




## The Magdalen Church of England / Methodist School: Geography Curriculum Map 2023-2024

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Reception</b> 	Understand that some places are special to members of their community	Recognise that people have different beliefs and celebrate special times in different ways	Explore the natural world around them  Describe what they say, hear and feel whilst outside	Draw information from a simple map	Explore the natural world around them  Describe what they say, hear and feel whilst outside	Recognise some similarities and differences between life in this country and in other countries.  Recognise some environments that are different to the one in which they live
<b>Please note: this curriculum map demonstrates the planned learning opportunities that relate to this subject it is understood that the nature of Early Years provision means that spontaneous subject specific learning opportunities will also present themselves and will be exploited and developed as they arise.</b>						
<b>Why this? Why now?</b>						
	The overarching theme this part of which encompasses 'Where I live' will be revisited and extended in Spring B	Linking to the overarching theme of happy days will be visiting the Church, the Chapel and taking about how Christians and other faiths celebrate special times. This will be revisited in Spr B in RE.	A unit which offers an opportunity to talk in a subject-specific way about their immediate environment. A precursor to Year 1 Spring term. Links with science will be exploited whilst being mindful of the disciplinary distinction between the two subjects.	This work builds upon knowledge gained during Autumn A. Children will have developed the skills necessary to draw and interpret simple maps - some of them linked to story.	Revisiting learning from Spr A building upon the map making knowledge gained in the previous term. Children will be encouraged to talk about how the environment is used by both humans and animals.	This unit of work relates to the overarching theme 'Wonderful World' and acts as a precursor to the Year 1 Aut A unit of work.
<b>Key Vocabulary</b>						
	Wainfleet, address, community	Celebration, faith, worship, community	Names of different areas, natural, manmade	Features, symbols, positional language, map	Names of different areas, natural, manmade, habitat	Globe, country, land, sea, hot, cold, climate
<b>Substantive knowledge</b>						
	Know some of the special places in our locality.	Know where we can celebrate our beliefs.	Know some vocabulary to describe weather patterns in their environment.	Know how to read a simple map.	Know some vocabulary to describe weather patterns in their environment.	Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, on fiction texts and – when appropriate – maps.


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<b>Disciplinary knowledge</b>						
	Describes where they live and the surrounding area – shops, roads, parks etc.	Uses comparative language to describe objects as near or far away.	Describes a variety aspects of their environment and comment on sizes, shapes and weather.	Look at simple maps and globes identifying land types and the sea.	Describes a variety of different photographs from around the world and comment on sizes, shapes and weather.	Describes from photographs different environments around the world
<b>Year 1</b>	<b>Continents and oceans</b>	<b>Local area (Fieldwork)</b>	<b>Weather and seasons</b>			
	<u>What is a globe?</u>  Naming and locating the seven continents and five oceans on a globe or atlas.	<u>What is it like in Wainfleet?</u>  Using simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding area.	<u>How does the weather change during the seasons?</u>  Identifying seasonal and daily weather patterns in the United Kingdom.			
<b>Why this? Why now?</b>						
	Children will be introduced to our world and the globe and learn that it is split up into Continents and Oceans.  Children will learn the names of these and some key features.	Children will be introduced to simple maps and plans of their local area. They will take part in some simple fieldwork.	Children will be introduced to the four seasons and how the weather in our country changes during these. They will also learn how this affects humans and animals. This will link to their science work around seasonal change.			
<b>Substantive knowledge</b>						
	To know the 7 continents and 5 oceans of the world.  To know where the North and South pole are located.	To find local features on a map. To be able to interpret simple map keys. To know what a map is and how it can be used.	To be able to identify and discuss weather across the seasons.  To identify and name all four seasons.			
<b>Disciplinary knowledge</b>						
	Understand that maps and the globe are used to locate key places around the world.  Understand that a globe represents the Earth as it is and that a map is a 2D representation of parts of the Earth.	Know and use the terminologies; left and right; below, next to.  Use maps and fieldwork to make comparisons.	Begin to appreciate the different weather patterns in the UK.			
<b>Key vocabulary</b>						
	Map, continent, world, ocean, North, South, East, West, human feature, physical feature, Africa, Asia, North America, South America, Europe, Oceania, Antarctica, Pacific, Southern, Atlantic, Indian, Arctic	Map, plan - As appropriate - key physical features, including: beach, coast, hill, sea, ocean, river, soil, vegetation, season and weather	time, month, seasons, Winter, Spring, Summer, Autumn, weather, clothing, unsuitable, rain, sun, wind, lightning, fog, snow, suitable			


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		-key human features, including: city, town, village, factory, farm, house, and shop	
<b>Year 2</b>			
	<b>The United Kingdom</b>  <u>Is everywhere in the United Kingdom the same?</u>  Naming, locating, identifying and comparing characteristics of the four countries and capital cities of the United Kingdom	<b>Magical Mapping</b>  <u>Why do we need a map?</u>  Using map symbols and compass points to identify places and routes.	<b>Coasts</b>  <u>Where in the world is it hot and where is it cold?</u>  Naming and locating the continents and oceans on a globe or atlas. Describing which continents have significant hot or cold areas and relate these to the Poles and Equator.
<b>Why this? Why now?</b>			
	Children will use their knowledge of maps and human and physical features and apply them to the countries and capital cities of the UK. To name the four points of a cardinal compass.	Children will use their knowledge of local area to expand their use of maps. Identifying map symbols and using maps to look at the uses of different places.	Children will use their knowledge of the continents and oceans and of weather and apply this to coastlines of different places.
<b>Substantive knowledge</b>			
	To name and locate all four countries of the United Kingdom. To name and locate the capital cities within the United Kingdom.	Name different types of maps and explain some key features of maps. Draw a simple sketch map of the school and local area. Name the four points of a compass. Identify map symbols.	To locate and identify the equator. To be able to identify coastal places on a globe or on a map of the world.
<b>Disciplinary knowledge</b>			
	To use the four cardinal points of a compass.		Understand that there are extremes of weather close to the equator and at both poles. To identify coastal areas and label their features.
<b>Key Vocabulary</b>			
	Map, world, country, England, Scotland, Wales, Northern Ireland, Europe, capital, London, Cardiff, Union Jack, Edinburgh, Belfast, human features, physical features, nature		Weather, Temperature, Hot, Cold, World, Equator, Arctic, Antarctic, North pole, South pole, sand dunes, environment, beach, cliff, wave, tide, current
<b>Year 3</b>			
	<b>Fieldwork and Map skills</b>  <u>What can a map tell us?</u>	<b>Climate Zones</b>  <u>Why is it hot in some places in the world and cold in others?</u>	<b>UK Cities and Counties</b>  <u>Why are there different sized settlements in the UK and why are they located where they are?</u>


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	<p>Identifying the key features of a map.</p> <p>Using fieldwork skills to identify routes and specific areas of our surrounding.</p>	<p>Indicating tropical, temperate and polar climate zones on a globe or map and understanding the significance of latitude and longitude.</p> <p>Describing the characteristics of these zones using appropriate vocabulary.</p>	<p>Describing where the UK is located, and naming and locating where we live and the surrounding counties.</p> <p>Identifying, sequencing, describing, comparing and locating the characteristics and physical and human features of a range of settlement sizes from a village to a city.</p>
<b>Why this? Why now?</b>			
	<p>Children will build on their knowledge of simple maps in Key Stage 1 and will look further into OS maps and discuss grid references and keys.</p>	<p>Children will build upon their knowledge of the continents, oceans, weather and hot and cold places to learn about other climate zones, why they are located where they are and how they affect the people who live in them.</p>	<p>Children will build upon their knowledge of the U.K. and human and physical features and apply them to a range of locations across the U.K.</p>
<b>Substantive knowledge</b>			
	<p>To be able to name the eight points on a compass.</p> <p>To know that North is an important cardinal point on a compass.</p> <p>How to precisely describe locations, landmarks and places as a geographer.</p>	<p>To know what the different climates are like in parts of the world.</p> <p>To know and identify how our climate is changing.</p> <p>To know what lines of latitude and longitude are.</p> <p>Identify which continents are in which hemisphere.</p>	<p>To know, identify and label physical and human landmarks of England, Scotland, Wales and Northern Ireland.</p> <p>To name and identify some regions and counties in the UK.</p> <p>To know the names and locations of some cities and counties in the UK.</p>
<b>Disciplinary knowledge</b>			
	<p>Appreciate that countries have boundaries and borders.</p> <p>Recognise how geographical features have changed over time.</p>	<p>Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.</p> <p>Use graphs to record features such as temperature or rainfall across the world.</p> <p>To recognise the different climate zones across the Earth.</p>	<p>Compare and contrast two regions within the UK that are very different and begin to appreciate why physical and human features will be different in these places.</p>
<b>Key Vocabulary</b>			
	<p>Map, OS map, key, symbol</p> <p>Compass, north, south, west, east, north east, north west, south east, south west</p> <p>Grid reference</p>	<p>Climate, weather, latitude, Equator, hemisphere, axis, sphere, season, tropical, temperate, precipitation, temperature, precipitation, temperate, Mediterranean, arid, polar, tropical</p>	<p>Countries, physical, human, landmark, region, city, capital city, county, physical features, mountain range, Coastline, river, industry, National Park, retail, farming, manufacturing, tourism, finance, Industrial revolution, Natural resources</p>


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<p>Year 4</p> 	<p><b>Rivers and the water cycle</b></p> <p><u>What is a river and how do people use them?</u></p> <p>To understand the process of the water cycle.</p> <p>To be able to describe and discuss parts of a river.</p>	<p><b>Volcanoes and Mountains</b></p> <p><u>Why do people live near volcanoes?</u></p> <p>Understanding the structure of a volcano and describe key aspects.</p> <p>Describing a mountain environment in the UK, using appropriate geographical vocabulary and naming specific mountains.</p>	<p><b>Rainforests</b></p> <p><u>What makes rainforests so special?</u></p> <p>Indicating tropical, temperate and polar climate zones on a globe or map and describing the characteristics of these zones using appropriate vocabulary.</p>
<b>Why this? Why now?</b>			
	Children will use their knowledge of key physical features and look more in depth into the process of the water cycle and how it is important to the environment and how it relates to the weather.	Children will use their knowledge of physical features and learn in depth about volcanoes and earthquakes. Children will learn about how the physical features of our planet effect how humans behave.	Children will use their knowledge of the U.K. and Europe and build upon them by learning about a specific physical feature.
<b>Substantive knowledge</b>			
	To know the different aspects of the water cycle including appropriate vocabulary.	To name and identify the physical aspects of a volcano.	To understand the physical features of a rainforest.
	To name and identify different parts of a river.	To name and locate a variety of mountains.	To name the ecosystems in the rainforests.
			To know the four layers of the rainforest.
<b>Disciplinary knowledge</b>			
	Understand the different components of the water cycle.	Understand how volcanoes are formed.	Appreciate and discuss why the features of a rainforest are different to their locality.
	Describe the roles of the different parts of a river.	Discuss and describe the different aspects of the structure of a volcano.	To be able to discuss the ecosystems within the rainforest.
<b>Key Vocabulary</b>			
	Water cycle, Evaporation, Transpiration, Condensation, Precipitation, Collection, Water cycle , Evaporation, Transpiration, Condensation, Precipitation, Collection, hydro-electric power, crops, transporting, recreational, source, mouth, tributary, v-shaped valley, meander, waterfall, ox-bow lake, floodplain, dam, Thames Barrier, sandbag, Hydro electric power, Embankment	Volcano, Plates, Core, Mantle, Tectonic crust, Earthquake, Tsunami, Tectonic plates, Boundary, Magma, Ash cloud, Lava, Central vent, Eruption, Europe, North America, The Pacific Ring Of Fire, eye-witness, effects, eruption, impact, mountain, , summit, hill, mountain range, landform, plates, mantle, fold, slope, valley	Rainforest, Equator, continent, Amazon, Congo, forest floor, understory, emergent, canopy, logging, tribe, biome, okapi, Logging, Nomadic, Hunter gatherer, deforestation, ecosystem, indigenous, fell, farming, oxygen, fertile, carbon dioxide, biodiversity, Manaus

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<p>Year 5</p> 	<p><b>Enough for everyone</b></p> <p><u>What are the needs of our planet and how can we make an impact?</u></p> <p>Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p>	<p><b>Biomes</b></p> <p><u>Where in the world would I find a biome?</u></p> <p>Describing the climate of a region and understanding how plants and animals are adapted to each biome and how this influences food production.</p>	<p><b>European study Greece</b></p> <p><u>What is it like to live in Greece?</u></p> <p>Locating places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relating this to their time zone, climate, seasons and vegetation.</p> <p>Describing and understanding a range of key physical processes and the resulting landscape features and how this influences settlement and land use.</p>
<b>Why this? Why now?</b>			
	<p>Children use their knowledge of the planet they live on and consider how much they are impacting the planet.</p> <p>Climate change is having a huge impact on our planet and we want our children to know about their carbon footprint and look at ways to improve this.</p>	<p>Children use their knowledge of climate to learn about specific biomes and where in the world they are located.</p>	<p>Children use their knowledge of physical processes and the resulting landscape features and how this influences settlement and land use of a specific European country.</p>
<b>Substantive knowledge</b>			
	<p>To know and locate the different features of settlements.</p> <p>Use maps and globes to locate different countries, continents and lines of latitude.</p> <p>To define the term carbon footprint and identify ways to reduce this.</p>	<p>To locate and identify human geographical features in different regions.</p> <p>To locate and identify physical geographical features in different regions.</p> <p>To describe the climate within a biome.</p>	<p>To identify and locate Greece on a world map.</p> <p>To understand and describe the human features of Greece</p> <p>To identify land uses and describe the different settlements across Greece.</p>
<b>Disciplinary knowledge</b>			
	<p>To understand the features of contrasting settlements.</p>	<p>Understand the consequence of ignoring climate change.</p>	<p>Know features of own locality well enough to use as a comparative study anywhere in the world,</p>

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	Label and demarcate countries and their food miles.	Add annotations, such as label and captions to freehand maps.	taking account of positive and negative features.  Use digimaps to locate Greece and aspects of the country.
<b>Key Vocabulary</b>			
	Human geography, settlement, land use, trade, natural resource, energy, food waste, electricity distribution, power station, renewable, non-renewable, food miles, conservation	Border, Country, Index, Landlocked, Location, Capital, Country, Monument, The Commonwealth, The European Union, The United Nations Convection, Jungle, Logging, Rainforest, Ranching, Cactus, Date, palm, Mirage, Oasis, Sand dune, Tropics, Masai, Savannah	Athens, Greece, Europe, mountains, coastline, tourism, Mediterranean
Year 6 	<b>Settlement and migration</b>  <u>Why do people live where they do?</u>  Understanding how a region has changed and how it is different from another region of the UK.  Planning and carrying out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques and displaying information gathered in an appropriate way.	<b>Natural Resources, trade and economic activity</b>  <u>Where are the world resources and how does this effect land use and population?</u>  Understanding where our energy and natural resources come from and that products we use are imported as well as locally produced.  Explaining how the types of industry in the area have changed over time.	<b>North and South America</b>  <u>Are North and South America similar?</u>  Describing key physical and human features, the climate, and economic activity of regions of North and South America.
<b>Why this? Why now?</b>			
	Children will use their knowledge of physical and human geography and think about how this effects population.	Children will use their knowledge of physical and human geography and think about how humans effect the physical landscape of the world.	This geography learning and enable them to compare regions of North and South America.
<b>Substantive knowledge</b>			
	To understand the geographical similarities and differences of different regions. To identify urban and rural areas across regions of the United Kingdom.	To identify the different aspects of human geography in respect of land use. To understand how the economic use has changed across time.	To identify and locate the key physical features of areas of America. To compare and contrast different regions of America.
<b>Disciplinary knowledge</b>			
	Reflect on the key changes that have occurred in buildings, trade and population.  Carry out tests over time, evaluate changes and consolidate their understanding	Use digital mapping software with confidence.  Explain and record the different types of industry.	Understand how to use sixfigure grid references.

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<b>Key Vocabulary</b>			
	Pattern, Population, Immigrant, migration, Passage, Trail, Trek	Electricity, Export, Fossil fuel, Mineral, Oil, Turbine, Drought, Flood, Hydrant, Reservoir, Water conservation, Primary activity, Secondary activity, Tertiary activity	Prairie, Rocky Mountains, Tundra, Names of key countries and cities in North America, Caribbean, Coral reef, Hurricane, Tropic of Cancer, Aluminium, Jamaica, Tropical climate, Lima, Peru, Population, Urban, Andes, Lake Titicaca, Uros people