

GEOGRAPHY CURRICULUM MAP

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Passport Days	<p>Within EYFS the children will experience three passport days: School, Moulton & England Within Key Stage One the children will experience three passport days: Scotland, Wales, and Northern Ireland. Cycle A Focus: Human Features Cycle B Focus: Physical Features Learning will focus on:</p> <ul style="list-style-type: none"> • Naming and locate England, Ireland. Scotland and Wales • identifying the capital city of each country and other major cities • Know the seas that surrounding Great Britain • Use maps and atlases and Google Earth to identify the United Kingdom and its countries • Use simple compass directions and directional language to describe location • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 					
EYFS	Cycle A – Paws, Claws and Whiskers				Cycle A – Splish, splash, splosh	
KS1 CYCLE A	<p>Cycle A – Paws, Claws and Whiskers</p> <p><u>Locational knowledge</u> name and locate the world’s seven continents and five oceans</p> <p><u>Human and Physical Geography</u> 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>Cycle A – Splish, splash, splosh</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 (Seaside resort in UK compare with a non-European country)</p> <p>Geographical skills and fieldwork</p>	

				<p>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>	
<p>KS1 CYCLE B</p>		<p>Cycle B - Past Times</p> <p><u>Geographical skills and fieldwork</u> 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>Cycle B -Whatever the weather</p> <p><u>Human and Physical Geography</u> 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> <p>To use simple field work and observational skills to study geography of the school and surrounding environment</p>	<p>Cycle B- Street detectives</p> <p><u>Geographical skills and fieldwork</u> 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 landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational</p>	

				<p>skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Human and Physical Geography</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, shop</p>		
Passport Days	<p>In Lower Key stage 2, the children will experience three passport days throughout the year. Children will learn about France, Italy and Poland (Cycle A) and Germany, Greece and Iceland (Cycle B)</p> <p>Coverage will include:</p> <p>Location of Europe, the country 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 in relation to the equator and the tropics</p> <p>Surrounding seas/ oceans.</p> <p>Mountain ranges and key rivers and major cities.</p> <p>Climate – using data to discover the climate of the country including rainfall and temperatures</p> <p>Why would people visit this country?</p> <p>Land use and exports</p> <p>Cultural elements</p>					
YEAR 3 /4 CYCLE A		<p><u>Chocolate- Geography elements</u></p> <p>Human and Physical Geography</p> <p>Describe and understand human geography land use, economic activity including trade links including:</p>	<p><u>Wondrous World Volcanoes-</u></p> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes</p>			<p><u>Water World Rivers -</u></p> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of physical geography including rivers and the water cycle.</p>

		<p>To know where cocoa is grown and how.</p> <p>To know how cocoa is harvested and manufactured to make chocolate.</p> <p>To know about the life of a Ghanaian cocoa farmer and the challenges they face.</p> <p>Compare the life of a Ghanaian farmer with a local farmer</p>	<p>Know what a volcano is</p> <p>Name and locate world volcanoes</p> <p>Explain why it erupts</p> <p>Know that ash, gas, lava and rocks are released when a volcano erupts.</p> <p>Explain the impact of eruption on the local area, the environment and the local people.</p> <p>Explain the difference between a dormant, active and extinct volcano.</p> <p>Know what tectonic plates are.</p> <p>Know that most world's volcanoes are found at the boundaries of tectonic plates.</p> <p>Know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur.</p> <p>Describe some of the human and physical features of Hawaii, a volcanic area.</p>			<p>To explain the water cycle.</p> <p>To identify the features of a river and the journey from source to mouth</p> <p>To know how rivers are used</p> <p>To know the main rivers of the UK</p> <p>Impact of river pollution</p> <p>To research a world river of their choice.</p> <p>To conduct fieldwork</p>
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<p>YEAR 3 /4 CYCLE B</p>	<p><u>The wind in our sails – Moulton Focus Local Area Settlement</u></p> <p>Place Knowledge Understanding a local area to include United Kingdom.</p> <p>Locational Knowledge Name and locate counties and cities of the United Kingdom Identify land use patterns and understand how these have changed over time.</p> <p>Locate the UK on a map, Lincolnshire, Spalding, Moulton and London.</p> <p>Use the 8 compass points to navigate around a map.</p> <p>Identify types of settlement and describe them.</p> <p>Use maps and map symbols to describe settlements.</p> <p>To know what a human and physical feature is and identify human and physical features in the local area.</p> <p>To know what a service is and identify them in the local area.</p> <p>Collect and gather data based on how adults to get to work.</p>	<p><u>The wind in our sails Place Knowledge Study of Netherlands (Holland)</u></p> <p>Understanding beyond the local area to include Europe.</p> <p>Location, climate, major cities Land use Comparison to Lincolnshire Sea defences</p>	<p><u>Tomb Raiders – Egypt/The Nile Locational Knowledge</u> Locate Egypt using maps and globes</p> <p>Identify the position on the Earth and explain its significance</p> <p><u>Human and Physical Geography</u> To be able to describe the location and features of the river Nile</p> <p>To describe the journey of the River Nile from source to mouth (Planbee lesson 1 and 2 only)</p>	<p><u>Mountains Human and Physical Geography</u> Describe and understand key aspects of physical geography including mountains.</p> <p>To know what a mountain is.</p> <p>To know the major mountains of the UK</p> <p>To identify where major mountain ranges are across the world</p> <p>Compare UK mountains to world mountains</p> <p>To know why mountains have their own climate</p> <p>To know what makes mountains a popular tourist destination and compare the destinations between seasons.</p>		
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<p>Passport Days</p>	<p>In Upper Key stage 2, the children will experience three passport days throughout the year. Children will learn about Australia, Japan and Ghana (Cycle A) Peru, Canada and India Coverage will include: 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>					
<p>YEAR 5/6 CYCLE A</p>	<p><u>Rainforests</u> <u>(Planbee to adapt)</u></p> <p>Understand what a biome is and name and describe the main biomes</p> <p>Locate rainforests across the world on a world map and explain the significance of their location</p> <p>To know what the 4 main layers of a rainforest are and their features</p> <p>Define the word ‘climate’ and use charts and graphs to explore the rainforest climate</p> <p>Discover the indigenous tribes of the rainforest and compare to modern society</p> <p>Explore how the rainforests are under threat and steps that can be taken to save them.</p>	<p><u>The Maya</u></p> <p>Locating the modern day countries of The Maya civilisation southern Mexico, Guatemala, northern Belize and western Honduras.</p>	<p><u>Study of Greece</u> <u>European Study</u></p> <p>Building on year 3 / 4 passport day.</p> <p><u>Modern Day Greece</u> Identify the physical features of Greece, including rivers, mountains, vegetation, climate zone.</p>	<p><u>Our global Garden</u> <u>– Where does our food come from?</u></p> <p>Identify different climate zones.</p> <p>To know the UK is a temperate climate zone and what food is grown locally.</p> <p>Investigating where our food comes from across the world in varying climate zones – temperate, Mediterranean, tropical</p> <p>To explain how land is used to produce food in the UK</p> <p>To understand and describe the trade links that enable</p>		<p><u>A study of a North American Region</u></p> <p>To know the countries of north America</p> <p>Investigate and compare climates of North America</p> <p>Identify some of the physical features of North America (Grand Canyon, Niagar Falls) and human features (Hoover Dam/ Panama Canal)</p> <p>To name and explore some capital cities of North America</p> <p>To explore the time zones of North America and how these compare to world time zones</p>

	Independent study – research a rainforest			food from around the world to be sold in the United Kingdom.		Compare a region in the UK to a region in North America
YEAR 5/6 CYCLE B	<p>Creeping Coasts Locational Knowledge Locate counties and major cities of the UK (building on 3/ 4 counties that surround Lincolnshire)</p> <p>To know what coasts are and how they are formed</p> <p>Locate key coastal places and match key topographical features of coasts</p> <p>To find out about the physical features of coasts and the processes of erosion that affect them. (caves, arches, stacks, stumps)</p> <p>To understand how the process of erosion creates other features such as caves and meanders in streams (Malham fieldwork).</p> <p>To explore different strategies of coastal management.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a</p>	<p>This work builds from Year 3 and 4 Passport Day (light coverage) and ensures children know location of modern Germany and countries involved in WW2 in preparation for the WW2 topic.</p> <p>European country Germany</p> <p>Locational Knowledge Locate the world countries focusing on Europe identify key physical and human characteristics and major cities</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within the Europe</p> <p>Location – position in Europe Climate Key cities, rivers, mountains, population</p>			<p>South American Study Locational Knowledge</p> <p>Identify the continent of South America and its countries</p> <p>To describe the climate by interpreting data sets</p> <p>To identify major mountain ranges</p> <p>To compare and contrast the human geographical features of South American countries</p> <p>To find out about the trade and industry of South America.</p> <p>To compare an area of South America with the UK</p> <p>To conduct an in-depth study of a South American country</p>	

	<p>region within the UK (Malham Cove)</p> <p>Human and physical geography Describe and understand key aspects of physical geography including caves, cliffs, coasts and mountains</p> <p>Geographical skills and fieldwork 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>					
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