

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 <u>environment</u> 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: <u>The environment</u> .		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: <u>The environment</u>		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: <u>The environment</u> , 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.