Geography Curriculum Map

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		**What is my local area like?** Littering - environmental impact **Educational visit/Experience**: Local area **Building on**: Early years **Leading to**: Year 2 Autumn 2, Year 6 Autumn 2 **Rationale**: The environment Early years look at the school building so expanding their understanding of scale and space. Mapwork.		**What is the rest of the UK like?** Focus on naming England, N Ireland, Scotland, Wales and their Capitals and oceans. Daily weather patterns **Educational visit/Experience**: Entry point forest and video of coastal area **Leading to:** Year 2 Autumn 2 and Summer 2, Year 5 Spring 2, Year 6 Summer 2 **Rationale:** Knowledge of the rest of the UK. Mapwork.		**What is life like in Sylhet, Bangladesh for a child?** Intro to Bangladesh in prep for Year 2. Comparing seasonal and weather patterns in London and Sylhet. **Educational visit/Experience**: Visit from a relative who grew up in Sylhet **Leading to**: Year 2, Spring 2 **Rationale**: Many families with Bangladeshi heritage in Tower Hamlets. Comparing a non-European country

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		**How are human and physical features identified?** Looking at central London comparing human and physical features Recognising landmarks on a map of the rest of the UK. **Educational visit/Experience:** Link to DT/ Structures in London **Building on:**Year 1 Autumn 2 **Leading to:** Year 2 Spring 2, Year 5 Spring 2, Year 6 Spring 2 **Rationale:** Looking at landmarks across the whole UK, expanding scale from immediate local area to the rest of London		**How are coastal areas different?** Daily weather patterns and key human and physical features of chalkwell and Laboni, Bangladesh. Compare coastal area of Bangladesh and Chalkwell - human and physical features **Educational visit/Experience**: Chalkwell **Building on:** Year 1 Summer 2 **Leading to:** Year 5 Spring 2 **Rationale:** Comparing closest coastal area to the children with a country they have already studied - lots of children with Bangladeshi heritage		**What can a map of the world tell us?** 4 compass points, continents and oceans weather, equator, poles **Building on:** Year 1 Spring 2 **Leading to**: Year 3 Autumn 2, Year 4 Autumn 2 **Rationale:** Starts to look at the world as a whole, rather than in isolation. Gets the children ready for KS2 knowledge and brings learning together for KS1.

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		**Is a rainforest a biome?** Understanding biomes with particular focus on rainforests **Building on:** Year 2 summer 2 **Leading to:** Year 4 Autumn 2, Year 6 Autumn 2, Year 6 Summer 2 **Rationale:** The environment.		**How do volcanoes and earthquakes affect people?** Key physical features of volcanoes and earthquakes, human and environmental impact **Educational visit/experiences:** Natural History Museum workshop or a visit **Leading to:** Year 5 Summer 2 **Rationale:** The environment		**Why are capital cities often built by water?** The Water Cycle, rivers, human and physical geography of a river **Building on:** Year 2 Summer 2 **Leading to**: Year 6 Spring and Summer 2 **Rationale:** Rivers and cities have all been chosen to cover the whole world or places where the school has a link i.e. already learnt about it or high number of children with a link to the country. Mapwork

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		**How have geographers mapped out the world?** Longitude and latitude, Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones including Svalbard. **Educational visit/Experience:** Greenwich Observatory **Building on:** Year 2 Summer 2, Year 3 Autumn 2 **Rationale:** Children will locate the same countries in Year 3 summer 2. This recapping will embed knowledge meaning learning and remembering more. Greenwich meridian is local.		**How is land used differently within the Loire valley and the South Wales Valleys?** Comparing South Wales Valleys and Orleans (loire valley) looking at land use how these have changed over time. **Building on**: Year 3 Summer 2, Year 4 Autumn 2 **Leading to:** Year 4 Summer 2, Year 5 Spring 2, Year 5 Summer 2, Year 6 Spring 2 **Rationale:** By the end of year 6, all children will have learnt about a place in Wales, Scotland and Northern Ireland. Comparing with France as we learn French at Olga.		**Why do people settle in and around London?** Types of settlements in the UK. Land use **Building on:** Year 1 Autumn 2, Year 2 Autumn 2, Year 3 Summer 2, Year 4 Spring 2, **Leading to:** Year 5 Autumn 2, Year 5 Spring 2, Year 6 Spring 2, Year 6 Summer 2 **Rationale:** Building on local knowledge from Year 1 and 2 of local area - learning about land use through local area knowledge.

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		**What is trade and why is it necessary?** Fair and unfair distribution of resources, economic activity and trade links, include unfair trade links, bananas **/Educational visitExperience:** London Docklands museum **Building on**:Year 3 Summer 2, Year 4 Summer 2 **Leading to:** Year 5 Spring 2, Year 6 (All units) **Rationale:** Banana trade is a simple and tangible way to explain unfair trade, London Docklands Museum is local		**Would you rather live in an urban or rural area?** Map skills - grid references and 8 points of the compass, compare Easdale, Inner Hebrides of Scotland and Glasgow, Scotland **Educational visit/Experience:** School Link **Building on:** Year 1 Spring 2, Year 2 Autumn and Spring 2, Year 4 Spring and Summer 2, Year 5 Autumn 2 **Leading to**: Year 5 Summer 2, Year 6 Summer 2 **Rationale:** By the end of year 6, all children will have learnt about a place in Wales, Scotland and Northern Ireland.		**How are mountains formed?** Physical geography of mountains, contour lines - finding a peak, topography, how this has changed over time **Building on:** Year 3 Spring 2, Year 4 Spring 2, Year 5 Spring 2 **Leading to:** Year 6 Spring 2 **Rationale:** Researching Alps building on knowledge of tourism from year 4.

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		**Should we stop mining natural resources?** Distribution of energy, food minerals and water **Building on:** Year 1 Autumn 2, Year 3 Autumn 2, Year 5 Autumn 2 **Leading to:** Year 6 Spring and Summer 2 **Rationale:** The environment , Links really well with DT in Year 6 Spring 2		**How has The Thames shaped London?** Physical features of a river, Inc. recap of the water cycle, Identify changes over time, compare ordnance survey maps from now and the 70s **Educational visit:** River trip to Thames barrier **Building on:** Year 2 Autumn 2, Year 4 Spring and Summer 2, Year 5 Autumn 2, Year 5 Summer 2, Year 6 Autumn 2 **Leading to:** Year 6 Summer 2 **Rationale:** Revisiting rivers and linking more to human knowledge, local case study of the Docklands		**Cities on the sea - how successful are they?** Comparing Belfast and New York, thinking about trade, economy **Building on:** Year 5 Autumn 2, Year 1 Spring 2, Year 3 Autumn 2, Year 4 Summer 2, Year 5 Spring 2, Year 6 All **Rationale:** Brings together so much learning from the school and provides a KS3 style essay question to lead them into secondary school thinking. By the end of year 6, all children will have learnt about a place in Wales, Scotland and Northern Ireland. NC study of a place in North America.