

## GEOGRAPHY CURRICULUM MAP

(LONG TERM PLAN FOR YEAR A and YEAR B).

Due to the changing structure of the classes and the fact that three of our classes bridge Key Stages, our long term planning is designed to ensure every child receives complete coverage of our broad and challenging curriculum throughout their learning journey.

<u>Rose (EYFS/1)</u>		<u>Tamarisk (2/3)</u>		<u>Socoa (4/5/6)</u>	
<p><b><u>Continents &amp; Oceans</u></b> name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p><b><u>Hot &amp; Cold Places</u></b> Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p><b><u>Contrasting Locality Topic</u></b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p><b><u>United Kingdom</u></b></p> <ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p><b><u>Mountains</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, <b>mountains</b>, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p><b><u>Rivers</u></b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and <b>the water cycle</b>.</li> <li>• Explore and compare to local rivers.</li> </ul>
<p><b><u>Weather &amp; Seasons</u></b> identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>CROSS CURRICULAR LINK: SCIENCE - SEASONAL CHANGE</b></p>	<p><b><u>United Kingdom</u></b></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p><b><u>Volcanoes &amp; Earthquakes</u></b></p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes and earthquakes</b>, and the water cycle</p>	<p><b><u>Rainforests</u></b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, <b>biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p><b><u>North America</u></b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in <b>North</b> or South <b>America</b></li> </ul>	<p><b><u>Climate Zones</u></b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>
	<p><b><u>Local Study</u></b></p> <ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• use aerial photographs and plan</li> </ul>		<p><b><u>South America &amp; the Amazon</u></b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or <b>South America</b></li> </ul>	<p><b><u>Rio &amp; SE Brazil</u></b></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and <b>South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	

	<p>perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"><li>• use 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 environment.</li><li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul>				
COMMUNICATE GEOGRAPHICALLY					
<u>Geographical Skills and Fieldwork taught throughout:</u>				<u>Vocabulary</u>	
<ul style="list-style-type: none"><li>• <i>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i></li><li>• use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li><li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li><li>• use 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 environment.</li></ul>				<p><b>Pupils with the most extensive vocabulary have:</b></p> <ul style="list-style-type: none"><li>• <b>better reasoning, inference and pragmatic skills</b></li><li>• <b>academic success and employment</b></li><li>• <b>better mental health in adulthood.</b></li></ul> <p><b>At Grade Ruan School each milestone introduces a range of geographical vocabulary, taught, systematically, so that they can articulate complex ideas.</b></p> <p><b>See separate document and the skills knowledge organisers for Geographical vocabulary.</b></p>	