



Geography Curriculum Map from September 2022

Through the study of geography, St Mary's children will have an understanding of the human and physical features of their local area and the wider world. They will be able to identify and name the countries and continents of the world, where to locate them and know how to care for it

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	EYFS 2020 – Understanding The World – Children at EXP by end of EYFS will: Geography- <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons in the natural world around them. • 			EYFS 2020 - other ELGs that are relevant: CL – learn new vocabulary and use throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Engage in non-fiction books. PSED - See themselves as a valuable individual. Build constructive and respectful relationships Think about the perspectives of others. L - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. M - Compare length		
Reception Enhanced provision	<u>All about me</u> <ul style="list-style-type: none"> • Where do I live? 	<u>Superheroes</u> <ul style="list-style-type: none"> • Changing weather • Our Homes 	<u>Homes</u> <ul style="list-style-type: none"> • Polar regions • Winter 	<u>Animals</u> <ul style="list-style-type: none"> • My Community map • Rosie’s walk- maps 	<u>Growth</u> <ul style="list-style-type: none"> • Weather • Growing plants in contrasting countries-e.g. rice, coffee 	<u>Transport</u> <ul style="list-style-type: none"> • Transport around the world • Different ways to travel • Maps
BOLD NUMBERS INDICATE KEY SKILLS COVERED IN EACH UNIT						
Year 1	Seasons (Human and Physical Geography- Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in		Geography of the United Kingdom and local area (Location knowledge) 1,2,3,4		Geographical vocabulary and the coast inc. visit to Broadstairs (Human and Physical geography)	

	relation to the Equator and the North and South Poles. 3				1,2,3	
Seasonal Changes – throughout the year (link to science)						
Year 2		Passport and compass direction – inc 7 continents and oceans (Location knowledge, geographical skills and fieldwork) 1, 4		Mexico – (Human and Physical geography – Place knowledge contrasting non-European location) 2, 3		Geography of London inc. ariel photographs and mapping skills (Geographical skills and fieldwork) 4
LOWER KEY STAGE 2						
Year 3	Region of the UK (Lake District- Place knowledge) 1,2,3,4		Europe – in trade links (location knowledge) 1,2,3,4		Rainforests Skills- (Human Geography) 1,2,3	
Year 4		Rivers, Mountains and the Water Cycle (Physical geography) 1,2,3,4		Earthquakes and Volcanoes (Physical geography) 1,2		Italy – In depth European study- Place knowledge (additional learning location of Arctic and Antarctic Circles & 4 figure grid references) 1,2,3,4
Year 5		Counties and cities of the UK, geographical regions, rivers and land use activity inc. 6 figure grid (Location knowledge) 1,2,3,4		Crystal Palace - Local geography inc. human geography 1,2,3,4		North American Study – Canada including Volcanoes and earthquakes. (Place knowledge, physical geography) 1,2,3,4

Year 6	Physical geography – climate zones, biomes, vegetation. (Focus on Tundra to arctic and world time zones.) 1,3,4		Geography – Human geography economic activity – trade links 1,2,3,4		Rivers and Mountains (Geographical skills) 3,4	

National Curriculum Key Skills for Geography			
Skill Key	KS1	Lower KS2 + (KS1)	Upper KS2 + (KS1 and Lower KS2)
1. Locational knowledge	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify human and physical characteristics: Mountains and rivers. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics: mountains and rivers. Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).
2. Place knowledge	<ul style="list-style-type: none"> 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 county. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (skills built upon from Year 3) and a region within North or South America.
3. Human and Physical Geography	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> Describe and understand key aspects of : <ul style="list-style-type: none"> Rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography including types of settlement and land use. 	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography. Including: climate zones, biomes and vegetation belts. Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
4. Geographical skills and fieldwork	<ul style="list-style-type: none"> 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. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

	<ul style="list-style-type: none">• 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.• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		<ul style="list-style-type: none">• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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