

Cranford Park C of E primary school

Geography Curriculum Roadmap



By the end of Year 4 children

- Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
- Will be able to investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photographs. They can express their opinions and recognise that others may think differently.
- Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.

By the end of Year 1 children

- Have used maps and images to have basic locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.
- Will be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photographs.
- Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment

By the end of EYFS children

- Can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between the natural world around them and contrasting environments.
- Understand some processes and changes in the natural world, including the seasons

By the end of year 6 children

- Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
- Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.
- Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.

Onto Key Stage 3

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

By the end of year 5 children

- Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features
- Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and simply explain their opinions, and recognise why others may have different points of view.
- Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing. They know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show simple understanding of the links between places, people and environments.

By the end of Year 3 children,

- Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
- Will be able to investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photographs. They can express their opinions and recognise that others may think differently.
- Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They begin to compare places, and understand simple reasons for similarities and differences.

By the end of Year 2 children,

- Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.
- Will be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photographs.
- Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.

