



Tarvin Primary School
Geography National Curriculum Mapping



National Curriculum Mapping

How this document works:

This is a whole school overview, demonstrating where the objectives, laid out in the National Curriculum, are covered.

EYFS

This table demonstrates how each unit of work links to the Early Learning Goals and the Development Matters 2021 statements.

KS1 & 2

These tables identify the National Curriculum objectives for each year group and how they are mapped to each unit taught.

EYFS

Early Years Foundation Stage (Reception) Unit of Work	Early years outcomes: Prime Areas Development Matters 2021 statements <i>Early Learning Goals</i>	Early years outcomes: Specific Areas Development Matters 2021 statements <i>Early Learning Goals</i>
	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals. Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. To know where they live To know how they travel to school To talk about some of the differences they notice when they are in different places To talk about places when looking at books and watching tv/videos To talk about places they have been to To talk about places in stories Using language that relates to place Recognise elements of their environment that are manmade and natural Make maps from stories Follow simple maps in play
	People, Culture and Communities	Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps. Make maps from stories Follow simple maps in play

KS1

National Curriculum Objectives	Animals and their Habitats	Seasons	Our Wonderful World	Our Local Area	People and their Communities	Journeys- Food
<u>KS1 Objectives</u>						
Name and locate the world's seven continents and five oceans			✓		✓	
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			✓	✓		
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			✓	✓	✓	
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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
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					✓	✓
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			✓	✓		
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			✓	✓		
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	✓			✓		

LKS2

name and locate some of the UK's and the world's most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle

National Curriculum Objectives	Our World	Coasts	The Americas	Climate and Weather	Earthquakes and Volcanoes	Rivers and the Water Cycle
<u>LKS2 Objectives</u>						
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	✓					
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	✓	✓				✓
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)						
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			✓	✓		
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			✓		✓	✓
Describe and understand key aspects of: 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			✓			✓
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓		✓			

<p>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</p>	<p>✓</p>		<p>✓</p>			
<p>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</p>	<p>✓</p>					<p>✓</p>

Further fieldwork opportunities addressed in additional document

UKS2

National Curriculum Objectives	Protecting our Environment	Changes to our Local Environment	Study of the Alpine Region	South America	Journeys-Trade	Our World in the Future
<u>UKS2 Objectives</u>						
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				✓		
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		✓				✓
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	✓	✓	✓	✓		
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,			✓		✓	✓

mountains, volcanoes and earthquakes, and the water cycle						
Describe and understand key aspects of: 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	✓		✓	✓	✓	✓
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓	✓	
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	✓	✓				
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	✓	✓				✓

'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)' – Re-capped through lesson starters and plenaries.