



## Geography Curriculum Map

		<b>EYFS- Understanding the World</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn 1</b>	Skill	<p><u>My School and my new classroom</u> (features of their own immediate environment)</p> <ul style="list-style-type: none"><li>• Geography of the school</li><li>• How do I get to school?</li><li>• Geography of the classroom and the Garden area</li></ul> <p><u>Jack and the Beanstalk (similarities and differences between places)</u></p> <ul style="list-style-type: none"><li>• Where does Jack live?</li><li>• What does storyland look like?</li><li>• Is it the same as our school?</li><li>• Making a basic map of storyland (together with the teacher)</li></ul>	<p><u>Percy the Park keeper</u> Geographical skills and fieldwork- use simple fieldwork and observational skills.</p> <ul style="list-style-type: none"><li>• Make a plan of the park near to the school, including different features.</li></ul> <p>Human and physical Geography- key human and physical features.</p> <ul style="list-style-type: none"><li>• Look at man-made/ natural objects eg houses, trees, park etc.</li></ul>	<p><u>The Victorians</u> Geographical skills and fieldwork-</p> <ul style="list-style-type: none"><li>• Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</li><li>• Devise a simple map; and use and construct basic symbols in a key.</li></ul>
<b>Autumn 2</b>	Skill	Jack and the Beanstalk continued.	<p><u>Percy in a Pickle</u> Human and Physical Geography-</p> <ul style="list-style-type: none"><li>• On- going science investigation for seasonal changes and weather linked to Geography measure and observe rainfall.</li><li>• Make a rain gauge to measure rainfall.</li></ul>	<p>Snap, Crackle, Pop! <u>Geographical skills and fieldwork-</u></p> <ul style="list-style-type: none"><li>• Continuing with work on compass directions (North, South, East and West)</li><li>• Look at maps, using locational language.</li></ul>

<b>Spring 1</b>	Skill	<u>Dinosaur Island (comparing settings)</u> <ul style="list-style-type: none"> <li>• What is an island?</li> <li>• What does this island look like?</li> <li>• Can we draw our own maps for the island?</li> <li>• Is the dinosaur island the same as our school?</li> </ul>	<u>Let's explore- Katie in London</u> Geography skills and fieldwork- Use fieldwork and observational skills. <ul style="list-style-type: none"> <li>• Make a plan of the school grounds. Make a bird's eye view.</li> <li>• Learn own address and phone number- write a postcard.</li> <li>• Study key landmarks in London eg Buckingham Palace, Big Ben etc.</li> </ul>	<u>The great Fire of London</u>  <u>Geographical skills and fieldwork-</u> <ul style="list-style-type: none"> <li>• Look at aerial photos and the human and physical features of London and the United Kingdom.</li> <li>• Place Knowledge- understand geographical similarities and differences through the study of human and physical geography.</li> </ul>
<b>Spring 2</b>	Skill	<u>Back in Storyland (explain how things work and why things might happen)</u> <ul style="list-style-type: none"> <li>• Remembering the geography of Storyland</li> <li>• Using the old maps to find our way to Mummy Pig's house</li> <li>• Observe the land and the features of storyland: bridge, forest, road, houses etc</li> <li>• Changes in the seasons</li> </ul>	<u>Let's explore- Katie in Scotland</u> Locational knowledge- name, locate and identify characteristics of the four countries and capital cities of the UK. <ul style="list-style-type: none"> <li>• Identify and make flags of the 4 countries, look at national flowers and landmarks and the seas surrounding these countries.</li> <li>• Use atlases and globes to identify the 4 countries.</li> <li>• For each nation learn the capital city.</li> </ul>	<u>Out of this world</u> Locational Knowledge- <ul style="list-style-type: none"> <li>• Learn about the continents and oceans, continuing to explore maps, atlases and globes. Labelling these on a map with a key.</li> </ul>

<b>Summer 1</b>	Skill	<u>On the Farm</u> <ul style="list-style-type: none"> <li>Continue seasonal changes</li> <li>What happens on the farm in spring and summer?</li> <li>What does a farm look like?</li> <li>Begin to make specific contrasts between the farming environment and our everyday environment</li> </ul>	<u>Toytastic</u> Human and physical Geography- <ul style="list-style-type: none"> <li>Explore and understand man-made and natural features on a map- local walk.</li> </ul>	<u>Rainforest Explorers</u> <u>Human physical Geography-</u> <ul style="list-style-type: none"> <li>Locate hot and cold countries in relation to the Equator and the North and South poles.</li> <li>Compare two countries Borneo and the UK.</li> </ul>
<b>Summer 2</b>	Skill	<u>Dolphin Rescue</u> (features of their own environment and how environments might vary from one another) <ul style="list-style-type: none"> <li>Discuss and learn about the sea environment</li> <li>Our oceans on planet earth</li> <li>How is the ocean different from the land?</li> <li>Again, make specific contrasts between the environments</li> </ul>	<u>Down in the woods</u> Human and physical Geography- <ul style="list-style-type: none"> <li>David Attenborough- pollution looking at plastic in the sea, climate/environment (cross curricular with History)</li> </ul>	<u>Young Gardeners</u> <u>Human and Physical Geography-</u> <ul style="list-style-type: none"> <li>Look at measuring and recording the temperature.</li> <li>Read a thermometer.</li> </ul>