

The Three Schools

Geography Curriculum Map

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Reception	<p>Ourselves</p> <p>Where I live and what, where and who are my community.</p> <p>The different homes that people live in.</p>	<p>Celebrations and Food</p> <p>Some different foods that people eat from different cultures and countries.</p> <p>Use a globe and world map to begin to understand continents and countries.</p> <p>Investigate flags.</p>	<p>Space</p> <p>Some facts about the planets in our solar system.</p> <p>Some similarities and differences between different religions.</p>	<p>Our world</p> <p>Changes over time, climate and environmental changes.</p> <p>Human impact on the environment.</p> <p>Compare and contrast habitats.</p>	<p>New Life</p> <p>Locational and directional language.</p>	<p>Journeys</p> <p>Create maps</p> <p>Talk about Landmarks from around the world.</p>
Year 1	<p>Spatial Sense</p> <p>Compass directions, locational and directional language, aerial photographs, local area landmarks, simple maps</p>		<p>The UK</p> <p>Countries (England, Scotland, Ireland, Wales) and geographical/cultural features specific to each country, geographical differences, flags, seasons (via Science), physical and human features including cities, towns, villages, beach, cliff, coast etc.</p>		<p>Seven continents and Five Oceans</p> <p>Asia, Europe, Africa, North America, South America, Australia, Antarctica: locations on globe, key human/physical features, important monuments and native animals, hot and cold areas of the world, use of world maps and atlases</p>	
Year 2	<p>Spatial Sense</p> <p>Compass directions, locational and directional language, routes on a map, human and physical features of the local area, drawing maps, basic keys</p>		<p>The British Isles</p> <p>Our continent, countries and capital city, flags, major England, Scotland Wales, Northern Ireland Ireland, cultural features of the British Isles, comparison with a non-European country (Kenya)</p>		<p>Northern Europe</p> <p>Countries in Northern Europe, physical and human features, climate, languages, capital cities, animals and migration, Roald Amundsen</p>	

<p>Year 3</p>	<p>Spatial Sense</p> <p>Maps, compasses and symbols, 4 figure grid references, fieldwork, contrasting localities, physical and human geography, land use, the natural environment and how it is managed and changed by people.</p>	<p>UK Geography: Northern Ireland & Republic Ireland</p> <p>Mention how Republic of Ireland and N Ireland share land borders but Republic of Ireland are self governed and this means that people cannot freely travel there without passport control etc. Northern Ireland, the Republic of Ireland and the partition, Finn MacCool and the Giant's Causeway, the Marble Arch Caves, human and physical characteristics of Northern Ireland</p>	<p>Settlements</p> <p>Types of settlement including hamlet, village, town, city, settlements in the local area, compare and contrast settlements, population density in urban and rural areas, site and situation of settlements, land-use (digimaps)</p> <p>Migration and immigration to and from UK</p>	<p>Western Europe</p> <p>France, Germany, The Netherlands, Belgium, Austria, Switzerland, climate and ecosystems, landscape, trade, a comparison of Paris and London</p> <p>Link to KS1 trade and borders. Also, link to EU, Brexit, currency and language Build on new settlement knowledge and apply to Western Europe</p> <p>Migration and immigration to and from UK</p>	<p>Rainforests</p> <p>Where might you locate rainforests (using atlases and key vocab: E.g. lines of latitude Tropics of Cancer and Capricorn) Describe the climate of the rainforest regions of the world and the specific countries where rainforests are found. Describe the different layers of the rainforest: forest floor, understory, canopy, emergent and how they are all different due to the amount of light/water they get. Why are the rainforests important? What grows in the rainforest and how/why are these items exported? – Look at air miles of different fruits. How do natives live in the rainforests? Look at rare tribes – What pressures are they facing?</p>	<p>Global Issues</p> <p>Link to the global issues of deforestation/habitat destruction etc. Why is it happening? How does it impact the livelihood of the local communities' pos/neg? How does it impact people and globally? Why is this a global issue?</p>
<p>Year 4</p>	<p>Spatial Sense</p> <p>Globes, the tropics of Cancer and Capricorn, 6 figure grid references, maps of our local area, changes to a locality over time</p>	<p>Mediterranean Europe</p> <p>Southern France, Portugal, Spain, Italy, Greece, Malta, Cyprus including: The climates, food and farming, landscapes, settlements, major cities, trade</p> <p>Make links to Western Europe – How might the human geography differ?</p>	<p>Hills & Mountains</p> <p>Peaks and Ranges from around the world including: the Alps, the Himalayas, the Andes, the Appalachian Mountains, the Rocky Mountains, the Atlas Mountains, Mount Kilimanjaro</p> <p>Hills locally and nationally in UK Reason being is to build into rivers and how the river source is often located here.</p>	<p>Rivers</p> <p>Perhaps follow the journey of a local river from hills (e.g. Chilterns/Cotswolds towards the coast. Link to next year.</p> <p>Link to settlements</p> <p>What is a river? River basins, springs, streams, valleys, rivers of Europe, Africa, Asia, South and North America and</p>	<p>Settlements: London</p> <p>Build on settlements/rivers/trade/UK</p> <p>Locate London on a map and highlight the urban and suburban areas of the city. Locate key London landmarks. How has the city changed in size over the past century? Use maps to compare. How does London compare to other capital cities in a diverse location – look at</p>	<p>Global Issues – Floods</p> <p>Why do floods occur? Link to rivers (bursting banks etc). Look at recent cases in UK/ Europe (E.g. Venice is sinking!) Rising sea levels Water cycle etc</p>

		Why might people settle in these countries – How important is the sea?		Australia, River Danube, River Thames, River Nile, River Niger, The Yellow, the Yangtze, the Ob, the Ganges and the Indus, the Murray, the Mississippi, the Amazon	wealth of city and its inhabitants. Why is it built around the River Thames? Link to trade and settlements. Why might people settle here? There are many job opportunities and people migrated to London to find work from rural areas and from around the world. Look at transport in London. Look at impact of tourism on London and how the city is suited for tourism.	
Year 5	Spatial Sense Relief maps: elevated areas, lower areas and river basins, aerial photographs and maps, maps and globes using latitude, longitude, coordinates and degrees, scale, Prime Meridian, the 180° line (International Date Line) and Eastern and Western Hemispheres	British Geography: East Anglia, The Midlands, Yorkshire and Humberside human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and changes over time Great chance to recap hills/rivers and mountains	Coast British Coastlines What is the coast? Look at the physical features (e.g. arches, stacks, stumps, caves, beaches, headlands, sand-dunes, spits) found along different parts of the British coastline inc: Durdle Door. Look at coastal erosion at Holderness as a case study and how it affects locals and how coastal erosion has formed new land at Spurn Head. Look at coastal settlements with a specific focus on Blackpool and the service sector. Pupils to consider the impact of coastal developments on the human and physical geography around them.	Eastern Europe Countries in Eastern Europe, climate, focus on Russia, human and physical features (focus on Moscow), language	Australia Explorers: Including James Cook Australia: location, Major cities including Canberra, Sydney, Melbourne, Adelaide, Perth, Cairns, Darwin and Brisbane, the Outback, Uluru, or Ayers Rock, Aboriginal People, Transportation and the Gold Rush, Australian Animals.	Global Issues – Bush Fires Study the impact of the Bush fires in Australia on the Australian environment with a focus on how it has impacted the animals and their habitats, how it has impacted the natives who live in the most affected areas, how people have been forced to migrate from danger and how it has had a dramatic strain on the economy. Pupils will also be encouraged to ask questions as to why this is happening, making links to climate change and to investigate climate patterns in Australia over previous years. What can be done to tackle such problems going forward?
Year 6	Spatial Sense Arctic and Antarctic Circles, Longitude and	Volcanoes Recap on climate zones and continents	Earthquakes Identify and describe the key features of an earthquake	Africa Countries, cities, diversity, Human and	Global Issues – Poverty Link to Africa	Local Study Fieldwork including observations,

	<p>Time Zones Round Earth, Flat Map, World Time Zones, Map projection</p>	<p>Locate the Ring of Fire, using maps to locate key areas for volcanic activity. Look at how volcanoes are formed learn about the tectonic plates. How do volcanoes differ from mountains? Use key vocabulary: dormant, active, extinct. If they are such dangerous areas, why have humans settled there. Study case study of volcano: Mount St Helens (also link back to Pompeii from Year 4 Romans). How did the event impact the environment (both human and physical)?</p>	<p>Identify the location of major earthquake epicentres and look at how they have formed Explain the key features of an earthquake Recognise and explain patterns in the environment Locate where major earthquakes have occurred around the world – reinforce link with tectonic. What earthquakes are; What causes earthquakes with reference to the layers of the Earth and tectonic plates; How they are measured (Richter Scale) and the damage which can be caused with reference to major earthquakes in history; How communities and engineers deal with earthquakes, including the implications involved with living in areas affected by earthquakes understand how communities and engineers deal with earthquakes. Study case studies of Japan and in San Francisco.</p>	<p>physical features, biomes, vegetation belts, economic activity, distribution of natural resources, Sahara Desert, Penguins in SA, Wildlife, conservation, war and famine.</p>	<p>Why do people live there when there is poverty? Wars / migration Not just in Africa – Maybe look at Rio slums in Brazil Look at first world countries compared with third world Poverty closer to home than we think. Look at local poverty</p>	<p>measurements and recording of human and physical features in the local area, sketch maps, plans, graphs and digital technology.</p>
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