



Geography Curriculum Map: EYFS & Key Stage 1

Year	Autumn	Spring	Summer
EYFS	Exploring maps Exploring maps through discussion, story-telling, games and creative activity. Continuing to explore maps through discussion and creative activity.	Outdoor adventures Using the senses to explore and describe the natural world around them while outside. Understanding the effect of the changing seasons.	Around the world Exploring diverse global environments, comparing them to local ones. Continuing activities using digital map exploration, books and role play.
Year 1	What is it like here? Developing mapping skills by locating familiar features on aerial photographs and creating simple maps. Pupils use maps to follow routes around the school grounds and carry out an enquiry to identify ways to improve their playground.	What is the weather like in the UK? Learning about the countries and cities of the UK and how the weather changes across the seasons. Pupils investigate weather patterns, consider how weather affects daily life and use weather maps.	What is it like to live in Shanghai? Investigating the wider world by locating continents, oceans and countries beyond the UK, with a focus on China. Pupils compare the physical and human features of Shanghai with those of their local area and use fieldwork.
	Vocab: <i>aerial view, map, physical feature, human feature, near, far, left, right, north, south, east, west.</i>	Vocab: <i>United Kingdom (UK), England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, weather, season, climate, mild.</i>	Vocab: <i>continent, Asia, China, Shanghai, place, country, symbol, key, route.</i>
Year 2	Would you prefer to live in a hot or cold place? Examining climate zones and locating hot and cold places around the world. Pupils compare the North and South Poles, Kenya and their local area, while learning the four compass points.	Why is our world wonderful? Exploring the geography of the UK and the wider world by identifying key features of the UK and naming oceans. Pupils investigate natural habitats in their local area and use fieldwork to collect, present and interpret information.	What is it like to live by the coast? Exploring coastal environments by locating the seas and oceans surrounding the UK and investigating the Jurassic Coast. Pupils examine how people use coastal areas, conduct fieldwork on their local coast and present findings.
	Vocab: <i>Africa, Antarctica, Equator, North Pole, South Pole, Kenya, climate zones, polar, temperate, arid, tropical, mediterranean.</i>	Vocab: <i>North America, South America, Oceania, Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic Ocean, physical feature, human feature, landmark.</i>	Vocab: <i>Weymouth, Jurassic Coast, English Channel, coast, cliff, coastline, island, sand dunes, sea, ocean, port, harbour, tourist.</i>

Geography Curriculum Map: Key Stage 2

Year	Autumn	Spring	Summer
Year 3	Why do people live near volcanoes? Investigating the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes form. Pupils map global distribution and examine the challenges and benefits of living in tectonically active areas.	Who lives in Antarctica? Considering how location relates to climate by learning about latitude, longitude and the Earth's tilt. Pupils explore the physical features of Antarctica and examine how people adapt to working in this extreme environment.	Are all settlements the same? Examining settlements and land use by comparing urban and rural environments and investigating how places change over time. Pupils identify human and physical features of their local area and compare them with New Delhi.
	Vocab: Italy, Mount Etna, crust, mantle, inner core, outer core, tectonic plates, plate boundary, volcano, earthquake, tsunamis, magma, epicentre.	Vocab: Antarctica, Southern Ocean, Antarctic Circle, pack ice, ice sheet, iceberg, Lines of latitude, Lines of longitude, hemisphere.	Vocab: New Delhi, settlement, county, region, land use, agricultural land, residential land, commercial land, facilities, produce.
Year 4	Why are rainforests important to us? Examining the relationship between climate and biomes by locating the Amazon rainforest and investigating its physical features. Pupils explore how plants and people adapt to life in the rainforest and consider the impact of human activity.	Where does our food come from? Exploring global trade and food production by mapping the world's biomes and tracing where food imports come from. Pupils investigate fair trade with a focus on Côte d'Ivoire and cocoa production, and consider sourcing advantages.	What are rivers and how are they used? Investigating how water is stored and transferred by learning about the water cycle, rivers and their features. Pupils map major rivers globally and in the UK, examine how people use rivers and apply knowledge locally.
	Vocab: South America, Amazon rainforest, Brazil, biomes, savannah, tropical rainforest, deforestation, logging, understorey layer, canopy layer.	Vocab: Cote d'Ivoire, West Africa, food miles, import, export, distribution, fertilisers, pesticides, trade, responsible trade, agriculture.	Vocab: River Thames, River Amazon, River Nile, water cycle, condensation, evaporation, precipitation, delta, estuary, meander, tributary.
Year 5	What is life like in the Alps? Investigating tourism in mountain environments by learning about the climate and features of the Alps. Pupils examine the human and physical features that attract visitors and research tourism in their local area.	Why do oceans matter? Examining the importance of oceans by learning how people use and affect marine environments. Pupils investigate the Great Barrier Reef, consider pollution impacts and use fieldwork to explore local marine issues.	Would you like to live in the desert? Examining hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert. Pupils consider how people use desert environments and explore the environmental challenges and threats they face.
	Vocab: Europe, The Alps, France, Switzerland, Austria, mountain range, tourism, adaptation, natural disaster, landscape, environment.	Vocab: Great Barrier Reef, Australia, coral bleaching, microplastics, acidification, overfishing, Marine Protected Area, plastic pollution, ocean current.	Vocab: Mojave Desert, Death Valley, Sahara Desert, Atacama Desert, arid, barren, sparse, mesa, natural arch, salt flat.
Year 6	Why does population change? Examining global population patterns by investigating why some places are more densely populated than others. Pupils explore the factors that influence population change and migration, and use fieldwork locally.	Where does our energy come from? Investigating how natural resources and energy are used in the UK and the USA while learning about global time zones. Pupils compare renewable and non-renewable energy sources, and carry out fieldwork for solar panel locations.	Can I carry out an independent fieldwork enquiry? Applying geographical enquiry skills by investigating an issue in the local area. Pupils develop their own enquiry question, collect and analyse data, and present their findings and conclusions.
	Vocab: densely populated, sparsely populated, population density, population distribution, birth rate, death rate, migration, refugee, push/pull factors.	Vocab: USA, energy source, hydropower, wind power, solar power, nuclear power, non-renewable, fossil fuel, greenhouse gas, sustainability, carbon footprint.	Vocab: qualitative data, quantitative data, evaluate, compare, improvement, investigate, method, risk, enquiry, GIS, cartogram.