

Geography Curriculum Map

| | EYFS | YEAR ONE | YEAR TWO | YEAR THREE | YEAR FOUR | YEAR FIVE | YEAR SIX |
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| A | Understanding the World Where we live To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world | Living in cities Case study: Local area | Living in the mountains Case study: Keswick in the Lake District | Opening Worlds: Rivers Depth focus: The River Indus – its source, course, uses, and some of its environmental challenges. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) | Opening Worlds: Rhine and Mediterranean Depth focus: water as a resources, human use of resources., land, growth of settlements and cities. | Opening Worlds: Why is California so thirsty? Depth focus: Water in California, farming (Intensive farming) natural resources. California aqueduct. | Opening Worlds: Energy and climate change Depth focus: Types of energy, The greenhouse effect, Climate change and its effects Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction How do local actions in the UK affect global climate? |
| | | Living in the countryside Case study: Lyndhurst New forest | Nature all around us Plants and animals in our local area. UK landscapes and weather | Opening Worlds: Mountains Depth focus: Andes and terraced farming Depth focus: Snowdonia Sustained geographical theme: Relationship between mountains and weather | Opening Worlds: Population Depth focus: Characteristics of population including distribution, diversity and migration. Depth focus: Multicultural London/ Cardiff | Opening Worlds: Oceans Depth focus: Locational knowledge. Oceans and climate. Oceans and trade. Land masses. Transport, climate change, food tourism. | Opening Worlds: Ethiopia Depth focus: . Where is Ethiopia? Climate, landscape, population, biomes, major cities, rural life Sustainable futures Geographical skills focus: Population pyramids, longitude and time zones |
| B | | | | | | | |
| C | Understanding the World Weather To be able to talk about different seasons and weathers To be able to compare the natural world in | The Seasons Change Case Study: Local area | Visiting new places Travel, using an atlas Case study: a visit to the seaside/ another country | Opening Worlds: Settlements & Cities Two cities: Cardiff and London Map Skills: using a grid to find and compare locations. How are settlements similar and different? | Opening Worlds: Coastal Processes and Landforms Depth focus: West Wales Processes of erosion, transportation and deposition Overview of the Jurassic coast. | Opening Worlds: Migration in Europe and the world Depth focus: real life migration stories. Refugees, persecution, asylum, asylum seekers; challenges for refugees. Migration and identity. | Opening Worlds: Changing Birmingham Depth focus: cities in the UK, focusing on past, present and future changes. Industry, migration, deindustrialisation, redevelopment, sustainable development goals, climate change |
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| D | different places around the world. (Looking at geographical and climate differences. | Where are we Maps, seas and oceans, capital cities and four point compass | Weather in our world Continents, oceans, equator, weather. | Opening Worlds: Agriculture Locational knowledge revisited Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Optional local fieldwork investigating local shops – their sourcing, economic and ethical considerations. How are we connected to farmers? | Opening Worlds: Tourism Depth focus 1: a seaside town Depth focus 2: Wales- especially national parks, Snowdonia Map skills: grid squares, 4 figure references, some map symbols. | Opening Worlds: North and South America Depth focus: Population distribution, megacities (Brazil) Urban-rural migration Map Skills: 4 figure references; symbols and other kids of maps. Longitude, latitude, time zones. | Opening Worlds: Jamaica Depth focus: time zones, climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges |
| E | Understanding the World Our wider world Makes observations of animals and plants and explains why some things occur, and talks about changes. To talk about features and animals found on a farm | Living by the sea Great Britain, coast Case Study Alnmouth Northumberland and | Looking after our world Looking after our school and local area | Opening Worlds: Volcanoes Depth focus: formation of volcanoes, active and dormant volcanoes. Mount Etna and human settlements around it. Tourism, farming, science and work. | Opening Worlds: Earthquakes Depth focus: California & San Andreas fault Tectonic plates and fault lines | Opening Worlds: Amazon basin Depth focus: indigenous children including conversations between UK children and amazon children. Map skills: 4 figure references, relief (height and depth). | Local area enquiry Depth focus: Ordnance survey maps, revision of symbols, 8-point compass and 6-figure grid references. Interpreting a range of maps and data. |
| F | To draw information from a simple map | Working Hard What jobs can be found in different settlements. Fieldwork | Changing our world Enquiry based on an issue of our school or local area. Data collection. | Opening Worlds Climates and Biomes Depth Focus 1. Mediterranean climate. 2. Temperature climate Map Skills 3: Basics in navigating the globe How does the climate affect the way people live? | Opening Worlds: Deserts Depth focus: Aris and semi-arid parts of the world. Desertification, Polar deserts, floral and fauna in deserts. | Opening Worlds: Agriculture in the Amazon basin Depth focus: UK farming, agriculture across the world. Supply chain, Globalisation and fair trade, ethical implications, climate change. | Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork Disciplinary focus: How geographers investigate a place |