



Geography Curriculum Map

EYFS

The most relevant statements for Geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

By the end of Nursery, we expect children to be able to:

- Understand position through words alone. For example, “The bag is under the table,” - with no pointing
- Describe a familiar route
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’
- Use all their senses in hands-on exploration of natural material
- Begin to understand the need to respect and care for the natural environment and all living things
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

By the end of Reception, we expect children to be able to:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Recognise some environments that are different to the one in which they live
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- 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
- 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
- Understand some important processes and changes in the natural world around them, including the seasons

Year	Autumn	Spring	Summer
1	<p data-bbox="255 261 730 293">Geographical Skills & Fieldwork Focus:</p> <p data-bbox="255 341 568 373">Our School Community</p> <ul data-bbox="255 421 797 979" style="list-style-type: none"> • Ask simple geographical questions e.g., what is like to live in this place? • Use simple observation skills to study the geography of the school and its grounds. (Y2) • Use simple maps of the local area e.g., large scale, pictorial etc. • Use location and directional language e.g. near and far, left, and right to describe the location of features and routes. • Make simple maps and plans e.g. a pictorial place in a story. • Use location and directional language e.g. north, south, east, west. 	<p data-bbox="833 261 1375 293">Human & Physical Geography Focus:</p> <p data-bbox="833 301 1084 333">Wallsend Weather</p> <ul data-bbox="833 381 1476 525" style="list-style-type: none"> • Ask simple geographical questions e.g., what is the weather like in place? • Describe seasonal weather changes in the UK. 	<p data-bbox="1512 261 2069 293">Locational & Place Knowledge Focus:</p> <p data-bbox="1512 301 1845 333">Our North East Coastline</p> <ul data-bbox="1512 381 2103 900" style="list-style-type: none"> • Ask simple geographical questions e.g., what does the seaside look like here? • Understand how some places are linked to other places e.g., roads and trains. • Link their homes to other places in their community. • Know about some present changes that are happening in their local environment e.g. the coast • Suggest ideas for improvements for improving the coastal environment. • Name, describe and compare familiar places and their weather patterns in the UK. <p data-bbox="1512 948 1856 979">Field Work: Coastal Walk</p>

Year 2	Autumn	Spring	Summer
	Geographical Skills & Fieldwork Focus: Our Place in the UK <ul style="list-style-type: none"> • Use world maps, atlases, and globes to identify the UK and its countries. • Use simple compass direction and location and directional language to describe the features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and use and construct basic symbols in a key. 	Human & Physical Geography Focus: Mountains and Rivers of the UK <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to physical features. • Use basic geographical vocabulary to refer to human features. Field Work: Rising Sun	Locational & Place Knowledge Focus: Our Place in the World <ul style="list-style-type: none"> • Use world maps, atlases, and globes to identify the UK and its countries and name and locate the world's 7 continents and 5 oceans. • Name and locate the characteristics of the seas surrounding the UK. • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.

Year	Autumn	Spring	Summer
3	<p data-bbox="255 261 707 293">Locational & Place Knowledge</p> <p data-bbox="255 298 353 330">Focus:</p> <p data-bbox="255 335 658 367">Counties and Cities of the UK</p> <ul data-bbox="255 416 801 710" style="list-style-type: none"> • Identify where counties are within the UK and the key topographical features. • Name and locate the cities of the UK. • Recognize there are similarities between places. • Develop an awareness of how places relate to each other. 	<p data-bbox="831 261 1413 293">Geographical Skills & Fieldwork Focus:</p> <p data-bbox="831 298 1048 330">Our Link School</p> <ul data-bbox="831 357 1480 1406" style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environments. (Y2) • Make more detailed fieldwork sketches and diagrams. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. (Y2) • Communicate findings in ways appropriate to the task or for the audience. • Make maps and plans using simple keys. • Use four figure grid references. • Use eight points of a compass. • 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? What do you think it might be like if...continues? • Analyse evidence and draw conclusions e.g., make comparisons between locations using aerial photographs/pictures e.g., population, temperatures et... • Use fieldwork instrument e.g., camera, rain gauge <p data-bbox="831 1426 1211 1458">Field Work: Woodland Walk</p>	<p data-bbox="1509 261 2056 293">Human & Physical Geography Focus:</p> <p data-bbox="1509 298 1951 330">Natural Landmarks of the World</p> <ul data-bbox="1509 373 2101 970" style="list-style-type: none"> • Identify physical and human features of the locality. • Explain about weather conditions around the UK and parts of Europe. • Understand and use a wide range of geographical terms e.g., specific topical vocabulary. • Use and interpret maps, globes, atlases, and digital computer mapping to locate countries and key features. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and use and construct basic symbols in a key. (Y2)

Year 4	Autumn	Spring	Summer
	<p data-bbox="255 261 806 336">Human & Physical Geography Focus: Mountains and Rivers of the World</p> <ul data-bbox="255 379 784 906" style="list-style-type: none"> • Plan the steps and strategies for an enquiry. • Demonstrate knowledge of features about places around them and beyond the UK. • Describe human features of UK regions/cities and counties. • Describe how people have been affected by changes in the environment. • Know about the wider context of places- regions, counties. • Explain about key natural resources e.g., water in the locality. <p data-bbox="255 927 716 959">Field Work: Ouseburn River Walk</p>	<p data-bbox="833 261 1413 336">Geographical Skills & Fieldwork Focus: A Map of Europe</p> <ul data-bbox="833 379 1478 1241" style="list-style-type: none"> • Understand and use a widening range of geographical terms. • Measure straight line distances using appropriate scale. • Explore features on an OS map using 6 figure references. • Draw accurate maps with more complex keys. • Recognise the different shapes of continents. • Identify where countries are within Europe including Russia. • Explore weather patterns around the world. • Know the location of capital cities of countries in the UK. Seas around the UK. European union countries with high populations and the largest cities in each continent. (Y5) • Locate the worlds countries using maps to focus on Europe including Russia and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Y6) 	<p data-bbox="1512 261 2069 336">Locational & Place Knowledge Focus: Time Zones Across the World</p> <ul data-bbox="1512 379 2094 906" style="list-style-type: none"> • Understand and use a widening range of geographical terms. (Y5) • Recognise the different shapes of countries. (Y5) • Identify and describe the significance of the prime/Greenwich Meriden and time zones including day and night. (Y5) • Identify the position and significance of latitude, longitude, equator, Northern and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime Greenwich and Meriden time zones including day and night. (Y6)

Year	Autumn	Spring	Summer
5	<p data-bbox="255 261 810 331">Human & Physical Geography Focus: Earthquakes and Volcanoes</p> <ul data-bbox="255 379 810 817" style="list-style-type: none"> • Understand the effect of landscape features on the development of a locality. (Y4) • Understand why there are similarities and differences between places. (Y4) • Recognize that people have different quality of life living in different locations and environments. (Y4) • Know and describe where a variety of places are in relation to the physical and human features such as volcanoes. 	<p data-bbox="831 261 1489 331">Geographical Skills & Fieldwork Focus: Field Work (A Study of the River Tyne)</p> <ul data-bbox="831 379 1489 817" style="list-style-type: none"> • Know about the physical features of coasts and begin to understand erosion and deposition. • Understand how human affect the environment over time. • Use fieldwork to record, measure and present the human and physical features in the local area using range of methods including sketch maps, plans and graphs and digital technologies. (Y6) • Know how rivers erode and transport and deposit materials. <p data-bbox="831 849 1227 880">Field Work: Tyne River Walk</p>	<p data-bbox="1509 261 2107 370">Locational & Place Knowledge Focus: North America (Rocky Mountains and The Lake District)</p> <ul data-bbox="1509 402 2107 801" style="list-style-type: none"> • Identify the physical characteristics and key topographical features within countries of North America. • Know about changes to world environments over time. • Compare the physical and human features of a region in the UK and a region in North America, identifying similarities and differences. • Know how the locality is set in a wider geographical context. (Y4)

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6	<p data-bbox="255 261 707 293">Locational & Place Knowledge</p> <p data-bbox="255 298 353 330">Focus:</p> <p data-bbox="255 335 763 367">The River Danube (The Black Forest)</p> <ul data-bbox="255 419 801 823" style="list-style-type: none"> • Use maps, charts, etc ... to support decision making about the location of places e.g., new bypass. • Describe and understand key aspects of physical geography • Know about the wider contexts of places, e.g., country, region, and county. (Y5) • Use maps atlases and globes and digital mapping to locate countries and describe features studied. 	<p data-bbox="831 261 1379 293">Human & Physical Geography Focus:</p> <p data-bbox="831 298 1209 330">South America: Rainforests</p> <ul data-bbox="831 376 1469 1155" style="list-style-type: none"> • Understand and use a widening range of geographical terms. • Describe and understand key aspects of human geography including, types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals, and water. • Recognise that different people hold different views about an issue and begin to understand some of the reasons why (Y3) • Understand why people seek to manage and sustain their environment. (Y5) • Understand about weather patterns around the world and relate these to climate zones. (Y5) • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK a region in a European country and a region within North or South America. 	<p data-bbox="1509 261 2096 293">Geographical Skills & Fieldwork Focus:</p> <p data-bbox="1509 298 1995 368">Field Work (Linked to High Borrans Residential Trip)</p> <ul data-bbox="1509 414 2096 852" style="list-style-type: none"> • Name and locate counties and cities of the UK, geographical regions, and their identifying human and physical characterises, key topographical features and land use patterns and understand how some of these aspects have change over time. • Use the 4 and 6 grid references, symbols, and keys, including OS maps to build their knowledge of the UK and the wider world. Use the 8 points of a compass. <p data-bbox="1509 895 2085 965">Field Work: High Borrans Residential Stay (Lake District)</p>