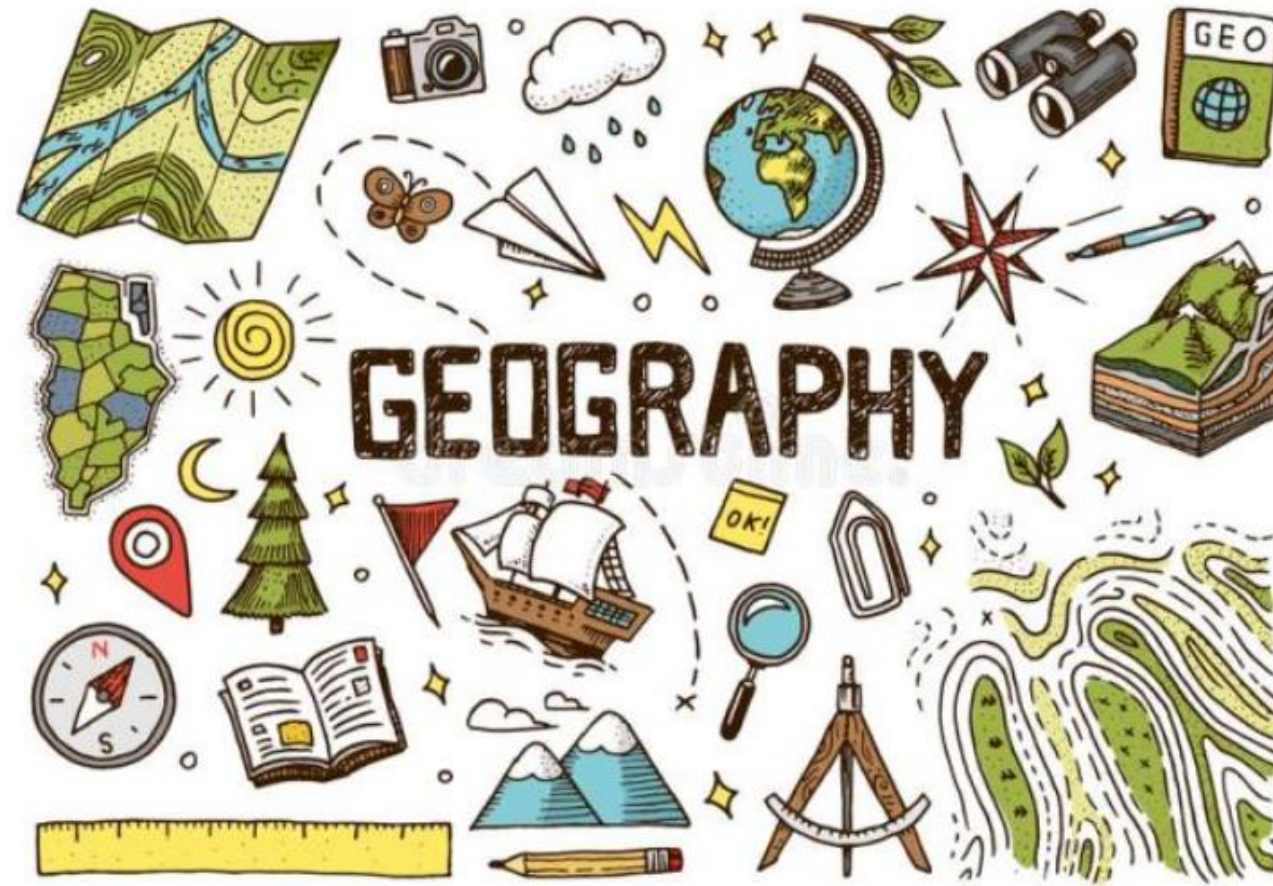
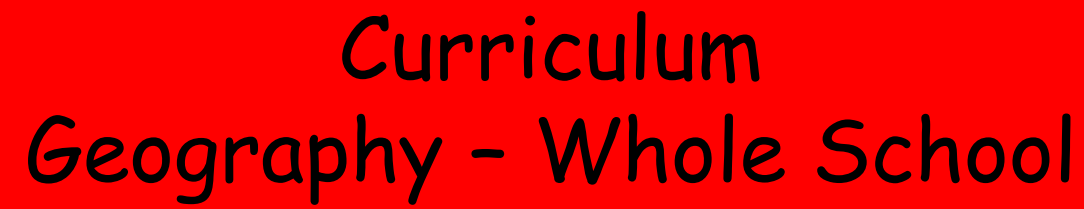






Curriculum Geography Rationale

Our geography curriculum aims to inspire and enthuse our pupils by encouraging them to be curious and fascinated learners about the ever-changing and diverse world around them and its people that will remain with them for the rest of their lives.

Intent:	At Springfields First School, we strongly believe that high quality geography teaching offers our children the foundations for a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and progressive skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. The aim, ultimately to allow children to know more, remember more and understand more. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes
Implementation:	• Our curriculum covers all requirements as set out in the National curriculum and The Early Years Foundation stage. • The curriculum builds towards defined end points (EYFS Early Learning Goals, Milestones 1 and Milestones 2). It is clear what pupils' knowledge and skills will be at those end points, and how the curriculum progresses accordingly. This includes consideration of how the curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills. • The curriculum will build on pupils' prior knowledge. • There is a clear sequence to the curriculum which enables pupils to build their knowledge and skills towards the agreed end points (milestones). Due to the school organisation requiring mixed year group classes the curriculum is organised into EYFS curriculum, Milestone 1 covering Yr1 and Yr2 whilst Milestone 2 covers Yr3 and Yr4. • A long term plan of skills ensures coverage across the year groups and key stages. Teachers then plan sequences of lessons to teach those skills and the knowledge and understanding linked to them using a range of sources for support. Planning will follow the National Oak Academy scheme of work. • Children in year 1 upwards have topic books where they will record their work in geography. Children in KS2 are encourage to use books to record mind maps, and other information that involves the children recording ideas. This will encourage children to take responsibility for their own learning and also encourages children to use their working memory. Working walls in the classroom will share geographical vocabulary with the children and encourage them to use it in their learning.
Impact:	• Teachers will observe children, question appropriately to deepen learning and identify gaps. • Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation. With the exception of Foundation Stage, pupils' achievements in geography will be assessed termly using sonar tracker steps. • Annual reports for parents - A statement for geography is based on the extent to which a pupil has achieved against N.C. Attainment Targets. Reports are generated through sonar tracker.



Curriculum Map

Geography- Whole School

EYFS/KS1/KS2

	Autumn 1 Refer to History Curriculum	Autumn 2	Spring 1 Refer to History Curriculum	Spring 2	Summer 1 Refer to History Curriculum	Summer 2
Pre-School (Two year rolling programme)		My Bear and Me/ Super me		Transport/Winter Wonderland and Sunny Spring		Animal Magic/Splish Splash Splosh
Reception (Two year rolling programme)		My Bear and Me/ Super me		Transport/Winter Wonderland and Sunny Spring		Animal Magic/Splish Splash Splosh
Y1		Local Area- Where do we live?		Local Area: How do we read maps and plan routes?		Continents and Oceans
Y2		The UK: what kind of place is it?		Cold Places- What is it like at the North and South Poles?		Contrasting Locality (Tanzania)
Y3		Land Use: How diverse are local and UK landscapes?		Local Area: how is it changing?		Climate Zones: What are they and why do they matter?
Y4		The UK: who are we?		Europe: how diverse are its landscapes and places?		Europe: what is it like to live in northern Italy?



Curriculum Map

Geography- Map Skills

Pre-School End Points

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork.	Vocabulary
• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos	• Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park	• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns - focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment	• Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences	Yarnfield Country Buildings Park Environment Natural Like Dislike Same Different



PRE-SCHOOL LONG TERM PLAN CYCLE A

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES	MY BEAR AND ME!				ARE WE NEARLY THERE YET?				ANIMAL MAGIC			
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.											
	Explore classroom and outdoor space, plant bulbs Teddy Bears Picnic activity morning Operating simple equipment – microwave, kettle and telephone in role play, computers, interactive white board, ipads, dark tent and equipment Environmental walk through mud, swishy grass etc Making porridge, bear biscuits				○ Help children to find out where they live and mark on a map. ○ Talk about their journey to and from school. ○ Use ICT to make vehicle pictures using Colour Magic. ○ Use programmable toys moving vehicles. ○ Look outside for trails/tracks made by people, animals or vehicles. ○ Make tracks in the sand eg with diggers, cars, trucks. ○ Watch birds in flight. ○ Make simple planes, kites. ○ Explore floating and sinking, different boats. Test scooters/bikes on different surfaces.				• Show care and concern for living things, learn about looking after animals, observing changes in EY garden, growing plants from seeds – eg sunflowers • Explore lifecycles – chicks, frogs, farm animals, trees, plants • Explore our 5 senses through practical activities • Learn about different types of animals – Humans, Pre-Historic, Jungle, Domestic Pets, Farm, Sea Creatures and Minibeasts (continuing after half term) • Possible visit from vet/Animal Man/visit to Amerton Farm • Using telephones, computer, binoculars, torches • Celebrate Father’s Day talk about why our Dads and Grandads are special			
	Harvest		Diwali Hannukah Christmas St Andrew’s Day (30/11)		‘Epiphany Ash Wednesday / Shrove Tuesday St David’s Day (1st March) Chinese New Year		‘Palm Sunday St Patrick’s Day (17th March) Passover Easter Start of Ramadan (Ramadan Moon book)		Being special: where do we belong? Eid Shavouot Eid (The Best Eid ever book) St George’s Day (23/4)		Diversity stories, developing positive attitudes about the differences between people – Suitable stories include - We all belong, Not like the Others, It’s ok to be different, Happy within- just the way he is.	



PRE-SCHOOL LONG TERM PLAN CYCLE B

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES	SUPER ME!				WINTER WONDERLAND AND SPRING SUNSHINE				SPLISH! SPLASH! SPLOSH!			
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.											
	- Explore classroom and outdoor space - Talk about themselves – likes/dislikes, family and home, creative role play - Look at past and present in relation to themselves - Enjoy small world play, find out about different jobs - Operating simple equipment – microwave, kettle and telephone in role play, computer, mouse, keyboard, ipads - Plant bulbs and care for the growing plants. Tidy the garden using rakes, brooms, exploring and discussing the natural world around them using all their senses				- Frosty/snowy walk. What is winter like? - Signs of winter, observing different types of weather – snow, ice, sleet, hail, slush, observing trees. Talk about what they see using a wide range of vocabulary - Exploring ice – How is ice made? Why does ice melt? Making ice. - Using jets of warm water and salt to melt ice - Exploring polar animals, how do they keep warm? Talk about the different countries in the world and the differences they have experienced or see in photos – E.g. compare polar regions with desert - Making bird cake and feeders, identifying different types of birds using binoculars - Plant seeds and care for them, understand the key features of the life cycle of a plant - Observing changes in bulbs planted, flowering plants - Growing grass, making grass heads - Exploring woodland animals and woodland habitat - Skill in making toys/play equipment work eg torches, buttons, flaps on toys, cameras, voice recorders, making shadows – explore how things work - Complete short programmes on the computer to improve mouse control				- Celebrate Father’s Day and make cards – make sense of their own life story and family history - Use magnets and discuss the terms magnetic and non magnetic – exploration of forces and properties of objects - Floating and sinking experiments – moving water in different ways from one container to another – hands on exploration, properties of objects - Explore how water travels along ramps, channels, in water trays, raindrops on window etc.- exploration and experimentation practically - Exploring puddles and shadows – why do shadows move? Use torches to make shadows.			
	Harvest		Diwali Hannukah Christmas St Andrew’s Day (30/11)		‘Epiphany Ash Wednesday / Shrove Tuesday St David’s Day (1 st March) Chinese New Year		‘Palm Sunday St Patrick’s Day (17 th March) Passover Easter Start of Ramadan (Ramadan Moon book)		Being special: where do we belong? Eid Shavouot Eid (The Best Eid ever book) St George’s Day (23/4)		Diversity stories, developing positive attitudes about the differences between people – Suitable stories include - We all belong, Not like the Others, It’s ok to be different, Happy within- just the way he is.	



Curriculum Map

Geography- Map Skills

Reception End Points

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork.	Vocabulary
- Observe, find out about and identify features in the place they live and in the natural world. - Find out about their environment and talk about those features they like/dislike. - Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. - 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. • Recognise some environments that are different to the one in which they live	- Observe and identify features in the place they live and the natural world. - Talk about features. - Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. - Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • Recognise some similarities & differences between life in this country & life in other countries	- Explore their local environment and talk about the changes they see. - Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. - Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them	- Examine change over time. - Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. - Describe some actions which people in their own community do that help to maintain the area they live in. - Draw information from a simple map • Interpret range of sources of geographical information, including maps, globes, photographs	World Environment Like Dislike Town Village Road Path Temple House Flat Synagogue Map Yarnfield



RECEPTION LONG TERM PLAN CYCLE A

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES	MY BEAR AND ME				ARE WE NEARLY THERE YET?				ANIMAL MAGIC			
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.											
	Computers – parts of a computer, logging on/off, using the drawing program to create a picture of a teddy – E-Safety Learning about Harvest festival (RE) and Christmas People and communities – how teddies/toys have changed through time. What are toys made of? Gummy Bears experiment Bears around the world – where are they found? Locate on maps. Autumn – changing seasons – what do we see? Making porridge for Goldilocks and tasting it – adding liquids Baking Bear biscuits – link to Children in Need Toys in the past and present – Grandparents visit or Zoom? Christmas presents in the past. Night time routines – do you cuddle your bear? Christmas, Remembrance Sunday, Diwali, Harvest, Hannukah Create a map of the Three Bear’s wood				Location scouts – talk about features of their own environments. Recommend places for bridges, houses or hideouts, mapwork Locate Yarnfield and London on a map Create a group map of the Naughty Bus’ journey Small world- London play Traffic survey Vehicles from the past Transport around the world moving toys Famous people from history – Amelia Earheart; Mae Johnson Sequence a journey in a plane First woman in space – Mae Jemison Looking at how things move, forces — push and pull – ramps science experiment, floating and sinking Cameras, Beebots Chinese New Year celebrations RE- Entrust scheme- Relationships, church celebrations RE- ENTRUST scheme- Celebrations- Easter				Children use ICT to take videos/photos and save/view them for a purpose. RE – creation and the natural world Ourselves – our bodies; senses, body parts, bones Our families; who’s who, other families, how we change (NF writing) Growing our cress/vegetables Butterfly life cycle observations 5 senses – food tasting, healthy lifestyles People who help us My baby – picture cards of parent and baby animals to match up Looking after pets Digital art – ‘paint’ an animal Mini beast hunts Owl Baby bags Animals in different habitats – sea, desert, polar regions etc Learn how animals adapt to environments. Small world play – ocean, habitats comparison, dinosaurs Jane Goodall and work with chimpanzees Alexander Von Humboldt – botanist and adventurer			
	Identify and ask questions about customs associated with particular religious communities Harvest		Explore stories about the lives and teachings of key religious figures Diwali Hannukah Christmas		‘Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies’ Epiphany Ash Wednesday / Shrove Tuesday St David’s Day		‘Find out about ways in which sacred texts are regarded, read and handled by believers Palm Sunday Passover Easter Start of Ramadan		Ask and respond imaginatively to questions about things that are interesting or puzzling in the world’ Eid Shavuot		Helping others: Develop an awareness of a variety of ways in which people might help in a church and of the Christian teaching to help others.	



RECEPTION LONG TERM PLAN CYCLE B

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2				
GENERAL THEMES	SUPER ME!					WINTER WONDERLAND AND SPRING SUNSHINE					SPLISH! SPLASH! SPLOSH!				
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. - Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. - Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family - Computers – how to use the mouse, choose a program, using the drawing program to create a face picture – E-Safety - How we change as we grow - Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. - Exploring our own interests - Keeping ourselves healthy – germs, brushing teeth, bathing etc - Who are superheroes? Real and fictional. - What makes a hero a hero? - People who help us - Super senses - Christmas trip to see Santa - Celebrating Halloween, Bonfire night and Christmas - Can talk about what they have done with their families during Christmas’ in the past.					- Listening to stories and placing events in chronological order. . - Nocturnal Animals Making sense of different environments and habitats - Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. - After close observation, draw pictures of the natural world, including animals and plants - Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. - Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. - Can children make comments on the weather, culture, clothing, housing. - Change in living things – Changes in the leaves, weather, seasons, - Explore the world around us and see how it changes as we move from winter to Summer. Provide opportunities for children to note and record the weather. - Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. - Look for children incorporating their understanding of the seasons and weather in their play. - ICT – i pads; technology around us, programming - Animals in cold climates and animals that hibernate, animal groups - Sorting animals into hot and cold places and groups - Freezing and melting - Look at the local environment and comparing to a cold place; how does the environment change over 4 seasons - Mini beast hunt - Life cycles – frogs - Weddings					- ICT- Internet, - Technology in the home, programming - Building Bricks Rainbow stem activity - Flowers in coloured water activity – recording results - Shadows investigation and play in the dark tent - Floating and sinking – talks about why things happen and how they work - Create a boat model that will float - Observing and growing beans, cress, tomatoes, potatoes etc - Comparing land and water – world maps and continents - Make edible food colouring and create rainbow toast - Milk, food colouring, dish soap experiment. - How are rainbows formed? - Read Bringing the rain to Kapiti Plain – look at Geography and landscape in Africa. Compare to UK.				
	Identify and ask questions about customs associated with particular religious communities Harvest		Explore stories about the lives and teachings of key religious figures Diwali Hannukah Christmas		‘Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies’ Epiphany Ash Wednesday / Shrove Tuesday St David’s Day		‘Find out about ways in which sacred texts are regarded, read and handled by believers Palm Sunday Passover Easter Start of Ramadan		Ask and respond imaginatively to questions about things that are interesting or puzzling in the world’ Eid Shavuot		Helping others: Develop an awareness of a variety of ways in which people might help in a church and of the Christian teaching to help others.				



Curriculum Map

Geography- Overview KS1

Year 1

Autumn 2 - Local Area- Where do we live?	Spring 2 - Local area: how do we read maps and plan routes?	Summer 2 - Continents and oceans: what can we find out about the world?
• I can find my home on an aerial photograph and a large-scale plan or map. • I can talk about the area where you live and find some familiar features on an aerial photograph or large-scale plan. • You can share your ideas about how you could investigate the local area and help plan fieldwork in the street outside your school. • I can collect information to find out how pupils in my class get to school, and why they travel that way. • I can make a map of my journey to school showing the buildings and places I pass on the route.	• I can talk about my favourite places to play in the school grounds and locate them on an aerial photograph. • I can plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map. • You can plan a route to your local play area using aerial images and a large-scale map. • I can observe and use geographical vocabulary to talk about features of our local area as we follow a route to a local play area. • I can make a map of my route to a local play area. • I can make a map or model to show my ideas for improving the school grounds.	• I can use globes, satellite images and geographical vocabulary to describe Earth. • I know the 7 continents of the world. • I can explain what an ocean is and name Earth's five oceans. • I can use atlases and maps to locate the UK in the world.



Curriculum Map

Geography- Map Skills

Year 1 End Points

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork.	Vocabulary
Name and locate the world's seven continents and five oceans.	Understand what the local area is like.	Use basic geographical vocabulary to refer to: - key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment	Continent Ocean Season Weather Village Yarnfield Human Physical Uk England Journey Route



Curriculum Map

Geography- Overview KS1

Year 2

Autumn 2 - Cold Places- What is it like at the North and South Poles?	Spring 2 - The UK: what kind of place is it?	Summer 2 - Contrasting Locality (Tanzania)
• I can explain what affects temperatures locally and why it is cold at the North and South Poles. • I can locate the North and South Polar regions and describe some of their icy features. • I can locate and talk about the Arctic Circle using maps and globes, and describe seasonal changes. • I can use a range of geographical sources to describe Antarctica and its extreme weather and climate. • I can identify some of the wildlife found in the Arctic and explain how it is affected by seasonal change. • I can identify some of the wildlife found in the Antarctic and explain how it is affected by seasonal change.	• I can locate the UK on a globe and world map and annotate a map with key information. • I can locate the UK's capital cities and find out some information about cities. • I can locate and name some of Scotland's geographical features using atlases, maps, photographs and Google Earth. • I can locate and name some of England's geographical features using atlases, maps, photographs and Google Earth. • I can locate and name some of Wales' geographical features using atlases, maps, photographs and Google Earth. • I can locate and name some of Northern Ireland's geographical features using atlases, maps, photographs and Google Earth.	• I can locate Africa and the UK on a map and describe the location of some African countries and ways to travel there. • I can use photographs to find out about the climate and landscapes of Tanzania. • I can use aerial photographs and satellite images to find out about Tanzania's physical and human features. • I can use photographs to identify similarities and differences between Arusha and the place where I live. • I can use role play to investigate some of the jobs that people do in Arusha. • I can identify similarities and differences between the life of a child living in Arusha and my own life.



Curriculum Map

Geography- Map Skills

Year 2 End Points

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork.	Vocabulary
• Name, locate and identify the four countries and their capital cities of the United Kingdom. • Name, locate and identify the characteristics of the seas surrounding the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.	• Understand the similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a small area in a contrasting non-European country.	• Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (n,e,s,w) and locational and directional language e.g. near and far to describe the location of features and routes on a map.	- UK - England - Wales - Scotland - Northern Ireland - Equator - Hot - Cold - North pole - South pole - Human - Physical - Weather



Curriculum Map

Geography- Overview KS1

Year 3

Autumn 2 - Land Use: How diverse are local and UK landscapes?	Spring 2 - Local Area: how is it changing?	Summer 2 - Climate zones: What are they and why do they matter?
• I can identify and describe the main human and physical features of the UK using atlases and maps. • I can identify some types of land use in the locality using maps and aerial imagery. • I can explain how different parts of the UK are used for different types of farming. • I can describe different types of land use in the UK. • I can use four figure grid references to identify different examples of land use in my local area on a 1:25000 map. • I can explain how land use changes affects wildlife.	• I can create enquiry questions about how my local place has changed. • I can use maps to measure and investigate settlement growth over time. • I can use enquiry to find out what people think about local changes. • I can collect data to investigate current changes in my local area and evaluate the impact of these changes. • I can interpret fieldwork data to find out more about where I live and how its changing. • I can collect data over a school day to investigate changes in the school grounds during a single day.	• I can understand the position of the Earth in space in relation to the sun and how this affects climate. • You can understand what the main climate zones are and describe where they are found. • I can understand and explain the difference between climate zones and biomes.



Curriculum Map

Geography- Map Skills

Year 3 End Points

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork.	Vocabulary
- Identify where countries are within the UK and their key topographical knowledge. - Name and locate the cities of the UK.	- Recognise that there are similarities and differences between places. - Develop an awareness of how places relate to each other.	- Identify the physical and human features of a locality. - Explain about weather conditions / patterns around the UK and parts of Europe. - Recognise there are similarities and differences between places. - Develop an awareness of how places relate to each other	- Ask and respond to geographical questions, e.g. describe the landscape? Why is it like this? How is it changing? What do you think about that. - Analyse evidence and draw conclusions. E.g. make comparisons between locations using aerial photos, pictures. - Recognise that different people hold different views about an issue and begin to understand some of the reasons why. - Communicate findings in ways appropriate to the task or for the audience. - Understand and use a widening range of geographical terms. E.g. specific topic vocabulary. E.g., meander, floodplain, location, industry, transport, settlement, water cycle. - Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. - Make more detailed maps and fieldwork sketches/diagrams. - Use fieldwork instruments such as camera, rain gauge. - Use and interpret maps, globes, atlases, and digital computer mapping to locate countries and key features. - Explore features of OS maps using 4 figure grid references.	UK England Scotland Northern Ireland Wales Physical Human Europe Weather Similarities Differences Land use Aerial Change



Curriculum Map

Geography- Map Skills

Year 4 End Points

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork.	Vocabulary
- Recognise the different shapes of the continents. - Demonstrate knowledge of features of places around him/her and beyond the UK. - Identify where countries are within Europe including Russia. - Recognise that people have a differing quality of life living in different locations and environments. - Know how the locality is set within a wider geographical context.	- Know about the wider context of places, e.g. region, country. - Understand why there are similarities, differences between places.	- Describe human features of the UK, regions, cities, countries. - Understand the effect of landscape features on the development of a locality. - Describe how people have been affected by the changes in the environment. - Explore weather patterns around parts of the world.	- Understand and use a widening range of geographical terms. E.g. topic specific vocabulary- contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes. Etc. - Measure straight line distance using the appropriate scale. - Explore features of OS maps using 6 figure grid references. - Draw accurate maps with more complex keys. - Plan the steps and strategies for enquiry.	Continent Europe Locality Region Country Similarities Differences Migration Human Physical Italy UK Village



Curriculum Map

Geography- Overview KS1

Year 4

Autumn 2 - The UK: who are we?	Spring 2 - Europe: how diverse are its landscapes and places?	Summer 2 - Europe: what is it like to live in northern Italy?
• I can name and locate some of the UK's regions and counties. • I can use enquiry to understand how images can be used to describe people and places. • I can describe what is meant by migration and begin to explain why different people have settled in the UK.	• I can use atlas maps and a globe to locate the continent and countries of Europe. • I can identify different climate zones in the world and describe the climate of different countries in Europe. • I can locate a number of major cities in Europe and I understand why they are important. • I can use digital and atlas maps to identify and locate key physical geographical features of Europe. • I can describe key features of the human geography of Europe and use atlas maps to identify spatial patterns.	• I can locate northern Italy on a map and describe how far it is from where I live. • I can use maps to identify key physical and human geographical features of Northern Italy. • I can use different sources of information to investigate and compare different villages in northern Italy. • I can describe the location and features of Venice and explain how it is affected by tourism. • I can reflect on what I have learned about northern Italy and compare this area with the region of the UK where I live.