

Park Gate Primary School Geography Curriculum Map



Year group	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
R	<p>Examples: People, Culture and Communities</p> <ul style="list-style-type: none"> • Daily observations of the weather and documenting observations of the changes in our environment with the seasons. • Culture books: Where they live, places they have visited with pictures. • Learning linked to the world globe, always available in class for play based learning. • Local study of our school and making simple maps of what the children see on their walk to school. • Studies of contrasting countries (Arctic and Africa), looking at environments, weather and the native animals. • Ongoing post cards from the Snail and the Whale who visit different countries – linked to people and communities when focusing on festivals personalised to the cohort of children. Their journey documented on a large communal map for all children to see. 					
1	<p>Ongoing: Seasonal and Daily Weather patterns <i>(NC: Identify seasonal and daily weather patterns in the United Kingdom)</i> <i>(NC: Use world maps, atlases and globes to identify the United Kingdom)</i></p>	<p>Ongoing: Seasonal and Daily Weather patterns <i>(NC: Identify seasonal and daily weather patterns in the United Kingdom)</i> <i>(NC: Use world maps, atlases and globes to identify the United Kingdom))</i></p>	<p>Lead: Year One Maps It Out <i>(NC: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom)</i> <i>(NC: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas)</i> <i>(NC: use basic geographical vocabulary to refer to: key physical and human features)</i> <i>(NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage)</i> <i>(NC: Use simple compass directions and locational and directional language to describe the location of features and routes on a map)</i> <i>(NC: Use aerial photographs and plan perspectives to recognise landmarks and</i></p>	<p>Applied: The Great Fire of London <i>Recap UK and local area. Look at London landmarks.</i></p> <p>Ongoing: Seasonal and Daily Weather patterns <i>(NC: Identify seasonal and daily weather patterns in the United Kingdom)</i> <i>(NC: Use world maps, atlases and globes to identify the United Kingdom)</i></p>	<p>Ongoing: Seasonal and Daily Weather patterns <i>(NC: Identify seasonal and daily weather patterns in the United Kingdom)</i> <i>(NC: Use world maps, atlases and globes to identify the United Kingdom)</i></p>	<p>Ongoing: Seasonal and Daily Weather patterns <i>(NC: Identify seasonal and daily weather patterns in the United Kingdom)</i> <i>(NC: Use world maps, atlases and globes to identify the United Kingdom)</i></p>

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			<p><i>basic human and physical features)</i> <i>(NC: Devise a simple map; and use and construct basic symbols in a key)</i> <i>(NC: 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)</i></p> <p>Ongoing: Seasonal and Daily Weather patterns <i>(NC: Identify seasonal and daily weather patterns in the United Kingdom)</i> <i>(NC: Use world maps, atlases and globes to identify the United Kingdom)</i></p>			
2		<p>Lead: Habitat Explorers...Ready, Steady, Grow! <i>(NC: Name and locate the world's seven continents and five oceans)</i> <i>(NC: Location of hot and cold areas of the world in relation to the Equator and the North and South Poles)</i> <i>(NC: Use basic geographical vocabulary to refer to: key physical and human features)</i> <i>(NC: Use simple compass directions and locational and directional language to describe the location of features and routes on a map)</i> <i>(NC: Use aerial photographs and plan perspectives to</i></p>	<p>Lead: Fly to New Zealand <i>(NC: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Y1) and of a small area in a contrasting non-European country)</i> <i>(NC: Name and locate the world's seven continents and five oceans)</i> <i>(NC: Location of hot and cold areas of the world in relation to the Equator and the North and South Poles)</i> <i>(NC: use basic geographical vocabulary to refer to: key physical and human features)</i> <i>(NC: Use world maps, atlases and globes to identify the United Kingdom and its</i></p>		<p>Applied: Titanic <i>Locate Southampton on a map' and its harbour revisiting, 4 countries in relationship to Southampton and use O.S maps.</i></p>	<p>Applied: Ready, Steady, Slice <i>Study the weather pattern in preparation for family tasting. What protection from the weather will we need to provide?</i></p>

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		<p>recognise landmarks and basic human and physical features) <i>(NC: Devise a simple map; and use and construct basic symbols in a key)</i> <i>(NC: 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)</i></p>	<p>countries, as well as the countries, continents and oceans studied at this key stage) <i>(NC: Use simple compass directions and locational and directional language to describe the location of features and routes on a map)</i></p>			
3	<p>Lead: The Lakes <i>(Review locational and place knowledge from KS1)</i> <i>(NC: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time)</i> <i>(NC: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer</i></p>	<p>Applied: Lost in Time <i>(NC: Identify physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time)</i></p>		<p>Lead: Field Study (Village) <i>(NC: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night))</i> <i>(NC: 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> <i>(Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps,</i></p>	<p>Applied: How Does Your Garden Grow? <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</i></p>	<p>Lead: Summer 1/2 Travels around Europe <i>(NC: Locate the world's countries, using maps to focus on Europe (including concentrating on their environmental regions, key physical and human characteristics, countries, and major cities)</i> <i>(NC: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America)</i> <i>(NC: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night))</i></p>

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	<p>and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)) (NC: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America) (NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied) (NC: 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)</p>			<p>plans and graphs, and digital technologies)</p>		<p>(NC: Describe and understand key aspects of: physical and human geography) (NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied) (NC: 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)</p> <p>Applied: Ancient Egypt Use maps, atlases, globes and digital/computer mapping</p>
4		<p>Lead: Land of Fire & Ice (NC: Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p>		<p>Lead: Field Study (Town) (NC: Identify the position and significance of latitude, longitude,</p>	<p>Applied: Romans Locate Rome on a map. Track route from Rome to UK – which countries would you travel through?</p>	<p>Applied: Romans</p>

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		<p><i>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities)</i> <i>(NC: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night))</i> <i>(NC: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country))</i> (NC: Describe and understand key aspects of: physical and human geography) <i>(NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied)</i> <i>(NC: 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>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night))</i> <i>(NC: 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> <i>(Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies)</i></p>	<p><i>If you travelled by sea how would you sail to the UK?</i></p>	
5			Lead:	Applied: Letters From the Lighthouse	Lead:	

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			<p>Invaders and Settlers</p> <p><i>(NC: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time)</i></p> <p><i>(NC: Locate the world's countries, using maps to focus on Europe (including concentrating on their environmental regions, key physical and human characteristics, countries, and major cities)</i></p> <p><i>(NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied)</i></p> <p><i>(NC: 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>(NC: Locate the world's countries, using maps to focus on Europe)</i></p> <p><i>(NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied)</i></p> <p><i>(NC: 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>Lead:</p> <p>Field Study (Coastal)</p> <p><i>(NC: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night))</i></p> <p><i>(NC: 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>(Use fieldwork to observe, measure, record</i></p>	<p>Tour Guides Wanted – Arizona</p> <p><i>(NC: Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities)</i></p> <p><i>(NC: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night))</i></p> <p><i>(NC: Understand geographical similarities and differences through the study of human and physical geography of a region within North America)</i></p> <p><i>(NC: Describe and understand key aspects of: physical and human geography)</i></p> <p><i>(NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied)</i></p> <p><i>(NC: 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</i></p>	
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				<i>and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies)</i>	<i>knowledge of the United Kingdom and the wider world)</i>	
6		<p>Applied: How Civilised <i>Locate Greece, Egypt and meso-America on a world map using an atlas. Recap continents. Use atlas and maps at different scales to make geographical judgments about life in these places based on climate and physical features.</i></p>	<p>Applied: Holes <i>Contextualise the book Holes by locating Texas on a world map and on a map of USA. Make judgements about climate and physical landscape using atlases.</i></p> <p>Applied: The Unforgotten Coat <i>Contextualise the book The Unforgotten Coat by locating Mongolia on a world map and on a map of Asia. Make judgements about climate and physical landscape using atlases. Deepen understanding of the interaction between human and physical processes, gaining a sense of place.</i></p>	<p>Lead: Peru <i>(NC: Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities) (NC: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)) (NC: Understand geographical similarities and differences through the study of human and physical geography of a region within South America) (NC: Describe and understand key aspects of: physical and human geography) (NC: Use maps, atlases, globes and</i></p>		<p>Lead: Field Study (River) <i>(NC: 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) (Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies)</i></p>

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				<p><i>digital/computer mapping to locate countries and describe features studied)</i> <i>(NC: 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>	
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Lead: New learning being taught

Applied: Revisiting learning which has been taught previously in a new context