

**Rockmount Primary School Subject Curriculum Map      Geography**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme/Topic</b>	<b>Getting to Know Each Other</b>  Children will: <ul style="list-style-type: none"> <li>understand position through words alone. For example, "The bag is under the table," – with no pointing</li> </ul>	<b>Autumn is all Around</b>  Children will: <ul style="list-style-type: none"> <li>use all the senses in hands-on exploration of natural materials</li> </ul>	<b>Passport Around the World</b>  Children will: <ul style="list-style-type: none"> <li>describe a familiar route</li> <li>discuss route and locations, using words such as, 'in front of' and 'behind'</li> <li>know that there are different countries in the world and talk about the differences they have experienced.</li> </ul>	<b>Jurassic Journey</b>  Children will: <ul style="list-style-type: none"> <li>use all the senses in hands-on exploration of natural materials</li> </ul>	<b>Under the Sea</b>  Children will: <ul style="list-style-type: none"> <li>understand the need to respect and care for the natural environment and all living things</li> </ul>	<b>What's up There? (Space)</b>  Children will: <ul style="list-style-type: none"> <li>begin to understand the need to respect and care for the natural environment and all living things</li> </ul>
<b>Reception</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme/Topic</b>	<b>The Wonderful World of Fairytales</b>  Children will: <ul style="list-style-type: none"> <li>draw information from a simple map</li> </ul>	<b>Food and Festivals</b>  Children will: <ul style="list-style-type: none"> <li>recognise some similarities and differences between life in this country and life in other countries</li> <li>recognise some environments that are different to the one in which they live</li> </ul>	<b>Superheroes and People who Help us</b>  Children will: <ul style="list-style-type: none"> <li>recognise some similarities and differences between life in this country and life in other countries</li> </ul>	<b>Spring and New Life</b>  Children will: <ul style="list-style-type: none"> <li>explore the natural world around them.</li> <li>understand some important processes and changes in the natural world around them, including the seasons</li> </ul>	<b>Animals</b>  Children will: <ul style="list-style-type: none"> <li>describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>	<b>Water</b>  Children will: <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme/Topic</b>	<b>Introduction to weather Patterns (link to termly Science)</b>  Children are taught to: <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul>		<b>What do we know about our world?</b>  Children are taught to: <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>use fieldwork and observational skills to study the key human and physical features of two localities</li> </ul>	<b>Where do we live and go to school?</b>  Children are taught to: <ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>devise a simple map and use and construct basic symbols in a key</li> <li>use fieldwork and observational skills to study the key human and physical features of two localities</li> </ul>		<b>How do animals around the world adapt to where they live?</b>  Children are taught to: <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans in the context of where animals live</li> <li>To use world maps, atlases and globes to identify the countries studied at this key stage in the context of where animals live</li> <li>To 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 in the context of where animals live</li> </ul>

	<b>Weather Patterns (link to termly Science)</b> Children are taught to: • identify seasonal and daily weather patterns in the United Kingdom		<b>Weather Patterns (link to termly Science)</b> Children are taught to: • identify seasonal and daily weather patterns in the United Kingdom		<b>Weather Patterns (link to termly Science)</b> Children are taught to: • identify seasonal and daily weather patterns in the United Kingdom	
<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme/Topic</b>	<b>Where on earth are we?</b> Children are taught to: • name and locate the 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 • identify 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	<b>How does the UK compare to India?</b> Children are taught to: • 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		<b>London (local area)</b> Looking at London landmarks such as London Eye, The Tower of London and Big Ben.  Children are taught to: • 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features		<b>Comparing London to a Coastal Location</b> Children are taught to: • 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 • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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
<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme/Topic</b>		<b>What makes the earth angry?</b> Children are taught to describe and understand key aspects of: • physical geography, including: volcanoes and earthquakes	<b>Why is Climate Important?</b> Children are taught to describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts			<b>Who are our European neighbours?</b> Children are taught to: • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme/Topic</b>		<b>Where does our food come from? (Linked to history/DT)</b>	<b>Would you rather live in the Arctic or Antarctic?</b>	<b>Why does the Amazon matter?</b> Children are taught to:		<b>Settlements: where do people live and why?</b>

		Children are taught to: describe and understand key aspects of: 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	Children are taught to: • identify the position and significance of the Arctic and Antarctic Circle	• describe and understand key aspects of: ○ physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains		Children are taught to: • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme/Topic</b>	<b>Can we time travel on planet Earth?</b>  Children are taught to: • develop their use of geographical knowledge, understanding and skills to enhance their locational knowledge		•	<b>What attracts tourists to mountains and what is the human impact?</b> Children are taught to: • describe key aspects of physical geography • develop knowledge of important places in the world, their defining geographical features, and processes		<b>Rivers: what is special about them?</b>  Children are taught to: • 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
<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme/Topic</b>	<b>Our Local Area (Linked to history unit)</b>  Children are taught to: • 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		<b>What are North America's countries and physical features?</b> Children are taught to: • locate the world's countries, using maps to focus on the location of North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities • 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) • 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	<b>Can nature be blamed for anything?</b> Children are taught to: • describe and understand key aspects of: ○ Physical geography, including: volcanoes and earthquakes • 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		<b>What have we learned about our world?</b>  Children are taught to: • describe and understand key aspects of: ○ Physical geography, including: volcanoes and earthquakes ○ 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