

Geography Curriculum Map 2016-17

Foundation Stage



	Autumn	Spring	Summer
Nursery and Reception	<p><u>Ourselves</u> <u>Light and Dark</u></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> <p style="text-align: center;">22 to 36 months</p> <ul style="list-style-type: none"> • Notices detailed features of objects in their environment. </div> <div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center;">30 to 50 months</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> </div> <p>40-60 months The world Looks closely at similarities, differences, patterns and change.</p>	<p><u>Fairy Tales</u> <u>The Rainbow</u></p> <p>22 to 36 months Notices detailed features of objects in their environment.</p> <p>30 to 50 months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>40-60 months The world Looks closely at similarities, differences, patterns and change.</p>	<p><u>Growing and Food</u> <u>Journeys</u></p> <p>22 to 36 months Notices detailed features of objects in their environment.</p> <p>30 to 50 months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>40-60 months The world Looks closely at similarities, differences, patterns and change.</p>

Key Stage 1

	Autumn	Spring	Summer
Year 1	<p><u>Studying Our Local Area</u> <u>Aims:</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>walk around our school and our school community and familiarise ourselves with the geography of the school. Go for a walk around Chipperfield. Make observations of physical and geographical features of Chipperfield.</p> <p>Walk to the woods – link with Goldilocks walking to the woods. Drawing maps.</p>	<p><u>Outdoor learning</u> <u>Aims:</u> To develop map skills through fieldwork: using compasses, orienteering, learning to read maps and follow simple directions.</p> <p>Class trip to Boxmoor for a day of 'Amazing Maps'.</p>	<p><u>Study of the UK</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and make comparisons with hot and cold countries. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>
Year 2	<p>Locational knowledge Aim- name and locate the world's seven continents and five oceans</p>	<p>Our local area Aim- Identify seasonal and daily weather patterns -use directional language to describe the location of features and routes on a map Use simple fieldwork and observational skills to study the geography of their school and the surrounding area and the key human and physical features of its surrounding environment.</p>	<p>Comparing a contrasting locality -Tanzania Seaside features Aims: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>

Key Stage 2

	Autumn	Spring	Summer
Year 3		<p>Local Area Study – Chipperfield Study our local environment and maps of our local area</p> <p>Aims:</p> <p>Show knowledge, skills and understanding in studies at a local scale.</p> <p>Describe and compare the physical and human features of different localities.</p> <p>Offer reasons for some of their observations and for their views and judgements about places and environments.</p> <p><i>Including learning about:</i></p> <p>A focus on Maps, human and physical aspects, the types of jobs people do, how Chipperfield has changed, how Chipperfield could change in the future and the effects of this.</p> <p>Produce an information leaflet about the local area</p>	<p>Europe and France</p> <p>Extend knowledge and understanding beyond the local area to include Europe, This includes the location and characteristics of a range of the world’s most significant human and physical features.</p> <p>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locational knowledge Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</p> <p>Human and physical geography Describe and understand key aspects of: physical and human geography</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries in Europe and describe features of France.</p>
Year 4	Summer holidays, focussing on the where we went in the holidays, why we went there and what made it enjoyable.	Egypt, looking at the climate and landscape of Egypt. Relating their climate and distribution of resources to the location of the major farming land in Egypt.	Native Americans, locating countries on a map. Looking at the difficulties in living in North America in terms of climate, trade links, distribution of resources.

	<p>Romans, investigating the trade links in the roman empire along with the choice of locations for Roman cities.</p> <p>Science, to study the river chess and develop our map reading skills</p>	<p>Comparing the climate in Egypt to the climate and seasons in England.</p>	<p>Folktales from around the world. Locating countries and cities on a map. Comparing climate and resources between different countries.</p>
<p>Year 5</p>	<p><u>Local Area Study Victorians</u></p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To look at physical and human features of Geography between now and then.</p>		<p><u>Oceans & Seas</u></p> <p>To locate the world’s countries, oceans and seas, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To name and locate oceans and seas in different continents.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p>

			<p>natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Year 6	<p><u>Mexico and South America</u> Study where the Aztecs and Mayans lived and how maps have changed. Research the journey of the Spanish Armada. Identify countries of South and Central America. Identify differences in climate and terrain.</p> <p>AIMS: To locate the world's countries, oceans and seas, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Britain</u> Study the history of Britain with focus on Vikings- changes and place names. Identify Viking settlements on OS maps and use grid references. Identify symbols on maps. Identify where the Vikings came from and plan journey from Scandinavia to Britain using maps. Consider reasons the Vikings came to Britain. What did it offer?</p> <p>AIMS: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><u>Rivers and Mountains</u> Field work- trip to a river to test velocity, field sketch, land-use maps, animals and plant identification, environmental surveys. Use OS Maps to locate land-use. Compare different environments and their climate.</p> <p>AIMS: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>