

## Whole School Geography Map



### Big Ideas

- Work and communicate geographically
- Where in the world?
- Human and physical features
- Human and physical processes

### Reception- My World

An introduction to where they live, their village, their school, town and the country of England its place in the UK. Children will explore their school grounds and their local area, following and making their own plans and maps.

### Seasons and Celebrations

Recognise the signs of Autumn and know the four seasons.

### Wonderful Weather

Introduction to seasonal weather experienced in the UK and the signs of Winter. Children will learn that the North and South Poles are cold places.

### We are Heroes

Be Community heroes and take part in a litter pick within the school grounds. Know that plastic is harmful to the environment and discuss our plastic usage.

### Terrific Tales

Weather in Africa is different to the UK. Africa is hotter than the UK because it is closer to the Equator. Children will discuss the differences between life in the UK and Africa.

### Year 1/2- Cycle A -London

They learn the names and locations of the 4 UK countries and are able to identify London as the capital city of England. Children learn what it means to study Geography and the difference between human and physical features in the UK, including the weather.

### Me on My Map

Children learn to recite their address and they start to understand the location of Scartho in relation to Grimsby, England and the UK on a map.

Children use geographical skills to compare the human and physical features of a town (Grimsby), woodland (Dixon Woods) and seaside (Cleethorpes).

Use simple compass directions and directional language.

### Water's Edge

They will understand geographical similarities and differences through studying the human and physical features using simple fieldwork and observational skills.

### Year 1/2- Cycle B- The World

Children build on their knowledge of the UK by identifying capital cities and the seas and oceans surrounding the UK. They start to develop their global knowledge by identifying the 7 continents and 5 oceans of the world and their location in relation to the equator and poles.

### Year 1/2 – Grimsby and India comparison

Children use geographical skills to compare the human and physical features and processes of Grimsby and, including seasonal and locational variations in weather and the contrasting lives of Chembakolli's citizens. Children start to understand how physical geography shapes the world.

### Our Seaside

They will learn about their local seaside (Cleethorpes). Children will identify and describe what Cleethorpes is like in terms of jobs, amenities, weather and landscape. They will be able to describe the human and physical features of the seaside.

### Year 3/4 – Cycle A - Natural Disasters

Children will learn about the formation of volcanoes and why earthquakes happen, including finding out about some famous earthquakes. They will identify reasons why people choose to live in disaster prone areas and the impact of earthquakes on the environment and humans. Children will learn how plate tectonics shape the land and about the Richter Scale and compare magnitudes with the UK.

### The Amazon Rainforest

Children will learn about longitude and latitude so that they can build on their knowledge about the significance of global positioning to a location. They will explore the physical geography of Brazil with a specific focus on the Amazon Rainforest. They will learn about the Tropics of Cancer and Capricorn and compare the tropical and temperate climate zones. Children will learn about sustainability and deforestation and compare the Rainforest to Sherwood.

### Year 3/4 – Cycle B – Chocolate: From Bean to Bar

Children develop their geographical knowledge by learning about the tropical climate zones and the location of continents and countries where cocoa beans are grown. They will learn about tropical climate zones within these countries and compare to the UK. The children will also be introduced to Fair Trade and sustainability.

### Our Local Area

Children will use maps and digital/computer mapping to locate and describe features within their local area. They will start to use symbols and key within their map work. They will use the eight points of a compass to describe position and direction when following/creating maps. Children will learn about the amenities within the local area and employment opportunities that they provide.

### Coastlines

Children will be able to locate and name two contrasting coastlines of the UK (Jurassic coast,

### Year 5/6 – Cycle A- WW2

They will develop their geographical knowledge of the location of countries of Europe and how the map of Europe has changed over time.

### Extreme Environments

Children will gain knowledge about the diverse climate zones and biomes of the world. They will identify and compare the physical and human features of three localities with contrasting climate zones and biomes and how these affect habitats, trade and industry. The children will learn how human activity is impacting on the planet.

### The Olympics

The children will develop their global knowledge of continents, countries and climate zones by locating and comparing venues. They will also learn about sustainability and how some venues have been left to decay whilst others have been repurposed.

### Year 5/6 – Cycle B - Town and Country

Children will develop their knowledge by studying and comparing contrasting villages (the immediate locality, Scartho and a rural village, Tealby). They will be able to describe and understand how and why places are different.

### Fairtrade

Children will further their knowledge of countries of Europe and S America. They will build on their knowledge of Fairtrade and develop their understanding of Trade and Globalisation. They will learn how materials for products are developed, manufactured and transported worldwide. They will be able to describe places in terms of economic development. The children will also learn about human migration and the reasons for this.

### Keen to be Green

The children will further their understanding of climate change, sustainability and renewable energies and how human activity can help or hinder this – including learning about man-made and natural disasters. They will apply their learning

**Rivers**

Children will be able to name parts of a river and learn, name, locate and describe the topography and features of significant rivers of the UK and Europe and how they shape the landscape - this will build on their global knowledge.

Cleethorpes) and their bodies of water. They will compare and be able to describe the similarities and differences. Children will further develop their understanding of sustainability and learn how humans protect the coastline from erosion.

about climate zones and how different zones and environments lend themselves to different forms of renewable energy.