

# Geography Curriculum Map

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

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

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

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