



Geography Curriculum Map

EYFS	<p>By the end of the EYFS pupils will have:</p> <ol style="list-style-type: none">1. Looked closely at similarities, differences, patterns and change.2. Shared story and information books about places, such as a zoo or the beach, to remind children of visits to real places.3. Explored stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.4. Opportunities to share experiences and knowledge from different parts of their lives with each other.5. Talked to children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.6. Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented7. Visited different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.8. Use the local area for exploring both the built and the natural environment.9. Experienced opportunities to observe things closely through a variety of means, including magnifiers and photographs.10. Explored play maps and small world equipment for children to create their own environments.11. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.12. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.13. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.14. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.15. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.16. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'17. Contributed to making a display, showing all the people who make up the community of the setting.
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	<p>Key Stage 1: Pupils should develop knowledge about the world, the UK and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>		<p>Key Stage 2: Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn</p> <p>Locational & Place Knowledge</p>	<p>Where am I?</p> <p>Our Country</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK.</p>	<p>Where am I?</p> <p>Postcards from around the world</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Locate a range of the world's most significant human and physical features.</p>	<p>Where am I?</p> <p>Where food comes from – Place to Plate</p> <p>Identify the position and significance of the tropics of Cancer and Capricorn and the food products that are produced within that climate.</p>	<p>Where am I?</p> <p>All The Time in The World</p> <p>Name and locate the world's countries concentrating on time zones.</p>	<p>Trade & Economics</p> <p>Name and locate counties and major cities in the UK using OS maps.</p> <p>Describe and understand key aspects the UK's trade and economic activity.</p>	<p>How can we protect our rainforests?</p> <p>Study rainforests in South America including the layers, biomes, vegetation belts and climate change. Explore palm oil industry and what changes have been, and still need to be made, to improve and reduce our carbon footprint.</p>



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spring</p> <p>Human and Physical Geography</p>	<p>Weather Watchers</p> <p>Identify seasonal and daily weather patterns in the UK</p>	<p>Reduce, Reuse, Recycle!</p> <p>Consider the eco footprint of the school.</p> <p>Explore consumption of natural resources and environmental impact, food production and waste management, energy sources (renewable and non-renewable)</p> <p>Worries of the world – impact of global warming, hole in the o-zone layer, greenhouse gases and UK climate change</p> <p>Green finger – importance of growing your own, organic gardening,</p>	<p>Early Settlers</p> <p>WHY EARLY SETTLERS CHOSE TO SETTLE AND WHY linking with</p> <p>History links with Bronze and Iron Age</p>	<p>A Place of Beauty</p> <p>National parks – study of physical geography – outstanding place of natural beauty</p> <p>Describe and understand key aspects of mountains, vegetation belts and types of settlements and land use.</p> <p>Focus on settlements and human activity including use of the woods / forests (shelter, protection, fuel, food, medicine) Compare and contrast different ecosystems and investigate biodiversity on this planet</p> <p>Look at the impact of deforestation on</p>	<p>Natural Disasters</p> <p>Describe and understand key aspects of a range of natural disasters including; earthquakes, volcanoes, tsunamis, tornadoes, monsoons, droughts, wildfires and heatwaves</p> <p>Study formation, location, cross section and structure of volcanoes.</p> <p>Plate tectonics, zones and causes.</p> <p>Survival and recovery for each disaster.</p> <p>Social, economic and</p>	<p>What does the future hold?</p> <p>Case study exploring Milton Keynes – a new town, Infrastructure and Impact, HS2, Oxford – Cambridge, Expressway, Housing Expansion</p> <p>Describe and understand key aspects of economic activity including trade links.</p> <p>Describe and understand key aspects of types of settlements and land use and how some of these have changed over time.</p>



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		<p>compost benefits, reduce, reuse and recycle.</p> <p>Compare Buckingham with a contrasting non-European</p>		<p>landscapes and to animal habitats</p> <p>Discover how changing forests and sustainable development are linked to one another and the impact it has on our environment</p>	<p>environmental impacts both short and long term.</p> <p>Impacts on climate change.</p> <p>Great Wall of China</p>	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Summer</p> <p>Links with Buckingham</p> <p>Fieldwork and case studies</p> <p>Unit title could be a question.</p>	<p>What's in my town?</p> <p>Use simple fieldwork and observation skills to study the human and physical geography of Buckingham</p>	<p>Railways and Waterways</p> <p>HISTORY ARE DOING RAILWAY AND WATERWAYS DOES THIS WORK?</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>River Nile vs River Ouse</p> <p>Fieldwork in local River Ouse</p> <p>Locate key rivers of the world</p> <p>Explain the key features of a river system</p> <p>Learn about erosion and deposition</p> <p>Explore the ways rivers are used and how they use has changed over time. Making links between the use of</p>	<p>Twinned Towns</p> <p>Case study comparing Buckingham with regions of Europe. Mouvaux France and Neukirchen-Vluwn, Germany.</p> <p>Study the key human and physical features of each town.</p> <p>Study explicitly:</p> <ul style="list-style-type: none"> • Climate • Population • Leisure • Transport • Schools 	<p>Which place is more self-sufficient, Buckingham, Oxford or Weymouth?</p> <p>Case study comparing tourism in Buckingham, Oxford & Weymouth</p> <p>Look at location and landscape; housing; work and farming; trade and jobs; sustainability.</p>	<p>How can we make Buckingham better?</p> <p>Case study exploring an 'issue' in Buckingham</p> <p>Children pose their own question....eg: Are there enough car parking spaces in Buckingham?</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p>



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		<p>Use simple compass directions and locational direction language to describe locations and routes on a map.</p>	<p>the River Nile then and now and the River Ouse.</p> <p>Describe and understand the distribution of water.</p> <p>Links with History – Ancient Egyptians & River Nile</p> <p>Pyramids</p>	<ul style="list-style-type: none"> • Jobs and Economy • Historical monuments • Local industry 	<p>Use fieldwork (Year 5 PGL) to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Links with History – Buckingham: A Town Through Time</p>	<p>including sketch maps, plans and graphs and digital technologies.</p>
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