

Stanley Primary School
Geography Curriculum map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Begin by looking at the classroom environment and locating where things are. They then move onto looking at the outside area within Reception. They also look at seasons and weather during this unit.</p>	<p>Begin by looking at the classroom environment and locating where things are. They then move onto looking at the outside area within Reception. They also look at seasons and weather during this unit. They move onto look at the school as a wider area and doing walks around school to locate classrooms, the office, the hall, the dining room, playground etc. to develop their independence and spacial awareness.</p>	<p>The children begin to look at how to look after their areas and consider how to put things away, where to put things away and why.</p>	<p>The children begin to look at how to look after their areas and consider how to put things away, where to put things away and why.</p>	<p>The children begin to prepare for moving into Year 1. They do walks to identify locations and to become aware of their spatial surroundings.</p>	<p>The children begin to prepare for moving into Year 1. They do walks to identify locations and to become aware of their spatial surroundings.</p>
Year 1	<p>Our Local Area We will be: Devise a simple map and construct basic symbols in a key. Study school grounds and physical features of surrounding environment. -Use Digimap software</p>	<p>Our Local Area We will be: Devise a simple map and construct basic symbols in a key. Study school grounds and physical features of surrounding environment. -Use Digimap software</p>	<p>The UK -Using maps & globes, naming, locating & identify 4 countries & Capital Cities in the U.K. & seas. -Focus on the capital London and compare it to</p>	<p>The UK -Using maps & globes, naming, locating & identify 4 countries & Capital Cities in the U.K. & seas. -Focus on the capital London and compare it to</p>	<p>Hot and Cold Places • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the United Kingdom, and the 7 continents and 5 oceans • identify seasonal and daily weather</p>	<p>Hot and Cold Places • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the United Kingdom, and the 7 continents and 5 oceans</p>

			<p>Blackpool, exploring the features of cities and towns.</p> <ul style="list-style-type: none"> -Understand the differences between cities and towns. - Compare the features of town and countryside 	<p>Blackpool, exploring the features of cities and towns.</p> <ul style="list-style-type: none"> -Understand the differences between cities and towns. - Compare the features of town and countryside 	<p>patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles •use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles •use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Year 2	<p>Little Blue Planet Exploring our planet and what makes it special and how we can protect it for the future. Consider what impacts we have on the earth and how we can create sustainability. Recognising how places are linked in</p>	<p>Little Blue Planet Exploring our planet and what makes it special and how we can protect it for the future. Consider what impacts we have on the earth and how we can create sustainability. Recognising how places are linked in</p>	<p>Australia here we come Looking at geographical features -human and physical. Uses globes, maps to locate Australia. Making connections between their lives and life in Australia. Comparing similarities and</p>	<p>Australia here we come Looking at geographical features -human and physical. Uses globes, maps to locate Australia. Making connections between their lives and life in Australia. Comparing similarities and</p>	<p>The UK and its coastline How are coasts important to people are their everyday lives. considering points of view. Using secondary information to develop opinions about erosion.</p>	<p>The UK and its coastline How are coasts important to people are their everyday lives. considering points of view. Using secondary information to develop opinions about erosion.</p>

	the world. Making observations about where things are located.	the world. Making observations about where things are located.	differences. Considering sustainability and select resources to seek and convey information.	differences. Considering sustainability and select resources to seek and convey information.	Consider impacts to physical features wildlife and habitats. Using maps, digital resources to identify locations and look at land changes due to erosion.	Consider impacts to physical features wildlife and habitats. Using maps, digital resources to identify locations and look at land changes due to erosion.
Year 3	Pole to Pole -Looking at what creates a cold place both locally and globally -using thermometers to measure temperatures -identify locations in the polar regions -understand that ice and snow can create different features -using atlases -understand the effects of seasonal changes -learn about the different wildlife in the North and South pole and how they adapt to living there. -identify countries in the Arctic circle and recognise how people have adapted to living there.	Pole to Pole -Looking at what creates a cold place both locally and globally -using thermometers to measure temperatures -identify locations in the polar regions -understand that ice and snow can create different features -using atlases -understand the effects of seasonal changes -learn about the different wildlife in the North and South pole and how they adapt to living there. -identify countries in the Arctic circle and recognise how people have adapted to living there.	Ambleside v Blackpool Explore similarities and differences of human and physical features between two areas in the UK. Trip to Ambleside to collect data and observe the land use and compare to Blackpool.	Ambleside v Blackpool Explore similarities and differences of human and physical features between two areas in the UK. Trip to Ambleside to collect data and observe the land use and compare to Blackpool.	Ambleside v Blackpool Explore similarities and differences of human and physical features between two areas in the UK. Trip to Ambleside to collect data and observe the land use and compare to Blackpool.	Ambleside v Blackpool Explore similarities and differences of human and physical features between two areas in the UK. Trip to Ambleside to collect data and observe the land use and compare to Blackpool.

<p>Year 4</p>	<p>Investigating the UK and who we are - Looking at migration, immigration and our society. Considering why people change locations and recognising opportunities for involvement. -Children can explain diverse cultures and recognise characteristics of different places. -Comparing similarities and differences to life in the UK.</p>	<p>Investigating the UK and who we are - Looking at migration, immigration and our society. Considering why people change locations and recognising opportunities for involvement. -Children can explain diverse cultures and recognise characteristics of different places. -Comparing similarities and differences to life in the UK.</p>	<p>Guadalajara Exploring physical similarities and differences through studies of human and physical knowledge of a region in a European country. Collecting data of how people live in Guadalajara, including: jobs, houses, schools. (In contact with a school in Madrid via email and WhatsApp).</p>	<p>Guadalajara Exploring physical similarities and differences through studies of human and physical knowledge of a region in a European country. Collecting data of how people live in Guadalajara, including: jobs, houses, schools. (In contact with a school in Madrid via email and WhatsApp).</p>	<p>The Amazing Amazon Describe and understand key aspects of physical geography and human geography</p> <p>Identify and describe what places are like and describe how places differ in size around the world.</p> <p>Use weather maps to find information, recognise key features of the rainforest and describe why places are like they are.</p>	<p>The Amazing Amazon Describe and understand key aspects of physical geography and human geography</p> <p>Identify and describe what places are like and describe how places differ in size around the world.</p> <p>Use weather maps to find information, recognise key features of the rainforest and describe why places are like they are.</p>
<p>Year 5</p>	<p>Investigating Rivers Using maps to locate regions, concentrating on their key physical features. Understand physical similarities and differences through studies of human and physical geography. Describe key aspects of physical features including river and the water cycle.</p>	<p>Investigating Rivers Using maps to locate regions, concentrating on their key physical features. Understand physical similarities and differences through studies of human and physical geography. Describe key aspects of physical features including river and the water cycle.</p>	<p>Mountains Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts – with a particular focus on mountains. They will extend their knowledge beyond the local</p>	<p>Mountains Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts – with a particular focus on mountains. They will extend their knowledge beyond the local</p>	<p>Volcanoes and Earthquakes Locate places, using maps- focus on Europe, North and South America. Identify key physical features. Understand physical similarities and differences through studies of a geographical region in a European country and region on North and South America.</p>	<p>Volcanoes and Earthquakes Locate places, using maps- focus on Europe, North and South America. Identify key physical features. Understand physical similarities and differences through studies of a geographical region in a European country and region</p>

			<p>area, by using maps, atlases, globes and digital/computer mapping to locate countries and geographical regions They will also look at aspects of human geography. Children will learn about the world's main mountain ranges.</p>	<p>area, by using maps, atlases, globes and digital/computer mapping to locate countries and geographical regions They will also look at aspects of human geography. Children will learn about the world's main mountain ranges.</p>	<p>Locating countries on maps, using the 8 points on a compass, four and six figure grid references, using symbols and keys to build their knowledge of the wider world.</p>	<p>on North and South America.</p> <p>Locating countries on maps, using the 8 points on a compass, four and six figure grid references, using symbols and keys to build their knowledge of the wider world.</p>
Year 6		<p>A journey through the Americas-investigating longitude and latitude</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -using maps to locate environmental regions, key physical and human characteristics and places in North and South America -locating lines of latitude and longitude, the Equator, the 	<p>A journey through the Americas-investigating longitude and latitude</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -using maps to locate environmental regions, key physical and human characteristics and places in North and South America -locating lines of latitude and longitude, the 		<p>Travel plan unit</p> <ul style="list-style-type: none"> -Using maps to locate and describe features. -Using the 8 points on a compass, 4 and 6 figure grid references including symbols and keys. -Children take charge and plan their own travel plan- therefore building on their knowledge learnt from previous years and testing their skills. -Carry out field work to record and measure physical and human features within their areas, carrying out sketch maps, plans, graphs and using digit technology. 	<p>Travel plan unit</p> <ul style="list-style-type: none"> -Using maps to locate and describe features. -Using the 8 points on a compass, 4 and 6 figure grid references including symbols and keys. -Children take charge and plan their own travel plan- therefore building on their knowledge learnt from previous years and testing their skills. -Carry out field work to record and measure physical and human features within their areas, carrying out sketch

		<p>Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Prime Meridian and time zones.</p> <p>-understanding the significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Prime Meridian and time zones</p> <p>-understanding key aspects of climate types.</p>	<p>Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Prime Meridian and time zones.</p> <p>-understanding the significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Prime Meridian and time zones</p> <p>-understanding key aspects of climate types.</p>		<p>- continue to use geographical vocabulary and consider land use and how this may change overtime.</p>	<p>maps, plans, graphs and using digit technology.</p> <p>- continue to use geographical vocabulary and consider land use and how this may change overtime.</p>
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