

Geography Curriculum Map

EYFS: Geography forms part of Understanding The World			
Nursery	<ul style="list-style-type: none"> ● Learn about our families ● Explore natural materials ● Explore differences between people. ● Opportunities explore seasonal natural objects. ● Opportunities to explore different forces. ● Plant more bulbs for Spring ● Exploring different cultures ● Remembrance Sunday ● Celebrating Diwali, Bonfire Night, Christmas and the Nativity. 	<ul style="list-style-type: none"> ● Plant seeds ● Learning about planets ● Chinese New Year ● Tasting food from different cultures ● Explore different countries related to food ● Look at materials and change(ice/snow) ● Caring for and seeds and plants and animals ● Living eggs hatching chicks ● Life cycles of plants and animals ● Easter Performance and Bonnet Parade 	<ul style="list-style-type: none"> ● Caring for seeds and plants ● Hatching butterflies ● Watching Tadpoles (metamorphosis) ● Explore forces and how things work ● Caring for seeds and plants ● Where do animals come from? (countries)
Reception	<ul style="list-style-type: none"> ● The features of own immediate environment ● Name of the town the school is located in. ● Navigate around our classroom and outdoor areas. ● Treasure hunts to find places / objects within our learning environment. ● Changing Seasons. ● Use and draw information from a simple map ● Aerial views- buildings, open space, roads etc. ● Communicate geographical information using maps and drawings. 	<ul style="list-style-type: none"> ● Communicate geographical information using maps and drawings. 	<ul style="list-style-type: none"> ● Explore the natural world / habitats. ● Similarities and differences between places. ● Similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. ● Communicate geographical information using maps and drawings.

	Unit 1	Unit 2	Unit 3
Year 1	<p>1.1 Wonderful Weather</p> <p><i>What is weather?</i></p> <ul style="list-style-type: none"> • What is Geography? • How does weather affect us? • Forecasting the weather. • Weather dangers • Hot and Cold Weather and locations <p>Skills</p> <ul style="list-style-type: none"> • Fieldwork- make observations and collect data • Use of maps to identify countries. <p>Final Outcome: Poster- How to stay safe in extreme weather.</p> <p>Introduction to Geography as a subject. Building on Reception Autumn 1</p>	<p>1.2 Our School Environment</p> <p><i>How can we improve our playground?</i></p> <ul style="list-style-type: none"> • Locational knowledge. Where is our school? • Aerial Photos and a variety of maps. • Field work around the school grounds. <p>Skills</p> <ul style="list-style-type: none"> • Field work / Enquiry- observe, collect, record and present data. • Creating maps, linear and sketch maps. • 4 points of a compass • Using 2 figure grid references <p>Final Outcome: Fieldwork / Enquiry report.</p> <p>Introduction to fieldwork. Builds on Reception Autumn and Summer.</p>	<p>1.3 People and Places</p> <p><i>How do places differ?</i></p> <ul style="list-style-type: none"> • Where is Bedford • Villages/Towns/Cities • Comparison of Bedford to a rural setting. • Comparison of Bedford to a contrasting UK city. <p>Skills</p> <ul style="list-style-type: none"> • Maps to locate places • Different maps to compare. • 4 points of a compass • Using 2 figure grid references <p>Final Outcome: Factfile comparing Bedford to a UK city.</p> <p>Introduction to the comparison of places. Builds on Reception Autumn 1</p>
	<p>1.1a Seasons (Science and Geography- across the year)</p> <p><i>What is the Weather like where we live?</i></p> <ul style="list-style-type: none"> • Observe and record weather for one week during each season. • To understand seasonal weather patterns within Bedford. • To identify dangerous/adverse weather within Bedford that has occurred (e.g. heat wave/flooding). <p>Skills:</p> <ul style="list-style-type: none"> • Field work.- Observe, measure and record. <p>Foundation for work on climates in 2.1 and 2.2 Building on knowledge in Reception Autumn 2.</p>		
Year 2	<p>2.1 Our Amazing World</p> <p><i>What are the 7 continents of our world</i></p> <ul style="list-style-type: none"> • 7 continents and 5 oceans • Lines of latitude- Equator. Northern and Southern Hemisphere • Hot and cold climates • Famous landmarks <p>Map Skills:</p> <ul style="list-style-type: none"> • Explain what a symbol represents. • Understand the need for a key. • Maps to locate continents and oceans • 4 points of a compass • Aerial photographs <p>Final Outcome: Poster all about Europe</p> <p>Introduction to some of the world's natural and manmade features. An opportunity for project building skills. Students must draw on all preceding topics.</p>	<p>2.2 Africa</p> <p><i>What is life like in different parts of Kenya?</i></p> <ul style="list-style-type: none"> • Similarities and differences between places • Locational Knowledge • Physical Geography- Natural Characteristics • Human Geography Comparison of Place and Culture- UK and Kenya • Climate/weather <p>Skills</p> <ul style="list-style-type: none"> • Maps to identify countries, cities and features. • 4 points of a compass • Using 2 figure grid references <p>Final Outcome: Leaflet about Kenya pulling on information taught over the 5 weeks.</p> <p>Introduces the human and physical environments of Africa as a diverse and dynamic continent. Builds on 1.2 People and Places- comparison</p>	<p>2.3 Wonderful Water</p> <p><i>Why do people enjoy visiting rivers and coasts?</i></p> <ul style="list-style-type: none"> • Locational Knowledge- River Great Ouse and Norfolk • Physical Geography- Source and Mouth, Coast • Field Trip to the Embankment to explore how people enjoy the river environment. <p>Skills</p> <ul style="list-style-type: none"> • Enquiry / Fieldwork- collect, record and present data. • Locate / identify local key features using maps. • Using 2 figure grid references • Using a key with OS symbols. <p>Final Outcome: Fieldwork report.</p> <p>Introduction to enquiry and fieldwork outside the school. Builds on 1.3 Marvellous Mapping</p>

<p>Year 3</p>	<p>3.1 Volcanoes</p> <p><i>What are volcanoes and why do they occur?</i></p> <ul style="list-style-type: none"> • Structure (tectonic plates) • Distribution • Impact of eruptions and earthquakes <p>Skills:</p> <ul style="list-style-type: none"> • Maps to locate countries, counties and cities. • 8 points of a compass • Using 4 figure grid references <p>Final Outcome: Non-chronological report drawing together knowledge from the unit.</p> <p>Final Outcome: Non-chronological report about Volcanoes.</p> <p><i>Introduction to hazards. Link to Science topic Rocks.</i> <i>Builds on map skills from all previous Units and develops locational knowledge from 2.1 It's a Wonderful World</i></p>	<p>3.2 Settlements</p> <p><i>What makes a good location for a settlement?</i></p> <ul style="list-style-type: none"> • Prehistoric Settlements and their locations. • Factors that determine the design of human settlements. • Why have people settled in Bedford? • How has the geography of Bedford changed? <p>Skills:</p> <ul style="list-style-type: none"> • Mapping skills- comparison of different local maps, old and current and aerial photos. • Using 4 figure grid references • Using a key with OS symbols <p>Final Outcome: Design a new settlement and explain/justify ideas.</p> <p><i>Introduction to settlements.</i> <i>Builds on 1.1b Castles and Map work in 1.3 and 2.3 also History Unit 3.1 Stone Age to Iron Age.</i></p>	<p>3.3 Our Local Area</p> <p><i>How can we improve our local area?</i></p> <ul style="list-style-type: none"> • Locational knowledge • Field trip to Castle Road Area to collect land use data. <p>Skills:</p> <ul style="list-style-type: none"> • Enquiry Skills / Field work- observe, collect, record and present data. • Mapping tools to locate and identify local key features. • Using 4 figure grid references • Using a key with OS symbols <p>Final Outcome: Fieldwork report using Google Slides and Sheets.</p> <p><i>Builds on 1.2 and 1.3 Marvellous Mapping and 3.2 Settlements</i></p>
<p>Year 4</p>	<p>4.1 South America</p> <p><i>How does South America compare to the UK?</i></p> <ul style="list-style-type: none"> • Locational knowledge • Natural features and landmarks • Comparison of place <p>Skills:</p> <ul style="list-style-type: none"> • Maps to locate countries and cities and to identify features. • 8 points of a compass • Using 4 figure grid references • Using a key with OS symbols <p>Final Outcome: Non-chronological report</p> <p><i>An important comparison study to build global awareness.</i> <i>Allows for development of geographical/map skills.</i> <i>Builds on how others live (1.2), our world (4.1)</i></p>	<p>4.2 Tropical Rainforests</p> <p><i>What is life like in the Rainforest?</i></p> <ul style="list-style-type: none"> • Tropical climates • Plant and animal adaptations • Key lines of latitude • Importances of rainforests • Reasons for deforestation • Impact of deforestation. <p>Skills:</p> <ul style="list-style-type: none"> • Maps to locate countries and cities and to identify features. • 8 points of a compass • Using 4 figure grid references • Using a key with OS symbols <p>Final Outcome: Letter to Brazilian President</p> <p><i>Introduction to changing Rainforest environments.</i> <i>Builds on 4.1 South America, 2.1 It's a Wonderful World, 2.2 Africa</i></p>	<p>4.3 Temperate Forests</p> <p><i>How are Temperate forests different to Tropical Rainforests?</i></p> <ul style="list-style-type: none"> • Where in the world do we find temperate forests? • Climate data. <p>Skills</p> <ul style="list-style-type: none"> • Enquiry / Fieldwork-make observations, collect, record and present data. Maps to locate countries and cities and to identify features. • Using 8 points of a compass • Using 4 figure grid references. <p>Final Outcome: Comparison report drawing on climate and fieldwork data.</p> <p><i>Enquiry and fieldwork unit with opportunities to process data.</i> <i>Builds on 4.2 Tropical Rainforest, 3.3 Our Local Area</i></p>

<p>Year 5</p>	<p>5.1 Eastern Europe</p> <p><i>What are the differences and similarities between Poland and England?</i></p> <ul style="list-style-type: none"> • Location and countries. • Reasons behind Eastern/Western Europe • Physical geography • Tourism • Comparison of Poland and UK-Whole country <p>Skills:</p> <ul style="list-style-type: none"> • Maps to locate countries and cities and to identify features. • 8 points of a compass • Using 6 figure grid references • Using a key with OS symbols <p>Final Outcome: Compare the human features of Poland with England in a fact file.</p> <p>Introduction to political factors influencing European geography. Builds on comparison study in 4.1 and 2.2</p>	<p>5.2 Reduce, Re-use, Recycle</p> <p><i>How can we help the environment in our local area?</i></p> <ul style="list-style-type: none"> • Reduce, Reuse, Recycle- disposal of waste. • Impact locally and globally- Pacific Garbage Patch • Field Work- Traffic, pollution, idling, impact on children playing. <p>Skills:</p> <ul style="list-style-type: none"> • Fieldwork- Field work- observe, measure, record and present. • Using a key with OS symbols <p>Final Outcome: Letter to Bedford Council Headteacher or Site Team.</p> <p>Introduction to field work with purpose- collecting data. Builds on 4.3 and 3.3.</p>	<p>5.3 Wonderful Water- The Sequel</p> <p><i>What are the physical features and natural processes in the formations of rivers?</i></p> <ul style="list-style-type: none"> • Water cycle • Major world rivers • The journey of a river • Erosion, deposition. <p>Skills:</p> <ul style="list-style-type: none"> • Fieldwork- Field work- observe, measure, record and present. • 8 points of a compass • Using 6 figure grid references • Using a key with OS symbols <p>Final Outcome: Explanation text on the stages of a river.</p> <p>Introduction to physical processes associated with rivers and builds world knowledge by looking at distribution of some of the world's great rivers. Links to our wonderful world (2.3) and climate and weather (3.1). Also links to Science.</p>
<p>Year 6</p>	<p>6.1 Extreme Weather and Climate</p> <p><i>What is extreme weather and what are the effects of it?</i></p> <ul style="list-style-type: none"> • Extreme weather and climate patterns. • What creates our weather? • Significance of lines of latitude- Equator, Tropics, Arctic and Antarctic Circles. • Climate change and impact of extreme weather. <p>Skills:</p> <ul style="list-style-type: none"> • Maps to locate countries and regions. • Interpret graphs • Analyse data. <p>Final Outcome: Non-Chronological report OR Newspaper report?</p> <p>Introduction to causes of weather patterns and the environmental impact. Building on 5.3 Rivers, 4.2 and 4.3 Rainforests.</p>	<p>6.2 Welcome to the UK</p> <p><i>How do settlements vary in the UK?</i></p> <ul style="list-style-type: none"> • Settlement hierarchy- capital city, city, town etc and the key features. • Land use patterns- why major towns (inc. Bedford) are located where they are. • Changes over time- Old maps. Reasons • Urban fieldwork- link to Geography and History <p>Skills:</p> <ul style="list-style-type: none"> • Enquiry / Fieldwork: -make observations, collect, record and present data. • Maps to locate countries and cities and to identify features. • Analyse maps to locate cities and towns and the physical features of these areas.. • Use old maps to explore how Bedford has changed. <p>Final Outcome: Persuasive leaflet</p> <p>Real world data handling and analysis, link to maths curriculum for Year 6. Building on 3.3 and 5.2</p>	<p>6.3 Trade and Economics</p> <p><i>Where do our goods come from?</i></p> <ul style="list-style-type: none"> • Imports/exports • Distribution of natural resources • Trade links/economy <p>Skills:</p> <ul style="list-style-type: none"> • Analysing Maps to locate countries and regions and natural resources. <p>Discussion and debate around Fair trade to link to English - making responsible decisions. Building on mapping skills and Rainforests 4.3</p>