

Curriculum Map – Geography 2023 - 2024

EYFS - Geography Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Talk about the different jobs people do • Talk about myself and some of the ways I have changed. 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live • Learning about the world and the North and South Pole • World Maps and Our Planet • Comparing cold places with our own country 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community • Draw information from a simple map 	<ul style="list-style-type: none"> • Explore the natural world around them 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past

Year 1 - Geography Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1 and 2	Spring Term 1 and 2	Summer Term 1	Summer Term 2
<p>“The Big Picture” (Rationale for the Theme) All about Castor To develop an awareness of our physical place in the world This theme will provide our children with knowledge about their locality and its place within the world in</p>	<p>What makes Britain Great? The ‘Big Picture’: (Rationale for the Theme) To develop an awareness of our physical place in the world</p>	<p>The World At Our Feet The ‘Big Picture’: (Rationale for the Theme)</p>	<p>Theme: All at Sea! The ‘Big Picture’: (Rationale for the Theme)</p>

<p>which they live. Through first hand exploration and photographs they will learn to identify and understand the key features and characteristics of our village and then make comparisons with contrasting locations.</p> <p>Links to prior learning: This builds upon learning in EYFS in relation to: Knowledge and understanding of the world, which includes weather observations and the vocabulary associated with this</p> <p>Links to future learning: This will form the foundation for work undertaken later in Y1 when the children will look in greater depth at the countries of the UK and the continents of the world</p> <p>Links to further learning in Y2 and KS2 in relation to making comparisons (features and characteristics) between the UK and other specific countries/continents</p> <p>Relevance to school community/locality:</p> <ul style="list-style-type: none"> • What is the world? (the earth, together with all of its countries and peoples) • Where is our place in the world? • Our village – open your eyes and see! • Can you direct me from the school to the Church? <p>Does the weather change here throughout the year?</p>	<p><i>This theme will provide our children with knowledge about their capital city and its place within the world in which they live. Through stories, questioning, factual information, maps and photographs they will learn to identify and understand the key features and characteristics of London and make comparisons with where they live.</i></p> <p>Relevance to school community/locality</p> <ul style="list-style-type: none"> • How does the city of London influence our school, village and families? • How can we find out? • What questions can we ask? • Link to local Platinum Jubilee Celebrations in 2022 • Is the weather the same in London as it is in Castor? <p>Links to prior learning: This builds upon learning in EYFS in relation to:</p> <ul style="list-style-type: none"> • Knowledge and understanding of the world, which includes weather observations and the vocabulary associated with this/buildings in London <p>Links to future learning:</p> <ul style="list-style-type: none"> • This will form the foundation for work undertaken later in Y1 when the children will look in greater depth at the countries of the UK and the continents of the world • Links to further learning in Y2 and KS2 in relation to making comparisons (features and characteristics) between the UK and other specific countries/continents 	<p>To develop an awareness of our physical place in the world Studying different countries and cultures helps children to know where countries are and know what is there, giving them a sense of location. It develops children’s understanding of the environment, the natural world, landscapes, and the developed environments. It develops their understanding of how we are connected whilst celebrating different cultures and traditions.</p> <p>Relevance to school community/locality What are the similarities and differences between Nairobi/Naivasha and Castor/Bourne? Compare the life of a child here with the life of a child in Kenya</p> <p>Links to prior learning: This builds upon learning in EYFS in relation to: Knowledge and understanding of the world, which includes an introduction to different European countries</p> <p>Links to future learning:</p>	<p>To develop an awareness of our physical place in the world <i>This theme will continue to provide our children with knowledge about the United Kingdom and its place within the world in which they live. Through stories, questioning, factual information, maps and photographs they will learn to identify and understand the key features and characteristics of seaside resorts around the UK and make comparisons between them.</i></p> <p>Relevance to school community/locality How do UK seaside resorts influence our school, village, and families? How can we find out? What questions can we ask? Is the weather the same in the seaside resorts identified as it is in Castor?</p> <p>Links to prior learning: This builds upon learning in EYFS in relation to: Knowledge and understanding of the world, which includes</p>
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Year 2 - Geography Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
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<p>Location, location! The ‘Big Picture’: (Rationale for the Theme) Understand that we can learn a great deal from life in the past from castles that still stand today. The children will learn that not all castles are ruins and that some are still working castles. They will learn that life for the rich and poor was very different within the castle walls and will compare this to life today. They will consider how people use the physical landscape to their advantage and why castle design evolved over time. Relevance to school community/locality What was life like in a castle for the poor and the rich? Where and why were castles built? What do we need to survive? What is the difference between an 11th century castle (Lincoln) and a 19th century castle (Windsor)? Links to prior learning: Looking at village life in Year 1 and Queen</p>		<p>From Castor to Beijing - Geography The ‘Big Picture’: (Rationale for the Theme) Children start to develop their knowledge and understanding of the wider world by comparing their own location with an area of China. They start to learn more about where they live and their own lives whilst comparing with Beijing and the lives of children there.</p> <p>Relevance to school community/locality To know that farming plays an important part in Lincolnshire’s economy, including in Thurlby and the Bourne area.</p> <p>Builds on prior learning: Year 1 All about Castor - what is life like in the village and the surrounding area? Year 1 -Continents and oceans of the world</p> <p>Creates readiness for Agriculture in year 3</p>		<p>Theme: Forest Rangers - Geography Relevance to school community/locality 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 (+maths) 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> <p>Builds on prior learning in Year 1 – knowledge of names, location and characteristics of the four countries and capital cities of the United</p>	
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<p>Elizabeth II. In EYFS, looking at castles in 'Jack and the Beanstalk' and landmarks in London- looking at Buckingham Palace)</p> <p>Links to future learning: Y2 revisit the social hierarchy of the 17th century in the summer term as well as thinking about the Tower of London.</p> <p>The power of the monarchy will be revisited throughout KS2, including the Tudors in Y4 and the Victorians in Year 5. The importance of developing a strong fort will also be studied in KS2 (Stone to Iron Age Y3 and the Anglo-Saxons and Vikings Y6.</p>				<p>Kingdom and its surrounding seas. Names and location of seven continents and five oceans.</p> <p>Creates readiness for KS2 – geographical skills and framework – use maps, atlases and globes to locate countries. Use the eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of the UK and the wider world.</p>	
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Year 3 - Geography Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Rivers</p> <p>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges.</p>	<p>Mountains</p> <p>Highest mountain in each of the four countries of the UK.</p>	<p>Settlements & cities</p> <p>Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.</p>	<p>Agriculture</p> <p>Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food</p>	<p>Volcanoes</p> <p>Structure and composition of the earth How and why volcanoes erupt</p>	<p>Climate and Biomes</p> <p>(Situating, through its examples, in Europe, so that European place focus</p>

<p>How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load.</p> <p>Flooding</p> <p>Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems.</p> <p><i>Geographical skills: Using photographs</i></p> <p><i>Disciplinary focus: interaction How do rivers, people and land affect each other?</i></p>	<p>Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains?</p> <p>Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather, Relationship between mountains and people</p> <p><i>Geographical skills: Describing location using 4- point compass</i></p> <p><i>Disciplinary focus: Interaction - How do mountains and people affect each other?</i></p> <p>Builds on prior learning in Explorers in Year 2.</p> <p>Creates readiness for Volcanoes in Year 3 (living near mountains compared to living near</p>	<p>Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London?</p> <p>Patterns of settlement in Cardiff and London.</p> <p><i>Disciplinary focus: diversity How are settlements similar and different?</i></p>	<p>we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex</p> <p>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</p> <p><i>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</i></p> <p><i>Disciplinary focus: interaction How are we connected to farmers?</i></p>	<p>Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)</p> <p><i>Geographical skills: Using diagrams, describing distribution</i></p> <p><i>Disciplinary focus: interaction How do volcanoes affect a place?</i></p> <p>Builds on prior learning in Mountains in Year 3.</p> <p>Creates readiness for Earthquakes in Year 4 (tectonic plates, specific vocabulary including heat, energy and earth's core)</p>	<p>is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison</p> <p><i>Geographical skills: World map and key lines of latitude</i></p> <p><i>Disciplinary focus: interaction How does the climate affect the way people live?</i></p> <p>Builds on prior learning in Explorers and All at Sea in Year 2.</p> <p>Creates readiness for Coastal Processes in Year 4 (currents).</p>
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	volcanoes) Rivers in Year 4 (mountain rivers)				
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Year 4 - Geography Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Rhine and Mediterranean</p> <p>Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal</p> <p>This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3</p>	<p>Population</p> <p>Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics</p> <p>Welsh or British? Idea of national identity</p> <p><i>Geographical skills: Thematic maps and using census data</i></p> <p>Disciplinary focus: diversity How and why does population distribution vary across Great Britain?</p>	<p>Coastal processes and landforms</p> <p>Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays.</p> <p>Overview of Jurassic coast, including significance of its rocks, fossils and landforms.</p> <p>Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast</p> <p>Disciplinary focus: interaction How does the</p>	<p>Tourism</p> <p>Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p> <p><i>Geographical skills: Interpreting climate data</i></p> <p>Disciplinary focus: interaction How do tourists interact with a place?</p>	<p>Earthquakes</p> <p>Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth focus: California & San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p><i>Geographical skills: Thematic maps</i></p> <p>Disciplinary focus: interaction How do</p>	<p>Deserts</p> <p>Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert</p> <p><i>Geographical skills: Interpreting thematic maps and satellite photographs</i></p> <p>Disciplinary focus: diversity Why are deserts located where they are?</p> <p>Creates readiness for Arctic and Antarctica</p>

<p>and Y4 history on ancient settlements).</p> <p><i>Geographical skills: Extending use of maps and photographs</i></p> <p><i>Disciplinary focus: diversity How are different parts of the Rhine and the Mediterranean used by people?</i></p>		<p>location of west Wales affect its coast?</p> <p>Builds on prior learning in Climates and Biomes in Year 3.</p> <p>Creates readiness for Tourism in Year 4 (study of coastal town of Llandudno.)</p>	<p>Builds on prior learning in: Coastal Processes in Year 4</p> <p>Creates readiness for: Migration in Year 5 (differences between being a migrant, refugee and a tourist).</p>	<p>earthquakes affect people and environments?</p> <p>Builds on prior learning in Volcanoes in Year 3.</p> <p>Creates readiness for Migration in Year 5 (natural factors playing a part in migration).</p>	<p>(Antarctica as a desert, features of desert) in Year 6</p>
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Year 5 - Geography Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Why is California so thirsty?</p> <p>Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California.</p>	<p>Oceans</p> <p>Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans.</p>	<p>Migration</p> <p>Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London,</p>	<p>North and South America</p> <p>Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas.</p>	<p>The Amazon</p> <p>A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes.</p>	<p>Interconnected Amazon</p> <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon</p>

<p><i>Geographical skills:</i> <i>Interpreting a range of thematic maps</i></p> <p>Disciplinary focus: change How have the actions of people affected the drought in California?</p>	<p><i>Geographical skills:</i> <i>Interpreting world and thematic maps</i></p> <p>Disciplinary focus: change How can oceans affect human behaviour and settlements?</p>	<p>Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.</p> <p><i>Geographical skills:</i> <i>Asking questions, eight-point compass</i></p> <p>Disciplinary focus: change Why do people migrate?</p> <p>Builds on prior learning in Earthquakes in year 4 and Anglo-Saxons in Year 5.</p> <p>Creates readiness for North and South America in Year 5 (key vocab of migration) and WW2 in Year 6 (key vocab of refugee)</p>	<p><i>Geographical skills: 4-figure references, thematic maps</i></p> <p>Disciplinary focus: diversity What are the pros and cons of living in a megacity?</p> <p>Creates readiness for The Amazon in Year 5 (situated in South America).</p>	<p>Causes and effects of deforestation. Futures for the Amazon rainforest.</p> <p><i>Geographical skills: Flow diagrams, interpreting satellite photos.</i></p> <p>Disciplinary focus: interaction and change In what ways does the geography of South America affect life in the Amazon?</p> <p>Creates readiness for Interconnected Amazon in Year 5</p>	<p>cycle, impacts of deforestation. Social connections, globalisation.</p> <p><i>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</i></p> <p>Disciplinary focus: interaction and change How does agriculture in the Amazon interact with other parts of the world?</p> <p>Builds on prior learning in The Amazon</p>
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Year 6 - Geography Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
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<p>Interconnected Amazon</p> <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1).</p> <p>The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation.</p> <p><i>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</i></p> <p><i>Disciplinary focus: interaction and change. How does agriculture in the Amazon interact with other parts of the world?</i></p> <p>Builds on prior learning in The Amazon</p>	<p>Energy and climate change</p> <p>How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global</p> <p><i>Geographical skills focus: Interpreting line graphs</i></p> <p><i>Disciplinary focus: Interaction How do local actions in the UK affect global climate?</i></p> <p>Creates readiness for human and physical geography in KS3.</p>	<p>Ethiopia</p> <p>An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</p> <p><i>Geographical skills focus: Population pyramids, longitude, and time zones</i></p> <p><i>Disciplinary focus: Interaction How do global changes affect local places in Ethiopia?</i></p> <p>(This unit will be completed in the second week of the second term.)</p> <p>SATs revision and preparation for the remaining 2.5 weeks so as not to start a new unit before having a 2 week break at Easter.</p>	<p>Local Study of Castor – from WW2 to the present day</p> <p>An in-depth place focus to complement knowledge gained in History with the study of WW2 in Castor. Where children came from in the UK when evacuated to Castor, using maps to trace their journeys to Castor (specifically Jim, from the history study of his diaries), map reading as though they are plotting routes as if they are soldiers travelling through the local and wider area including Europe. Using maps, atlases, globes and digital/computer mapping to locate countries and their physical relationships to other countries in relation to their involvement during the war.</p> <p>Links between map work and the Hilltop residential trip where children practise orienteering activities in a coastal area compared to Peterborough.</p> <p><i>Geographical skills focus: 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.</i></p> <p><i>Disciplinary focus: How have maps changed since the time of WW2? What does this tell us about the infrastructure of the UK and how it has developed since the end of WW2?</i></p> <p>Creates readiness for geographical skills and fieldwork in KS3.</p>
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Creates readiness for KS3 international development, population and urbanisation			
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