

# Geography Curriculum Map

EYFS

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary (GC2)
Autumn Term	<p><b>Investigating Places:</b></p> <p>IP1: Name the country in which they live (UW: P&amp;C)            IP2: Talk about different types of transport and journeys. (OA: C) e.g travel survey,            IP3: Name the school and area that they live in. (UW: P&amp;C)            IP4: Children describe features of their immediate environment and how environments may vary from one another (ELG) e.g. park, trees, pond, path</p>	<p>To know our school is Coombe Hill Infants.</p> <p>To know we live near the towns of New Malden and Kingston.</p> <p>To know the name of our country is the UK (England is acceptable).</p> <p>To recognise the outline of a map of the UK</p>	<p>School, home, house, garden, field.            Coombe Hill Infants School            New Malden            Kingston            England            UK            sunny, rainy, windy, cold, mild, warm, hot.            Autumn, Winter, Spring, Summer.</p>
Spring Term	<p><b>Spotting Patterns &amp; Processes:</b></p> <p>SP1: Children know about similarities and differences in relation to places (ELG)            Look closely at similarities, differences, patterns and change (40-60)            SP2: Suggest ideas for improving the classroom, outdoor area. (OA:C)            SP3: Describe seasonal and daily weather changes. (UW:TW)</p> <p><b>Geographical Communication:</b></p>	<p>To know some features of weather such as sunny, rainy, windy, cold, mild, warm, hot.</p> <p>To know the 4 seasons (and begin to notice how the weather changes).</p> <p>To understand the difference between manmade and natural features of the environment (naming some examples eg road, building, trees, river)</p>	<p>(UW: P&amp;C)</p>
Summer Term	<p>GC1: Answer geographical questions, e.g. What is this place like? (UW:TW)            GC3: Make simple maps. (UW:TW)            GC4: Use a globe and maps to identify the UK. (UW:TW)</p> <p><b>Fieldwork Skills:</b></p> <p>FS1: Can describe their relative position such as 'behind' or 'next to'            FS2: Use observations, discussion, stories, non fiction texts and maps to explore the school grounds.</p>		

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## Year 1

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary (GC2)
<b>Autumn Term</b>  Weekly SoW: Introduction to maps (in progress)	<b>Investigating Places:</b> IP2: Understand how some places are linked to other places e.g. roads, trains. IP3: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  <b>Geographical Communication:</b> GC3: Make simple maps and plans. GC4: Use world maps, atlases and globes to identify the UK and places significant to the children at CHI eg India, S Korea	To know we live near the towns of New Malden and Kingston.  To know that these are towns (not cities or villages) because they have many homes, shops and restaurants (for example).  To know the name of our country is the UK (England is acceptable).  To know the UK is comprised of England, Wales, Scotland, Northern Ireland.	New Malden, Kingston England, UK  Physical features including: beach, coast, forest, hill, mountain, sea, river, soil, valley  Human features including: city, town, village, factory, farm, house, port, harbour, shop
<b>Autumn Term</b>  Weekly SoW: International Month - Malawi (in progress)	GC1: Ask and answer geographical questions, e.g. What is this place like? What or who will I see in this place? What do people do in this place?  IP4: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. IP3: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	To know that Malawi is a country in Africa.  To know that our school is linked to the Namanyanga School in Lilongwe (Malawi).  To understand what life is like for children at Namanayanga School.  To know the 7 Continents are North America, South America, Europe, Africa, Asia, Oceania & Antarctica.	Namanyanga School, Malawi, Africa  country, continent  North America, South America, Europe, Africa, Asia, Oceania & Antarctica.  ocean
<b>Spring Term</b>  Weekly SoW: Polar Regions (in progress)	IP4: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.  <b>Spotting Patterns &amp; Processes</b> SP3: Identify seasonal and daily weather patterns in the UK and contrasting areas of the world.	To know the North Pole is at the top of a map/globe.  To know the South Pole is at the bottom of a map/globe.  To know that the equator is in the middle of a world map/globe (equidistant from the poles)  To know that the poles are colder because they receive less sunlight and the equator is warmer because it gets the most.	North Pole, South Pole, equator
<b>Summer Term</b>	IP1: Name the 4 countries of the UK. Identify London	To recognise the outline of a map of the UK and begin to find this on a map/globe.	UK, England, Scotland, Wales, Northern Ireland, country,

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<p>Weekly SoW:  <a href="#">The UK including Lyme Regis</a></p>	<p>IP2: Understand how some places are linked to other places e.g. roads, trains.            IP3: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>SP1: Name, describe and compare familiar places through studying the human/physical geography of a small area of the UK.            SP2: Suggest ideas for improving the school environment.            SP3: Identify seasonal and daily weather patterns in the UK and contrasting areas of the world.</p>		<p>waves, erosion, beach, coast, coastline, Lyme Regis</p>
<p><b>Summer Term</b></p> <p>Weekly SoW:  <b>Fieldwork (in progress)</b></p>	<p><b>Fieldwork Skills:</b>            FS1: Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map.            FS2: Use simple observational skills to study the geography of the school and its grounds.</p>	<p>To know the order of the 4 seasons (and begin to notice how the weather changes).</p> <p>To understand the difference between manmade and natural features of the environment (naming some examples eg road, building, trees, river)</p>	<p>sunny, rainy, windy, cold, mild, warm, hot.</p> <p>Autumn, Winter, Spring, Summer.</p>

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Year 2

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary (GC2)
<p><b>Autumn Term</b></p> <p>Weekly SoW: <a href="#">7 Continents, 5 Oceans</a></p> <p><a href="#">Kerala: A non-European small scale study</a></p> <p><b>Environmental Concerns</b> -pollution -recycling (to do)</p>	<p><b>Investigating Places:</b></p> <p>IP4: Name and locate all of the world's 7 continents and 5 oceans.</p> <p><b>Spotting Patterns &amp; Processes:</b></p> <p>SP3: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Geographical Communication:</b></p> <p>GC1: Ask and answer geographical questions, e.g. What are the physical features of this place? What are the human processes occurring here? and discuss responses.</p> <p>GC4: Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</p>	<p>To know the 7 Continents are North America, South America, Europe, Africa, Asia, Oceania &amp; Antarctica. To know the 5 Oceans are the Pacific, Atlantic, Arctic, Indian and Southern.</p> <p>To know some human and physical features of Kerala (south western India)</p> <p>To understand what life is like for children in Kerala</p> <p>To develop an understanding of the importance of flood tales in Indian culture, as well as dancing and religion</p>	<p>continent, ocean, North America, South America, Europe, Africa, Asia, Oceania [do not accept Australia], Pacific, Atlantic, Indian, Arctic, Southern, map, satellite image, atlas, human features, physical features</p>
<p><b>Spring Term</b></p> <p>Weekly SoW: <a href="#">The United Kingdom of Great Britain and Northern Ireland</a></p>	<p>IP1: Name, locate and identify characteristics of the 4 countries of the United Kingdom. IP2: Name and locate the capital cities and some large cities within the UK. IP3: Identify major cities (London), towns, (New Malden) and coastal regions using Google Maps/Earth.</p> <p>SP1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>GC4: Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</p>	<p>Familiarity with geographical language, including human and physical features of the UK. To know that the UK comprises England, Wales, Scotland &amp; Northern Ireland. To know some characteristics of each UK nation (landscapes, traditions) To know London is the capital of the UK &amp; England, plus Cardiff, Edinburgh &amp; Belfast for each nation.</p>	<p>England, Scotland, Wales, Northern Ireland, The United kingdom of Great Britain and NI, London, Edinburgh, Cardiff, Belfast, map, satellite image, atlas, human features, physical features</p>

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	SP2: Describe some present changes that are happening at school, in the local environment and within the uk		
<p><b>Summer Term</b></p> <p>Weekly SoW:  <a href="#">The geographic importance of the Coombe Hill School site</a></p>	<p>GC3: Devise simple maps and use and construct basic symbols in a key, and grid references (A2, B3)</p> <p><b>Fieldwork Skills:</b></p> <p>FS1: Use simple compass directions (North, East, South and West) and locational language to describe the location of features and routes on a map.</p> <p>FS2: Use simple fieldwork and observational skills to study the geography of the school and its surrounding area. Use aerial images and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Understanding that our school site has changed use over the years</p> <p>Know that Kingston is a (historically) significant place due to its geographic setting (1 of only 2 bridges across Thames until 1600s)</p> <p>Able to use map and fieldwork skills to be a geographer</p>	<p>map, aerial photograph, satellite image, compass directions (NESW), symbol, grid references, fieldwork, fieldtrip, site, land use, landmark, human features, physical features</p>