



# Woodlands Park Primary and Nursery School

## Geography Curriculum Map – CYCLE A



| Term     | Early Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year One & Year Two<br>(Hedgehogs)                                                                                                                                                                                                                                                                                                                                          | Year Three & Year Four<br>(Foxes)                                                                                                                                                                                                                                                                                                                                                                                                     | Year Five<br>(Otters)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year Six<br>(Wolves)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Autumn 1 | 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<br><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.<br><b>Vocabulary:</b> hemisphere, north, south, east and west, |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>Yosemite National Park</u><br>-To be able to <b>place</b> Yosemite National Park on a <b>map and describe its location</b> .<br>-To <b>explore</b> how the landscape of Yosemite was formed.<br>-To <b>explore the water features</b> of Yosemite National Park.<br>-To <b>identify and explore</b> various biomes and vegetation zones within Yosemite National Park.<br>-To <b>compare</b> Yosemite National Park to a national park in the UK.<br>-To be able to prepare a visit to Yosemite National Park. |
| Autumn 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>Life in the City</u><br>-Learn what a city is<br>- <b>Identify</b> some major <b>capital cities</b> around the world.<br>- <b>Explore the features</b> of a city.<br>- <b>Explore the physical features</b> of Edinburgh and Cape Town.<br>- <b>Explore the human features</b> of Edinburgh and Cape Town.<br>- <b>Explore symbols and patterns</b> used to create maps. | <u>Spain and Catalonia</u><br>-To <b>compare and contrast</b> Spain and the United Kingdom<br>-To <b>know</b> where Spain is in the world<br>-To <b>know</b> about the <b>physical geography</b> of Spain<br>-To <b>know</b> about the <b>human geography</b> of Spain<br>-To <b>know</b> about the region of Catalonia<br>-To find out about the climate of Spain<br>-To <b>understand</b> the importance of <b>tourism</b> to Spain | <u>Scandinavia</u><br>- To be able to <b>locate</b> Scandinavia's countries and major cities on a world map.<br>-To <b>explore</b> the climate and weather of Scandinavia.<br>- To <b>explore</b> the physical features of Scandinavia<br>- To <b>explore</b> some aspects of the <b>human geography</b> of Scandinavia.<br>-To be able to <b>compare and contrast</b> an area in the UK with an area in Scandinavia.<br>-To be <b>able to plan</b> a tourist visit to a Scandinavian destination. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Spring 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Spring 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>Let's go to the Arctic</u>                                                                                                                                                                                                                                                                                                                                               | <u>Rainforests</u>                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>Mountains</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u>Japan</u><br>- <b>Locate</b> Japan on a world map.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                 | <p>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>-<b>Locate</b> Arctic Circle on a <b>map/globe</b>.</p> <p>-Understand weather changes in the Arctic.</p> <p>-<b>Use senses to describe landscapes</b> and their <b>features</b>.</p> <p>-<b>List</b> animals found in the arctic.</p> <p>- <b>Identify human and physical features</b>.</p> <p>-<b>Identify similarities and differences</b> between two places.</p> | <p>- To <b>find out</b> what a rainforest is and where they are found.</p> <p>-To <b>explore</b> the layers of vegetation in a rainforest.</p> <p>-To <b>investigate</b> the climate of the rainforest.</p> <p>-To <b>find out</b> about the people and settlements of the rainforest.</p> <p>-To <b>explore why</b> the rainforest is under threat and the measures taken to protect it.</p>                                                                                                                                                                      | <p>- To <b>find out</b> how mountains are formed and where the major mountain ranges in the world are.</p> <p>-To <b>investigate</b> a mountain environment</p> <p>-To <b>find out</b> about mountain climates.</p> <p>-To <b>investigate</b> mountains as tourist destinations.</p> <p>-To <b>find out</b> the positive and negative aspects of tourism in mountain environments.</p>                                                                                                                                     | <p>-<b>Identify</b> the capital and other major cities.</p> <p>-<b>Identify</b> Japan and Asia.</p> <p>-<b>Understand and describe</b> a meridian line.</p> <p>-<b>Use latitude and longitude</b> to pinpoint a country.</p> <p>-<b>Describe how</b> an earthquake occurs.</p> <p>-<b>Identify</b> hazards and safety precautions put in place during an earthquake.</p> <p>-<b>Compare and contrast</b> physical features.</p>                                                                                                                                                                                                                                                               |
| <b>Summer 1</b> | <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>                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Summer 2</b> |                                                                                                                                                                                                                                                                                                                                            | <p><u>Map Making:</u></p> <p>-<b>Explain</b> what 'direction' means and <b>use directional language</b>.</p> <p>-<b>Understand</b> what is meant by aerial view.</p> <p>-<b>Understand</b> what a key is and <b>use keys</b> for their own maps.</p> <p>-Talk through their own designs using <b>geographical vocabulary</b>.</p>                                        | <p><u>Countries of the World</u></p> <p>- To be able to <b>identify</b> the continents of the world.</p> <p>- To be able to <b>locate</b> countries on a world map.</p> <p>-To <b>find out</b> about some of the key <b>geographical features</b> of each continent.</p> <p>-To be able to <b>locate</b> major capital cities of the world</p> <p>- To be able to <b>use a variety of sources</b> to identify human and physical features in a particular country</p> <p>- To be able to <b>find similarities and differences</b> between different countries.</p> | <p><u>Investigating Rivers</u></p> <p>-To <b>understand and explain</b> the water cycle</p> <p>-To find out about rivers and <b>how</b> they erode, transport and deposit materials.</p> <p>-To <b>find out why</b> rivers are important.</p> <p>-To <b>find out</b> about the causes of river pollution and the effect it has on the environment.</p> <p>-To <b>investigate</b> a river in detail including the effects on the environment and landscape.</p> <p>-To be able to <b>conduct a geographical enquiry</b></p> | <p><u>Natural Resources</u></p> <p>-To <b>identify</b> some of Britain's natural resources and <b>explain how</b> they are used.</p> <p>-To <b>identify</b> some ways in which natural resources are used to produce energy.</p> <p>-To <b>identify</b> clean and renewable natural resources used to produce electricity, and to <b>discuss the pros and cons</b> of their use.</p> <p>-To <b>identify</b> parts of the world where wood is produced, and consider some of the problems associated with its production.</p> <p>-To <b>know</b> where and how steel is produced.</p> <p>-To <b>know where and how</b> glass and concrete are produced in Britain using natural resources.</p> |

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|  |  |  |  |  | -To describe where a range of natural resources come from and how they are used. |
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