


The Magdalen Church of England / Methodist School: Geography Curriculum Map

|  | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| Reception | 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 |
| | <i>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.</i> | | | | | |
| | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? |
| | The overarching theme this term is 'All About Me', part of which encompasses 'Where I live'. This work will be revisited and extended in Spring B. | Linking to the overarching theme of 'Happy Days' we 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 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. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | 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, |
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| Year 1 | Continents and oceans <i>What is a globe?</i> Naming and locating the seven continents and five oceans on a globe or atlas. | | Local area (Fieldwork) <i>What is it like in Wainfleet?</i> 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. | | Weather and seasons <i>How does the weather change during the seasons?</i> Identifying seasonal and daily weather patterns in the United Kingdom. | |
| | Why this? Why Now? | | Why this? Why Now? | | Why this? Why Now? | |

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| | 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. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | 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, 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 | time, month, seasons, Winter, Spring, Summer, Autumn, weather, clothing, unsuitable, rain, sun, wind, lightning, fog, snow, suitable |
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| Year 2 | How is Wainfleet and Nakuru the same and different? (Fieldwork) Locating and describing our local area and how the human and physical features are the same and different to Nakuru. | The United Kingdom <i>Is everywhere in the United Kingdom the same?</i> Naming, locating, identifying and comparing characteristics of the four countries and capital cities of the United Kingdom | Hot and cold places <i>Where in the world is it hot and where is it cold?</i> 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. |
| | Why this? Why Now? | Why this? Why Now? | Why this? Why Now? |
| | Children will use their knowledge of the local area from Year 1 to begin to be able to compare and contrast two different settlements in the world. | Children will use their knowledge of maps and human and physical features and apply them to the countries and capital cities of the UK. | Children will use their knowledge of the continents and oceans and of weather and apply this to hot and cold climates across the globe. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | Kenya, Africa, Continent, Country As appropriate - 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 | 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, desert, iceberg, sand dunes, nomad, rain, river, Rainforest, animal, adapt, burrow, environment, habitat, hibernate, adaptation |

| Year 3 | Rivers and the Water Cycle <i>What is a river and how do people use them?</i> Describing the water cycle and naming some of the processes associated with rivers and mountains? Carrying out fieldwork in the local area gathering, presenting and interpreting information gathered. | Climate Zones <i>Why is it hot in some places in the world and cold in others?</i> Indicating tropical, temperate and polar climate zones on a globe or map and understanding the significance of latitude and longitude. Describing the characteristics of these zones using appropriate vocabulary. | UK Cities and Counties <i>Why are there different sized settlements in the UK and why are they located where they are?</i> Describing where the UK is located, and naming and locating where we live and the surrounding counties. 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. |
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| | Why this? Why Now? | Why this? Why Now? | Why this? Why Now? |
| | Children will build upon their knowledge of physical features to learn about the water cycle and the physical processes linked to rivers. Children will use their knowledge of the continents to locate rivers across the world. Children will use their knowledge of human features, the local area and the continents to think about how rivers affect people across the world. | 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. | 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.. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | 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 | Climate, weather, latitude, Equator, hemisphere, axis, sphere, season, tropical, temperature, precipitation, temperature, precipitation, temperate, Mediterranean, arid, polar, tropical | 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 |
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| Year 4 | Volcanoes, Earthquakes and Tsunamis <i>Why do people live near volcanoes?</i> Describing significant physical features and talking about how they change and how physical processes can cause hazards to people. Describing some advantages and disadvantages of living | Rainforests <i>What makes rainforests so special?</i> Indicating tropical, temperate and polar climate zones on a globe or map and describing the characteristics of these zones using appropriate vocabulary. | Mountains in the UK and Europe <i>Do we have mountains in the UK?</i> Describing where the UK is located, and naming and locating some major urban areas and human and physical features and how these change. Describing a river and mountain environment in the UK, using appropriate geographical vocabulary and naming |

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| | in hazard-prone areas. | | some of the processes associated with rivers and mountains. |
| | Why this? Why Now? | Why this? Why Now? | Why this? Why Now? |
| | Children will use their knowledge of physical features and learn in depth about volcanoes, earthquakes and tsunamis. Children will learn about how the physical features of our planet effect how humans behave. | Children will use their knowledge of climate zones and build upon this by learning about a specific climate zone. Children will learn about the human geography of rainforests. | Children will use their knowledge of the U.K. and Europe and build upon the by learning about a specific physical feature. This work will also build on their knowledge of volcanoes, earthquakes and tectonic plates. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | 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 | 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 | Mountain, summit, hill, mountain range, landform, plates, mantle, fold, slope, valley, fault-block, volcanoes, summit, Dome, Avalanche, Equator, Climate, Glacier, Lake, National park, Tarn, Keswick, Seasonal work, Tourism |
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| Year 5 | Mapping the world and the Earth in space (Fieldwork) <i>Why do different countries have the seasons at different times?</i> 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. | World countries, cities and biomes <i>Where in the world would I find a biome?</i> Locating and describing the human and physical features of cities, countries and regions of Europe and North and South America. Describing the climate of a region and understanding how plants and animals are adapted to each biome and how this influences food production. | European study – Greece <i>What is it like to live in Greece?</i> 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. Describing and understanding a range of key physical processes and the resulting landscape features and how this influences settlement and land use. |
| | Why this? Why Now? | Why this? Why Now? | Why this? Why Now? |
| | Children use their knowledge of the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. | Children use their knowledge of climate to learn about specific biomes and where in the world they are located. | 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. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | Axis, Equator, North Pole, Northern hemisphere, South Pole, Sothern Hemisphere, Antarctic Circle, Arctic Circle, Latitude, Longitude, Prime meridian, Topic of Cancer, Tropic of Capricorn, Map projection, North point, Greenwich/prime meridian, International date line, Time zone | Boarder, 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 |

| Year 6 | Settlement and migration (Fieldwork) <i>Why do people live where they do?</i> 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. | Natural Resources, trade and economic activity <i>Where are the world resources and how does this effect land use and population?</i> 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. | North and South America <i>Are North and South America similar?</i> Describing key physical and human features, the climate, and economic activity of regions of North and South America. |
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| | Why this? Why Now? | Why this? Why Now? | Why this? Why Now? |
| | 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 <i>topic will encompass all children's previous</i> geography learning and enable them to compare regions of North and South America. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | 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 |