



Geography Curriculum Map

| Year Group | Autumn | Spring | Summer |
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| Year 1 | <p style="text-align: center;">Where do I live?</p> <p style="text-align: center;">SCHOOL/ LOCAL AREA</p> <p>General observations of school and the local area</p> <ul style="list-style-type: none"> • People live in a 'locality' • Localities are unique • Features can be natural or man made • Our school is in an 'urban' area • Identifying the UK on a map • The UK is in Europe • Europe is a continent • Identifying Europe on a map • A map is a picture of a place or route with symbols • An aerial view is taken from above <p>We can find things out by looking around us</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK • Use locational and directional language to describe the location of features and routes on a map • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding environment • Identify seasonal and daily weather patterns in the UK • Name and locate the world's seven continents and five oceans | <p style="text-align: center;">What is the weather?</p> <p style="text-align: center;">SCHOOL</p> <p>Investigating weather in the school</p> <ul style="list-style-type: none"> • Weather can change each day • Local areas share the same weather patterns • Larger areas have different weather patterns • The UK has four seasons • Information can be collected to answer a question • Humans respond to physical events eg putting up canopies to protect people from rain • The UK has mixed weather, sometimes hot, sometimes cold and in-between <ul style="list-style-type: none"> • Use locational and directional language to describe the location of features and routes on a map • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map • Use simple fieldwork and observational skills to study the geography the key human and physical features of the surrounding environment • To identify seasonal and daily weather patterns in the UK • Use world maps, atlases and globes to identify the UK, as well as the countries studied at this stage • Name and locate the world's seven continents and five oceans • To use basic geographical vocabulary to refer to: soil, vegetation, season, weather | <p style="text-align: center;">Why don't elephants and polar bears live together?</p> <p style="text-align: center;">HOT AND COLD COUNTRIES</p> <ul style="list-style-type: none"> • The North Pole and South Pole have a cold climate all year round • Climate is an ongoing pattern of weather • The Equator has hot weather • Animals and plants are suited to their habitats and these are different around the world • Humans create buildings to suit physical features eg weather • There are seven continents • Locating hot and cold places on a map • Locating the poles and the equator on a map • Individual countries can have urban and rural areas • Antarctica and Africa are continents • Identifying Antarctica and Africa on a map <ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use world maps, atlases and globes to identify the UK, as well as the countries studied at this stage • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features • Name and locate the world's seven continents and five oceans • To use basic geographical vocabulary to refer to: sea, ocean, weather, city, town, village, house, port, harbour |

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| | <ul style="list-style-type: none"> To use basic geographical vocabulary to refer to: season, weather, town, house, shop, office | | |
| <p>Year 2</p> | <p>Is Red Riding Hood set in the UK?</p> <p>UK</p> <ul style="list-style-type: none"> The UK is made up of four separate countries Each country has a capital city A plan perspective is a picture of something, drawn from how it is seen from above Landmarks are features of the land that people use to recognise where they are We use symbols on a map as drawings are too complicated <p>People need to understand our symbols, so we use a key</p> <ul style="list-style-type: none"> Name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas Use world maps, atlases and globes to identify the UK and its countries, as well as the countries and continents studied at this stage Use aerial photos 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 Name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the UK Use simple compass directions (NSEW) and locational and directional language to describe the location and features on a map To use basic geographical vocabulary to refer to: beach, cliff, coast, forest, mountain, hill, sea, ocean, city, town, village, farm, house, shop, office, port, harbour | <p>What are the similarities and differences between London and Meghalaya?</p> <p>LONDON/ SMALL AREA OF ASIA</p> <p>Walk to Arnos Park – looking at bridges</p> <ul style="list-style-type: none"> We can answer questions by finding out for ourselves Asia is a continent, along with Europe, Africa and Antarctica Human features around the world are different from one another depending on the physical conditions eg materials, weather, mountains, rivers etc There are similarities and differences between locations, when they are compared <p>We use four compass points to know which direction something is, or which way we are travelling</p> <ul style="list-style-type: none"> Use aerial photos 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 the key human and physical features of the surrounding environment Name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the UK To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country To use basic geographical vocabulary to refer to: forest, hill, mountain, river, valley, soil, vegetation, city, town, village, town | <p>Where in the world does our food come from?</p> <p>CONTINENTS/ OCEANS</p> <ul style="list-style-type: none"> The world is made of seven plates which we call continents Each continent is split up into countries. There is one large body of water on the Earth, but we have given it five names, depending on where it is People around the world trade with each other to enable everyone to use what the world has eg food <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the UK and its countries, as well as the countries and continents studied at this stage Use aerial photos 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 Identify seasonal and daily weather patterns in the UK Use simple compass directions (NSEW) and locational and directional language to describe the location and features on a map To use basic geographical vocabulary to refer to: sea, ocean, soil, vegetation, factory, farm, shop, port, harbour |
| <p>Year 3</p> | <p>What is found inside the Earth... and how do we know?</p> <p>MOUNTAINS/ EARTHQUAKES</p> | <p>Why would people choose to live near to a volcano?</p> <p>VOLCANOES</p> | <p>Why was London chosen to be the capital city of England?</p> <p>UK CITIES/ COUNTIES</p> |

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| | <ul style="list-style-type: none"> • Tectonic plates move around to create mountains and earthquakes • There are different types of mountains and they are formed in different ways • The way that the continental plates move can be different and each way creates different physical features • The Earth is made of different layers. • The world's tallest mountain is Mount Everest • The UK's tallest mountain is Mount Snowdon in Wales <p>Mountains have features that can be named.</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, and land-use patterns; and understand how some aspects have changed over time. • To describe aspects of mountains, volcanoes and earthquakes • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. • Use the eight points of a compass, four -figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. | <ul style="list-style-type: none"> • Humans choose to settle near to places that will provide them with food and water • There are different types of volcanoes with their own specific features • Volcanoes, mountains and earthquakes are all linked • Volcanoes have features that can be named • Volcanoes provide nutrients to the Earth around it that humans can use for growing crops. Volcanoes provide humans with different metals and rocks which we use. • Contour lines show us the height of the land on a map <p>There are some standard symbols which are universal in map reading</p> <ul style="list-style-type: none"> • To describe aspects of mountains, volcanoes and earthquakes • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. • Use the eight points of a compass, four -figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. | <p>Settlements in the local area</p> <ul style="list-style-type: none"> • The UK is split up into geographical sections called counties. • There are many major cities, which are urban areas where people live and work. • Cities are usually based around a natural resource eg coal, iron or water • The land in the UK is used for different purposes, much of it farming • Cities are built from the middle, with different sorts of features as the city goes outwards • The compass can be split into eight sections, to give more precise directions and locations • Maps use a grid to locate places easily <p>When finding information to answer a geographical question, people record their findings in different ways</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features land-use patterns; and understand how some aspects have changed over time. • To describe and understand key aspects of types of settlement and land use • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. • Use the eight points of a compass, four -figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. • To 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>Year 4</p> | <p>Egypt to Uganda – What is it like at both ends of the River Nile?</p> <p>AFRICA/ CLIMATE ZONES</p> <ul style="list-style-type: none"> • Africa is a continent made up of different countries • The continent of Africa covers many climate zones • Climate zones describe the temperature and rainfall of an area • The River Nile starts in a lake and ends at the sea • There are other additional imaginary lines on the Earth to the Equator – the tropics of Cancer and Capricorn | <p>Is it true that the water we drink has already been drunk by Ancient Egyptians?</p> <p>WATER CYCLE/ RIVERS</p> <p>Friary Park – waterways</p> <ul style="list-style-type: none"> • Water travels through five different stages as part of the Water Cycle. The water goes round and round. No extra water is ever made. | <p>How did the Tudors change the way we see the world?</p> <p>NORTH AMERICA/ ENVIRONMENTAL REGIONS</p> <ul style="list-style-type: none"> • North America is a continent made up of different countries • An Environmental Region is an area that has a particular type of natural environment and physical features. • There are five major Environmental Regions in North America |

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| | <ul style="list-style-type: none"> The equator splits the world into the northern hemisphere and the southern hemisphere Countries produce 'raw materials' which are created/found because of the physical features of that place. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn To describe and understand key aspects of climate zones 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 the features studied. Use the eight points of a compass, four -figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. | <ul style="list-style-type: none"> Rivers start from a source – either underground or from up high. Water is a raw material Rivers end at the sea. Maps are drawn to scale. <p>Field Trips can be done to find out information, collect evidence and make observations about a place.</p> <ul style="list-style-type: none"> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers) and land-use patterns; and understand how some aspects have changed over time. To describe aspects of rivers and the water cycle. To describe and understand key aspects of the distribution of natural resources including water Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. To 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"> Mapping has developed over time and there are different maps for different purposes. North America produces its own 'raw materials' Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. To locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. To understand geographical similarities through the study of human and physical geography of a region in North America To 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 |
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| Year 5 | <p style="text-align: center;">What was the British Empire?</p> <p style="text-align: center;">TRADE</p> <ul style="list-style-type: none"> Britain used to be in control of many other countries as well as the UK. Trade means exchanging People around the world trade with each other to get the products they want and need. Different countries have different features which enable them to produce things that people want and need Transport has changed to enable people to trade with others all over the world. <p>Fairtrade is a scheme which makes sure that people are paid fairly for the work that they do.</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn To describe and understand key aspects of 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 the features | <p style="text-align: center;">Do we live in a biome?</p> <p style="text-align: center;">BIOMES</p> <p>What evidence can you find to decide which biome we live in? Trip to park or Coppetts Wood</p> <ul style="list-style-type: none"> Animals and plants living around the world are unique because of the climate, land type, soil, rainfall and vegetation. Some parts of the world share these characteristics. The characteristics are given names eg forest. All over the world, there are areas with shared characteristics. Fieldtrips can be used to prove something <p>We can collect our own information and analyse it, doing our own research to answer a question.</p> <ul style="list-style-type: none"> To describe aspects of climate zones, biomes and vegetation belts To describe and understand key aspects of types of settlement and land use, and the distribution of natural resources including energy, food, minerals and | <p style="text-align: center;">Why does Asia have so many natural disasters?</p> <p style="text-align: center;">ASIA</p> <p style="text-align: center;">LINES OF LONGITUDE/ LATITUDE/ TIME ZONES</p> <ul style="list-style-type: none"> Using different styles of image of a place can tell us different things about it. Asia is the largest continent with varying features in different climate zones, time zones and biomes. <p>Because we rotate around the sun, it shines on the Earth at different times. We have split the world into 'time zones' so that it makes sense.</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics and major cities. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Greenwich/Prime Meridian and Time Zones (including day and night) |
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| | <p>studied.</p> <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 OS maps) to build their knowledge of the UK and the wider world. To 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>water</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. | <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a region within North America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. |
| <p>Year 6</p> | <p>Where did the influential battles of WW2 take place?</p> <p>EUROPE</p> <ul style="list-style-type: none"> Environmental regions have an impact on the way humans use the land. People use geography skills as strategies to solving problems <p>Mapping and location are used by humans to identify what they want/need</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics and major cities. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region in a European country. Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. | <p>What should happen to Antarctica in 2041 when the Antarctic Treaty finishes?</p> <p>ANTARCTICA</p> <ul style="list-style-type: none"> Antarctica is crucial in keeping the world's temperature stable The whole world has a responsibility for Antarctica Our behaviour and actions now can have a greater impact for the future <ul style="list-style-type: none"> Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich/prime Meridian and Time Zones (including day and night) To describe aspects of climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. To describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. | <p>Should people be allowed to chop down trees in the Amazon rainforest?</p> <p>RAINFORESTS/ SOUTH AMERICA</p> <p>Trent Park – different types of flora/fauna</p> <ul style="list-style-type: none"> Taking samples of a small area gives an idea of what the bigger area is like Geographical features can be measured in different ways The rainforest can be compared to other forests Humans have an impact on natural environments, sometimes this is negative <p>The rainforests are an important biome for the whole world</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics and major cities. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within South America. To describe aspects of climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. To describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of |

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| | | | <p>OS maps) to build their knowledge of the UK and the wider world.</p> <ul style="list-style-type: none">• To 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. |
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