



Woodlands Park Primary and Nursery School

Geography Curriculum Map



Term	Early Years Not limited to specific terms	Year One	Year Two	Years 3 and 4 (Robins) Cycle A	Years 4 and 5 (Otters) Cycle A	Years 5 and 6 (Wolves) Cycle A
Autumn 1	<p>Provided with opportunities to physically explore their local environment. Use of trips into the environment e.g. walk to the post box, visit to the shop, trip to the airfield, visit to the Remembrance bench at the Community Centre. encouraged to recognise where they live on a local, national and world level through ongoing conversation, use of maps/globes and/or Google Earth. encourage to make comparisons between the place they live in and places elsewhere in the world. Understand that we live on an island which is made up of different countries Themes: weather/temperature, elements of natural world, animals that live there, types of houses that can be found and why, clothing worn etc.</p>					
Autumn 2			<p><u>Life in The City</u> <i>What makes a city a city?</i> Difference between a city and a farm/country town. <i>Physical and human features</i> in cities around the world. <i>Compare two cities</i>. Aerial maps. Use <i>symbols and keys</i> to create a map.</p>	<p><u>Volcanoes</u> <i>Recognise what a volcano is</i> and explain where some famous volcanoes are in the world. <i>Explain and describe</i> what happens when a volcano erupts and its impact to surrounding area. <i>Cross section of volcano</i>. <i>Adaptation</i> to living near a volcano and why? <i>Similarities and differences</i> between a volcanic and non-volcanic area. <i>Use research skills</i> to find information and then <i>present information</i>.</p>	<p><u>Countries of The World</u> <i>Understand what a continent is</i>. Name each of the <i>7 continents</i> and <i>locate them on a map</i>. Know which continent particular countries are in. <i>Identify and name</i> some the highest mountains and longest rivers of different continents. Understand what a capital city is. <i>Understand physical and human features</i>. Identify <i>similarities and differences</i> between different countries.</p>	<p><u>The Grand Canyon</u> Identify and <i>locate Hemispheres and North American continent</i> on a map. Use a map to locate individual <i>states of USA</i>. Develop understanding of importance of <i>erosion and weathering</i> in forming landscapes. Understand the differences in <i>climate</i> and <i>biomes</i> of the <i>Grand Canyon and Colorado Plateau</i> and learn about the culture and land use of <i>North American Indian tribes</i> in this region including tourism.</p>
Spring 1		<p><u>My World and Me</u> <i>Identify 7 continents and 5 oceans</i>. <i>Locate UK</i> on world map. Say where they would find hot countries and cold countries on a map Name and recognise <i>geographical/human features in aerial photographs</i>. Say which animals they would find in a cold climate/hot climate Create their own maps with a key?</p>				
Spring 2	<p>Vocabulary: hemisphere, north, south, east and</p>	<p><u>At The Farm</u> Why are farms important? <i>Identify features</i> of a farm.</p>	<p><u>Let's Go To The Arctic</u> <i>Locate Arctic Circle</i> on on a map/globe. <i>Understand</i></p>	<p><u>European Neighbours</u> <i>Identify Europe</i> on a world map. Describe some of the</p>	<p><u>Investigating the Local Area</u> <i>Identify human and physical features</i> of the local area.</p>	<p><u>Japan</u> <i>Locate Japan on a world map</i>. <i>Identify the capital</i></p>

	<p>west, village, town, county, country, island, sea, ocean, continent, UW (TNW)</p> <p>Provided with a range of resources to explore within their play e.g. small world animals and habitats, photographs from around the world of buildings for children to build and construct with available resources EAD (CWM & BIE)</p> <p>Provided with appropriate opportunities to develop their own 'maps' using available resources within their play e.g. treasure maps (to find the treasure), 'bee' maps (to find the best nectar)</p>	<p>Use four <i>compass points</i> to <i>navigate around a map</i>. Identify <i>different weather patterns</i> throughout the year. Identify <i>differences between farms and towns</i></p>	<p><i>weather changes</i> in the Arctic. Use senses to <i>describe landscapes and their features</i>. List animals found in the arctic. <i>Human and physical features</i> of the arctic. <i>Similarities and differences</i> between two places.</p>	<p><i>geographical features</i>. <i>Identify European countries</i> and their <i>flags</i> and some European cities. <i>Similarities and differences</i> between countries in Europe. <i>Human and physical geography</i>. <i>Research and present information</i>.</p>	<p>Comment on how the local area is used. Give examples of <i>services</i> common to most towns. <i>Identify services</i> in our local area. <i>Collect and present</i> evidence.</p>	<p>and other major cities. Identify <i>Japan and Asia</i>. Understand and describe a <i>meridian line</i>. Use <i>latitude and longitude</i> to pinpoint a country. Describe how an earthquake occurs. <i>Identify hazards and safety precautions</i> put in place during an earthquake. <i>Compare and contrast physical features</i></p>
Summer 1						
Summer 2		<p><u>Let's Go To The Jungle</u> <i>Geographical features</i> of tropical forests. <i>Use maps</i> to identify and locate continents and countries. <i>Explain seasonal changes</i> and how this affects plant growth in tropical forests and in the UK. <i>Organise ideas</i> about two regions and <i>describe similarities and differences</i>.</p>	<p><u>Map Making</u> Explain what '<i>direction</i>' means and use <i>directional language</i>. Understand what is meant by <i>aerial view</i> (link to previous work) Understand what a <i>key</i> is and use keys for their own maps. Talk through their own designs using <i>geographical vocabulary</i>.</p>	<p><u>Madagascar</u> What do they know? What would they like to know? <i>Name countries on a world map</i>. <i>Use compass</i> to navigate a map. <i>Name and locate northern and southern hemisphere</i>. <i>Different landscapes</i> present different opportunities and difficulties. <i>Use geographical knowledge</i> to suggest climate of Madagascar? Animals of Madagascar</p>	<p><u>Italy Today</u> <i>Locate Italy on a world map</i>. Locate and label <i>capital city</i> and <i>bordering countries/islands</i> <i>Compare and contrast</i> Italy with the UK. <i>Volcanoes</i> – Pompeii 79AD. <i>Aspects of Italian culture</i> and contrast to culture of UK. <i>Recall facts</i> about Italy and <i>use knowledge and understanding</i> to present information. <i>Share and explain</i> their opinion of Italy.</p>	<p><u>Water World</u> Understand <i>water can be found in different forms</i> around the world. Where is water found on our planet? Understand and explain the <i>water cycle</i>. How water gets to homes. <i>Water conservation</i>. Compare <i>water use and availability</i> in two countries. <i>Understand impact</i> of limited water access. Understand term '<i>sustainable future</i>' and how water contributes to this. <i>Hydropower</i> – benefits and damages to environment. <i>Water quality</i>.</p>