

Early Year Curriculum Map

Geography All About Me	Once upon a time	People who help us	Wonderful world
Below are a list of suggested texts and themes. These will continue to be developed/ enriched according to children's interests			
<p>ELG:</p> <p><u>People, Cultures and Communities</u> Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>The World</u> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience of what has been read in class Understand some important processes and changes in the natural world around them, including seasons</p>			
<p>Name the place where we live. Discuss journey to and from school. What do you see? Town, street, road, address, near, far Find our way around our classroom, school, school grounds. Explore and ariel view. Positional language, map Text: In every home, in every street by Jess Hitchman On the Way Home by Jill Murphy</p>	<p>Walk to the local church (R.E. link) – what do we see on the way? Human features – road, shop, tree, lamppost, , traffic lights, school, roundabout Exploring/ comparing environments / features through stories, e.g. river, wood, village Where does the queen live? Where is London? What might we see there? City, capital, palace Texts: The Queen's Knickers by Nicholas In the City by Carron Brown We're Going on a Bear Hunt by Michael Rosen Allen, Three Billy Goat's Gruff, The Gingerbread Man, Goldilocks,</p>	<p>Take a bus journey to the local fire station! Look at the rescue services and their jobs/ uniforms in other countries, e.g. The Flying Doctors. Identify locations using a map/ globe. What is the same/ different? World, map, globe, country, hot, cold, climate, temperature</p>	<p>Use story to explore the diversity of our wonderful world, e.g. animals, food, clothes, climate, homes... Identify the setting of stories on maps. How might we travel there? Using Handa's Surprise by Eileen Brown / Baby goes to Market by Atinuke/ Let's explore Kenya by Elle Parks to compare and contrast Kenya and England, e.g. animals, outfits, food. Find Kenya on a map. World, map, Country, globe, climate</p>

Year 1	Where Do I Live?	At The Farm	Let's Explore London
	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • UK is made up of different countries • Countries in the UK • Capital cities in the UK • The location of Newport in Shropshire • The difference between villages, towns and cities <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use world maps, atlases to identify the UK and its countries • Use geographical vocabulary to describe human and physical features of the countries <ul style="list-style-type: none"> ➤ Capital cities- London, Edinburgh, Cardiff, Belfast ➤ All built on a river. London – River Thames ➤ Castle in each city • Locate our area on the map of the UK and use locational language (near and far; left and right) • Use maps and photographs to compare urban (London) and rural (Newport) 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • What a farm is and why they are important • There are different types of farms • The four points of the compass • The four seasons of the year <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary to describe physical and human features and land use of a farm e.g., crops, dairy, pasture • Use a basic map and symbols <ul style="list-style-type: none"> ➤ Be familiar with symbols for land, water and buildings • Describe the seasons on the farm • Describe differences between life on a farm and in a town 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • London is the capital city of England and the UK • Introduce that London is in Europe • The characteristics of the four seasons • Some London land marks <p>Children should be able to:</p> <ul style="list-style-type: none"> • Locate London on a map • Use aerial photographs to identify landmarks <ul style="list-style-type: none"> ➤ Buckingham Palace ➤ The London Eye ➤ Big Ben ➤ Houses of Parliament ➤ The River Thames • Use a map, key, directional and positional language <ul style="list-style-type: none"> ➤ N, S, E, W, near, far • Describe geographical features of London • Describe the seasonal activities in London using knowledge of the four seasons

Year 2	Map Makers	Weather Patterns	On Safari
	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • Directional language and why it is important <ul style="list-style-type: none"> ➤ N, S, E, W • What an aerial view and plan perspectives are • How to read information on a map • Know what a key is on a map <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use compass points to navigate around a map • Use aerial photographs and plan perspectives • Use observational skills to identify local human and physical features on route to Edgmond • Read simple maps using a key to identify <ul style="list-style-type: none"> ➤ Roads ➤ Buildings ➤ Land ➤ Water • Draw a simple map and create a key for the map 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The expected weather types for each season • That weather varies in different locations in the U.K. (coastal and inland) • The location hot and cold areas if the world in relation to the Equator and the North and South Poles • How seasonal weather in equatorial and polar regions is different from our own <p>Children should be able to:</p> <ul style="list-style-type: none"> • Interpret weather data from pictograms and tables • Interpret simple weather maps • Use photographs and descriptions to explore equatorial and polar climates • Use world maps, globes, and atlases to identify the locations of the North and South Poles/ polar regions and the Equator/ equatorial regions. • Identify how some aspects of human and physical geography are affected by the extreme weather in Polar regions 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • The name and location of the seven continents and five oceans • The four points of the compass • Countries near the equator are hotter that countries nearer the North and South Poles • Kenya has a wet and dry season • That life in a city in Kenya is different to life in rural areas in Kenya • Key human and physical similarities and differences between Kenya and Shropshire <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps and atlases to identify the location of the UK and Kenya • Use images to identify the differences in climate between the UK and Kenya • Use directional language and four compass points to locate features on a map • Describe the relative positions of countries around Kenya using directional language • Identify features such as mountains, valleys, volcanoes, fields, towns, villages, and cities • Describe how their life is similar to and different from the life of a Kenyan child.

Year 3/4	Where does our food come from	The Americas	Earthquakes and Volcanoes
A	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The United Kingdom is in the Northern Hemisphere • That climate is the average weather conditions in a place over a long period • Weather is the day to day description of the atmosphere • What a biome is • The United Kingdom has a temperate climate • The words hemisphere, longitude, and latitude • The Topics of Cancer and the Tropic of Capricorn are lines of latitude either side of the Equator • Some food sold in the United Kingdom comes from other parts of the world <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary to describe the conditions of different climate zones and crops grown <ul style="list-style-type: none"> ➤ Temperate – warm summer, cool winter, moderate rain ➤ Tropical- warm / hot and wet ➤ Mediterranean- warm most of the year , hot, dry summers • Use maps, atlases globes to locate climate zones • Use hemisphere, longitude, and latitude to describe the location of different climate zones • Explain the term ‘Trade Links’ 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The eight points of the compass • The difference between a continent, country, state and city • The location of some North and South American cities and countries • The name and location of some of the main environmental regions of North and South America • The main human and physical geography features along Route 66 in north America <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America • identify some similarities and differences between North and South American cities. 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • The names and locations of the world’s areas at risk from earthquakes • The names and locations of the world’s principal volcanoes • The structure of the Earth including what happens at plate boundaries • The main features, causes and effects of volcanoes and earthquakes • How people respond to natural disasters such as an earthquake or volcano eruption <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps and atlases to locate places with significant volcanoes <ul style="list-style-type: none"> ➤ Mt. Vesuvius ➤ Mt. Fuji ➤ Cotopaxi ➤ Krakatoa • Use maps and atlases to locate where significant earthquakes have occurred <ul style="list-style-type: none"> ➤ the Pacific ‘Ring of Fire’ ➤ North American Plate ➤ Pacific Plate ➤ California • Use geographical vocabulary, including some technical terms, when describing the Earth’s structure and features of volcanoes and earthquakes <ul style="list-style-type: none"> ➤ Earth’s crust, mantle, core ➤ Magma, lava ➤ Tectonic plate

Year 3/4	Location Knowledge of the United Kingdom	Coasts	Local Area
B	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The relative locations of England, Scotland, Northern Ireland and Wales • Important physical characteristics of each country • Examples of land use in each country • The United Kingdom is divided into counties • The names and features of our four counties <ul style="list-style-type: none"> ➤ Shropshire ➤ North Yorkshire ➤ Gwynedd ➤ Greater London <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps and atlases to locate locations and features of UK countries and counties • Compare human and physical features of the four countries and four counties of the United Kingdom • Know the County town, main rivers and land use of each of our four counties 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • What coasts are and how they are formed • Key physical features of the coast e.g., caves, stacks, and arches • Coasts are constantly changing because of erosion • Coasts can be managed by human intervention • There are different types of beaches – sand / shingle <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases to identify coastal areas they have visited • Explore how erosion affects coastlines • Describe and understand advantages and disadvantages of coastal management systems • Describe some human and physical features of different types of beaches • Explore how changing land use affects people in different ways 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The difference between human and physical features • The distinctive human and physical features of the local area • Ways in which human processes (such as land use, settlement, and change) operate in the local area • How to use an ordnance survey map to identify local landmarks and features <p>Children should be able to:</p> <ul style="list-style-type: none"> • Locate the local area on a map and give directions • Use a key and be able to identify features on an OS map <ul style="list-style-type: none"> ➤ Different types of roads ➤ Railway lines / stations ➤ Specific buildings – churches, schools, hospitals ➤ Woodland • Identify human and physical features in the local area and how they have changed over time • Use fieldwork to observe, measure and record data on the different types of services in the local area • Collect and analyse data on how people in the local area get to work.

Year 5/6	Brazil	Rivers	Natural Resources
A	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The location of Brazil and some of its bordering countries and surrounding ocean • That there are different time zones in Brazil • The location and physical geography of three contrasting regions within Brazil <ul style="list-style-type: none"> ➤ the Amazon Basin ➤ the Pantanal ➤ the Brazilian Highlands • The importance of the Amazon Rainforest • What urbanisation is and why it is happening in Brazil • Some of the effects of urbanisation • Some aspects of settlement, trade, tourism, and culture within Brazil <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use globes and atlases to locate Brazil and regions within Brazil and to support understanding of these regions (e.g. within climate and time zones) • Use six figure grid references • Explore some pressures facing the rainforest • Compare and contrast two areas of Rio de Janeiro • Identify push and pull factors for moving from rural areas to urban areas 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The steps of the water cycle • Some of the key features of a river <ul style="list-style-type: none"> ➤ Sources ➤ Meander ➤ Waterfall ➤ Estuary ➤ Delta • The names and locations of some of the Worlds Rivers (The Severn, The Thames, The River Ouse, The Nile, The Amazon) • Some uses of rivers • Some causes of water pollution <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use fieldwork to investigate a rivers effect on the environment and landscape • Interpret and explain key information on rivers • Use globes, atlases, and maps to locate rivers • Use appropriate geographical vocabulary to describe the water cycle and features of rivers. 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • Land is an important natural resource in the UK • Natural resources are materials or substances that are produced by the environment that humans use to survive • Coal, oil, and natural gas are natural resources used to make electricity • Problems associated with burning natural resources • Clean and renewable resources used to produce electricity • Examples of natural resources which are used and traded around the world • Some natural resources will run out <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary when describing natural resources and problems associated with using natural resources • Use globes and atlases to investigate the distribution of natural resources • Explore the issues associated with energy production • Use fieldwork to present findings on finding the ways natural resources are used and traded.

Year 5/6	Mountains/ The Alps	Greece	Population
B	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The names and locations of the world's principal mountain ranges and mountains • The main features and types of mountains • Mountains have their own climate because of their altitude • How mountains are used by people and are affected by human activity <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps and aerial views of mountains and ranges to inform their understanding of their location, use and features • Use physical maps to explore height of the land • Use geographical vocabulary when describing mountains and ranges • Analyse and compare climate data on mountain areas with lowland areas • Describe how tourism can both benefit and harm the environment 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The location of Athens within Greece, within the Mediterranean and within Europe • How to use 6 figure grid references to locate attractions within Athens • How the location of Greece affects its climate and compare to Barmouth - Gwynedd • The landscape around Athens / Greece and how it is used by people (tourism / olive production) • How the location and human and physical features of Greece compare with London and Shropshire. <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases globes and digital / computer mapping to locate Greece and describe feature of Athens and Greece • Use and interpret a range of maps and images • Interpret climate data and draw conclusions about climate of Greece and the UK • Use six figure grid references to locate features on a map 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • What population is • The global population is the number of people living on Earth • Reasons why populations change • Challenges a growing population present • Challenges an aging population present • There is global inequality in access to food • Where most people live in the United Kingdom <p>Children should be able to:</p> <ul style="list-style-type: none"> • Explore how the global population has changed in size and distribution • Identify reasons why birth and death rates change. • Create a population pyramid • Analyse maps, satellite images and photographs to explore population density in the UK • Investigate challenges of living in a slum (Rocinha, Kibera and Dharavi)