

Geography Whole School Curriculum Map – 2021/2022

Year Group:	Autumn Term:	Spring Term:	Summer Term:
Reception:	Seasons – autumn walks to explore the current seasonal changes and how these will differ in seasons. Children will observe the changes in their environment.	Exploring cultural differences between China and our own lives.	Recounting a holiday you have been on. Exploring climates in different countries. Looking at all four seasons and comparing the differences.
Year 1:	<p>ME, MYSELF AND I</p> <p>Geographical skills and fieldwork ----→</p> <p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to local & familiar features.</p> <p>Name & locate the four countries and capital cities of the United Kingdom using atlases & globes.</p> <p style="text-align: center;"><u>Key skills</u></p> <p>Naming key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.</p> <p>Naming key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'.</p> <p>Say what they like about their locality.</p> <p>Sort things they like and don't like.</p> <p>Identify the four countries making up the United Kingdom.</p> <p>Autumn-</p> <p>Explain how the weather changes with each season.</p> <p>Begin to explain why they would wear different clothes at different times of the year.</p> <p>Answer questions about the weather.</p>	<p>1ST HALF TERM- KATIE MORAG 2ND HALF TERM- ON THE FARM</p> <p>Name & locate the four countries and capital cities of the United Kingdom using atlases & globes.</p> <p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to local & familiar features</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>They answer some questions using different resources, such as books, the internet and atlases.</p> <p>They think of a few relevant questions to ask about a locality.</p> <p>They tell someone their address.</p> <p>Explain the main features of a hot and cold place.</p> <p>They describe a locality using words and pictures.</p> <p>They name some of the main towns and cities in the United Kingdom.</p> <p>They point out where the equator, north pole and south pole are on a globe or atlas.</p> <p>They name different jobs that people living in their area might do.</p>	<p>BUCKETS AND SPADES</p> <p>Name & locate the four countries and capital cities of the United Kingdom using atlases & globes.</p> <p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world – linked to the summer and seashores.</p> <p>Use basic geographical vocabulary to refer to local & familiar features.</p> <p>Use four compass directions & simple vocab.</p> <p>Seaside day.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>They tell something about the people who live in hot and cold places?</p> <p>They explain what they might wear if they lived in a very hot or a very cold place. (Link to Science in Spring.)</p>

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<p>Year 2:</p>	<p>The UK UK cities with a focus on London <i>Geographical enquiry</i> – labelling maps of London with key features <i>Physical geography</i> – describing London and comparing to other cities in the UK - Describe features associated with an island <i>Geographical knowledge</i> – naming the cities and countries that make up the UK</p>	<p>Seven continents and countries within – Italy (Europe), Australia (Australasia), USA (North America), Brazil (South America), Ghana (Africa), China (Asia), Antarctica.</p> <p><i>Geographical enquiry</i> - Label a diagram/map using geographical vocabulary - Discuss localities by using different sources of evidence <i>Physical geography</i> - Explain what makes a locality special - Describe some places away from the UK, outside of Europe using geographical language <i>Human geography</i> - Describe how jobs may be different in different parts of the world - Describe the effects humans have on a piece of land/country - Explain how the weather/climate affects different people. Could you also look at the location of hot and cold areas in relation to the Equator? - Look at the location of hot and cold area of the world in relation to the equator. <i>Geographical Knowledge</i> - Locate some of the world's major rivers and mountain ranges - Point out North, South, East and West Use aerial photographs to recognise landmarks Could you compare a small area of the UK with a contrasting non-European country during this topic? Including looking at human and physical geography.</p>	<p>Local area/environmental issues and solutions</p> <p><i>Geographical enquiry</i> - Find out about a locality by asking some relevant questions to someone else - Say what they like and don't like about their locality and another locality like the seaside? <i>Physical geography</i> - Describe some physical features of their own locality. - Describe some places which are not near the school. - Find the longest and shortest route using a map. <i>Human geography</i> - Explain what facilities a town or village might need. - Positively and negatively evaluate the impact humans have upon an area. <i>Geographical knowledge</i> - Find where they live on a map. - Continue to discuss North, South, East and West using maps.</p>
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		<p style="color: red;">- Using the skills detailed above a locality that has been studied to the UK.</p>	
Year 3/4	<p><u>Cycle A:</u></p> <p>Comparing Rome to the local area Including:</p> <ul style="list-style-type: none"> • Pompeii – describing how volcanoes impact on human lives <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • Use correct geographical words to describe a place and the events that happen there <p>Physical Geography:</p> <ul style="list-style-type: none"> • Describe how volcanoes are created • Confidently describe physical features in a locality <p>Human Geography:</p> <ul style="list-style-type: none"> • Describe how volcanoes have an impact on people's lives • Confidently describe human features in a locality • Explain how a locality has changed over time with reference to human features • Suggest different ways that a locality could be changed and improved <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> • Locate and name some of the world's most famous volcanoes <p><u>Cycle B:</u></p> <p>Using maps to locate the British Empire in Victorian times (locational knowledge and geographical skills)</p> <p>Physical Geography:</p> <ul style="list-style-type: none"> • Use maps and atlases appropriately by using contents and indexes 	<p><u>Cycle A:</u></p> <p>Geography of Africa – landscapes, countries, rivers, lakes, seas</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • Identify key features of a locality by using a map • Accurately plot NSEW on a map • Use some basic OS map symbols <p>Physical Geography:</p> <ul style="list-style-type: none"> • Confidently describe physical features of a locality. • Recognise the 8 points of the compass. <p>Human Geography:</p> <ul style="list-style-type: none"> • Explain what a place is like. • Explain how a locality has changed over time with reference to human features. • Find and discuss different views about an environmental issue and describe their view. • Suggest ways that a locality could be changed and improved. • Explain how people are trying to manage their environment. <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> • Be aware of the weather in different parts of the world. <p><u>Cycle B:</u></p> <p>Using maps to geographical enquiry using maps and geographical enquiry skills</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • Find the same place on globe and in an atlas 	<p><u>Cycle A:</u></p> <p>Where are rainforests located? Including: Understanding the equator Layers of the canopy Climate zones, biomes and vegetation belts</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> • Use correct geographical words to describe a place and the events that happen there. • Identify key features of a locality by using a map. • Make accurate measurement of distances within 100Km. • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? <p>Physical Geography</p> <ul style="list-style-type: none"> • Use maps and atlases appropriately by using contents and indexes. • Confidently describe physical features in a locality. <p>Human Geography</p> <ul style="list-style-type: none"> • Confidently describe human features in a locality. • Explain why a locality has certain human features. • Explain why a place is like it is. • Explain how a locality has changed over time with reference to human features • Find different views about an environmental issue? What is their view • Suggest different ways that a locality could be changed and improved <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Name a number of countries in the Northern Hemisphere • Be aware of the weather in different parts of the world. <p><u>Cycle B:</u></p>

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	<p>Geographical Knowledge:</p> <ul style="list-style-type: none"> Name a number of countries in the Northern Hemisphere Name and locate well known European cities 	<p>Physical Geography:</p> <ul style="list-style-type: none"> Describe the main features of a village and describe the main physical differences between cities and villages <p>Human Geography:</p> <ul style="list-style-type: none"> Explain how people are attracted to living in cities Explain why people may choose to live in a village rather than a city <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> Name 6 cities in the UK and locate them on a map <p>Mountain/volcano localities and formations <i>Links to be made to the water cycle (Science).</i></p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> Label the same features on an aerial photograph and on a map <p>Physical Geography:</p> <ul style="list-style-type: none"> Describe how volcanos are created Describe how earthquakes are created <p>Human Geography:</p> <ul style="list-style-type: none"> Describe how volcanoes have an impact on people's lives <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> Locate and name some of the world's most famous volcanoes Locate the tropic of Cancer and Capricorn Identify latitude, longitude, arctic and Antarctic circle 	<p>Stone Age</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> Identify key features of a locality by using a map Accurately plot NSEW on a map Identify latitude, longitude, arctic and Antarctic circle Use some basic OS map symbols <p>Physical Geography:</p> <ul style="list-style-type: none"> Recognise the 8 compass points <p>Human Geography:</p> <ul style="list-style-type: none"> Describe how volcanoes have an impact on people's lives Describe human features in a locality Explain why a place is like it is <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> Locate and name some of the world's most famous volcanoes
Year 5/6	<p>Cycle A:</p> <p>Where were children evacuated to? Contrasting localities Countries of the world Europe</p>	<p>Cycle A:</p> <p>India – location Link to fair trade topic for economic links Look at climate zones, biomes and vegetation belts maybe during the India topic?</p> <p>Cycle B:</p>	<p>Cycle A:</p> <p>Can they map land use? (Himley/Long Mynd trip)</p> <p>Can they make detailed sketches and plans; improving their accuracy later? (Himley/Long Mynd)</p>

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	<p>Can they give an extended description of the human features of different places around the world? Local main countries involved in WW2 such as Russia on a map</p> <p><u>Cycle B:</u></p> <p>Locate Greece and other European countries on a map.</p> <p>Locate the main city states in Ancient Greece on a map.</p> <p>Comparing Greece with the local area.</p> <p>Make comparisons between Ancient and Modern Greece land uses and physical and human geographical features explaining things that have changed and things which have stayed the same</p> <p>Can they find possible answers to their own geographical questions? (How are they similar/different?)</p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time? (Plan route from Athens to Sparta)</p>	<p>Human characteristics of local area</p> <p>Compare local area with another on a different continent</p> <p>Locality fieldwork – Himley?</p> <p>Can they map land use with their own criteria?</p> <p>Can they recognise key symbols used on ordnance survey maps?</p> <p>Can they map land use? (Himley/Long Mynd trip)</p> <p>Can they make detailed sketches and plans; improving their accuracy later? (Himley/Long Mynd)</p> <p>Can they confidently explain scale and use maps with a range of scales?</p> <p>Can they choose the best way to collect information needed and decide the most appropriate units of measure?</p> <p>Can they make careful measurements and use the data?</p> <p>Can they use OS maps to answer questions?</p>	<p>Can they recognise key symbols used on ordnance survey maps?</p> <p>Can they confidently explain scale and use maps with a range of scales?</p> <p>Can they choose the best way to collect information needed and decide the most appropriate units of measure?</p> <p>Can they make careful measurements and use the data?</p> <p>Can they use OS maps to answer questions?</p> <p>Can they create sketch maps when carrying out a field study</p> <p>Can they explain why many cities of the world are situated by rivers?</p> <p><u>Cycle B:</u></p> <p>Survival on island – global warming and understanding of the current climate.</p> <p>Can they explain why many cities of the world are situated by rivers? (Egypt Nile)</p> <p>Holes - United States of America - the 51 states Comparing landscapes</p>
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	<p>Can they explain how a location fits into its wider geographical location; with reference to physical features? (Athens and Sparta)</p> <p>Name and locate many of the world's most famous mountain regions on maps? (Y4 Mountains topic – reference during Taygetos Greece lessons)</p> <p>Can they describe how some places are similar and others are different in relation to their physical features?</p>	<p>Can they collect information about a place and use it in a report?(BCM information leaflet following trip)</p> <p>Can they find possible answers to their own geographical questions? Children to generate questions about why Black Country was key in IR)</p>	<p>Locate the USA and Canada on a world map and atlas?</p> <p>Can they give extended descriptions of the physical features of different places around the world?</p> <p>Can they give an extended description of the human features of different places around the world?</p> <p>Can they name the largest desert in the world?</p> <p>Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</p> <p>Can they explain how the time zones work using terminology such as latitude and longitude,</p>
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