

# Geography Curriculum Plan

## EYFS

<b>Autumn 1</b>	People, Culture and Communities.	Understand being part of a special group, class & school.  Talk about who is in our family. Recognize that all families are different. To name members of families.				Celebrating Harvest.  Discuss where our food comes from + compare where we shop to get diff. things.		To understand and make comparisons between different cultures and religions around the world.
	The Natural World.	Investigate classroom, outside area & rest of school- compare to pre-school.	To explore class and name areas. What is your favourite area? To explore different textures and use descriptive language.  Autumn Walk Collect conkers, acorns, etc. What does it feel like? What colour is it? For Autumn display.	To develop awareness of local environment and naming places around the school e.g. hall, office.  To explore school grounds and go blackberry picking	To use autumn feely bag.	To explore different vegetables and compare them. Use them to make soup.	Talk about animal habitats.	To understand and make comparisons between different countries around the world.  Use the Atlas to identify countries.  Mark places that they have been to - how did you get there and why?
<b>Autumn 2</b>	People, Culture and Communities.							
	The Natural World.							
<b>Spring 1</b>	People, Culture and Communities:			To talk about the lives of the people around them- to understand about	To explore the local environment during the Island Dinosaur Hunt.			

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				new life, growth and change.				
	The Natural World:				The Dinosaurs have escaped onto the Island children to find Dinosaurs on the Island and name different places they have found them.		To find out where dinosaurs live.	
Spring 2	People, Culture and Communities:		<p>To understand how to keep safe on the road.</p> <p>To talk about some of the signs you see. What do they mean?</p>					
	The Natural World:			To talk about the features of their local environment. How are they different to another location?	<p>Can you match the tracks to the vehicle? What do you notice? How are they different?</p> <p>To explore the outside area and look at natural objects. What is the same or different?</p>	Talk about things that float/travel on/in water.		
Summer 1	People, Culture and Communities:							
	The Natural World:							
Summer 2	People, Culture and Communities:		To understand the importance of a Lighthouse.					

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	The Natural World:						To understand that beaches have sand/shingle/pebbles.	
Year 1								
Autumn 1		*To identify where we live on a Map using simple fieldwork and observational skills.	*To mark on a map our journey to school using simple fieldwork and observational skills.	*To choose the best place for our Teddy Bears Picnic using simple fieldwork and observational skills.	*To understand how we can get to the play park using simple fieldwork and observational skills.	*To draw a map of how we can get to the play park using simple fieldwork and observational skills.	*To draw a map and mark places of interest on Thorney Island, using a key.	*To understand where we live in relation to the wider world.
Autumn 2	*To identify weather associated with hot and cold countries. *To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.	*To explain appropriate clothing for weather. *To identify weather associated with hot and cold countries. *To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.	*To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather.					
Spring 1								
Spring 2	UK LO: To name and locate the world's seven	France LO: To name and locate the world's seven	Africa LO: To understand that other places may be similar to,	India LO: To collect and record information about places around	Italy LO: To understand that different countries have landmarks and the	China LO: To understand that the World is made up of		

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	<p>continents and five oceans. LO: To name, locate and identify characteristics of the four countries and capital cities of the UK. LO: To understand that they have connections with other places in the world.</p>	<p>continents and five oceans. LO: To understand that France is part of Europe and how we could get there. LO: To use a map to draw the key features of France.</p>	<p>and different from, where they live. LO: To recognise the different shapes of countries.</p>	<p>them and beyond the UK. LO: To understand that other places may be similar to, and different from, where they live.</p>	<p>importance of these. LO: To know the location of other countries on a map. LO: To collect and record information about places around them and beyond the UK. LO: To recognise the different shapes of countries.</p>	<p>different countries and that these have different foods and meals. LO: To name and locate the world's seven continents and five oceans.</p>		
<b>Summer 1</b>		<p>*To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. *To use compass directions to move around a map. *To devise simple maps; and use and construct basic symbols in a key. *To plan a route</p>	<p>*To find the location of places on a map and match them to the animals that live there. *To collect and record information about places. *To learn about places around them and beyond the UK. *To know that other places may be similar to, and different from, where they live *To name and locate the world's seven continents and five oceans.</p>	<p>*To design their own zoo, considering what would be the best kind of environment for each creature, based on the locations we found for each animal. *To collect and use information about places. *To understand that other places may be similar to, and different from, where they live and why.</p>	<p>*To design their own zoo, considering what would be the best kind of environment for each creature, based on the locations we found for each animal. *To collect and use information about places. *To understand that other places may be similar to, and different from, where they live and why.</p>			

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<b>Summer 2</b>	To understand where the 4 countries in the U.K are located. To understand some of the characteristics of London, Belfast, Edinburgh and Cardiff.	To explore the seas surrounding the U.K and start making links to travel.	To look at why we have hot and cold countries. To understand the term equator To compare a non-European city to London	To use a map and the internet to look at where we might go for a hot and cold holiday.				
<b>Year 2</b>								
<b>Autumn 1</b>		* To understand the four compass points and use the language to give directions.	* To use the four compass points to describe points of interest on a map.	* To use compass points and directional language to plan a route on a map.				* To use atlases and maps to locate a country. * To learn about the physical and human features of a country <b>International Week</b>
<b>Autumn 2</b>	*To be able to name and locate the 7 continents of the world on a map.	*To be able to name and locate the 5 oceans of the world on a map.	*To use atlases and maps to locate places the places our parents in the armed forces have travelled to.					
<b>Spring 1</b>	* To recap world continents and locate the Arctic and Antarctic regions on a map.	* To explore the climate of Antarctica and compare it with the UK. *To explore what life likes in the Antarctic.	* To investigate the first explorers to discover the Antarctic. Ronald Amundsen Then Robert Scott, 5 weeks later.	* To investigate the physical features of the Arctic/Antarctica. * To find out about the towns and cities of the Arctic and human settlements on Antarctica.	* To compare the physical and human features of Antarctica with the UK. * To begin to look at some of the environmental issues that the polar regions are facing	* To understand some of the environmental issues that the polar regions are facing.	* To present information learnt about the arctic <b>(Link with Computing and English).</b>	

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<b>Spring 2</b>								
<b>Summer 1</b>								
<b>Summer 2</b>	* To be able to use compass points to navigate around a map.	* To use aerial photographs and plan perspectives to recognise and create landmarks.	* Use simple fieldwork and observational skills to study the geography of their school and surroundings.	* To devise a simple map and use and construct basic symbols in a key.	* To design a map, referring to key human features.	* To apply taught map skills to create a 3D map of a local area.	* To apply fieldwork and map work skills to plan and follow a route around the school grounds.	
<b>Year 3</b>								
<b>Autumn 1</b>		*To revise the locations and names of the countries that make up the British Isles and their capital cities.	*To understand that a map is a 2-D representation of a 3-D space.	*To know that symbols are used in maps and use them on their own maps.	*To be able to accurately use 2-figure grid references to locate things on a map.	*To use eight compass points to describe locations.	*To revise what maps, atlases and globes are and to know about digital and computer mapping. *To apply knowledge of the eight points of a compass, four figure grid references, symbols and keys.	International Week
<b>Autumn 2</b>								
<b>Spring 1</b>								
<b>Spring 2</b>	To use an atlas to locate countries and understand a country's location in relation to the	To identify human and physical features of Brazil and begin to make comparisons with	To identify the position of the Equator and the Tropics of Capricorn and Cancer and their	To describe the layers of a rainforest.	To investigate who and what lives in the Amazon rainforest.	To explore the impact of human geography on the Amazon rainforest.		

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	rest of the world.	the United Kingdom.	significance in relation to world's rainforests.					
<b>Summer 1</b>	<p>LO - To use an atlas to locate countries.</p> <p>To understand a country's location in relation to the rest of the world.</p>	<p>LO - To identify major deserts and describe a desert climate.</p>			<p>LO - To identify physical and human features in Egypt, and compare these to our local area.</p>	<p>LO - To locate the River Nile and understand its importance today.</p>		
<b>Summer 2</b>	<p>*To identify locations of settlements in Early Britain.</p>	<p>*To understand the reasons for the locations of early settlements.</p>	<p>*To design an early settlement.</p>	<p>*To locate Skara Brae on a map and identify key features of the settlement.</p>				
<b>Year 4</b>								
<b>Autumn 1</b>		<p>To locate the equator, Tropics of Capricorn and Cancer, Southern and Northern Hemispheres and the polar regions on a map of the world.</p>	<p>To identify the different climates around the world and mark them on a map.</p>	<p>To describe the features of different climates and identify the animals and plants that live there.</p>				
<b>Autumn 2</b>								
<b>Spring 1</b>				<p>The Water Cycle - What do we mean by the water cycle? Why is it important?</p>	<p>Identify the part evaporation and condensation play in the water cycle.</p>			

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<b>Spring 2</b>	To use maps and digital mapping to locate various countries that were part of the British Empire and are part of the Commonwealth.	To understand geographical similarities and differences through the study of physical geography of the UK and Fiji. (on PP or poster)	To understand geographical similarities and differences through the study of human geography of the UK and Fiji. (on PP or poster)					
<b>Summer 1</b>		Locate key countries in Europe (including Greece) using atlases and computer mapping.	Understand the geographical similarities and differences between the UK and Greece.	To use atlases to locate ancient and current cities in Greece.				
<b>Summer 2</b>	Locate key countries in Europe (including Greece) using atlases and computer mapping.			Understand the physical geographical similarities and differences between the UK and Greece.	Understand the human geographical similarities and differences between the UK and Greece.	To use atlases to locate ancient and current cities in Greece.		
<b>Year 5</b>								
<b>Autumn 1</b>	To understand what a settlement is and the needs the Anglo-Saxon invaders would have had in a settlement. To discuss the best place to create a new settlement and to look at what		To compare modern day needs in a settlement to those of the Anglo-Saxons. To look at modern day land use using digital mapping	To create a modern day settlement thinking about the needs of modern day people, including transport links and sustainability.				



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	the land was used for.							
<b>Autumn 2</b>								
<b>Spring 1</b>		To locate and name some of the major cities within the UK, in particular those with links to <i>The Titanic</i> using atlases and digital mapping.	To use the eight points of the compass. to describe routes on a map.  To use digital mapping to calculate distances.	To understand the importance of lines of latitude and longitude and use these to plot accurate co-ordinates.	To understand why there are different time zones around the world.			
<b>Spring 2</b>	To locate Ancient Maya cities on a map of Central America.		To discover which countries in the world produce chocolate, and explain why this may be the case.					
<b>Summer 1</b>	To identify the key features of a river.  To locate key rivers in the world.	To investigate key countries in South America, focussing on key physical and human characteristics and its major cities.	Trip- To use fieldwork to observe, measure and record human and physical geographical features in the local area.	To compare the human and physical geography around River Thames and the Amazon River.				
<b>Summer 2</b>								
<b>Year 6</b>								
<b>Autumn 1</b>	To learn about volcanoes and where in the world they can be found.	To describe the structure of a volcano.	To compare volcanic and non-volcanic areas.	To design and draft a persuasive leaflet to advise people to live in a volcanic or non-volcanic area using	To produce a persuasive leaflet.	To understand how the Romans influenced settlement in the local area.	To understand how the Romans changed the landscape of Britain.	

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				the information they have learnt.				
<b>Autumn 2</b>	To understand and use four and six-figure grid references on OS Maps.	To use fieldwork to record and explain area.						
<b>Spring 1</b>		To name and locate Earth's major biomes.	To describe key aspects of Earth's major biomes.	To explore human activities that impact biomes and ecosystems within them.	To know how different biomes are being protected and preserved.			
<b>Spring 2</b>	To identify the countries of North America, the capital cities of the major countries and their varying climates.	To explore the range of rivers, mountains and national parks within North America.	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.	To study a country of North America in depth - researching climate, characteristics, location, physical and human features and land use.		To study a country of North America in depth - researching climate, characteristics, location, physical and human features and land use.		
<b>Summer 1</b>								
<b>Summer 2</b>								