

## GEOGRAPHY CURRICULUM MAP

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Passport Days</b>	<p>Within EYFS and Keystage One, the children will experience four passport days throughout the year. Children will learn about England, Ireland, Scotland and Wales.</p> <p>Learning will focus on:</p> <ul style="list-style-type: none"> <li>• Naming and locating each country</li> <li>• identifying the capital city of each country and other major cities</li> <li>• Know the seas that surrounding Great Britain</li> <li>• Use maps and atlases and Google earth to identify the United Kingdom and its countries</li> <li>• Use simple compass directions and directional language to describe location</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>					
<b>EYFS Cycle A/C</b>	<p><b>Cycle A – Paws, Claws and Whiskers</b> <b>Cycle C - Old MacDonald had a farm</b></p>				<p><b>Cycle A – Ship Ahoy</b> <b>Cycle C –Splish, Splash, Splosh</b></p>	
<b>KS1 CYCLE A/C</b>	<p><b>Cycle A – Paws, Claws and Whiskers</b> <b>Cycle C - Old MacDonald had a farm</b> (See supporting Hampshire resource – Hot/Cold areas)</p> <p>Locational knowledge name and locate the world’s seven continents and five oceans</p> <p>Human and Physical Geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To use basic geographical vocabulary to refer to key physical features, including: soil, valley, vegetation, forest, hill, mountain.</p>				<p><b>Cycle A – Ship Ahoy</b> <b>Cycle C –Splish, Splash, Splosh</b></p> <p>Locational knowledge name and locate the world’s seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge 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</p>	

					<p>(Seaside resort in UK compare with a Caribbean Island)</p> <p>Geographical skills and fieldwork 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</p> <p>Devise a simple map and construct basic symbols and keys.</p> <p>Human and Physical Geography Use vocabulary to refer to beach, cliff, coast, sea, ocean, river</p>	
<b>KS1 CYCLE B</b>		<p><b>Cycle B -Bright lights, big city</b></p> <p>Geographical skills and fieldwork To 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</p> <p>To use vocabulary to refer to human features including city, town, village, shop.</p>	<p><b>Cycle B -Whatever the weather</b> (See supporting Hampshire resource – Weather in the UK)) Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use basic geographical vocabulary to refer to key physical features, including: season and weather</p> <ul style="list-style-type: none"> <li>• To use simple field work and observational skills to study geography of</li> </ul>	<p><b>Cycle B- Street detectives</b></p> <p>Geographical skills and fieldwork Local Study – Moulton</p> <p>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</p> <p>use aerial photographs and plan perspectives to recognise</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	

			the school and surrounding environment	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. Human and Physical Geography  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, shop		
<b>Passport Days</b>	<p>In Lower Key stage 2, the children will experience three passport days throughout the year. Children will learn about France, Italy, Spain (Cycle A) and Germany, Netherlands and Iceland (Cycle B)</p> <p>Coverage will include:</p> <p>Location of the European and neighbouring countries.</p> <p>How we would reach the country from the UK, which countries would we travel across? How would we travel from France to Spain, Spain to Italy?</p> <p>Location of country related to the equator and the tropics</p> <p>Surrounding seas/ oceans.</p> <p>Mountain ranges and key rivers and cities.</p> <p>Climate – using data to discover the climate of the country</p>					

	Why would people visit this country? Land use and exports Cultural elements					
<b>YEAR 3 /4 CYCLE A</b>		<u>Chocolate</u> <u>Fair trade</u> <b>Human and Physical Geography</b> Describe and understand human geography land use, economy activity including trade links Including:  Location of cocoa trees and climate? Pod to product Ghanaian cocoa farmers	<u>Wondrous World</u> <b>Human and Physical Geography</b> Describe and understand key aspects of physical geography including volcanoes and earthquakes  What they are and where they are? Features and types Tectonic plates and ring of fire Life in volcanic areas Comparing volcanic and non-volcanic areas			<u>Water World</u> <b>Human and Physical Geography</b> Describe and understand key aspects of physical geography including mountains, rivers and the water cycle.  Mountain Ranges Mountain climates Impact of tourism  Local rivers River features – journey of a river Uses of rivers Famous rivers Impact of flooding Impact of river pollution Water cycle
<b>YEAR 3 /4 CYCLE B</b>	<u>The wind in our sails</u> <b>Place Knowledge</b> Understanding a local area to include United Kingdom. <b>Locational Knowledge</b> Name and locate counties and cities of the United Kingdom	<u>The wind in our sails</u> <b>Place Knowledge</b> <b>Study of Netherlands (Holland)</b>  Understanding beyond the local area to include Europe.	<u>Tomb Raiders</u> <b>Locational Knowledge</b> Locate the world countries using maps. Identify the position on the Earth and explain its significance <b>Human and Physical Geography</b>			

	<p>Identify land use patterns and understand how these have changed over time.</p> <p>Location of Moulton Surrounding counties, local rivers Land use within Lincolnshire - farming Tourism within Moulton/ impact</p>	<p>Location, climate, major cities Land use Comparison to Lincolnshire Sea defences</p>	<p>Describe and understand aspects of physical geography including climate zones, biomes.</p> <p>Location of Egypt Climate, population, landscape, biome Holidays in Egypt Investigating the River Nile</p>			
<b>Passport Days</b>	<p>In Upper Key stage 2, the children will experience three passport days throughout the year. Children will learn about South Africa, China, New Zealand (Cycle A) and Australia, India and the United States of America Netherlands and Iceland (Cycle B)</p> <p>Coverage will include:</p> <p>Location of the countries in the world How we would reach the country from the UK, which countries would we travel across? How would we travel from the UK to these countries. Location of country related to the equator and the tropics Surrounding seas/ oceans. Mountain ranges and key rivers and cities. Climate – using data to discover the climate of the country Why would people visit this country? Land use and exports Cultural elements</p>					
<b>YEAR 5/6 CYCLE A</b>	<p><b><u>Rainforests</u></b> Study of South America <b>Locational Knowledge</b> Locate South American countries. Identify major cities, physical and human characteristics Identify the position on the Earth and explain its significance</p>	<p><b><u>Ola Mexico</u></b> Study of North America Locate North American countries. Identify major cities, physical and human characteristics</p>	<p><b><u>Study of Greece</u></b> <b><u>European Study</u></b> Identify the position on the Earth and explain its significance  Identify the physical features of Greece, including rivers, mountains,</p>	<p><b><u>Mr McGregor's Garden</u></b> <b><u>Land use patterns across the UK</u></b>  How is land used across the uk? How is land used in Lincolnshire? Types of settlement</p>		

	<p><b>Place Knowledge</b> Similarities and differences between Lincolnshire and the amazon.</p> <p><b>Human and physical geography</b> Describe and understand climate zones, biomes and vegetation belts</p> <p>Rainforest locations Layers Climate Tribes Deforestation</p>	<p>Identify the position on the Earth and explain its significance</p> <p><b>Human and physical geography</b> Describe and understand climate zones, biomes and vegetation belts</p> <p>Location Climate Physical geography- varied landscape Tourist destination – what attracts tourists?</p>	<p>vegetation, climate zones and biomes.</p> <p>Identify the human features of Greece – land use and tourism and settlement.</p> <p>Location, climate, rivers, mountains Food, music, clothes and leisure</p>	<p>Trade links – food distribution How is</p>		
<b>YEAR 5/6 CYCLE B</b>	<p><b>Creeping Coasts</b> <b>Locational Knowledge</b> Locate counties and cities of the UK Identify key topographical features of coasts Understand how aspects have changed over time</p> <p><b>Malham Cove</b> <b>Locational Knowledge</b> Locate counties and cities of the UK</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region within the UK (Malham Cove)</p>	<p><b>European country</b> Germany</p> <p><b>Locational Knowledge</b> Locate the world countries focusing on Europe identify key physical and human characteristics and major cities</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region within the Europe</p>			<p><b>South American Study</b> The Galapagos</p> <p><b>Locational Knowledge</b> Locate the world countries focusing on South America identify key physical and human characteristics and major cities</p> <p>Identify the position on the Earth and explain its significance</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical</p>	

	<p><b>Human and physical geography</b> Describe and understand key aspects of physical geography including rivers, caves, cliffs, coasts and mountains</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases and digital mapping Use four and six figure grid references, symbols, keys to build their knowledge of the UK Use fieldwork to observe, measure, record and present human and physical features of an area.</p> <p>British coastal areas Coastal features Coastal defences Coastal disasters Coastal defences Changes in land use – impact Water cycle</p>	<p>Location – position in Europe Climate Key cities, rivers, mountains, population</p>			<p>geography of a region within South America</p> <p>Location Volcanic activity Impact of tourism</p>	
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## **Geography skills to embed in each topic**

### **Key Stage One**

Children should be provided with repeated learning opportunities in the following areas:

- Map, globe and photograph skills
- Fieldwork
- Continents, oceans, the United Kingdom countries and their local area

### **Key Stage Two**

Children should be provided with repeated learning opportunities in the following areas:

- Map, globe and photograph skills and geography vocabulary
- Fieldwork
- UK human and physical similarities and differences
- Global human and physical similarities and differences