East Midlands Academy Trust
Geography Curriculum Overview

Why Teach Geography?

Reflecting the importance of global changes affecting the world in which we live, it is our intention that our geography curriculum will:

- help pupils to raise and answer questions about the natural and human worlds.
- enable pupils to think critically about the impact human activity has on the natural world, cities and population.
- spark pupils' curiosity about places and people
- promote knowledge, interest and fascination about diverse places, their differing natural geography, human environments and resources.
- help pupils to become knowledgeable citizens, concerned about the future of the world, able to understand key geographical concepts and skills and aware of the connections that exist between people and places.

Substantive Knowledge Content 'Knowing About'

Locational Knowledge	Place Knowledge	Human and Physical Geography		Skills and Fieldwork
Developing contextual knowledge of the location of globally significant places	Understanding geographical similarites and differences through the study of human and physical geography	Studies of resources, settlesments, trade and agriculture etc.	The processes causing volcanoes and earthquakes, rivers and lakes, and weather and climate.	Geographial enquiry and the applocation of skills in observing, collecting, analysing, evaluating and communication geographical information.

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Local Area		Our Town/ City		The UK	
Year 2		Hot and Cold			Non-European Study Egypt	
Year 3		Italy	Mountains & Volcanoes	Tourism		
Year 4		Water Cycle		Land Use		
Year 5		Biomes		Mexico		Earthquakes
Year 6	Climate Change		Migration			Trade

Geography's Big Ideas

Key Concepts

- **Space –** location, distribution, pattern, interaction and distance
- **Place –** character, identity, home, community, landscape, sense of place and diversity
- **Earth Systems –** physical processes and cycles, dynamic biological, chemical and physical changes
- **Environment –** interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability

Organisational Concepts

- **Time –** dimensions of past, present and future, over which processes operate and lives unfold. Stability, dynamism, continuity and change.
- **Scale –** local, regional, national, continental, global
- **Diversity –** similarities, difference, comparison and contrast, cultures and identities.
- **Interconnections –** links between features, places, events, species, cycles and people
- **Interpretation –** different values, a range of viewpoints and interpretations, and contrasting imaginations

Disciplinary Knowledge

Geographical key concepts	Geographical practice	Geographical application
'knowing that'	'knowing how'	'knowing how to apply'
How geographers think and know – thinking like a geographer • Includes learning how key concepts and conceptual frameworks help us make sense of the world and allow us to generate new ideas; clarifying the distinctiveness of geographical thought. • Place, Space, Earth Systems, Environment • Time, Scale, Diversity, Interconnection, Interpretation	How geographers find out – working like a geographer. • Includes undertaking the skills methods and approaches of geographical enquiry; the argumentation/analysis involved in confirming how we know what we know; recognition of the values and moral/ethical dimensions involved in any enquiry and development of one's own moral and ethical stance. • Qualitative and quantitative enquiry in the classroom and field; personal development.	How geographers apply knowledge – making use of geography. • Applying knowledge, understanding and skills to real-world challenges and issues – living peacefully and productively with others and ensuring our future on the planet. • Learning about application and young people learning to apply for themselves.

Geographical Practice

Enquiry Sequence	
Identifying geographical questions	Observing, perceiving, identifying
Identifying, gathering and using sources of geographical information	Defining, extracting, describing
Analysing and making sense of information	Analysing, explaining, making connections
Predicting, thinking creatively, problem solving	Envisaging, speculating, applying
Reaching conclusions	Summarising, drawing together, presenting
Reflecting on what has been learned	Evaluating, responding

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Geography Curriculum Term by Term Overview

Topic Overview

KS1

Year 1

Autumn Term 1	Spring Term 1	Summer Term 1
What makes our neighbourhood a good place to live?	**What is our town / city like?**	**Do I like living in the UK?**
Places are made up of different human and physical features.	Towns and cities can be similar and different.	The UK is a made up of different people and places.
analyse / evaluate		

Year 2

Autumn Term 2	Spring Term 1	Summer Term 1
Would you prefer to live in a hot or cold place and why?		**Non-European Study Egypt**
Temperature, weather and seasons vary across the surface of the Earth.		Places can be compared through their human and physical features.
analyse / evaluate		

KS2

Year 3

Autumn Term 2	Spring Term 1 and 2		Summer Term
Would you rather live in Rome, Portofino or MK/N'hants and why?	**Would you want to live near a volcano or in a mountainous region?**	**How can a tourist hotspot affect the local environment and the people who use it?**	
Places can be compared through their human and physical features.	Tectonic processes can shape the Earth's surface, influencing human activity.	Tourism can have an impact on people and place.	
analyse / evaluate	explain		

Year 4

Autumn Term 2	Spring Term 2	Summer Term
How do extreme events in the water cycle impact ecosystems and society?	**Can you design a map of what our local area might look like in 50 years' time?**	
The water cycle helps shape the landscape and influences how life interacts with it.	Land-use changes over time and is used for different purposes.	
analyse / evaluate		

Year 5

Autumn Term 2	Spring Term 2	Summer Term 2
How might biomes change in the future and what can we do to protect them?	**What is it about Mexico that is different to where we live ?**	**Why do earthquakes affect places differently?**
Climate varies across the surface of the Earth creating biomes.	Places can be compared through their human and physical features.	Tectonic processes can shape the Earth's surface, influencing human activity.
analyse / evaluate	analyse / evaluate	create

Year 6

Autumn Term 1	Spring Term 1	Summer Term 2
What positive actions can be taken to address climate change?	**Will there ever be an end to migration?**	**What effect has globalisation had on trade?**
Human activity can change the Earth's climate.	People migrate from place to place for different reasons.	Globalisation has enabled the redistribution of resources.
analyse / evaluate / create	analyse / evaluate	analyse / evaluate

Key Concepts Overview

Key Concepts

- **Space –** location, distribution, pattern, interaction and distance
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- **Earth Systems –** physical processes and cycles, dynamic biological, chemical and physical changes
- **Environment –** interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability

	Place	Scale	Earth Systems	Environment
Year 1	• Sense of place • Community	• Location	• Weather	• Physical and human features
Year 2	• Sense of place • Physical and human characteristics • Variety and multiple perspectives of a single place	• Location • Patterns (hot/cold)	• Weather and Climate	• Deforestation
Year 3	• Sense of place • Physical and human characteristics • Landscape • Variety and multiple perspectives of a single place	• Location • Globalisation • Interaction	• Plate Tectonics • Mountain building and Volcanoes)	• Physical/human interaction • Effects of tourism •
Year 4	• Physical and human characteristics • Landscape • Social, economic and political processes	• Patterns • Distribution • Interdependence • Interconnection	• Water Cycle • Landform (transportation, erosion and deposition)	• Change in the environment. • Flood plains/flooding • Food supply
Year 5	• Sense of place • Physical and human characteristics • Landscape • Culture • Variety and multiple perspectives of a single place	• Location • Patterns • Interdependence	• Climate • Plate Tectonics (Earthquakes)	• Human impact on and sustainable management of Biomes (e.g. deforestation) • Physical diversity • Responses of humans to environmental change
Year 6	• Variety and multiple perspectives of a single place • Social, economic and political processes • Migration • Geopolitics	• Distribution • Globalisation • Interdependence • Interconnection • Changes in distribution/flows	• Climate • Carbon Cycle	• Environmental Change • Sustainability • Environmental stewardship and citizenship • Responses of humans to environmental change

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Geography Curriculum – Key Enquiry Questions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1	**Autumn Term 1** **Local Area**	**Autumn Term 2 / Spring Term 1** **Hot and Cold**	**Autumn Term 2** **European Study - Italy**	**Autumn Term 2** **Rivers and the Water Cycle**	**Autumn Term 2** **Biomes**	**Autumn Term 1** **Our Planet – Climate Change**
	What is our local area like? **KE1:** What are our favourite human and physical features of our local area? **KE2:** What is the weather like in our local area? **KE3:** Can we get a sense of our schools' neighbourhood? **KE4:** What could we put on a map of our school grounds? **KE5:** Are all neighbourhoods the same?	**Would you prefer to live in a hot or cold place and why?** **KE1:** Why might I need to pack differently to visit different locations? **KE2:** Where are the hot and cold places in the world located? **KE3:** Is all of Australia desert? **KE4:** How are rainforests being endangered? **KE5:** What makes a desert a difficult place to live? **KE6:** What affects how we feel about a place? (fieldwork) **KE7:** Why does no one live in Antarctica? (1) **KE8:** Why does no one live in Antarctica? (2) **KE9:** Why should Antarctica be protected? **KE10:** Would you prefer to live in a hot or cold place and why?	**Would you rather live in Rome, Portofino or Milton Keynes/Northampton and why?** **KE1:** Where is Italy? **KE2:** How could we explore Italy? What human and physical features would we see? **KE3:** What is it like to live in Rome? **KE4:** How is life different in Portofino? **KE5:** Would you rather live in Rome, Portofino or Milton Keynes/Northampton and why?	**How do extreme events in the water cycle impact ecosystems and society?** **KE1:** What would happen if there wasn't a water cycle? **KE2:** How are rivers formed? **KE3:** How do rivers affect and change the landscapes around them? **KE4:** What are the advantages and disadvantages of being located next to a river? **KE5:** How do extreme events in the water cycle impact ecosystems and society? **KE6:** (Field Visit to local River) How do local rivers affect....	**How might biomes change in the future and what can we do to protect them?** **KE1:** Why is the place we live different to others? **KE2:** What causes the Earth to be so diverse? **KE3:** How do biomes influence human activity? **KE4:** How does human activity affect biomes? **KE5:** How might they change in the future and what can we do to protect them?	**What positive actions can be taken to address climate change?** **KE1:** How is the earth's climate changing? **KE2:** How does extreme weather affect our earth? **KE3:** Why are some parts of our earth drying out? **KE4:** Why is rising sea levels a problem? **KE5:** What positive actions can be taken to address climate change?
Unit 2	**Spring Term 1** **Our County**		**Spring Term 1** **Mountains and Volcanoes**	**Spring Term 2** **The UK Environment**	**Spring Term 2** **South American Settlement Mexico**	**Spring Term 1** **Migration**
	What is our county like? **KE1:** What is a town (N'hants) or city (MK)? **KE2:** Is a village, town, and city the same thing? **KE3:** How is land used in our town? **KE4:** How does our town compare to one by the sea? **KE5:** Would you prefer to live in another county / town?		**Would you want to live near a volcano or in a mountainous region?** **KE1:** Where are the world's mountains and volcanoes? Why? **KE2:** How are mountains and volcanoes formed? **KE3:** What is it like to live in a mountainous region? **KE4:** What is it like to live next to a volcano? **KE5:** Would you want to live near a volcano or in a mountainous region? (explain)	**If you could design our school site from scratch, what would it look like?** **KE1:** How is the land on our school site used? **KE2:** Can we investigate the different land uses in our local area? (Field work-map) **KE3:** How is land used in the UK? **KE4:** How might the use of land for farming impact the food supply chain? **KE5:** If you could design our school site from scratch, what would it look like?	**What is it about Mexico that is different to where we live?** **KE1:** Where is the world is Mexico? **KE2:** What can we find out about the physical features in Mexico? **KE3:** What can we find out about the human features of Mexico? **KE4:** What are the challenges in our lives and how do they compare to those in Mexico? **KE5:** What is it about Mexico that is different about where we live?	**Will there ever be an end to migration?** **KE1:** What is migration? **KE2:** Why would life be different in another town/city or country? **KE3:** How people migrate from one place to another? **KE4:** Does everyone have a choice? **KE5:** Will there ever be an end to migration?
Unit 3	**Summer Term 1** **Tour of the UK**	**Summer Term 1** **Non-European Study Egypt**	**Spring Term 2** **Tourism**		**Summer Term 2** **Earthquakes (Japan/Turkey)**	**Summer Term 2** **Global Trade**
	Do I like living in the UK? **KE1:** What is the location of our county / town / city in the UK? **KE2:** What might we see if we flew over the UK? **KE3:** What makes you want to visit Scotland? **KE4:** How does Wales compare to Northern Ireland? **KE5:** Can I explain whether I like living in the UK or not?	What are the highlights and challenges about going on holiday to North Africa? **KE1:** Where is North Africa? What would we find there? **KE2:** Can we find out about the geographical features of Egypt? **KE3:** Can we compare life in Cairo, Al Bawiti and Milton Keynes/Northants **KE4:** Can we compare life in Cairo, Al Bawiti and Milton Keynes/Northants **KE5:** What are the highlights and challenges about going on holiday to Egypt?	**How can a tourist hotspot affect the local environment and the people who use it?** KE1: What geographical features make a place attractive to visit? KE2: How can we identify tourist attractions in the local region? KE3: Why do people visit a range of diverse attractions? KE4: What effect will seasonal tourism have on a tourist hotspot such as Portofino? KE5: How does a tourist hotspot affect people and the local environment?		**Why do earthquakes affect places differently?** **KE1:** Why isn't the U.K affected by major earthquakes? **KE2:** What are the physical effects of earthquakes? **KE3:** How do earthquakes affect humans? **KE4:** Will these effects change in the future? **KE5:** Why do earthquakes affect places differently?	**What effect has globalisation had on trade?** **KE1:** How much do we exchange in our lives? **KE2:** What is globalisation and why is trade interdependent? **KE3:** Where does the UK export to? **KE4:** How do we make sure that the farmers/producers of goods are paid fairly? **KE5:** What effect has globalisation had on trade?

EYFS Curriculum Map

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Understanding the World

People, Culture and Communities	Past and Present	The Natural World	Technology

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Key Vocabulary	Autumn 1			Spring 1			Summer 1		
	celebrations	family	now	growth	present	map	past	culture	life
	different	school	then	community	compare	animals	present	change	living
	same	Autumn	Winter	past	Spring	plants	future	Summer	effect
	weather	belief	special	decay	materials	human	country	nature	seasons

Key Knowledge and Skills	Autumn 1	Spring 1	Summer 1
People, Culture and Communities	- Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making links to the children's own experiences linking to below - Discuss members of the immediate family and community. How are we the same and different? - Discuss similarities and differences between people and the lives they live (jobs/houses/appearance/family etc) - Name and describe people who are familiar to us - Comment on images of familiar situations in the past - Explore and describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Create graphical representations, drawings and maps based on own life, immediate environment and experiences	- Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) gaining an increased understanding that we all celebrate different events linking to below - Explore, discuss and recognise similarities, differences between themselves and others and among families, communities and traditions. - Understand that some places are special to members of their community - Compare and contrast characters from stories, including figures from the past - Explore and describe the school and local environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Create graphical representations, drawings and maps based on the school and areas of the local community	- Explore, discuss and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making connections between our own experiences and those of other's people linking to below - Recognise and discuss some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and reading - Explore, discuss and 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.
Past and Present	- Discuss about past and present events in own life and the lives of their family - Discuss the lives of people around them and their roles in society	- Recognise some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	- Understand the past through settings, characters and events encountered in books read in class and storytelling - Discuss and encourage children to understand what is the past, present and future in simple terms
The Natural World	- Record patterns in weather and explore features of Autumn/Winter - Explore and discuss features of materials and states of matter - Explore a range of objects and materials in the immediate environment and from nature and recognise and discuss their features - Discuss and explain some of the things they have observed such as plants, animals, natural and found objects - Play with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake - Discuss and learn to show care and concern for living things and the environment	- Record patterns in weather and explore features of Winter/Spring - Explore changes in states of matter through cooking and materials (e.g. paint, clay, ice) - Explore the natural world around them, making observations and drawing pictures of animals and plants - Experience planting and growing of bulbs and seeds - Explore and recognise growth, decay and changes over time	- Record patterns in weather and explore features of Spring/Summer and compare over time - Discuss and explain changes in states of matter - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Develop an understanding of the effect their behaviour can have on the environment
Technology	- Explore and use a range of different basic technology - Know how to operate simple equipment, e.g. uses a remote control, can navigate touch-capable technology with support - Explore making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	- Explore and play with technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - Play with a range of materials to learn cause and effect, e.g. makes a string puppet using dowels and string to suspend the puppet - Explore and discuss why things happen and how things work - Model the correct use of technology including care for equipment, ipads, cameras, computer keyboards and mice.	- Use digital devices and the internet to retrieve and record information relevant to learning

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Geography Curriculum Map - EYFS and KS1

EYFS		Year 1	Year 2
Early Learning Goal: People, Culture and Communities – Describe their environment using knowledge from observation, discussion, stories, non-fiction texts and maps – Explain some similarities and differences between life in this country and life in other countries drawing on stories, non-fiction texts and – where appropriate - maps **Early Learning Goal: The Natural World** – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. – Understand some important processes and changes in the natural world around them including the seasons and changing states of matter. **Typical learning experiences include:** Children learn through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their environments, all of which develop their vocabulary. They learn about seasons, the weather and the impact of this on our lives. Children observe the features of the local area and the buildings that surround them. They visit different local places where possible, a library, shops, parks, church or mosque, a garage, a farm, a museum depending on interests. They may also be shown photographs of the local area to help them identify features and discuss what makes a town or village depending on context. They are encouraged to record their findings, perhaps through drawing, writing, and modelling. **The kinds of activities children might engage in:** • They engage in role play related to different settings they have visited, shops, garden centres, vets, doctors, a garage, learning about the community. • Children create maps, these may relate to the local area, their journey to school or the school itself or areas of the playground. They may invent maps of treasure islands or make maps related to stories such as Rosie's Walk. They make maps or diagrams of different places, a zoo, a farm, a park and create story maps that represent the journey of a story such as the Three Pigs. Bee-Bots support understanding of position and orientation when exploring maps. • Children are encouraged to look at and talk about different places they have visited with their families, how they travelled, what they saw, how it was different/the same as where they live. They look at the different places around the world where they may have relatives or extended family or which are connected to their interests. • Children observe the different buildings in the local environment. They may create models, draw pictures, or take photographs of these. They sort, compare, discuss the many shapes and sizes of buildings that they see. • They talk about the weather, what clothes they wear when it's cold or hot, what happens at different times of the year for instance, in relation to growth such as sowing seeds in spring. See Reception Curriculum Map for Understanding the World for more information.	Locational Knowledge	•To find our school on a local map •To recognise local landmarks around our school on a map •To consider why local landmarks are located where they are •To find Northampton/Milton Keynes on a map of the United Kingdom. • To know the difference between a town, a city and a village. •To name the four countries and capital cities of the United Kingdom and locate them on a map, globe and atlas •To name some of the main towns and cities in the United Kingdom and locate them on a map	• To know where the hot and cold places in the world are located • To know how to locate the 7 continents on a map • To know why I might need to pack differently to visit different locations? • To locate Africa, Egypt, Cairo, Bawiti on a map/globe • To locate the UK on a map/globe • To locate Northampton/Milton Keynes on a map of the United Kingdom.
	Place Knowledge	• Understand about changes to their local environment. • Name, describe and compare familiar places-the local area around your school-key landmarks. • Investigate and ask questions about the local area. • Name, describe and compare familiar places, including their human and physical features • Describe different landscapes and environments to explore feelings about places (sense of place). • Develop contextual knowledge of constituent countries of the United Kingdom including different physical and human landscapes; population characteristics, cultural features; farming products; processes of industrial growth	• Name, describe and compare places based on their weather and climate. • Describe different landscapes and environments to explore feelings about places (sense of place). • To know if all of Australia is desert and what makes a desert a difficult place to live • To know how and why rainforests are being endangered • To know what affects how we feel about a place? (fieldwork) • To understand geographical similarities and differences through studying the human and physical geography of a Milton Keynes / Northants and Egypt/Cairo/Al Bawiti • To understand geographical similarities and differences between villages, towns and larger cities
	Human & Physical Geography	•To keep a weather chart and answer questions about the weather. •To explain how the weather changes throughout the year and name the seasons. •To explain the differences between weather and climate **Use basic geographical vocabulary to refer to:** • key physical (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human (city, town, village, factory, farm, house, office, port, harbour and shop) features • To describe different settlements and land use. • To express and justify opinions on favourite features •To describe different settlements and land use. •To be able locate different physical features.	• to express and justify opinions on preferred climate • to predict what might change in hot and cold locations in the future • To know why Antarctica should be protected • To explain how weather changes from place to place. • To describe different settlements and land use. **Use basic geographical vocabulary refer to:** • Key physical features, including coast, hill, mountains, rivers, valley, season and weather. • Key human features, including city, town , school, shops.
	Geographical Skills and Fieldwork – Fieldwork	• Explore, observe and discuss the school and grounds, noting weather, seasonal and other changes and suggesting improvements. Visit a nearby area and observe the features along the route taken and at the site visited (park/playground/shops etc)	Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather.
		• To observe, name and discuss selected aspects of the local environment. • To use a camera, video or audio to gather evidence of what they have seen. • To draw a sketch map with labels showing key features of the school, its grounds and surrounding environments. • To ask trusted and familiar adults prepared questions about the school, its grounds and surrounding environments. • To measure using a guided tally and standard units such as minutes and metres. • To reach a simply described conclusion to a fieldwork question or prediction.	• To observe, name and discuss selected aspects of the local environment. • To use a camera, video or audio to gather evidence of what they have seen. • To draw a sketch map with labels showing key features of the school, its grounds and surrounding environments. • To ask trusted and familiar adults prepared questions about the school, its grounds and surrounding environments. • To measure using a guided tally and standard units such as minutes and metres. • To reach a simply described conclusion to a fieldwork question or prediction.
	Geographical Skills and Fieldwork – Map Skills – Using and interpreting	• To know that maps give information about the world (where and what?) • To use a simple map to move around the school • To follow a route on a prepared map • To recognise local landmarks in photographs • To visit local landmarks in real life (where possible) • To use aerial photographs to identify local landmarks • To identify local landmarks on a simple map	• To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • To recognise simple features on maps such as buildings, roads and fields. • To use maps to talk about everyday life (e.g. where they live, journey to school, where places are in a locality) • To begin explaining why places are where they are
	Map Skills – Position & Orientation	•To describe simple features and routes on a basic map using locational and directional language starting with near and far, left and right.	• To use simple compass points (North, South, East and West) to describe the location of features and routes on a map • To know which direction N is on an Ordnance Survey map.
	Map Skills – Drawing	•To devise a simple map (real or imaginary) for example freehand route maps, playground layout, places in stories etc. and use and construct basic symbols in a key (own and class agreed)	•To draw a simple map and use agreed realistic (in line with Ordnance Survey) symbols to make a simple key
	Map Skills – Symbols	• To use symbols on maps (own and class agreed) • To know that symbols have a specific meaning on a map • Recognise Ordnance Survey symbols on a map	• To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) • To understand why a map needs a key
	Map Skills – Perspective and Scale	• To draw around objects to make a plan • To look down on objects and make a plan (e.g. n a desk or from a high window) • To use relative vocabulary (e.g. bigger/smaller, near/far)	• To begin to spatially match places (e.g. recognise the UK on a small scale and larger scale map) • To know that when you 'zoom in' you see a smaller area in more detail

East Midlands Academy Trust
Geography Curriculum Map (1) - Locational Knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Unit 1 - Autumn	**Local Area** •To find our school on a local map •To recognise local landmarks around our school on a map •To consider why local landmarks are located where they are	**Hot and Cold Places** • To know where the hot and cold places in the world are located • To know how to locate the 7 continents on a map • To know why I might need to pack differently to visit different locations?	**European Study - Italy** • To locate Italy on a map and in an atlas and/or on a globe. • To locate Rome and Portofino on a map and in an atlas. • To be able to locate significant neighbouring countries to Italy- Greece, Croatia, France, Tunisia, Libya.	**Rivers and the Water Cycle** • To name and locate many of the world's famous rivers on the world map and in an atlas including (Amazon, Mississippi, Nile, Ganges, Rhine, and Yellow River). • To understand the location / journey of local rivers in our county in relation to where we are e.g. River Nene • To identify any distribution patterns of the location of rivers and their courses on a map	**Biomes** • To identify the position and significance of the Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle • To identify climate zones; polar, temperate and tropical • To compare the biomes of different regions in the world and identify similarities and differences .	**Our Planet – Climate Change** • Locate the Pacific Ocean on a world map and examine the low laying island nations to identify those who are being directly and most affected by climate change. • Identify why these areas are amongst the first in the world to be physically affected. • Discuss the concept of who are the most 'at fault' – the people of these island nations or the people of the bigger, consumer driven nations of the world. • Identify the significance of latitude, longitude and the equator regarding the changing climate. Focus on heat/drought/water level rising due to ice cap melting.
	Unit 2 - Spring	**Our County** •To find Northampton/Milton Keynes on a map of the United Kingdom. • To know the difference between a town, a city and a village.		**Mountains and Volcanoes** **The World** • To identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere • To be able to locate on a map the world's most significant mountains: Himalayas (Asia), Andes (South America), Alps (Europe) and the Rocky Mountains (North America). • To be able to locate on a map the world's most significant volcanoes: Mt. Fuji (Japan), Mt. St. Helens (USA), Mt. Vesuvius and Etna (Italy- link to Unit 1) • To identify distribution patterns of volcanoes linked to plate tectonics	**The UK Environment** • Identify, name, and locate landmarks and other relevant places in their local area, county, or country on a map. • To investigate the significance of landmarks	**South American Settlement - Mexico** • To locate countries, using maps to focus North and South America, • locate environmental regions, key physical and human characteristics, countries, and major cities.	**Migration** • locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Locate the North and South Atlantic and Indian Oceans. • Locate the English Channel. • Locate factors which might influence migration at a variety of scales, for example areas of conflict or different types of land use.
	Unit 3 – Summer	**Tour of the UK** • To name the four countries and capital cities of the United Kingdom and locate them on a map, globe and atlas • To name some of the main towns and cities in the United Kingdom and locate them on a map	**Non-European Study - Egypt** • To locate Africa, Egypt, Cairo, Bawiti on a map/globe • To locate the UK on a map/globe • To locate Northampton/Milton Keynes on a map of the United Kingdom.	**Tourism** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Local attractions within our region: • Milton Keynes- Bletchley Park, Snozone, Gulliver's Land Theme Park, MK Dons, National Museum of Computing. • Northampton- Museum and Art Gallery, Royal & Derngate, Althorp Estate, Silverstone Circuit • To consider what it would be like without these attractions		**Earthquakes (Japan/Turkey)** • To locate the position of significant earthquakes. • To identify the location of Japan and Turkey and explain why they are earthquake zones • To identify the tectonic plates and their boundaries, and they relate to the distribution of earthquakes	**Global Trade** • To locate barriers to trade • To locate local and global trade routes

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Geography Curriculum Map (2) - Place Knowledge

Place Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1 - Autumn	**Local Area** • Understand about changes to their local environment. • Name, describe and compare familiar places-the local area around your school-key landmarks. • Investigate and ask questions about the local area.	**Hot and Cold Places** • Name, describe and compare places based on their weather and climate. • Describe different landscapes and environments to explore feelings about places (sense of place). • To know if all of Australia is desert and what makes a desert a difficult place to live • To know how and why rainforests are being endangered • To know what affects how we feel about a place? (fieldwork) • To know why no one lives in Antarctica	**European Study - Italy** • To understand the similarities and differences within and between MK/Northampton, Rome, and Portofino. • To understand the similarities and differences within and between what is happening in their localities. • What are the pulls for people to live or visit these places and pushes from. • To research and interpret data sources to help consider what life is like in Rome, Portofino.	**Rivers and the Water Cycle** • Name and locate rivers and other water bodies in UK on a map. • Explain how rivers have changed landforms in specific places through erosion, transportation, and deposition. • Describe key natural features and characteristics of places located next to a river. • To explore the role that rivers and the water cycle have on daily lives	**Biomes** • To know which countries are in specific biomes. • To know that countries can have more than one biome and that biomes can be spread across multiple countries. • To describe features of countries according to biomes • To consider what it would be like to be in different biomes and what might be heard, smelt, seen and experienced	**Our Planet – Climate Change** • Identify why UK may not be as affected by climate change as the Pacific Island nations. • Understand why the UK may not be as affected as the Pacific. • To identify the countries/ regions most at risk from climate change
Unit 2 - Spring	**Our County** • Name, describe and compare familiar places, including their human and physical features • Describe different landscapes and environments to explore feelings about places (sense of place).		**Mountains and Volcanoes** • To develop contextual knowledge of the location of globally significant volcanic eruptions • To develop contextual knowledge of the location of globally significant earthquakes • To explore the potential costs and benefits of living in a volcanic region	**The UK Environment** • To investigate the different land uses in our local area currently. • Consider the impact of Land Use types in our local area on our ecosystem.	**South American Settlement - Mexico** • understand geographical similarities and differences between a region of Mexico and a region of the UK • to explore multiple stories and perspectives of place to use a variety of sources to ask and find answers to questions about place.	**Migration** • To identify why low lying island areas are amongst the first in the world to be physically affected. • To discuss the concept of who are the most 'at fault' – the people of these island nations or the people of the bigger, consumer driven nations of the world.
Unit 3 – Summer	**Tour of the UK** • Develop contextual knowledge of constituent countries of the United Kingdom including different physical and human landscapes; population characteristics, cultural features; farming products; processes of industrial growth	**Non-European Study - Egypt** • To understand geographical similarities and differences through studying the human and physical geography of a Milton Keynes / Northants and Egypt/Cairo/Al Bawiti • To understand geographical similarities and differences between villages, towns and larger cities	**Tourism** • To understand how and why people have different perceptions of a place. • What are the pulls for people to live or visit these places and pushes from.		**Earthquakes (Japan/Turkey)** • To develop contextual knowledge of the location of globally significant volcanic eruptions • To develop contextual knowledge of the location of globally significant earthquakes • To consider what it is like to live in a place under constant threat of an earthquake.	**Global Trade** • To consider the impact of trade on a place in terms of settlement, economic and social. • To understand the diverse and often unfair nature of trade. • To understand the unequal distribution of natural and human resources

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Geography Curriculum Map (3) – Human & Physical Geography

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human & Physical Geography	Unit 1 - Autumn	**Local Area** •To keep a weather chart and answer questions about the weather. •To explain how the weather changes throughout the year and name the seasons. •To explain the differences between weather and climate	**Hot and Cold Places** • to express and justify opinions on preferred climate • to predict what might change in hot and cold locations in the future • To know why Antarctica should be protected	**European Study - Italy** • To be able to locate different human features, including Ancient Roman roads, Tower of Pisa, land use including agriculture and renewable energy, Ponte Vecchio and the ruins of Pompeii. • To be able locate different physical features, including Mt. Etna, Vesuvius, and Stromboli, River Po, River Tiber, Lake Garda and Como and the Alps including Mt. Blanc. • To ask questions and interpret sources about physical and human aspects of Italy	**Rivers and the Water Cycle** • To understand and describe the water Cycle. • To understand and demonstrate how a river is formed. • Draw and label river landforms. • Identify how human and physical activities impact on coastlines and rivers and how these affect the water cycle. • To connect mountains, settlement, tourism and weather to rivers and the water cycle	**Biomes** • describe and understand the connections between climate zones, biomes and vegetation belts, (link to locational knowledge of deserts and rainforests) • to explain the similarities and differences between biomes including Equatorial Rainforests, Tropical Savannah, Hot Desert, Temperate Deciduous Forest, Tundra	**Our Planet – Climate Change** • Describe and understand the physical geography of both the Pacific and UK focusing on the climate zones • Understand the human geography of settlement, land use and the distribution of natural resources within the Pacific and UK. • To know and explain how human activity can impact the world's climate.
	Unit 2 - Spring	**Our County** **Use basic geographical vocabulary to refer to:** • Key physical features including forest, hill, mountain, soil, valley • Key human features including city, town, village, farm, house, shop • To describe different settlements and land use. • To express and justify opinions on favourite features		**Mountains and Volcanoes** • To name the layers of the earths structure (Inner core, outer core, lower mantle, upper mantle, crust) **Mountains** • To describe and understand the processes of tectonic activity and erosion. **Volcanoes** • To describe how volcanoes are created. • To describe the effects of a volcano erupting Describe and understand the decision making processes around settlement.	**The UK Environment** • To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. • Investigate land-use patterns; and understand how some of these aspects have changed over time. • To show understanding that space is a limited resource in the UK and consider how Land Use can be prioritised.	**South American Settlement - Mexico** • To understand how physical features can influence human actions • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	**Migration** • Human geography – to identify how conflict, economic, chain, cyclical, may all lead to displacement, permanent and temporary migration. • To understand how natural disasters can impact on settlements. • To know what steps can be taken to reduce the impact of climate change • To think critically about some of the inequalities between countries in how they are affected by climate change and how they respond to them.
	Unit 3 - Summer	**Tour of the UK** **Use basic geographical vocabulary to refer to:** • key physical (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human (city, town, village, factory, farm, house, office, port, harbour and shop) features •To describe different settlements and land use. •To be able locate different physical features.	**Non-European Study - Egypt** • To explain how weather changes from place to place. • To describe different settlements and land use. • **Use basic geographical vocabulary refer to:** • Key physical features, including coast, hill, mountains, rivers, valley, season and weather. • Key human features, including city, town, school, shops.	**Tourism** • To explore types of settlement and land use, economic activity including trade links. • To recognise the relationship between physical features and tourist destinations, for example mountains, coasts, rivers and tropical rain forests.		**Earthquakes (Japan/Turkey)** • describe and understand key aspects of: physical geography, including: earthquakes. • understand the processes that give rise to earthquakes and the impacts they have • understand that a country's development status often has a bearing on an earthquakes impact • To recognise and describe the impact of earthquakes on human activity	**Global Trade** • To develop an understanding 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 • To know • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

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Geography Curriculum Map (4) – Skills and Fieldwork

			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	Fieldwork		• Explore, observe and discuss the school and grounds, noting weather, seasonal and other changes and suggesting improvements. Visit a nearby area and observe the features along the route taken and at the site visited (park/playground/shops etc)	• Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather.	• Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather.	• Develop an understanding of the physical, human and environmental geography of the school's grounds and local area, including its weather.	• Investigate the physical, human and environmental geography of the school's grounds and local area, including its weather.	• Examine in detail, as appropriate, aspects of the school's grounds, and develop further their investigations in the physical, human and environmental geography of the local area, including its weather and climate.
			• To make simple observations. • To use a photo, video or audio taken by an adult as evidence of what they have seen. • To draw a simple sketch map showing key features of the school, its grounds and surrounding environments. • To work in a group with an adult to ask questions about the school, its grounds and surrounding environment. • To measure using simple words and frequency recording. To reach a simple conclusion to the fieldwork question or prediction.	• To observe, name and discuss selected aspects of the local environment. • To use a camera, video or audio to gather evidence of what they have seen. • To draw a sketch map with labels showing key features of the school, its grounds and surrounding environments. • To ask trusted and familiar adults prepared questions about the school, its grounds and surrounding environments. • To measure using a guided tally and standard units such as minutes and metres. • To reach a simply described conclusion to a fieldwork question or prediction.	• To make links to different observations in the local area. • To use a camera, video or audio to gather appropriate data. • To draw a sketch map with simple annotations showing human and physical features of the local area. • To measure accurately using a tally and standard units. • To identify benefits and limitations of data collection methods. • To present data and findings simply using maps, graphs and digital technologies. • To reach a thoroughly described conclusion to the fieldwork question or prediction.	• To make clear links between different observations in the local area. • To draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. • To measure using simple instruments, digital technologies and can measure more than one aspect at once. • To present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher-led question to child-led conclusion. • To reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.	• To make clearly explained links between observations in the local area. • To measure human and physical features in the local area using a range of appropriate instruments. • To devise and ask questions using geographical vocabulary to recognise that others may think differently • To simply justify data collection methods. • To independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion. • To reach a described and explained conclusion to the fieldwork question or prediction that is backed up with evidence.	• To make clearly explained links between observations in the local area and the wider world to identify patterns. • To devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view. • To independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion. • To reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence.
	Map Skills	Using and interpreting	• To know that maps give information about the world (where and what?) • To use a simple map to move around the school • To follow a route on a prepared map • To recognise local landmarks in photographs • To visit local landmarks in real life (where possible) • To use aerial photographs to identify local landmarks • To identify local landmarks on a simple map	• To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • To recognise simple features on maps such as buildings, roads and fields. • To use maps to talk about everyday life (e.g. where they live, journey to school, where places are in a locality) • To begin explaining why places are where they are	• To compare maps with aerial photographs • To locate photos of features on maps • To use oblique and aerial views • To make and use simple route maps • To follow a route on a map with some accuracy (e.g. whilst orienteering) • To explain what places are like using maps at a local scale • To use index and contents page of atlas	• Relate maps to each other and to vertical aerial photographs • To use large scale maps outside • Follow a route on a large-scale map • To use maps at more than one scale • To recognise some patterns on maps and begin to explain what they show • To use thematic maps •	• To select a map for a specific purpose. (E.g. atlas to find Taiwan, OS map to find local village.) • To begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) • To recognise that contour lines show height and slope • To follow a route on 1:50 000 Ordnance Survey map	• To know that purpose, scale, symbols and style are related • To appreciate different map projections. • To interpret distribution maps and use thematic maps for information • To describe and interpret relief features • To use thematic maps for specific purposes
		Position &	• To describe simple features and routes on a basic map using locational and directional language starting with near and far, left and right.	• To use simple compass points (North, South, East and West) to describe the location of features and routes on a map • To know which direction N is on an Ordnance Survey map.	• To use 2 figure grid references to locate features on a map	• To use the 8 compass points to describe the location of features and routes on a map • To use 4-figure grid references to locate features on a map	• To begin to understand contour lines • To align a map with a route	• To use 6-figure gird references to locate features on a map • To use latitude and longitude in an atlas or globe
		Drawing	• To devise a simple map (real or imaginary) for example freehand route maps, playground layout, places in stories etc. and use and construct basic symbols in a key (own and class agreed)	• To draw a simple map and use agreed realistic (in line with Ordnance Survey) symbols to make a simple key	• To make a map of a short route with features in the correct order • To give maps a key with encountered OS symbols • To give maps a title to show their purpose	• To make a map of small area with features in the correct places • To give maps a key with encountered OS symbols	• To make a plan for example, garden, play park; with scale	• To draw thematic maps for example, local open spaces • Draw a variety of thematic maps based on own data.
		Symbols	• To use symbols on maps (own and class agreed) • To know that symbols have a specific meaning on a map • Recognise Ordnance Survey symbols on a map	• To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) • To understand why a map needs a key	• To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)	• To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)	• To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)	• To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)
		Perspective and Scale	• To draw around objects to make a plan • To look down on objects and make a plan (e.g. n a desk or from a high window) • To use relative vocabulary (e.g. bigger/smaller, near/far)	• To begin to spatially match places (e.g. recognise the UK on a small scale and larger scale map) • To know that when you 'zoom in' you see a smaller area in more detail	• To begin to match boundaries (E.g. find same boundary of a country on different scale maps.) • To use maps and aerial views to help me talk about for example, views from high places • To draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on)	• To make a simple scale plan of room for example, 1 sq.cm = 1 square tile on the floor moving onto $1cm^2 = 1m^2$ • To use the scale bar to estimate distance • To use the scale bar to calculate some distances • To relate measurement on maps to outdoors (using paces or tape)	• To use models and maps to talk about contours and slope • To use a scale bar on all maps • To use a linear scale to measure rivers • To describe height and slope using maps, fieldwork and photographs	• To use a scale to measure distances. • Draw/use maps and plans at a range of scales. • To read and compare map scales • To draw measured plans for example, from field data.
		Digital Map Making	• To find places using a simple name search • To add simple information to maps for example, labels and markers • To draw a simple route • To add an image to a map	• To find places using a postcode or name search • To draw around simple shapes and explain what they are on the map for example, houses • To use the measuring tool with support to show distance for example, home to school, to the shops • To zoom in and out of a map	• To use the zoom function to explore places at different scales • To add a range of annotation labels and text to help explain features and places • To add photographs to specific locations	• To highlight an area on a map and measure it using the Area Measurement Tool • To use grid references in the search function • To use the grid reference tool to record a location • To highlight areas within a given radius	• To use maps at different scales to illustrate a story or issue • To use maps to research factual information about locations and features • To use linear and area measuring tools accurately	• To find 6-figure grid references and check using the Grid Reference Tool • To combine area and point markers to illustrate a theme

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East Midlands Academy Trust
Geography Rocket Words

	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Unit 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Autumn Term 2	Autumn Term 2	Autumn Term 2	Autumn Term 1
	Local Area	**Hot and Cold**		**European Study - Italy**	**Rivers and the Water Cycle**	**Biomes**	**Our Planet – Climate Change**
	Human	continent		Climate	river	biome	climate
	Features	Desert		Northern Hemisphere	condensation	diversity	regions
	Physical	Settlement		Mediterranean	transpiration	climate	atmosphere
	geography	Rainforest		Europe	precipitation	longitude	heat energy
	Local area	Town		Rome	evaporation	latitude	extreme weather
	(Your local area)	Village		Roman Catholic Church and the Vatican	water vapour	equator	greenhouse gases
	Neighbourhood	Polar		Tourism	channel	Antarctica	unpredictable
		Valley		Fishing	tributary	rainforest	effect/cause
		Coast		Exports	river mouth	desert	fossil fuels
		Location		'jet-set' tourism	floodplain	savannah	methane
		World		Economy	estuary	woodland	carbon dioxide
		Endangered		Mountains and volcanos	erosion	grasslands	sea level
		Antarctica		Compare	deposition	tundra	ecosystems
Unit 2	Spring Term 1	Autumn Term 2	Spring Term 1	Spring Term 1	Spring Term 2	Spring Term 2	Spring Term 1
	Our County	**Hot and Cold (Continued)**		**Mountains and Volcanoes**	**The UK Environment**	**South American Settlement**	**Migration**
	Human	Protected		tectonic plate	land use	settlement	emigration
	Physical	Hot		hemisphere	industrial	equator	immigration
	Village	climate		equator	residential	transport routes	temporary/permanent migration
	City	grassland		lava/magma	commercial	human features	indigenous
	Town			plate margins	institutional	physical features	colonial
	Land use			europe	agricultural	environment	displaced
	Local area			agriculture	transportation	pollution	asylum seeker
				fold mountains	rural	employment	refugee
				natural resources	urban	economy	conflict
				tourism	ecosystem	government	stateless person
				eruption	farming	council	persecution
				mountain range	fair trade	natural resources	economic hardship
				climate	food chain	amenities	diversity
Unit 3	**Summer Term 1**	**Summer Term 1**		**Spring Term 2**		**Summer Term 2**	**Summer Term 2**
	Tour of the UK	**Non-European Study - Egypt**		**Tourism**		**Earthquakes (Japan/Turkey)**	**Global Trade and Natural Resources**
	England	region		Attractions		natural disaster	global
	Ireland	North Africa		Local		earthquake	exchange
	Scotland	Europe		Environment		tsunami	trade
	Wales	Non-European		Hotspot		crust	resources
	Compass	Egypt		Demographic		mantle	import
	Capital cities	Cairo		Diverse		core	export
	United Kingdom	Al Bawiti		Conflict		tectonic plate	manufacture
	location	continents		Resolution		Richter scale	consumer
	London	compare		Impact		continental drift	producer
	Cardiff	weather		Draw/Pull		tremor	labour
	Edinburgh	climate		Seasonal tourism		seismic	developing country
	Belfast	town		Local/National/International tourism		seismograph	developed country
		city		Tourist		epicentre	multinational
		River Nile				magnitude	digitalisation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map Skills and Fieldwork	near	North	aerial	Northeast	contours	latitude
	far	South	oblique	Southeast	slope	longitude
	left	East	boundary	Northwest	topographical	trade routes
	right	West	scale	Southwest	tropic of Cancer	borders
	symbol	zoom	annotate	area	tropic of Capricorn	distribution map
	key	journey	features	thematic map	equator	relief features
	route	landmark	2 figure grid reference	4 figure grid reference	linear scale	6 figure grid references