

Lead: Miss Bethany Wackrill (Y4 CT)



# Woodlands Park Primary and Nursery School Geography Curriculum Map 2024-2025



Term	Early Years	Year One (Squirrels)	Year Two (Hedgehogs)	Year Three (Robins)	Year Four (Foxes)	Year Five (Otters)	Year Six (Wolves)
<b>Autumn 1</b>	<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</p> <p><b>Themes:</b> weather/temperature, elements of natural world, animals that live there, types of houses that can be found and why, clothing worn etc.</p> <p><b>Vocabulary:</b> hemisphere, north,</p>	<p><u>At the farm</u> -Why are farms important? -Identify features of a farm. -Use four compass points to navigate around a map. - Identify different weather patterns throughout the year. -Identify differences between farms and towns</p>					<p><u>Yosemite National Park</u> -To be able to place Yosemite National Park on a map and describe its location. -To explore how the landscape of Yosemite was formed. -To explore the water features of Yosemite National Park. -To identify and explore various biomes and vegetation zones within Yosemite National Park. -To compare Yosemite National Park to a national park in the UK. -To be able to prepare a visit to Yosemite National Park.</p>
<b>Autumn 2</b>			<p><u>Life in the City</u> -Learn what a city is -Identify some major capital cities around the world. -Explore the features of a city.</p>	<p><u>Volcanoes</u> -What do they know? What would they like to know? -Recognise what a volcano is and explain where some</p>	<p><u>Spain and Catalonia</u> -To compare and contrast Spain and the United Kingdom -To know where Spain is in the world</p>	<p><u>Scandinavia</u> - To be able to locate Scandinavia's countries and major cities on a world map.</p>	

	<p>south, east and west, village, town, county, country, island, sea, ocean, continent, <b>UW (TNW)</b></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 <b>EAD (CWM &amp; BIE)</b></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>-Explore the <b>physical features</b> of Edinburgh and Cape Town.</p> <p>-Explore the <b>human features</b> of Edinburgh and Cape Town.</p> <p>-Explore <b>symbols and patterns</b> used to create maps.</p>	<p>famous volcanoes are in the world.</p> <p>-<b>Explain and describe</b> what happens when a volcano erupts and its impact to surrounding area. - Cross section of a volcano.</p> <p>-Adaptation to living near a volcano and why?</p> <p>-<b>Similarities and differences</b> between a volcanic and non-volcanic area.</p> <p>-Use <b>research skills</b> to find information and then present information.</p>	<p>-To <b>know</b> about the <b>physical geography</b> of Spain</p> <p>-To <b>know</b> about the <b>human geography</b> of Spain</p> <p>-To <b>know</b> about the region of Catalonia</p> <p>-To find out about the climate of Spain</p> <p>-To <b>understand</b> the importance of <b>tourism</b> to Spain</p>	<p>-To <b>explore</b> the climate and weather of Scandinavia.</p> <p>- To <b>explore</b> the physical features of Scandinavia</p> <p>- To <b>explore</b> some aspects of the <b>human geography</b> of Scandinavia.</p> <p>-To be able to <b>compare and contrast</b> an area in the UK with an area in Scandinavia.</p> <p>-To be <b>able to plan</b> a tourist visit to a Scandinavian destination.</p>	
<b>Spring 1</b>		<p><u>My world and me</u></p> <p>-<b>Identify</b> 7 continents and 5 oceans.</p> <p>-<b>Locate</b> UK on world map.</p> <p>-Say where they would find hot countries and cold countries on a <b>map</b></p> <p>-<b>Name and recognise geographical/human features</b> in aerial photographs.</p> <p>-Say which animals they would find in a cold climate/hot climate</p> <p>-<b>Create their own maps with a key.</b></p>					
<b>Spring 2</b>			<p><u>Let's go to the Arctic</u></p> <p>-<b>Locate</b> Arctic Circle on a <b>map/globe.</b></p>	<p><u>European Neighbours:</u></p>	<p><u>Rainforests</u></p> <p>- To <b>find out</b> what a rainforest is and</p>	<p><u>Mountains</u></p> <p>- To <b>find out</b> how mountains are formed and where</p>	<p><u>Japan</u></p> <p>-<b>Locate</b> Japan on a world map.</p>

			<ul style="list-style-type: none"> <li>-Understand weather changes in the Arctic.</li> <li>-Use senses to describe landscapes and their features.</li> <li>-List animals found in the arctic.</li> <li>- Identify human and physical features.</li> <li>-Identify similarities and differences between two places.</li> </ul>	<ul style="list-style-type: none"> <li>-What do they know? What would they like to know?</li> <li>-Identify Europe on a world map.</li> <li>-Describe some of the geographical features--Identify European countries and their flags and some European cities.</li> <li>-Similarities and differences between countries in Europe.</li> <li>-Identify human and physical features.</li> <li>-Research and present information.</li> </ul>	<ul style="list-style-type: none"> <li>where they are found.</li> <li>-To explore the layers of vegetation in a rainforest.</li> <li>-To investigate the climate of the rainforest.</li> <li>-To find out about the people and settlements of the rainforest.</li> <li>-To explore why the rainforest is under threat and the measures taken to protect it.</li> </ul>	<ul style="list-style-type: none"> <li>the major mountain ranges in the world are.</li> <li>-To investigate a mountain environment</li> <li>-To find out about mountain climates.</li> <li>-To investigate mountains as tourist destinations.</li> <li>-To find out the positive and negative aspects of tourism in mountain environments.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the capital and other major cities.</li> <li>-Identify Japan and Asia.</li> <li>-Understand and describe a meridian line.</li> <li>-Use latitude and longitude to pinpoint a country.</li> <li>-Describe how an earthquake occurs.</li> <li>-Identify hazards and safety precautions put in place during an earthquake.</li> <li>-Compare and contrast physical features.</li> </ul>
Summer 1							
Summer 2	<p><u>Let's go to the Jungle</u></p> <ul style="list-style-type: none"> <li>-Geographical features of tropical forests.</li> <li>-Use maps to identify and locate continents and countries.</li> <li>-Explain seasonal changes and how this affects plant growth in tropical forests and in the UK.</li> <li>-Organise ideas about two regions</li> </ul>	<p><u>Map Making:</u></p> <ul style="list-style-type: none"> <li>-Explain what 'direction' means and use directional language.</li> <li>-Understand what is meant by aerial view.</li> <li>-Understand what a key is and use keys for their own maps.</li> <li>-Talk through their own designs using geographical vocabulary.</li> </ul>	<p><u>Madagascar:</u></p> <ul style="list-style-type: none"> <li>-What do they know? What would they like to know?</li> <li>-Name countries on a world map.</li> <li>-Use compass to navigate a map.</li> <li>-Name and locate northern and southern hemisphere.</li> <li>-Different landscapes present different</li> </ul>	<p><u>Countries of the World</u></p> <ul style="list-style-type: none"> <li>- To be able to identify the continents of the world.</li> <li>- To be able to locate countries on a world map.</li> <li>-To find out about some of the key geographical features of each continent.</li> </ul>	<p><u>Investigating Rivers</u></p> <ul style="list-style-type: none"> <li>-To understand and explain the water cycle</li> <li>-To find out about rivers and how they erode, transport and deposit materials.</li> <li>-To find out why rivers are important.</li> <li>-To find out about the causes of river pollution and the</li> </ul>	<p><u>Natural Resources</u></p> <ul style="list-style-type: none"> <li>-To identify some of Britain's natural resources and explain how they are used.</li> <li>-To identify some ways in which natural resources are used to produce energy.</li> <li>-To identify clean and renewable natural resources used to produce</li> </ul>	

		and describe similarities and differences.		<p>opportunities and difficulties.</p> <p>-Use geographical knowledge to suggest climate of Madagascar.</p> <p>-Animals of Madagascar.</p>	<p>-To be able to locate major capital cities of the world</p> <p>- To be able to use a variety of sources to identify human and physical features in a particular country</p> <p>- To be able to find similarities and differences between different countries.</p>	<p>effect it has on the environment.</p> <p>-To investigate a river in detail including the effects on the environment and landscape.</p> <p>-To be able to conduct a geographical enquiry</p>	<p>electricity, and to discuss the pros and cons of their use.</p> <p>-To identify parts of the world where wood is produced, and consider some of the problems associated with its production.</p> <p>-To know where and how steel is produced.</p> <p>-To know where and how glass and concrete are produced in Britain using natural resources.</p> <p>-To describe where a range of natural resources come from and how they are used.</p>
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