

GEOGRAPHY CURRICULUM MAP

Rationale for our curriculum

We intend for our Geography curriculum to inspire children's curiosity and fascination about the world around them. Our curriculum is knowledge rich, as children work through our curriculum they will know and understand more about the world around them. We aim for children to develop a love for Geography and to recognise their role in becoming a responsible global citizen. We aim to provide links with our local geographical area and community. We will further develop geographical skills within our Forest School curriculum.



Curriculum Aims

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Children are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. It is split into three areas: Past and Present, People Culture and Communities and The Natural World. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them therefore we try to arrange enrichment opportunities such as visiting parks, libraries and museums and meeting members of society such as police officers, nurses and firefighters. In addition, children listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</p> <p>Throughout the year, the children will have opportunities to develop their understanding of the world through a range of individual, small group and whole class activities – these include through core story and carpet times, Forest School, visitors and trips and focused small group activities such as cooking. Some of these will be planned, such as focusing on the changing seasons, looking at celebrations, and our key experiences, and some will arise from children's fascinations. We also teach RE each week, following an agreed school curriculum.</p> <p>In addition, knowledge of the world is developed through children's curiosities and interests during child-initiated learning time, opportunities for them to interact with resources in a carefully planned environment, and interactions with adults and peers.</p>
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	<p>INTENT</p> <p>Children will be able to:</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 					
UtW Key themes	Our families, Harvest, Autumn	Seasonal changes, Fireworks, Diwali, Christmas,	Travelling in space and the planets Exploring our senses, Different homes Polar regions, animals and global warming	Planet Earth Map work Countries and people Spring and seasonal change	Oceans and sea creatures Land of the dinosaurs and fossils and bones	Seasonal change – Summer Mini-beasts and bugs Flowers Animals
Key Vocabulary:	Harvest festival, different fruits, vegetables, crops, combine harvester, scarecrow	Countries that celebrate Diwali, google earth, India, Rangoli, Mendhi,	Google Earth, Antarctica, Arctic, David Attenborough, Senses – touch, smell, hearing, taste, sight comparisons	Local environment Human features Physical features Man made Natural Directional language	Meteorite, climate change, plastic, man made, pollution, habitats	Environmental changes, habitats
Knowledge and progression of skills: People and Communities	<p>To talk about members of their immediate family and community.</p> <p>To know everyone is special for different reasons.</p> <p>To know that we are unique because we all have different special things that we do.</p> <p>Show an awareness of the similarities and differences between people in different communities</p>	<p>To explain religious festivals and celebrations and to identify some similarities and differences.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To understand that some places are special to members of their community.</p> <p>To understand the functions of a library and why it is important.</p>	<p>Show an awareness of the similarities and differences between people around the world (Homes and Houses)</p> <p>To explore and describe ways to look after their immediate environment and why it is important.</p> <p>To know that earth is the planet we live on and that it is part of the solar system.</p> <p>To know that people have travelled to space.</p>	<p>Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</p> <p>Name and talk about human-made and natural features in the local environment, including shops, houses, streets and parks.</p> <p>To talk about people they are familiar with within their community.</p>	<p>To begin to notice and talk about the different places around the world, including oceans and seas.</p> <p>To identify different places on a globe/map.</p> <p>To know that an atlas is a book of maps.</p>	<p>To describe how the weather, plants and animals of one place are different to another using simple geographical terms.</p>

				<p>To draw information from a simple map.</p> <p>To create and describe a simple map.</p>		
Knowledge and skills	<p style="text-align: center;"><u>Understanding the world</u></p> <p style="text-align: center;">To talk about members of their immediate family and community. To name and describe people who are familiar to them To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To understand the effect of changing seasons on the natural world around them.</p>					

Year 1 Geography National Curriculum objectives

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>United Kingdom</u>	<u>United Kingdom</u>	<u>Maps and Fieldwork</u>	<u>Maps and Fieldwork</u>	<u>Mexico</u>	<u>Mexico</u>
<p>I can name, locate and identify the 4 countries and capital cities of the UK & its surrounding seas.</p> <p>I can start to use maps, atlases and globes to find the UK & its countries and seas.</p> <p>I can identify seasonal & daily weather patterns in the UK. (Sustainability curriculum)</p> <p>Talk about the weather in the UK, what happens in different seasons and how weather changes on a daily basis. (Sustainability curriculum)</p>	<p>I can name, locate and identify the 4 countries and capital cities of the UK & its surrounding seas.</p> <p>I can start to use maps, atlases and globes to find the UK & its countries and seas.</p> <p>I can identify seasonal & daily weather patterns in the UK. (Sustainability curriculum)</p> <p>Talk about the weather in the UK, what happens in different seasons and how weather changes on a daily basis. (Sustainability curriculum)</p>	<p>I can use simple fieldwork and observational skills to study the geography of school, and key human and physical features in surrounding environment.</p> <p>I can draw simple maps (real & imaginary) showing important features and using a basic key.</p> <p>I can use aerial photos & plan perspectives to recognise landmarks.</p>	<p>I can use simple fieldwork and observational skills to study the geography of school, and key human and physical features in surrounding environment.</p> <p>I can draw simple maps (real & imaginary) showing important features and using a basic key.</p> <p>I can use aerial photos & plan perspectives to recognise landmarks.</p>	<p>Compare a local city/ town in England with a contrasting city in a different country.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - 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 	<p>Compare a local city/ town in England with a contrasting city in a different country.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - 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

Year 2 Geography National Curriculum objectives

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Continents and Oceans</u>	<u>Continents and Oceans</u>	<u>Fieldwork of our local area</u>	<u>Fieldwork of our local area</u>	<u>Beside the Seaside</u>	<u>Beside the Seaside</u>
<p>I can name and locate the world's seven continents and five oceans.</p>	<p>I can name and locate the world's seven continents and five oceans.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Compare and contrast the human and physical features in two British localities.</p> <p>Compare and contrast a farm with the seaside.</p>	<p>Compare and contrast the human and physical features in two British localities.</p> <p>Compare and contrast a farm with the seaside.</p>

		<p>describe features studied.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can use simple compass directions (North, South, East and West)</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can use simple compass directions (North, South, East and West)</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, coast, forest, hill, mountain, soil, valley, vegetation, sea - key human features, including: city, town, village, factory, farm, house, office. 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, coast, forest, hill, mountain, soil, valley, vegetation, sea - key human features, including: city, town, village, factory, farm, house, office.
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Year 3 Geography National Curriculum objectives

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Countries and continents</u>	<u>Countries and continents</u>	<u>Mountains, Volcanoes and Earthquakes</u>	<u>Mountains, Volcanoes and Earthquakes</u>	<u>Italy</u>	<u>Italy</u>
Locate and name the continents on a World Map.	Locate and name the continents on a World Map.	Describe key aspects of physical geography of an area in the United Kingdom and an area in a European country	Describe key aspects of physical geography of an area in the United Kingdom and an area in a European country	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

<p>Name and locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, key topographical features and land use patterns.</p> <p>Identify the main physical and human characteristics of the countries of Europe.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p>	<p>Name and locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, key topographical features and land use patterns.</p> <p>Identify the main physical and human characteristics of the countries of Europe.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p>	<p>Describe and understand key aspects of: Physical geography including rivers, mountains, volcanoes, earthquakes.</p>	<p>Describe and understand key aspects of: Physical geography including rivers, mountains, volcanoes, earthquakes.</p>	<p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record 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>Create maps of locations identifying some features using a key.</p> <p>Describe key aspects of physical geography of an area in the United Kingdom and an area in a European country (Italy)</p> <p>Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country.</p>	<p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record 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>Create maps of locations identifying some features using a key.</p> <p>Describe key aspects of physical geography of an area in the United Kingdom and an area in a European country (Italy)</p> <p>Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country.</p>
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Year 4 Geography National Curriculum objectives

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center"><u>Climate Zones and Biomes</u></p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. (Sustainability curriculum)</p> <p>Name and locate the Equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circles and date and time zones. (Sustainability curriculum)</p>	<p align="center"><u>Climate Zones and Biomes</u></p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. (Sustainability curriculum)</p> <p>Name and locate the Equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circles and date and time zones. (Sustainability curriculum)</p>	<p align="center"><u>South America- Brazil</u></p> <p>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.</p> <p>Use fieldwork to observe, measure and record 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>Create maps of locations identifying some features using a key. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p align="center"><u>South America- Brazil</u></p> <p>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.</p> <p>Use fieldwork to observe, measure and record 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>Create maps of locations identifying some features using a key. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p align="center"><u>Rivers and the water cycle</u></p> <p>Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle. (Sustainability curriculum)</p>	<p align="center"><u>Rivers and the water cycle</u></p> <p>Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle. (Sustainability curriculum)</p>