

St Margaret's Academy - Geography curriculum map 2024-2025

<p>Understanding the World: By the end of Foundation stage: ELG: People, Culture and Communities Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, 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. ELG: The Natural World Children at the expected level of development will: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>						
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Skills Recognising Identify Describing Observing</p>	<p>Our School: Exploring our Foundation Stage environment. Naming the different places and talking about how they are used.</p>	<p>Comparing environments: in the natural world - our home and Santa's home in the North Pole. Stories, non-fiction books and cultural artefacts.</p> <p>Seasons and the weather Natural processes: water freezing and melting.</p>	<p>Imaginary settings: Creating story world maps through drawing, small world, story pictures. Relate to places the children know or seen before.</p> <p>Place and direction: Signs and labels to signal place and direction. Vocabulary related to preposition (Gingerbread man).</p>	<p>Comparing environments: in the natural world - our home and pre-historic earth. Volcanic activity on the earth.</p>	<p>Seasons and the weather Natural processes: sunlight, warmth, melting</p>	<p>Comparing environments: in the natural world - our home and Handa's home in Africa through story Handa's Surprise, non-fiction books, cultural artefacts.</p> <p>Our School: Exploring the Big School. Link to transition. Mapping the school grounds naming features and talking about how the places are used. Using photos, Block play, small world, drawings and labels to create 3D map.</p> <p>Seasons and the weather Natural processes: rain and drought (floods - Noah).</p> <p>Comparing environments: in the natural world - our home and up into Space. Use of International Space Station information to explore what life is like in Space.</p>

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National Curriculum In Key Stage 1 - Pupils should be taught to:

Locational knowledge: name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge: 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

Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary to refer to: 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

Geographical skills and fieldwork : 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 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, 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 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.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	How does the weather affect our lives? Locational Knowledge Continents and Oceans UK Place Knowledge Small area of the UK (School Grounds) Physical Geography Weather and Seasons Hot and cold areas of world Human Geography Equator North & South Pole Fieldwork Weather Recording school grounds			Why does it matter where our food comes from? (small area in UK) Locational Knowledge UK Continents and Oceans Place Knowledge Small area of the UK Physical Geography Weather and Seasons Hot and cold areas of the world Physical features of farming in UK and locations overseas Human Geography Equator North and South Pole Human features of farming - UK and locations overseas		

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	What is the geography of where I live? (local study) Locational Knowledge Continents and Oceans UK Place Knowledge Small area of the UK (Local Area) Physical Geography Key physical features of local area Human Geography Key human features of local area Fieldwork Local area - Plainmoor			How does Kampong Ayer compare with where I live? (small area in a contrasting non-European country) Locational Knowledge Continents and Oceans Place Knowledge Small area of contrasting non- European country Physical Geography Weather and Seasons Hot and cold areas of world Key physical features of Kampong Ayer Human Geography Equator North & South Pole Key human features of Kampong Ayer.		

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National Curriculum In Key Stage 2 - Pupils should be taught to:

Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, 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, 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)

Place knowledge 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 within North or South America

Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world, 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.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying	How and why is my local environment changing? (locality study) Locational Knowledge UK Local area North East region Place Knowledge Human and physical geography of North East and local area Physical Geography Changes in physical features of local area Human Geography Types of settlement and land use and economic activity Fieldwork Local area - St Marychurch			Beyond the Magic Kingdom: what is the Sunshine State really like? (region North America) Locational Knowledge North America environmental regions, key physical and human characteristics, countries and cities Place Knowledge Human and physical geography of a region within North America Physical Geography Climate zones, biomes and vegetation belts, rivers and mountains Human Geography Land use, economic activity and natural resources.		

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation	Why are jungles so wet and deserts so dry? (climate zones/ rainforest) Locational Knowledge North America South America Latitude and longitude Physical Geography Climate zones, biomes and vegetation belts Human Geography Land use, natural resources and economic activity			How can we live more sustainably? Locational Knowledge UK Place Knowledge Local area Physical Geography Water cycle Human Geography Natural resources Fieldwork Kielder Water/ Local area supermarket		
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying	Why do our seas and oceans matter so much? Locational Knowledge Latitude and longitude, Northern and Southern Hemisphere Physical Geography Rivers and the water cycle Human Geography Economic activity and distribution of natural resources Fieldwork South West coastal regions - Oddicombe beach			How do volcanoes affect the lives of people living on Hiemaey? (a region in a European country) Locational Knowledge Europe environmental, key physical and human characteristics, countries and cities Place Knowledge Human and physical geography of a region in a European country Physical Geography Volcanoes Human Geography		

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Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising				Types of settlement and land use, economic activity and natural resources		
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising	Who are Britain's National Parks for? (a region of the United Kingdom- Lake district / Dartmoor) Locational Knowledge Key physical and human characteristics of North America; UK Physical Geography Climate zones, biomes and vegetation belts, mountains and rivers Human Geography Types of land use, economic activity and distribution of natural resources Fieldwork Lake District/ Dartmoor			What is a river? (A region in the UK) Locational Knowledge Physical characteristics of Europe, North America and South America, UK Place Knowledge Local area Physical Geography Rivers and the water cycle Human Geography The distribution of natural resources Fieldwork River Tyne/ local rivers		