Curriculum Map: Geography

	Key Knowledge and Skills	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception enquiries	Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction and maps. Recognise that some environments are different to the one in which they live. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explain some similarities and differences between life in this country and life in other countries. Begin to understand and care for the natural environment and all living things. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them, including the seasons Understand position, e.g. the bag is under the table. Describe a familiar route. Discuss routes and locations using words like in front of and behind. Draw information from a simple map.			What is Darkness?	Where Can We Go?		
Reception enrichment			Forest School	Night walk Forest School	Local area walks Forest School	Cultural Diversity Day Forest School	Forest School
Year 1 enquiries	**Locational Knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Table names: UK countries and capitals and seas. **Place Knowledge** Identify and compare the human and physical geographical features of the local area. Local walks to visit and investigate local geographical features including different types of buildings and spaces. Opportunities to name and describe these features and to represent their observations through roleplay, small world play and drawing / labelling / annotating key observations. Visit to the Community Orchard to investigate local plant life. Photograph plants for identification and make simple observational drawings. **Human and physical geography** Identify seasonal and daily weather patterns in the United Kingdom Weather watching and observing seasonal change throughout year: rain gauges, measure wind direction, make weather diaries. **Maps** Use world maps, atlases and globes to identify the United Kingdom and its countries. 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. Explore different types of maps and create own maps. Enquiry challenge to create a map of local area with map symbols.	What grows near us?	How does our school change?	How do we move around? Where is my School?	How does our school change? What grows near me?	How does our school change?	
Year 1 Enrichment		Orchard visit	Local area walk	Local area walk		Local area walk Cultural Diversity Day	
Year 2 enquiries	**Locational Knowledge** Name and locate the world's seven continents and five oceans. **Place Knowledge** Identify and compare the human and physical geographical features of our school and a school in a non-European country (e.g. Tanzania, Vietnam, Australia). Record and present findings of questionnaires to compare key features of two schools (e.g. pictograms, tally charts). Investigation of local animal habitats: RSPB bird watch in St Anne's Woods / Nightingale Valley / St Anne's park. Investigation of local wildlife in Arnos vale. Detailed drawings of plants and their habitats. **Human and physical geography** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (linked to animal habitats). **Maps** Use world maps, atlases and globes to identify countries, continents and oceans. Finding information from atlases, globes and NF books. Explore physical features of different locations using google earth. Devise a simple map; and use and construct basic symbols in a key. Make a detailed map of school building, including map symbols and a key and informed by directional knowledge.		How are schools the same?	What is a home?		How do plants grow near me?	What is significant about polar exploration? OR How will we get around in the future?
Year 2 Enrichment		Belmont Estate Visit		Belmont Estate Visit		Belmont Estate Visit Cultural Diversity Day	