
* name the largest desert in the world
 |  |  |  | **Year 5*** find possible answers to their own geographical questions
* plan a journey to a place in another part of the world
* explain why many cities of the world are situated by rivers
* explain how a location fits into its wider geographical location; with reference to physical features
* explain why people are attracted to live by rivers
* explain how a location fits into its wider location (human and economical features
* explain what a place might be like in the future
* name and locate many of the world’s major rivers on maps
* name and locate many of the world’s most famous mountain regions on maps
* locate the USA and Canada on a world map and atlas

**Year 6*** explain scale and use maps with a range of scales
* choose the best way to collect information needed and decide the most appropriate units to measure
* make careful measurements and use the data
* use maps, aerial photos, plans and web resources to describe what a locality might be like
* give extended descriptions of the physical features of different places around the world
* describe how some places are similar and others are different in relation to their human features
* accurately use a 4 figure grid reference
* give an extended description of the human features of different places around the world
* describe how some places are similar and others are different in relation to their physical features
* explain how the time zones work
 | **Year 5*** find possible answers to their own geographical questions
* make detailed sketches and plans; improving accuracy later
* explain how a location fits into its wider location
* explain what a place might be like in the future

**Year 6*** use OS maps to answer questions
* use maps, aerial photos, plans and web resources to describe what a locality might be like
* accurately use a 4 figure grid reference
* create sketch maps when carrying out a field study
* map land use with their own criteria
* recognise key symbols used on ordnance survey maps
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