

Geography Curriculum Map - Autumn Term						
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Locational knowledge/ Place knowledge</b> Look at school and surrounding area. Identify from aerial maps. <b>Outdoors, C</b>  (My Favourite Things)	<b>Locational knowledge/ Place knowledge</b> Look at school and surrounding area, including local town, railways station. Identify from aerial maps. <b>Outdoors, C</b>  (My Favourite Things)	<b>Place Knowledge &amp; Human and Physical Geography</b> <b>Locational Knowledge</b> Around the World – recap on location/physical and human geography from KS1. Learn about counties, high land, land use Locate 10 countries in Europe and capital cities  (Crossing the Channel)	<b>Place Knowledge &amp; Human and Physical Geography</b> <i>Revise continents and oceans; Locate countries in Europe including Scandinavia; use an atlas to locate places in UK where Anglo-Saxons settled</i> Identify <b>SC, CR, C</b> (Invaders and Settlers)	<b>Human and Physical Geography, Locational Knowledge, Place Knowledge</b> Lines of latitude and longitude and time zones, naming countries on Equator etc. Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand and use a range of geographical terms e.g. biomes; Climate zones, land use, River Nile, irrigation and farming, compare with local modern farming methods. Locate Egypt; Focus on River Nile. Remaining European countries, capital cities, Egypt Compare Redhill with Cairo <b>C,SC</b>  (Secrets of the Nile)  <b>Geography:</b> Climate zones/land use, farming/local modern farming methods (Priory Farm?), - within an Ancient Egyptian topic <b>Outdoors</b>	<b>Human and Physical Geography, Locational Knowledge, Place Knowledge</b> Lines of latitude and longitude and time zones, planning route from Redhill via different tropic lines etc.  Understand and use a range of geographical terms e.g. biomes; identify regions of world where there are rain-forests and map; research a South American country; understand features/layers of rainforest; deforestation – understand how humans affect their environment over time; Compare Redhill with rainforest <b>C,SC</b>  (Lost in the Jungle)  <b>Rivers</b> Key physical features of rivers; erosion, transportation and deposition and stages of a river
Autumn 2	<b>Locational knowledge/ Place knowledge</b> Locate London Capital cities of UK <b>Outdoors</b> (Fire)	<b>Locational knowledge/ Place knowledge</b> Locate London Capital cities of UK <b>Outdoors</b> (Fire)				

Geography Curriculum Map - Spring Term						
Spring 1	<b>Geographical skills and fieldwork/ Locational knowledge/ Place knowledge/ Human and physical geography</b> Identify continents and oceans. Find polar regions. Comparing locations, research, map and atlas work Identify human and physical features of Redhill at the common. Label a photo taken on common of human and physical features. Use maps to answer Q about Polar regions and consider if they could live there. Brief comparison with Redhill. Talk by parent about expedition to Antarctica. <b>C &amp; RT</b> <b>Outdoors</b> (Frozen)	<b>Geographical skills and fieldwork/ Locational knowledge/ Place knowledge/ Human and physical geography</b> Identify continents and oceans. Find polar regions. Comparing locations, research, map and atlas work Identify human and physical features of Redhill at the common. Label a photo taken on common of human and physical features. Use maps to answer Q about Polar regions and consider if they could live there. Brief comparison with Redhill. Talk by parent about expedition to Antarctica. <b>C &amp; RT</b> <b>Outdoors</b> (Frozen)	<b>Locational Knowledge &amp; Human and Physical Geography</b> <i>Locate Italy and name neighbouring countries; Identify key characteristics of 4 countries of UK; Identify key human and physical features of Italy; compare with UK; describe key features of a volcano</i> <b>SC, CR, C</b> (The Italian Job)	<b>Locational Knowledge &amp; Human and Physical Geography</b> <i>Locate Italy and name neighbouring countries; Identify key characteristics of 4 countries of UK; Identify key human and physical features of Italy; compare with UK (Y4 more detailed leaflets); describe key features of a volcano</i> <b>SC, CR, C</b> (The Italian Job)	<b>Physical features</b> UK mountains including (Snowdonia), land use, rivers of world  <b>Human and physical Geography, Geographical skills and Fieldwork</b> Volcanoes; map Redhill common; fieldwork: traffic survey; Use 8 compass points Practise 4 figure grid references OS symbols – roads and pathways?  <b>O, CR, C</b>  (A Good Dragon Guide)	<b>Locational Knowledge &amp; Human and Physical Geography</b> <b>North and South America</b>  Identify countries and cities in North and South America. Locate and identify physical and human features of countries within North and South America  Compare UK to a North or South American Country <b>SC</b>  (North and South)
Spring 2					<b>Locational knowledge; Human and physical geography</b> Locate Greece; key physical features  (It's all Greek to me)	

Geography Curriculum Map - Summer Term						
Summer 1	<b>Human and physical geography</b> Identify local weather and seasonal weather. Y2 compare 4 seasons/Film a weather report for a different season using map of UK. Use geographical vocabulary to describe human and physical features of different landscapes (bingo game – find geographical features in artwork and represent a feature in Lego, then explain meaning). <b>C &amp; RT</b> <b>Outdoors</b> (Up!)	<b>Human and physical geography</b> Identify local weather and seasonal weather. Y2 compare 4 seasons/Film a weather report for a different season using map of UK. Use geographical vocabulary to describe human and physical features of different landscapes (bingo game – find geographical features in artwork and represent a feature in Lego, then explain meaning). <b>C &amp; RT</b> <b>Outdoors</b> (Up!)	<b>Geographical skills and Fieldwork</b> Focussing on the immediate local environment (St John's), basic map reading skills, link to sustainability project: Me and My school – litter in and around school. On site orienteering. Golden Boot <b>O, C</b>  (Me and My School)	<b>Geographical skills and fieldwork</b> Exploring the local area (Redhill and Reigate), creating own map <i>Creating a map with key; orienteering</i> <b>O, C</b>  (Our local area)	<b>Geographical skills and fieldwork/ locational knowledge</b> Distribution of natural resources to include a sustainability project including food, make do and mend, fuel etc. Grow your own vegetables, WW2 cooking <b>O, C, RT</b>  (Dig for Victory)	<b>Geographical skills and Fieldwork</b> <b>Human and physical geography</b>  Using OS maps to locate Dorset and Isle of Purbeck – symbols, contours 4 and 6 figure grid references, linking to Dorset residential <b>O, CR, C</b>  (Coast to Coast)
Summer 2	<b>Geographical skills and fieldwork</b> Investigation into school and locality. LI: To use simple observational skills to study the geography of the school and its grounds Research and visit sites for picnic/ map work.  <b>C &amp; RT</b> <b>Outdoors</b> <b>Community</b> (Up!)	<b>Geographical skills and fieldwork</b> Investigation into school and locality. LI: To use simple observational skills to study the geography of the school and its grounds Y2 Extension: identify if each feature is human or physical. <b>C &amp; RT</b> <b>Outdoors</b> <b>Community</b> (Up!)				

**Subject Intent**

Children are curious about the local environment and the world around them. They have an understanding of physical and human geography and how these are linked. They carry out field work and apply their geographical skills to better understand and protect the world they live in.