

Essendon C of E Primary School (VC)

Encouraging Everyone's Light To Shine (Matthew 5:16)

Geography Curriculum Map – Year A

Value	Essendon Way	Love Yourself	Love Others	Love God	Love Learning	Love the World You Live In
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	<p>Talk about features of their own immediate environment.</p> <p>Talk about the world in which we live. Discuss their hopes and wishes.</p>	<p>Similarities & differences in relation to both man-made and natural materials.</p> <p>Look at changes in the environment.</p>			<p>Talk about similarities & differences between communities.</p> <p>Look at living animals and plants in our environment</p>	<p>Similarities & differences in relation to places.</p> <p>Consider materials around us.</p>
Homewood	<p>Our local area</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>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> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>				<p>Seaside</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>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.</p> <p>Know key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
Warrenwood	<p>South America</p> <p>Human geography, including: types of settlement and land use, economic activity</p>				<p>The Vikings & Saxons</p>	

	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locate the world's countries, using maps to focus on ... North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		<p>Comparative study of Iceland's physical geography e.g. mountains, geysers and volcanoes.</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,</p>
Harefield	<p>Ancient Greece</p> <p>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</p>	<p>World War II</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>The Mayans</p> <p>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>

Essendon C of E Primary School (VC)

Encouraging Everyone's Light To Shine (Matthew 5:16)

Geography Curriculum Map – Year B

Value	Essendon Way	Love Yourself	Love Others	Love God	Love Learning	Love the World You Live In
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	<p>Talk about features of their own immediate environment.</p> <p>Talk about the world in which we live. Discuss their hopes and wishes.</p>	<p>Similarities & differences in relation to both man-made and natural materials.</p> <p>Look at changes in the environment.</p>			<p>Talk about similarities & differences between communities.</p> <p>Look at living animals and plants in our environment</p>	<p>Similarities & differences in relation to places.</p> <p>Consider materials around us.</p>
Homewood	<p>Who do you think you are?</p> <p>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>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Exploring Amelia Earhart's journeys</p>				<p>Our wonderful world</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</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.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the</p>	

			<p>United Kingdom, and of a small area in a contrasting non-European country.</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
Warrenwood	<p>Home</p> <p>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)</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 and human characteristics, countries, and major cities</p>	<p>The Romans</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p>	<p>Hatfield House</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>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</p>
Harefield	<p>Ancient Egypt</p> <p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Magnificent Mountains and Raging Rivers</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</p> <p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Enough for Everyone</p> <p>Physical geography, including: climate zones, biomes and vegetation belts</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 and human characteristics, countries, and major cities</p>

End of Key stage expectations	
Early Years	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>
Key Stage 1	<p>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>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>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.</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 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>
Key Stage 2	<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 and human characteristics, countries, and major cities.</p> <p>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).</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 within North or South America.</p>