

# St Vincent's Geography Curriculum Knowledge Map

GEOGRAPHY	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Driving Question	How can we show compassion, care and love to those in need?	Why should we show respect for others and how can we do this?	How can we be stewards of our environment and of one another?	In what practical ways can we learn from our mistakes?	Why should we not judge others?	How can we build trusting relationships?
EYFS	<p><b>Locational knowledge</b></p> <p>To learn about where we live and our immediate environment.</p>	<p><b>Festivals and Celebrations</b></p> <p>To compare cultures and beliefs.</p>	<p><b>Journeys</b></p> <p>Where can we travel to? What will our journey teach us about the world we live in? Holidays etc</p>	<p><b>Locational knowledge</b></p> <p>To learn about where we live and our immediate environment.</p>	<p><b>Festivals and Celebrations</b></p> <p>To compare cultures and beliefs.</p>	<p><b>Journeys</b></p> <p>Where can we travel to? What will our journey teach us about the world we live in? Holidays etc</p>
KS1	<p><b>Locational knowledge</b></p> <p>To describe, compare and contrast features of localities in the UK, oceans and continents - focusing on National Flowers of the UK.</p>	<p><b>Place knowledge</b></p> <p>To describe, compare and contrast Mill Hill, UK with the Galapagos Islands, Non-European country.</p> <p>To identify the key features of the local area then compare features of localities in the UK.</p>	<p><b>Sustainability</b></p> <p>To identify, elaborate on and evaluate the effects of pollution and litter in the local environment we live in.</p>	<p><b>Geographical skills and fieldwork</b></p> <p>To develop Map skills (using symbols and a simple key) to locate landmarks and create maps to identify a range of geographical, human or physical features such as where the great fire of London happened.</p> <p>To carry out a small local survey - use a compass to give directions to get from A to B in our school grounds etc.</p>	<p><b>Human and Physical geography</b></p> <p>Identify seasonal and daily weather patterns in the UK and rainforest climate located near the equator.</p> <p>Use observations and evidence to begin to describe deforestation and the impact it is having on the rainforests.</p> <p>Locate Rainforests on world maps, annotating countries and continents.</p>	<p><b>Geographical enquiry</b></p> <p>Write riddles based on using maps and simple street plans to locate London landmarks and features (in the locality and further afield).</p>
LKS2	<p><b>Locational knowledge</b></p> <p>Investigate counties of the UK. Locate and compare London and Manchester In the UK in</p>	<p><b>Place knowledge</b></p> <p>Using maps to focus study on Italy in Europe. Describe a range of cities and</p>	<p><b>Sustainability</b></p> <p>To identify sources of pollution in the local environment. Discuss and describe how people try to improve</p>	<p><b>Geographical skills and fieldwork</b></p> <p><b>Local Area Enquiry - focus on land use</b> Draw maps including key, compass points, symbols and scale.</p>	<p><b>Human and Physical geography</b></p> <p><b>Links to local tributary of Brent River, Mill Hill (Folly Brook or Dollis brook).</b></p>	<p><b>Geographical enquiry</b></p> <p>To use geographical skills and fieldwork to reinforce their sense of place and locational knowledge - observe, measure, record</p>

	<p>the Victorian era, identify physical and human features and why they are important, with specific focus on the Industrial Revolution.</p> <p>Identify countries on a world map that formed the British Empire in the Victorian era, including Northern and Southern Hemispheres, locate trade links and evaluate impact of the economic and population growth.</p>	<p>countries in the Ancient Roman Empire. Identify human processes such as types of settlement, land use, trade links. Explain and support reasons with factual evidence for geographical similarities and differences between the physical and human features.</p>	<p>and sustain our environment giving our views about Mill Hill / London or any identified local environmental issues. Use factual information and evidence to support our suggestions or ways to improve and sustain the environment.</p>	<p>To develop field sketching skills complete with annotation on maps</p> <p>To build their knowledge of the United Kingdom and the wider world using four figure grid references (including the use of Ordnance Survey maps).</p>	<p>To identify and describe an increasing range of physical and human processes in Britain, such as mountains, rivers, the water cycle, settlement.</p> <p>Link to study of changes in Britain from Stone Age to Iron age, evaluate the way in which these human and physical factors can change the features of a locality, e.g.. economic activity, trade links, impact of technology, climate change.</p>	<p>and present human and physical features in the local area.</p> <p>Conduct small local survey of Mill Hill Broadway (i.e. shops, traffic, litter) with equipment - compass, camera, to identify and evaluate land use and compare types of settlement.</p>
UKS2	<p><b>Locational knowledge</b></p> <p>Investigate the location of the countries involved in WW2. Describe, compare and contrast the cities and topography of the countries in the different continents. Why were some countries more susceptible to invasion?</p>	<p><b>Place knowledge</b></p> <p>To focus on the Benin empire in West Africa, investigate and deepen locational knowledge of human, physical and key topological features compared to the UK.</p> <p>To identify the position and significance of latitude and longitude, the equator, tropics and the Prime / Greenwich Meridian and time zones.</p>	<p><b>Sustainability</b></p> <p>To consider, connect, analyse and compare different viewpoints, perspectives and approaches to sustainability and when changes are made to the environment. Evaluate the impact on the lives of the people who live there. What considerations of sustainable development affect the planning and management of environments and resources?</p>	<p><b>Geographical skills and fieldwork</b></p> <p>To gather data as a primary source using fieldwork to observe, measure, record, present and analyse the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs, six figure grid references on OS maps at different scales and computer/digital technologies.</p> <p>Local Area Study trip to Mill Hill observatory.</p>	<p><b>Human and Physical geography</b></p> <p>Understand, compare and contrast geographical patterns, similarities and differences through the study of human and physical geography between Greece and the UK. Identify and describe in detail the impact of change on the lives of people in Greece &amp; UK.</p>	<p><b>Geographical enquiry</b></p> <p>Through a study of Ancient Egypt, locate and map locations and a range of routes worldwide using six figure grid referencing. Discuss location of early civilization - geographical and human features; why River Nile is important; communicate findings and explain why conditions enabled it to grow and succeed using complex terminology, e.g. erosion, delta, meander.</p>