Geography Curriculum Map

	Autumn Term		Spring Term		Summer Term	
	Au1	**Au2**	**Spr1**	**Spr2**	**Su1**	**Su2**
Nursery	Exploring their environment – noticing features in their classroom, playground, or home. Using simple positional language Looking at simple maps and pictures – story maps, treasure maps, or pictures of places. Talking about journeys – walking to nursery, trips with family, or moving from one room to another. Learning about weather and seasons – noticing rain, sun, snow, and how the environment changes. Recognising landmarks – identifying familiar places like the park, nursery, or shops. Playing with small world toys – farms, train sets, dolls' houses to explore space and place. Discussing different places – through stories, photos, or cultural celebrations.					
Key vocabulary	in, on, under, next to, up, down map, weather, hot, cold, places, Altrincham, Stamford Park, farm, zoo.					
Reception	Exploring the school grounds – noticing natural and man-made features. Using simple maps and globes – finding where they live or spotting countries in stories. Talking about journeys and routes – how they travel to school or move around the setting. Observing weather and seasons –noticing changes in clothes, plants, and animals. Comparing environments – looking at similarities/differences between their home area and places in books or photos. Learning place names – naming towns, countries, or landmarks they know. Developing positional language Forest school experiences – exploring woodland features like trees, leaves, soil, water learning about habitats and where animals/insects live understanding seasonal changes more closely practising map skills through treasure hunts and trails Developing respect for nature and sustainability.					
Key vocabulary	Map, globe, UK, journey, seasons, winter, autumn, spring, summer, different, Hale, Altrincham, town, city, Manchester, London, change, behind, between, near, far.					

Year 1		**What is it like here?** Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features. Find out how others feel about an area by looking at the results of a survey. Draw a design to improve three areas of the playground.		**What is the weather like in the UK?** Name and locate the four countries on a map of the UK, including the country they live in. Identify the four seasons and describe some seasonal changes. Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns.	**What is it like to live in Shanghai?** Give examples, and identify, human and physical features on walks and in aerial photos. Explain location of features using some directional language. Draw simple pictures, symbols and compass point on a sketch map. Use an atlas to locate the UK and China, and Europe and Asia. Identify China's physical and human geography. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality.	
Prior knowledge		Children will know, and have experienced, some of the features within their locality, including; - Stamford Park - School - Altrincham		Children will have experienced different weather types and seasonal changes and discussed these in Reception.	Naming and locating the four countries of the UK on a map. They will be able to name the different points on a compass.	
Key Vocabulary		aerial view atlas country north globe location questionnaire survey town/village/city		Autumn/spring/ summer/winter direction east/south/west Europe United Kingdom England Northern Ireland Scotland Wales	continent, country, directional language e.g. near, far, next to, behind, etc. human/physical Feature, symbol	

Year 2		**Would you prefer to live in a hot or cold country?** Name and locate the seven continents, Equator and the polar regions on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Locate some countries with hot or cold climates on a world map.		**Why is our world wonderful?** Identify and locate characteristics of the UK on a map, including human/physical features. Locate human and physical features on a world map and Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.	**What is it like to live by the coast?** Name, locate, describe (using compasses) and label the seas and oceans surrounding the UK. Name features of coasts, describe position & label these on a photograph. Identify human features in a coastal town. Follow a prepared route on a map. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.	
Prior knowledge		Naming and locating Asia and Europe in an atlas. Recognise the differences between human and physical features. Know the different seasons experienced in the UK and weather patterns.		Know the capital city of the UK. Explain what a human and physical feature of Geography is. Name and locate the seven continents. Know that countries around the equator have a warmer climate.	Use and describe the four points of a compass. Identify and explain human and physical features of geography. Collect and present data collected. Understand what a map is and how to use a simple map.	
Key Vocabulary		climate desert Equator Continent ocean polar rain gauge rainforest thermometer		capital city data collection fieldwork key lake landmark OS map river sample	arch aquarium bay cliff coast coastline harbour pictogram pier	

		tropical		scale tally chart	tally chart tourist	
Year 3	**Why do people live near volcanoes?** Name all four layers of the Earth, stating one fact about each Explain ways a mountain can be formed. Give an example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. Observe, digitally record and map different rocks using a symbol on a map.		**Who lives in Antarctica?** Say what lines of latitude and longitude are, giving an example. Understand Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Tourism and research are the two main reasons people visit Antarctica. List some of the research carried out in Antarctica. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Begin to recall the eight points of a compass, following at least four of them. Draw a map of the route they take on an expedition and say one thing that went well and one aspect that did not go as hoped.		**Are all settlements the same?** Locate some cities and regions in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.	
Prior knowledge	Children know what a physical feature of		Know what different weathers and climates		Locations of the world's continents.	

	geography is, and that mountains, rocks and volcanoes are physical features.		are, and that Antarctica has a polar climate. Further from the equator, the climate is cooler.		The UK is an island nation. How to use a four-figure grid reference on a map.	
Key Vocabulary	Active/ dormant/extinct volcano vent crust magma chamber mantle inner core outer core fault line igneous/metamorphic/ sedimentary rock minerals tectonic plate		climate zone direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude		agricultural land commercial land county facilities border linear local memorial metro monument nucleated recreational land region residential land	
Year 4	**Why are rainforests important to us?** Describe a biome and give an example. Locate and name key features of the Amazon rainforest including the four layers. Understand that trees, humans and plants adapt to living in the rainforest and give an example. Define the word indigenous. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.		**Where does our food come from?** Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas.		**What are rivers and how are they used?** Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment.	

	Use a variety of data collection methods with support. Summarise how the local park is used and suggest changes to improve the area.		Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.		Make suggestions on how a river environment could be improved.	
Prior knowledge	Different climate zones. Know about climate change and its impact on the planet. Describe different biomes in the world.		Understand what a biome is. Understand the issue of climate change and how it affects different biomes and regions (Antarctica and rainforests). Know how to use an atlas to find different countries on a world map. Explain how to collect data for research.		Know what a river is. Know about the water cycle and how it works. Know how to use an OS map to find and plot a feature. Know that most rivers flow into the sea.	
Key Vocabulary	biome buttress roots canopy/emergent/ understorey layer forest floor deforestation Equator global warming indigenous peoples lianas logging Tropic of Capricorn Tropic of Cancer vegetation belts		carbon footprint export/ import food miles produce qualitative quantitative responsible trade sample size scale bar seasonal food source sustainability trade		condensation delta estuary evaporation floodplain irrigation meander oxbow lake precipitation river mouth transpiration tributary valley waterfall	
Year 5	**What is life like in the Alps?** Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and human characteristics.		**Why do oceans matter?** Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the		**Would you like to live in the desert?** Identify the lines of latitude where hot desert biomes are located.	

	Research and describe the physical and human features of Innsbruck and compare to their locality. Use a variety of data collection methods (questionnaire, mapping their route and recording their findings in sketches or photographs.) Describe at least four of the key aspects of the human and physical geography of the Alps to answer, 'What is life like in the Alps?'		Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.		Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.	
Prior knowledge	Know that people live in different types of settlements. Make comparisons the regions of the UK and places around the world.		Know the names and locations of the five oceans. Climate change impacts the world's oceans Can explain how human activity has an effect on the oceans.		A desert is a barren biome. Location of the equator and tropics. Understand the different topographies of many biomes, including: deserts, rainforests, alpine regions, arctic.	

Key Vocabulary	atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale temperate temperate forest tourism tourist vegetation		atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle		agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather	
Year 6	**Why does population change?** Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in.		**Where does our energy come from?** Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources.		**Can I carry out an independent fieldwork enquiry?** Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable.	

	Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.		Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.		Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.	
Prior knowledge	Can suggest areas with high population rates and areas with low population rates. Climate change and its impact on the world's population. Suggesting ways to improve an area of school.		Electricity (Science Yr 4 topic) – where energy comes from and how it is generated. Locations of various important UK cities, including: London, Edinburgh, Belfast, Cardiff, Manchester. Generating electricity has an impact on the environment.		Data collection methods including: - Questionnaires - Tally charts - Bar graphs - Surveys Suggest methods to improve an area.	

Key Vocabulary	air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale migrants migration natural increase noise pollution population population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated voluntary		biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner wind power six-figure grid reference		analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint	