



Geography Curriculum Map

John Clifford School

Autumn 1

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>All about Me People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>Beeston and our local area <u>Geographical Skills and Fieldwork.</u></p> <ul style="list-style-type: none"> - 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. 	<p><u>Place Knowledge</u> - name and locate the world's seven continents and five oceans</p>		<p>Local History Study- People of Beeston</p> <p>Geography UK map work – counties, regions, land use. Highlight Nottingham.</p>	<p>Study of South Africa linked to UK and past with Apartheid.</p> <p>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,</p>	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Physical Geography</p> <p>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</p> <p>Locational knowledge</p>

					<p>coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human and physical geography</u></p> <p>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</p> <p>Locating main countries in Africa</p> <p>Map work: Identifying human and physical features using atlases</p>	<p>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 characteristics, countries, and major cities <input type="checkbox"/> 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 <input type="checkbox"/></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>
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						<p>Prime/Greenwich Meridian and time zones (including day and night) Place knowledge Use maps and atlases to map British Isles and countries of the British Empire in 1900.</p> <p>Use atlases to map 18th and 19th Century trade routes and the triangular trade route.</p>
People of interest linked to each unit:						
	Beestonian Paul Smith	David Attenborough			Nelson Mandela	
Vocabulary to be taught:						
Environment	Environment Population	Environment Population		Environment Population	Climate Weather Environment Temperature	Trade Resources Crop
Topic links to:						
	<p>History – Links to personal timeline. Where were you born? Where do your family members work? Art & DT – clothes designing like Paul Smith English – Wriitng about local area.</p>	<p>Reading Writing Art</p>		<p>Reading Writing History Art</p>	<p>Reading Writing Maths History</p>	<p>Maths Computing Writing History Reading</p>

Texts that link to the topic:

Journey to Jo-burg
by Beverley Naidoo

The White Giraffe by
Lauren St John by
Mark Melnicove

Africa is not a
country

Autumn 2

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Celebrations People and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Seasonal Change <u>Human and Physical Geography</u> - 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.</p>		<p>Local map (linked to OAA) Locational Knowledge 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 Geographical Skills use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><u>Geographical skills and fieldwork</u> 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 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)</p>	
People of interest linked to each unit:						
Vocabulary to be taught:						

	Climate, weather, temperature		Weather Environment Adaptation			
Topic links to:						
			OAA			

Spring 1						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Under the Sea The World Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Where does our food come from? - Locating continents where different fruits and vegetables are grown.</p> <p><u>Locational Knowledge.</u></p> <ul style="list-style-type: none"> - 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 		<p>Continents: Equator, hemisphere, countries, rivers, mountains and deserts</p> <p>Locational Knowledge 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)</p>		<p>Coasts, erosion, hills, rivers and understand how these features changed over time.</p> <p>Find different origin countries of world history's astronauts using globes and atlases.</p> <p>Study the Anglos Saxons and their struggle for England</p> <p>Human and physical geography describe and understand key aspects of: physical geography, including: climate</p>	<p><u>Physical Geography - earthquakes and volcanoes</u></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Identify biomes, vegetation belts and other physical features of the Galapagos Islands</p> <p><u>Place Knowledge</u></p>

	<p>United Kingdom and its surrounding sea</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>- 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</p>				<p>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</p> <p><u>Geographical skills and fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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 South America</p> <p>South American study - Darwin's travels, Galapagos Islands Volcanic and earthquake activity</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
People of interest linked to each unit:						
						Charles Darwin
Vocabulary to be taught:						
	<p>Climate, Weather, Temperature, crop, trade</p>		<p>Continents: Equator, hemisphere, countries, rivers, mountains and deserts</p>		<p>Coast Erosion Resources Meander Irrigation</p>	<p>Climate Vegetation Biomes Weather Temperature</p>

					Settlement Environment	Environment Abundance Scarcity
Topic links to:						
	PSHE – Healthy Eating. Importance of a varied diet.		linked to history topic		Linked to History topic	Possible links: Reading Writing Computing Art Science
Texts that link to the topic:						
<p>The Coral Kingdom by Laura Knowles & Jennie Webber</p> <p>The Big Book of the Blue by Yuval Zomer</p> <p>Dougal’s Deep-Sea Diary</p> <p>Secrets of the Seashore: A shine – a-light Book</p> <p>Twinkle, Twinkle Squiglet Pig by Joyce Dunbar</p> <p>Hooray for Fish by Lucy Cousins</p> <p>Tiddler by Julia Donaldson</p>					<p>Journey to the River Sea by Eva Ibbotson</p> <p>The Wind the Willows by Kenneth Grahame</p> <p>Song of the Dolphin Boy By Elizabeth Laird</p> <p>Why Water’s worth it by Lori Harrison</p> <p>River boy by Tim Bowler</p> <p>Floodland by Marcus Sedgwick</p> <p>A river by Mark Martin</p> <p>The ‘Where on Earth’ Book of: Rivers</p>	<p>Escape from Pompeii by Christina Balit</p> <p>Earth Shattering Events by Sophie Williams and Robin Jacobs</p> <p>Volcanoes and Earthquakes by KATHY Furgang</p> <p>Under Earth, Under Water by Aleksandra Mizielinski</p>

Spring 2

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Traditional Tales The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>The Great Fire of London – Where did the fire start? Can we locate landmarks on a map?</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - 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 	<p>I can understand geographical similarities and differences through studying human and physical geography of a small area of the UK Beeston / African village</p>		<p>Geography Mediterranean – topographical contrast to UK.</p>	<p>Using geographical skills and field work through OAA sessions with SM</p> <p>Study of the Alps – link to Michelangelo country of origin</p> <p><u>Geographical skills and fieldwork</u></p> <p>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.</p> <p><u>Place knowledge</u> 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</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Identify and locate countries of the The Middle East and compare with ancient maps of the area</p>

People of interest linked to each unit:

Vocabulary to be taught:						
	Environment Human Physical Population	Environment Predator Prey Climate Weather Temperature Crop Habitat		Climate Weather Temperature Environment Abundance Scarcity	Climate Environment Temperature	Environment Climate Population Resources Temperature Abundance Scarcity
Topic links to:						
	History – The Events of the Great Fire of London	Science – Living Things and their Habitats Maths – Measures		Computing	Outdoor Learning	Computing
Texts that link to the topic:						
		Lila and the secret if rain by David Conway and Jude Daly One Day on our Blue Planet: In the Savannah By Ella Bailey Handa’s Surprise by Eileen Browne Anna Hibiscus by Atinuke				

Summer 1

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What lives in the Garden? The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Looking at animals and their habitats – How do they adapt to their environment?</p> <p><u>Human and Physical Geography</u></p> <p>- 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</p>		<p>Nottingham contrast to another European City</p> <p>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)</p>		<p>UK & European Towns and Cities map study</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locational Knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Geographical skills and fieldwork</p> <p>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.</p> <p>Observe, measure and record local geography using maps, plans, graphs and digital technology – Nottingham Cave Study</p>
People of interest linked to each unit:						
Vocabulary to be taught:						
	Weather Season Climate Temperature Environment		Climate Resources Scarcity Abundance Weather Temperature Climate		Environment Population	Environment Erosion
Topic links to:						
	Science – Animal classification and				Computing	Science Art

	suitability to environment.					
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Summer 2

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Up, Up and Away	<p>KEY STAGE ONE TOPIC <u>Human and Physical Geography</u></p> <p><u>Place Knowledge</u> - 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><u>Human and Physical Geography.</u> 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</p>	<p>KEY STAGE ONE TOPIC <u>Human and Physical Geography</u></p> <p><u>Locational knowledge</u> 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</p> <p><u>Human and Physical Geography.</u> 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</p> <p><u>Geographical skills and fieldwork</u> - 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</p>			<p>Locating deserts, rainforests, Arctic and Antarctic Circles</p> <p>Describing climate zones, biomes and vegetation</p> <p><u>Human and physical geography</u> 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 <input type="checkbox"/> use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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 - 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.				
People of interest linked to each unit:						
Vocabulary to be taught:						
	Environment, erosion.	Environment Erosion Weather			Climate Biomes Population Environment Weather Temperature	
Topic links to:						
	Science – living things and their habitats	Science – living things and their habitats			Art	
Texts that link to the topic:						
	The Lighthouse Keeper's Lunch by Ronda Armitage At the Beach by Roland Harvey	The Lighthouse Keeper's Lunch by Ronda Armitage At the Beach by Roland Harvey First Book of the Sea – Nicola Davies			The Great Kapok Tree by Lynne Cherry The Explore by Katherine Rundell	

	<p>First Book of the Sea – Nicola Davies</p> <p>Secrets of the Seashore: A Shine-a-Light BOOK</p> <p>Storm Whale by Benji Davies</p> <p>Billy's Bucket by Kes Gray</p>	<p>Secrets of the Seashore: A Shine-a-Light BOOK</p> <p>Storm Whale by Benji Davies</p> <p>Flotsam by David Wiesner</p>			<p>The Shaman's Apprentice by Lynne Cherry</p> <p>Rainforests in 30 seconds by Jen Green</p> <p>Shackleton's Journey By William Grill</p> <p>The Last Polar Bears by Harry Horse</p>	
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