

# Geography Curriculum Road Map EYFS



## Nursery 2-3 Year Olds - Building Blocks

Children will have access to the garden area all year round. Through investigative play children will experience the natural world around them and learn new words linked to the insects and natural phenomena e.g. the weather. They will learn new words linked to what they see and hear and through daily songs and rhymes.

### Why do we follow on with this unit?

To provide the children the opportunity to continue to make sense of the world around them.

### What knowledge and skills will we continue to build upon?

Local & Place knowledge;

## Nursery 3-4 Year Olds - Building Blocks

Children will have the opportunity to explore and respond to the living things in their environment; they will discuss through daily routines, what they see on their way to the nursery and during local visits and explore sequencing/maps through retelling stories and drawings of routes in their representational play. Through stories, they will explore differences in their environment and things that are similar or different to where they live.

They will grow their own plants and discover, on a basic level, what plants need to survive and thrive. They will grow their vocabulary to include simple geographical language.

Through everyday routines they will name the weather they see outside and the different seasons.

## Year R - Building Blocks

In Reception teachers will continue to support the children to make sense of their physical world and move on to investigate the wider community. Children will have visits to investigate local environments and workshops in order to increase the range of children's personal experiences and in doing so, increase their geographical knowledge and sense of place. Children will develop their basic knowledge of the seasons, mapping skills and their knowledge of similarities and differences in a range of environments. They will discuss similarities in the places they may have travelled to /seen in stories, in different countries to where they live. Their vocabulary will reflect their experiences, discussions.

### Why do we follow on with this unit?

To continue to develop the children's understanding of the natural world around them and the wider local community; Build geographical skills and fieldwork

### What skills will we continue to build upon?

Children will develop their knowledge of 'place & local knowledge; use of vocabulary and map making skills will be shaped

# Geography

## Curriculum Road Map Year 1



**Autumn**

### **The United Kingdom**

In this unit, we will introduce the children to simple maps, road maps and aerial images of their local area. This will enable them to identify the human and physical features of the surrounding region. Children will create simple maps of the local area. Children will name and locate the countries that make up the United Kingdom and examine each country's defining characteristics.

#### **Why do we follow on with this unit?**

To develop knowledge of places of interest in the United Kingdom and identify famous landmarks and different types of buildings.

#### **What skills will we continue to build upon?**

Using photographs and maps to find and identify physical and human geographical features and give directions using locational and directional language.

**Spring**

### **Cities in the United Kingdom**

In this unit, we will focus on London as an area of study as a starting point. Children will investigate London's geographical human and physical features. They will use their knowledge of reading maps, using positional and directional language, to find, identify and explore landmarks and different types of buildings across the city, including Walthamstow. Following on from this, they will locate and identify key human and physical features of other cities within the UK. Children will also investigate human processes such as tourism and industry and the impact of this on a city.

**Summer**

### **Australia**

This unit will introduce Australia as a contrasting non-European country. Children will locate Australia on maps, atlases and globes and ask and answer geographical questions to compare life in Uluru with a rural area in the UK. Children will also build upon their knowledge of urban areas and make comparisons between Sydney and London. Children will continue to use a range of sources to identify the location of the Great Barrier Reef. They will also continue to develop their understanding of human processes through investigating the human impact on the Great Barrier Reef.

**Why do we follow on with this unit?**  
To introduce children to the wider world within the context of a contrasting non-European country.

**What skills will we continue to build upon?**  
Children will develop their map skills through using atlases, maps and globes to identify Australia. Children will also build upon their questioning skills and understanding of human processes through making comparisons and investigation of an area in Australia.

# Geography

## Curriculum Road Map Year 2



### Autumn

#### Continents of the World

The children identify continents on maps, atlases and globes and learn the names of the seven continents. They understand that they consist of many countries. They learn about the equator and poles, locate them on maps, atlases and globes and identify countries in hot and cold regions. They apply knowledge of the compass directions NSEW. Children continue to develop skills of communicating geographically through asking and answering questions about the continents including a focus on Antarctica. Children will further develop map skills through creating 3D world maps using their knowledge and understanding of key physical features.

#### Why do we follow on with this unit?

Learning extends from the continents of the world to introduce the oceans of the world.

#### What skills will we continue to build upon?

Further development of mapping skills using maps, atlases and globes to identify the oceans and their location in relation to different continents/countries. Further development of identifying physical features and human processes.

### Spring

#### Oceans of the World

The children will develop their understanding of what an ocean is and link back to previous learning about seas in year 1. They will name and locate the world's oceans in relation to the 7 continents using maps, atlases and globes. Children will investigate and answer geographical questions with a focus on physical features and human processes in relation to the 5 oceans of the world.

### Summer

#### Weather and Climate

This unit will introduce links between the weather, seasons and climate. Children will investigate weather patterns in the UK and will be able to identify different types of weather and their symbols. Children will make comparisons of weather between the local area and an equatorial town in Tanzania using their locational knowledge and skills to identify and locate it on a map.

Children will be introduced to different climates and the differences between weather and climate.

**Why do we follow on with this unit?**  
To understand seasonal weather in the UK and to make comparisons with a non-European country extending their understanding of the continents of the world.

**What skills will we continue to build upon?**  
Using locational and directional language to describe weather and weather patterns in the local area and in a town in Africa. Using maps to identify specific locations.

# Geography

## Curriculum Road Map Year 3



### Autumn

#### Europe

In this unit, pupils will explore the different countries that make up the continent of Europe, identifying their human and physical features. This leads onto an understanding of the make up of Europe and its countries and cities, with a focus on key concepts such as population and tourism.

Pupils will further examine UK characteristics in more detail, expanding on physical and human geographical features. Children will focus on a rural/coastal area as well as carrying out a local study of the school and its surroundings.

#### Why do we follow on with this unit?

Learning about the UK extends to a more in depth level with a focus on different geographical regions and their characteristics.

#### What skills will we continue to build upon?

Further development of mapping skills using a range of maps including OS maps. Children will also build upon their use of a range of resources to identify key features

### Spring

#### Landscapes: weathering, rivers and mountains

In this unit, children will take part in an in depth study into an area within the UK with a focus on weathering, rivers and mountains in that area. Children will use a range of resources, including OS maps, to locate and describe the location and different physical characteristics of the area.

The children will learn how different mountains are formed and be able to recognise the role of contour lines on an OS map to indicate steepness.

### Summer

#### The Water cycle and climate change

In this unit, the children will identify the northern and southern hemispheres and Tropics of Cancer and Capricorn using globes and atlases and their link to climate zones. Children will learn about the geographical processes of the water cycle (making links to their learning on mountains) and climate change within the context of the Amazon rainforest. Children will use a range of resources to examine the link between human and physical geography focusing on the impact of climate change on humans and animals within a specific location.

#### Why do we follow on with this unit?

To extend learning outwards to the wider world and to build on previous learning about physical geographical processes. Children will develop their understanding of connections between physical and human geography.

#### What skills will we continue to build upon?

Children will build upon their skills of asking and answering geographical questions in order to understand the effects of geographical processes. Children continue to develop map skills.

# Geography

## Curriculum Road Map Year 4



### Autumn

#### Erosion and Deposition

In this unit, children will use Egypt as their country of focus to learn about erosion and deposition. Children will build upon their previous learning about rivers, examining the different stages of a river and the Nile Delta. Children will then link this learning to explore land use in this area.

Following this, children will focus on a UK coastal area, looking at examples of coastal erosion and ways this has been managed, building upon their understanding of links between human and physical geography.

#### Why do we follow on with this unit?

Children will increase their understanding of human processes through looking at transportation within the UK.

#### What skills will we continue to build upon?

Children will build upon their use of fieldwork to observe and record data in the local area and present findings in a range of methods.

### Spring

#### Transportation

In this unit, children will learn about transportation within cities in the UK including different types of transport, the reasons for their use and advantages and disadvantages. Children will conduct a local survey to find out more about transport used locally and will present their findings in a range of ways. Children will then extend their learning to the national transport systems. Within this unit, children will build upon their map skills through planning a journey.

### Summer

#### International Trade

In this unit, children will learn about what international trade is in relation to food. Children will focus on food production in specific countries: These will be located on a map and children will identify the equator, northern and southern hemispheres and tropic of Cancer and Capricorn. Children will examine the geographical reasons behind food production within a given area. Children investigate different types of farming and produce and the journey of food from source to plate. They discover how fair trade positively impacts farm workers and gain an understanding of the challenges farmers face.

**Why do we follow on with this unit?**  
Children will build upon their understanding of links between countries across the world.

**What skills will we continue to build upon?**  
Children will continue to build upon their locational knowledge using a range of maps, atlases and globes.

# Geography

## Curriculum Road Map Year 5



### Autumn

#### North America

In this unit, children will describe the geographical location of North America using latitude, longitude, northern and southern hemisphere and the Tropics of Cancer and Capricorn. Children focus on the USA and will collect and analyse statistics to examine population in parts of the USA. Children will also describe and understand key aspects of physical geography including rivers and mountains.

#### Why do we follow on with this unit?

To examine extreme geographical processes that affect continents and their populations. To make links between human and physical geography.

#### What skills will we continue to build upon?

Children will build on their map skills through locating volcanoes and earthquakes. They will develop compass work through learning the eight points of a compass and carrying out four-figure grid references to locate volcanoes and earthquakes.

### Spring

#### Earthquakes and Volcanoes

This unit will explore what is under our feet, starting at the earth's core and working our way up to the tectonic plates. They will identify how volcanoes are formed and the process by which they erupt. Additionally, they will consider the impact they have on human settlements and land use. Children will learn about Earthquakes: how they are formed, their main features and the destruction they can wreak upon the land as well as animal and human populations. Case studies are explored, and the children learn about the physical and human aspects of these events.

### Summer

#### Biomes and Climate Zones

In this unit children will explore the various biomes around the world and identify their distinctive characteristics, including climates, vegetation and natural animals. Children will make generalisations displaying an understanding of geographical location. Children will also explore how human processes affect biomes with a case study focus on a Tundra biome.

#### Why do we follow on with this unit?

To explore different ways to categorise the Earth's surface.

#### What skills will we continue to build upon?

Use world maps to identify and label continents, oceans, seas, rivers, countries, the equator and lines of latitude and longitude in order to locate biomes and climate zones.

# Geography

## Curriculum Road Map Year 6



### Autumn

#### Map skills-Local enquiry

In this unit, children will be developing an enquiry question about the local area and using fieldwork to explore and answer. Children will have the opportunity to explore this question and develop their map skills using 6 figure grid references.

#### Why do we follow on with this unit?

To extend their understanding of the world's continents with a specific focus on the physical features.

#### What skills will we continue to build upon?

Children will develop their map skills through locating South America and identifying different physical features using maps.

### Spring

#### South America

Children will describe the geographical location of South America using a range of maps, atlases and globes. Children will have the opportunity to explore the physical features of South America including extending their knowledge and understanding of mountains and rivers. Children will use their map skills to explore further.

### Summer

#### Ocean currents

In this unit, children will explore the oceans of the world further building on their understanding of biomes. They will focus on ocean currents and locate these on maps of the world. Children will also explore the human impact on ocean currents and look at the Great Pacific Garbage Patch.

#### Why do we follow on with this unit?

To extend knowledge of biomes by examining the largest biome of all – the marine biome. To deepen understanding of how species (in this case marine) adapt to their environment.

#### What skills will we continue to build upon?

Use world maps to identify and label continents, oceans, seas, rivers, countries, the equator and lines of latitude and longitude in order to recognise the characteristics of the world's oceans.