Geography Curriculum Mapping

Vision Statement – At Beaumont Primary School, our vision is to provide all of our children with a geography curriculum that gives pupils an understanding of the world around them, its environments, places near and far, and the processes that create and affect them. To achieve this, we provide carefully sequenced lessons which feature meaningful fieldwork and introduce a progression of geography concepts that enable pupils to build up a breadth and depth of geographical knowledge, understanding and skills so that ultimately they can ask and answer geographical questions such as 'why is this place like?', 'how is this place changing?' and 'how are other places affected?'

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	**What do I know about me?** How can I find the different places around the world that family members live in? (Use maps). What are the similarities and differences between different religious communities in this country? (Draw on personal experiences and what has been read in class). Local area: construct a mental map of the school grounds using the key features I identified whilst walking around the grounds.	History is taught in this half term.	**How different would my life be if I lived in Kenya?** Contrasting non-European country (Ge): Compare and contrast the landscape, climate and wildlife of England and Kenya. Location knowledge: Europe, England (UK), Africa, Kenya, the equator, northern hemisphere, southern hemisphere, Atlantic Ocean and Indian Ocean.	History is taught in this half term.	History is taught in this half term.	**What creates a rainforest and why are they located where they are?** What are biomes and can a rainforest be described as one? Where are the world's most famous rainforests situated? What are the main features associated with rainforests? Why is it important for us to protect rainforests? Which creatures are endangered if we do nothing?	History is taught in this term.
Autumn 2	**Why are there so many leaves on the ground?** How is life in this country different from life in other countries? (Draw on knowledge from stories, non-fiction texts and maps). Discuss elements in photographs – weather, hot, cold etc. Local area: observe, identify, describe and record signs of seasonal change on the school grounds.	**Where do the leaves go in winter?** Why are there so many leaves on the ground? What weather changes do we see in our county with each season? What would you need to wear to keep cool/warm? Recognise different weather symbols. Can you design your own weather symbols? Why do adults watch the weather forecast? Is the weather the same all over the world?	History is taught in this half term.	History is taught in this half term.	**What was the home on the hill?** A study of the Reedham orphanage and school that was located partially on our school grounds.		
Spring 1	**Who are the famous characters inside my books?** How can I describe my immediate environment? (Use knowledge from observation, discussion, stories, information books). What are some similarities and differences between contrasting environments? (Draw on what has been read in class). Local area: create plan of my learning environment.	**Why can't a meerkat live in the North Pole?** Where is the North Pole? Which animals live in cold places like the North Pole? Where is the South Pole? Where is the Kalahari Desert? Describe the features of the North Pole. Describe the features of the South Pole. How do polar bears keep warm? How do we keep warm in the winter and cool in the summer?	History is taught in this half term.	**What legacy did the Ancient Greeks leave us? (Ancient Greece History topic with elements of Geography)** Children will begin by looking at maps of Europe and identifying European countries. They will use maps to find Greece, and also look at maps of Ancient Greece compared to modern Greece and explore how and why it has changed. We will look at landmarks from Ancient Greece that still exist today and explore what we can learn from them and explore how the Olympics began.	**Why do people settle near or on rivers? (Settlements)** Describe and understand key aspects of Physical Geography – rivers and the water cycle. Human Geography – types of settlement and land use, economic activity, distribution of natural resources. How does a river function and can you name its' parts? What is the water cycle? What is a settlement? Why would people settle near a river in the past and why do people still live in large settlements by rivers now? Has anything changed?	History is taught in this half term.	**How do maps help us find our way around?** Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using maps, plans, graphs and digital technologies.

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Spring 2	**Who can I ask for help?** Where are the local shops? Why do we need shops, schools, churches, fire stations, hospitals, dentists, police stations? How do I know which country is which on a map? What is a border? Who is the boss of this country and other countries? Label simple diagrams and pictures. Describe and experiment with direction of movement. Add detail to a map of a familiar place. Use simple positional cues – give directions around the room or a space. Local area: use map to see where we can find people who help us (hospitals, fire stations etc.)	History is taught in this half term.	**Who were some of the people on board the Titanic?** Location knowledge (Ge): Learn to locate and name the continents and oceans of the world.	**Why are London and Athens both capital cities? (Modern Greece & Capitals)** Revisit maps of Europe and Greece and recap what we know about Greece so far. We will explore what is meant by a 'Mediterranean country' and how life in the U.K is different to life in Greece. Begin to understand that people use different money and languages according to where they live. We will explore Greek weather, foods, currency and traditional festivals, as well as the geography of Greece, using images and maps of Athens to explore what kinds of things a tourist can do in Greece and why it might be an appealing place for a holiday.	**Where does I come from? (Trade)** 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. Examine fair trade and attitudes to trading (moral and environmental) in our modern era.	History is taught in this half term.	**Why is climate change such an important topic?** Discuss the Ozone layer and its importance. What is meant by greenhouse gases? Understand the impact of climate changed on the world to date. Discuss environmental activists such as Greta Thunberg and their role.
Summer 1	**Are all minibeasts scary?** How can I use maps to explore where in the world different types of minibeasts can be found? How do we look at maps and globes and know which part is the land, and which part is the sea? Make simple pictorial representations or chart of observations or information gathered. Use a camera to take still and moving images. Add detail to a map of a familiar place. Local area: Use a map of our school grounds to record where we found minibeasts.	**Where do and did the wheels on the bus go?** Where do we live and what is so special about it? How well do you know the countries and capital cities of the UK? How many different ways could you travel around the UK? Conduct a transport survey from the school grounds. Old and new transport. How has transport changed over the years?	**What would Ben10 find exciting about Purley?** Fieldwork and observational skills (Ge): Go for a walk around Purley to identify key human and physical features of our local area. Compare aerial photos and drawn maps. Describe what Purley is like and draw a map of our school grounds. Conduct a survey of how Year 2 children travel to school.	**Who was John Whitgift and what legacy did he leave in Croydon?** Explore John Whitgift's life and how the human geography of Croydon has changed since he was alive. Begin to develop an understanding of Whitgift's influence in Croydon and how it can still be seen today.	**What do you know about Europe? Where is it?** Examine maps, look at the countries in Europe.	History is taught in this half term.	**Will you ever see the water you drink again?** Understand the different bodies of water on Earth. To know why there is water on our planet. To explain the water cycle. To know why and how we use water. Comparing water availability, water sources and sustainability with the UK and Kenya to know that water can be used for power.
Summer 2	**Was it 'once upon a "mixed up" time'?** Know some similarities and differences between contrasting environments drawing on what has been read in class. Local area: Know how to care for immediate environment by looking after the school grounds.	History is taught in this half term.	**Why do we love to be beside the seaside?** Human and physical features of a small area of the UK (Ge) & Contrasting locality within the UK (Ge): Recap on weather associated with seasons from Year 1. Conduct a survey of Year 2 favourite holiday destinations. Learn the compass points. Draw an imaginary island map with grid reference. Use this and compass points to express position and direction. Describe differences between Purley and a coastal resort.	**What causes earthquakes and other natural disasters?** Begin to explore what volcanoes are and how they are formed and what causes them to erupt. Children will learn that the Earth's crust is made up of plates that fit together and when these move and rub together, it can cause volcanic eruptions and earthquakes. Children will also learn why some areas are not prone to volcanic eruptions and earthquakes and consider the reasons why some people might live near volcanoes. Children will explore what to do in a natural disaster.	History is taught in this half term.	History is taught in this half term.	History is taught in this half term.