



Edale Rise Geography Curriculum and National Curriculum Map

The table below demonstrates how the expectations of the National Curriculum are met at Edale Rise. The vast majority of objectives are covered in multiple units across several year groups showing how our curriculum develops cumulatively, building on what has been learnt before. It also demonstrates that our curriculum purposefully revisits previous material in order to deepen learning and ensure children retain previously learnt material.

National Curriculum Statement	Edale Rise Geography Curriculum
Key stage 1	
Locational knowledge	
<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> EYFS: My Big World Year 1: My Country Year 3: Oceans and Seas
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> Year 1: My Country Year 2: United Kingdom
Place knowledge	
<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> Year 1: My Country Year 2: Forests
Human and physical geography	
<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> EYFS: The Weather and Me EYFS: My Environment EYFS: My Big World Year 1: My Country Year 1: Where I live Year 1: Weather and Seasons Year 2: Hot and Cold Places Year 2: United Kingdom
Geographical skills and fieldwork	
<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<ul style="list-style-type: none"> EYFS: My Environment EYFS: My Big World Year 1: My Country

	<ul style="list-style-type: none"> Year 1: Where I live Year 2: United Kingdom
<ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> Year 1: Where I live Year 2: United Kingdom
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Year 1: My Country Year 1: Where I live Year 2: United Kingdom
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Year 1: My Country Year 1: Where I live

National Curriculum Statement	Edale Rise Geography Curriculum
Key stage 2	
Locational knowledge	
<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<ul style="list-style-type: none"> Year 3: Oceans and Seas Year 4: Seasons and Climates Year 4: Rivers Year 5: Deserts Year 6: Biomes and Conservation Year 6: Climate Change All year groups: Place Studies (see page 6)
<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> Year 3: Oceans and Seas Year 4: Seasons and Climates Year 4: Rivers Year 5: Deserts Year 6: Biomes and Conservation Year 6: Climate Change All year groups: Place Studies (see page 6)
<ul style="list-style-type: none"> identify 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) 	<ul style="list-style-type: none"> Year 4: Seasons and Climates Year 4: Rivers Year 5: Deserts Year 6: Biomes and Conservation

Place knowledge	
<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<ul style="list-style-type: none"> Year 4: Rivers All year groups: Place Studies (see page 6)
Human and physical geography	
<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> Year 3: Oceans and Seas Year 3: Volcanoes and Earthquakes Year 4: Seasons and Climates Year 4: Rivers Year : Arctic and Antarctica Year 5: Deserts Year 5: Flooding and Drought Year 5: Restless Earth Year 6: Biomes and Conservation Year 6: Climate Change Year 6: Coasts
Geographical skills and fieldwork	
<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Year 3: Oceans and Seas Year 4: Seasons and Climates Year 4: Rivers Year : Arctic and Antarctica Year 5: Deserts Year 5: Flooding and Drought Year 5: Restless Earth Year 6: Biomes and Conservation Year 6: Climate Change
<ul style="list-style-type: none"> use the eight points of a compass, 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 	<ul style="list-style-type: none"> Year 4: Seasons and Climates Year 5: Deserts Year 6: Coasts
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Year 3 Wild Weather Year 4: Rivers Year 6: Coasts Forest Schools (all year groups)