

George Fentham Subject Leader Curriculum Map Geography

**Please note- Opportunities for the revision of Geography skills and learning are provided in History units where appropriate. Please see curriculum subject maps (teaching sequences (by year group) In Year 2 and 4, their main Geography units are taught at the end of the year. In the Autumn and Spring Term Geography lessons have been planned at the beginning of History units to provide children with opportunities to build on Geography knowledge and to put the children's learning in History into context.*

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills		Fieldwork	
Geography	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	<p style="text-align: center;">'Marvellous Me!'</p> <p style="text-align: center;"><u>Study of</u></p> <p>Explore our classroom. Investigate fruit and vegetables through Harvest. Where does it come from?</p> <p>Consider where our local church is and make links to our own experiences.</p> <p>Identify changes that occur in our environment in Autumn.</p>	<p style="text-align: center;">'Let's Celebrate'</p> <p style="text-align: center;"><u>Study of</u></p> <p>Exploring beyond our classroom and into other areas of the school.</p> <p>Discussions around similarities and differences in India when learning about Diwali.</p>	<p style="text-align: center;">'A Long Time Ago'</p> <p style="text-align: center;"><u>Study of</u></p> <p>Identify changes that occur outside in winter. Consider clothes we wear in winter.</p> <p>Know that there are different countries in the world. Use a Map to identify the United Kingdom. Know that London is the capital of England and be able to identify some key features in London.</p>	<p style="text-align: center;">'Growth and Spring'</p> <p style="text-align: center;"><u>Study of</u></p> <p>Explore how our world changes during Spring. Go on a Spring hunt to find signs of Spring.</p> <p>Explore our local environment by walking to the local church.</p>	<p style="text-align: center;">'Amazing Animals'</p> <p style="text-align: center;"><u>Study of</u></p> <p>Explore the varied habitats and conditions plants and animals need to thrive.</p> <p>Find out about farm animals and where they live. Education visit to support the learning theme.</p>	<p style="text-align: center;">'Journeys'</p> <p style="text-align: center;"><u>Study of</u></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Know what an atlas, map and globe is and identify land and sea.</p> <p>Create their own maps detailing a simple journey.</p>
Geographical Skills						
Fieldwork						

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Reception	'Marvellous Me/Harvest'	'Let's Celebrate'	'A Long Time Ago'	'Growth and Spring'	'Amazing Animals'	'Journeys'
	<p style="text-align: center;"><u>Study of</u></p> <p>Explore the classroom and school environment using age-appropriate geographical language. Create simple maps of the school. Recalling journeys over the summer holiday Comparing environments holiday/home Looking at maps to find places we have visited Talking about the seasons and the changes in our environment Harvest - autumnal food - where does it grow, what does it taste like.</p>	<p style="text-align: center;"><u>Study of</u></p> <p>Comparing countries when looking at India and The United Kingdom. Talking about the seasons and the changes in our environment - discussing the natural materials found around our local environment Christmas traditions around the world</p>	<p style="text-align: center;"><u>Study of</u></p> <p>Our Earth - maps to look at land and sea. Using maps/globes -Where is China? (Chinese New Year) Where is England? Find London on a map. Know that London is the capital of England and be able to talk about some key geographical features of London.</p>	<p style="text-align: center;"><u>Study of</u></p> <p>Where food comes from. Talking about the seasons and the changes in our environment Using natural objects - exploration, Create maps of our outdoor spaces. Walking to local church through the village. Bug hunt - where do the bugs live? - compare differences and similarities</p>	<p style="text-align: center;"><u>Study of</u></p> <p>Looking at seas which are directly around our island, where we live - names of the seas Hot/cold seas - differences in sea life Observing and talking about seasonal changes - Spring to Summer. Look at habitats and comparing the environments. Use maps to identify where wild animals live. Educational Visit to support our Learning theme.</p>	<p style="text-align: center;"><u>Study of</u></p> <p>Observing and talking about seasonal changes - Summer. Walking to local church through the village Use maps to identify destinations we have travelled to. Making comparisons to where we live. Introduce the children to recycling and how to take care of our world. Discuss how we take care of our natural world.</p>
Geographical Skills						
Fieldwork						
Year 1	'The Local Area'		'Passport to the World- Amazing Africa'			
	<p style="text-align: center;"><u>Study of:</u> Simple compass directions and locational language Aerial photos and plans Devising maps Fieldwork and observational skills in school grounds and local environment</p>		<p style="text-align: center;"><u>Study of:</u> Use of world maps, atlases, globes Simple compass directions and locational language Aerial photos and plans Locations of 7 continents, 5 oceans, Equator, North and South poles</p>			

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Geographical Skills									
Fieldwork									
Year 4	<i>'Roman Empire' (History)</i> <i>Mini Geography unit planned at the start of the History unit. Understand the extent of the Roman Empire. Discuss how Europe and Africa have changed comparing and contrasting similarities and differences. Use Atlas and Globes to explore this further.</i>		<i>'The Mayans' (History)</i> <i>Mini Geography unit planned at the start of the History unit. Explore the location of the Mayans. Opportunities to develop atlas and map work</i>			'The Globe' <u>Study of:</u> Use of world maps, atlases, globes, digital/computer mapping to locate countries. Position and significance of latitude, longitude, equator, northern and southern hemispheres.	'Mountains, earthquakes and volcanoes' <u>Study of:</u> Description and understanding of physical geography eg climate zones, biomes, rivers, mountains, volcanoes, earthquakes, the water cycle.		
	Locational Knowledge	Place Knowledge		Locational Knowledge		Locational Knowledge	Human and Physical	Locational Knowledge	
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Year 5			'Rivers' <u>Study of:</u> Symbols and keys and OS maps. Fieldwork to observe, measure, record and present human and physical features in local areas. Use sketch maps, plans and graphs and digital technologies in fieldwork.		'A Study of Brazil and the Amazon Rainforest' <u>Study of:</u> Study of human and physical geography of a region within North or south America. Use of world maps, atlases, globes, digital/computer mapping to locate countries. Use eight-point compass directions.			
			Human and Physical Geography	Locational Knowledge	Locational Knowledge			
Geographical Skills								
Fieldwork								
Year 6			'India' <u>Study of:</u> Use of maps and atlases. Equator, tropics, hemispheres and time zones Physical geography, including climate, biomes and the water cycle Human geography, including land use, trade and the distribution of natural resources			'Geography linked to work on history - Hampton-in-Arden through the ages' <u>Study of:</u> Location of counties and cities of UK, land use and patterns and how these have changed over time. Use of maps, atlases and digital mapping.		
			Human and Physical Geography	Locational Knowledge	Place Knowledge	Locational Knowledge	Human and Physical Geography	
Geographical Skills								
Fieldwork								