Stanley Primary School
Geography Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	• Who am I, where do I live? • Where was I born? • Our families, our home, our community and school environment. • Navigate and identify features around school, the classroom and outdoor area. • Introduced to maps and exploring the world. • Where we live and our local area.	• Where do we live? • Explore our country and others around the world. • Understanding the change in seasons.	• Looking at the countries we were born in and locate them on a map. • Where do we live? • Naming different countries around the world. • Looking after our world.	• Exploring the different countries animals live. • Looking at animals' environments. • Discussing the different continents.	• Where does our food come from? • What food is grown in our country? What foods are grown in other countries? • Describing immediate environments from observation, discussion, stories and maps.	• What are seaside holidays? • Where is the seaside located and what are tourists? • What are landmarks? • How does our beach compare with beaches in other countries? • Locate where we live on a map. • Different countries around the world.
Year 1	**Our Local Area** • Devise a simple map and construct basic symbols in a key. • Study school grounds and physical features of surrounding environment. • Local area walks • Use Google maps • Different types of houses			**The UK** • Using maps & globes, naming, locating & identify 4 countries & Capital Cities in the U.K. & seas. • Focus on the capital London and compare it to Blackpool, exploring the features of cities and towns. • Understand the differences between cities and towns. • Compare the map symbols of towns, cities and the countryside.		**Weather and climate** • Name the four seasons. • Name the types of weather in the UK. • Identify seasonal and daily weather patterns in the UK. • Make observations about the weather. • Explain how the weather affects themselves. • Explain how the weather affects different jobs.
Year 2		**Continents & Oceans** • Name and locate the world's seven		**Hot & Cold Places** • Identify the location of hot and cold areas of		**Australia here we come** • Use world maps, atlases and globes to

		continents and five oceans • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans • Use world maps, atlases and globes to identify the continents and oceans • 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 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		the world in relation to the Equator and the North and South Poles • Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage		identify the United Kingdom and its countries, as well as the continents and oceans • 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, • 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
Year 3	**Pole to Pole** • Looking at what creates a cold place both locally and globally • Using thermometers to measure temperatures • -identify locations in the polar regions				**Investigating the UK and who we are** • Looking at migration, immigration and our society. • Considering why people change locations and recognising opportunities for involvement.	

	• Understand that ice and snow can create different features • Using atlases • Understand the effects of seasonal changes • Learn about the different wildlife in the North and South Pole and how they adapt to living there. • Identify countries in the Arctic circle and recognise how people have adapted to living there.			• Children can explain diverse cultures and recognise characteristics of different places. • Comparing similarities and differences to life in the UK.
Year 4	**Comparing the North West with Campania in Italy.** • learn about the world and how it is represented on maps. • Children will discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. • Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. - Children will then use their knowledge to compare the North west in England with Campania and establish similarities and differences between the two.		**The Amazing Amazon** • Describe and understand key aspects of physical geography and human geography • Identify and describe what places are like and describe how places differ in size around the world. • Use weather maps to find information, recognise key features of the rainforest and describe why places are like they are.	**Food for thought** • Learn about food and farming. • Recognise that in some countries farmers encounter many difficulties in cultivating their land and in some cases are unable to produce enough food to live on. • Explain global diversity in types of food production. • Understand that physical conditions such as the weather, landscape and soil type have a negative impact on food production. • Use a range of resources to investigate aspects of farming around the world.
Year 5	**Investigating Rivers** • Using maps to locate regions, concentrating on their key physical features. • Understand physical similarities and differences through studies of human and physical geography. • Describe key aspects of physical features including river and the water cycle.		**Mountains** • Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts – with a particular focus on mountains. • They will extend their knowledge beyond the local area, by using maps, atlases, globes and digital/computer mapping to locate countries and geographical regions • They will also look at aspects of human geography. • Children will learn about the world's main mountain ranges.	**Volcanoes and Earthquakes** • Locate places, using maps- focus on Europe, North and South America. • Identify key physical features. • Understand physical similarities and differences through studies of a geographical region in a European country and region on North and South America. • Locating countries on maps, using the 8 points on a compass, four and six figure grid references, using symbols and keys to build their knowledge of the wider world.
Year 6		**A journey through the Americas-investigating longitude and latitude** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Using maps to locate environmental regions, key physical and human characteristics and places in North and South America		**Travel plan unit** • Using maps to locate and describe features. • Using the 8 points on a compass, 4 and 6 figure grid references including symbols and keys. • Children take charge and plan their own travel plan- therefore building on their knowledge learnt from previous years and testing their skills.

		• Locating lines of latitude and longitude, the equator, the northern and southern hemispheres, the tropics of cancer and Capricorn, the prime meridian and time zones. • Understanding the significance of latitude, longitude, the equator, the northern and southern hemispheres, the tropics of cancer and Capricorn, the prime meridian and time zones • Understanding key aspects of climate types.		• Carry out field work to record and measure physical and human features within their areas, carrying out sketch maps, plans, graphs and using digit technology. • Continue to use geographical vocabulary and consider land use and how this may change overtime.