Geography Curriculum Map

Geography and the Foundation Stage

In Nursery and Reception Geography links appear mainly in **Understanding of the World: People Culture and Communities** and **The Natural World.** The complete progression ladder can be found in the EYFS curriculum document and on the EYFS website page.

Understanding of the World: People Culture and Communities

Nursery	Reception
PCC8: Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.	PCC10: Draws on knowledge of their immediate environment referencing points of interest through different ways. PCC11: Describes their immediate environment, explaining some similarities and differences between life in this country and life in other countries. ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Understanding of the World: The Natural World

Nursery	Reception
NW7: Shows care and concern for living things and the environment. NW8: Uses technologies and books with support, to find out more about the world around them NW9: Looks closely at similarities, differences, patterns and change in own environment and that of others.	NW10: Choose to independently make observations of the natural world through comments/questioning, drawings and taking photographs NW11: Can explain why some things naturally occur and talk about changes in the world around them. NW11: Can discuss, drawing on knowledge from a variety of experiences, the similarities and differences observed between natural environments, e.g. community green spaces, parks. NW12: Can demonstrate a developing knowledge of a diverse ecology from the wider community e.g. country parks and larger towns. Knows that the environment and living things are influenced by human activity. NW12: Can describe some actions which people in their own community do that helps to maintain the area they live in. ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

National Curriculum Geography Curriculum

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

♣ are competent in the geographical skills needed to:

- ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography at Ladbrooke

From KS1 to KS2, our curriculum is taught using the Rising Stars Scheme. From starting points suitable for all, pupils develop to tackle appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to encourage the use of geographical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Skills, knowledge and understanding in geography progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections.

YEAR ONE GEOGRAPHY CURRICUUM

1	Autumn	Spring	Summer
	My Local Area	**People & Their Communities**	**Animals and their Habitats**
Key Questions	What places do we go to? What is near and what is far? I can read a plan I can read a map Where is our nearest open space? Big Finish – We built our journey!	What is our area like? What is it like living by the sea? What is it like to live in a rainforest? What is it like to live in a dry place? What is life like in large cities? Big Finish - Prepare for take-off!	What is it like where emperor penguins live? What is it like where Asian pandas live? What is it like where whale sharks live? What is it like where the African elephant lives? What is it like where swallows live? Big Finish – Who lives in my 'place in a box'?
Vocabulary	hill city town village coast England Wales Scotland Northern Ireland locate landmark local area Great Britain	ocean continent island nation capital North Pole South Pole Equator distant place river	Weather, near, far, plan, grid, Symbols, rainforest, climate, mountains Europe, Africa, North America, South America, Oceania, Asia, Australia, Antarctica, Ireland, Atlantic Ocean Pacific Ocean, Indian Ocean
Skills	Can locate places using a map, atlas or globe Use simple positional language Name landmarks in the local area Can name some oceans and continents Identify seasonal weather Name habitats of animals Use basic geographical vocabulary to describe features of places Use simple observational skills Make simple comparisons between places Can draw a simple map		

YEAR TWO GEOGRAPHY CURRICUUM

2	Autumn	Spring	Summer
	Seasons	**Journeys - Food**	**Our Wonderful World**
Key Questions	Can we observe the weather? What have we observed about the weather? Why does the weather change? What are the seasons? What can we find out about weather in different parts of the country? Big Finish – Weather wonderland!	What can we buy on the high street? How does our food get to us? What plants grow on farms? What animals are reared on farms? Can we experience a farm trip? Big Finish – Can we create a Great British food map?	What are our local wonders? Are mountains wonders of the world? Which rivers are natural world wonders? What are the ancient world wonders? Which landmarks are new world wonders? Big Finish – Can we explain and describe wonders of the world?
Vocabulary	United Kingdom Britain Mainland Sea Coast Weather Climate Continent Ocean Climate zone North pole South pole Antarctic Circle Arctic circle Tropic of Cancer Tropic of Capricorn	Equator Human feature Physical feature Lighthouse	Harbour Seawall Pier Road Railway Bridge River Lake Mountain Hill Forest Cliff Beach Archipelago Coral reef
Skills	Can identify seasonal weather patterns in UK and other areas of the world Locate places and features of places on a map or in an atlas Can name the seven continents and five oceans Can recognise a natural environment and describe it Use simple compass directions Create simple maps including basic features of areas Can keep a weekly weather chart and present data and findings Plan or show routes on maps Make comparisons between places Use geographical language to describe places		

YEAR THREE GEOGRAPHY CURRICULUM

3	Autumn	Spring	Summer
	The Americas	**Water Cycle**	**Earthquakes and Volcanoes**
Key Questions	What are North American cities like? What are South American cities like? Are South American cities similar to North American cities? What are the Americas' main environmental regions? What is Route 66? Big Finish – Have you been along Route 66?	Where does all the rain go? Where does all the rainfall come from? What can we learn about the River Thames? How and where do people use and change rivers? How do rivers wear away mountains? Can we model a river or a stream?	What is happening when the Earth shakes? What is happening when the Earth rattles and rolls? Does the Earth shake, rattle and roll all over? How and why do people live where the Earth shakes, rattles and rolls? How disastrous have recent earthquakes and/or volcanic eruptions been? Can we make a model volcano that erupts?
Vocabulary	state route, British Isles county, topographical feature, North America, South America, USA, hemisphere Tropic of Cancer Tropic of Capricorn, landscape Caribbean stream water cycle source mouth	estuary terrain tributary confluence meander evaporation condensation clouds transpiration hydrological cycle (Thames) basin rural reservoir glacier tributary confluence OS (Ordnance Survey) Map grid reference key, upstream, downstream	volcano earthquake settlement volcanic rock strata core mantle eruption
Skills	Locate countries on a map Locate countries with in a continent Discuss different climates Recognise different natural features Describe the water cycle using simple vocabulary Identify land uses and how they vary Compare areas using similarities and differences Describe how physical process can harm people Recognise advantages and disadvantages of living in specific areas		

YEAR FOUR GEOGRAPHY CURRICULUM

4	Autumn	Spring	Summer
	Weather and Climate	**Our World**	**Coasts**
Key Questions	What are weather, climate and biomes? What are the polar regions like? Where are the hottest, driest places in the world? Where are the hottest, wettest places in the world? Which climate zone and biome do we live in? Why is climate important?	What is the world like? How can we describe where places are on Earth's surface? What do the lines of maps and globes mean? Why do we have night and day? What time is it where you are? What are co-ordinates?	Have you been to the seaside? What is the coast of South West England like? What natural features can I see beside the seaside? What other features and activities can be seen around UK coasts? Do we like to be beside the seaside? Which sort of seaside would you choose?
Vocabulary	Weather, weather forecast, season, climate, climate zone, polar, temperate, tropical, rainforest, biome, tundra, flora, fauna, vegetation, temperature, glacier, iceberg, Arctic, Antarctic, continent, polar tundra, alpine tundra, Northern/Southern Hemisphere, permafrost, desert, sub-tropical, dry, arid, monsoon, deciduous	Globe, map, longitude, latitude, continent, ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, address, postcode, county, country, Earth, solar system, universe, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Greenwich/ Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line, Pacific Ocean, coordinate	Sea, waves, seaside, coast, coastline, strandline, beach, sand, dune, rocks, cliff, location, holiday, resort, tourism, sand, rock, industry, fishing, harbour, physical features, settlement, economic activities, region, peninsula, reef, coral, headland, clifftop, horizon, high-tide, low-tide, waves, port, dock, harbour, shipping, fisherman, trawlerman, human activity, rock pool, shells, climate change, rising sea level
Skills	Use locational terminology to describe where places are Describe why climates are different and the advantages and disadvantages of this Understand how animals adapt to their environments Use positional language to describe where places are Show how places have changed over time Describe features of places Use 4 figure grid references Present information gathered in fieldwork		

YEAR FIVE GEOGRAPHY CURRICULUM

5	Autumn	Spring	Summer
	Changes in the Local Environment	**Journeys**	**The Amazon**
Key Questions	What are the key features of the UK? How did the 2012 Olympics change East London? How did the Second World War change the West Midlands? How is our local area changing? How might our local area change in the future? How has our area changed from the past and how might it change in the future?	Where do my school uniform and lunch come from? Where does my fruit salad come from? How do my clothes get to my wardrobe? How has the import of products affected local industries? Local produce or imported produce? What is the journey of our stuff?	Where is the Amazon? What would it be like to walk through the Amazon rainforest? What is Manaus like? Do people live in the Amazon rainforest? How can people protect the Amazon? Why should we protect the Amazon?
Vocabulary	borough sustainability regeneration development	canal enquiry import export trade raw material man made environmental region economic activity native country of origin import producer retailer consumer trade sustainability primary source	secondary source settlement indigenous cultivation agriculture fallow nomad/nomadic deforestation rainforest
Skills	Locate and describe several physical environments in the UK Recognise broad land use patterns in the UK Use key vocabulary to demonstrate knowledge and understanding Describe changes Identify advantages and disadvantages of change Make connections between climate and vegetation Identity how climate influences produce Understand where our natural resources come from Show why natural features should be protected		

YEAR SIX GEOGRAPHY CURRICULUM

6	Autumn	Spring	Summer
	Alpine Region	**Protecting the Environment**	**Our World in the Future**
Key Questions	Where are the Alps? How were the Alps formed? How are homes adapted to suit the Alpine climate? What are the main industries in the Alps? How have avalanches changed the Alpine landscape? What should tourists know about the Alps?	Are we damaging our world? What are minerals, and do we have an endless supply? Where does our energy come from? Why should we protect our oceans? How can we be more sustainable in school? Can we plan a campaign?	What, in our region, should we preserve for the future? What is the housing like in our area? What are the work opportunities like in our area? What are the public services and amenities like in our area? What is the community spirit like in our area? Can we make a plan for a sustainable future for our area?
Vocabulary	Land use pattern habitat vegetation belt water cycle Alpine Region natural resources industry agriculture tourism avalanche topographical features	fossil fuels endangered species wind power biomass wave energy geothermal energy hydroelectricity tidal energy solar energy	biodiversity recycle waste renewable non-renewable Transport links Pollution
Skills	Use maps accurately to locate countries and key features Use positional language, compass and grid references Describe height and slope from a map Use thematic maps for purpose Describe regions using physical and human features Know where our energy and natural resources come from Ask questions and draw conclusions Use fieldwork to present ideas and findings accurately		