# Geography Curriculum Map

Key Vocabulary

School, playground, copse, building, map, landmarks, beach, island, sea, town, farm, road, park, path, people, river, hill, village, city, shop, house, pond, country, forest, wood, Osborne House, weather, seasons, climate, animals, wildlife, environment, farmer, vegetables, growing, sow, plough, crops, Isle of Wight, Solent, tropical, pollution.

Comparing Climates

We will observe in more detail the features of our outdoor environment.
We will also begin to learn about different climates and discover what the weather is like in different places. We will explore what wildlife can be found in some of these places, and consider how animals adapt to their environment, for example Polar Bears.

EYFS

Autumn Term

**Spring Term**

Summer Term
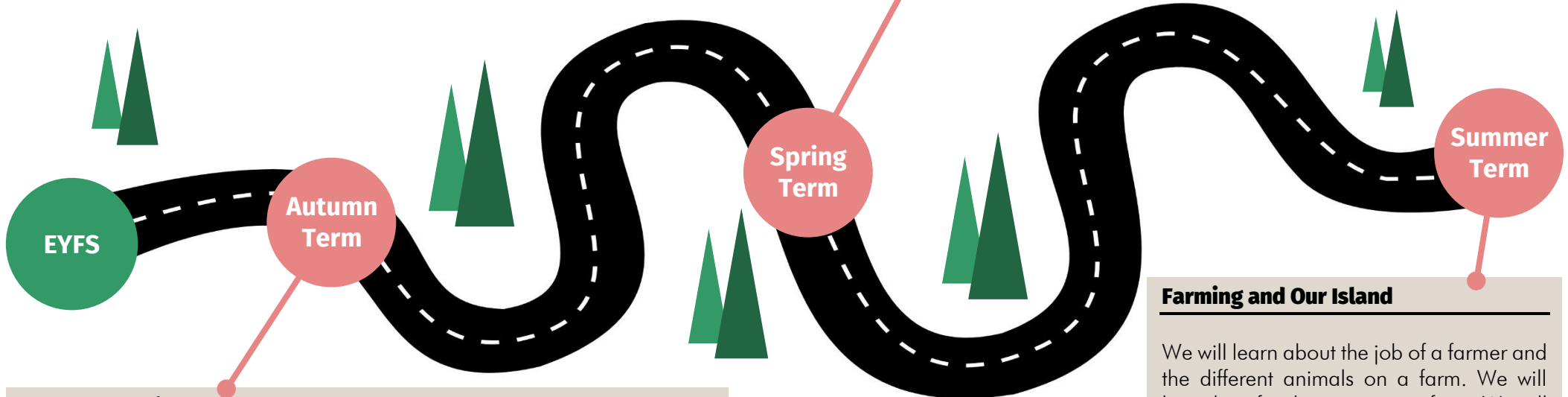
Our Local Environment

We will get to know our new environment, learning to find our way around the school buildings and the school site, including the copse. We will explore the area making observations and drawing pictures.
We will create a simple map of our Reception outdoor area, putting in some of the key features such as the sandpit, mud kitchen and climbing equipment. We will identify landmarks and begin to describe some places in our locality, such as the beach, the town, Osborne House. We will then visit Osborne House.
We will know that we live on an island, and locate the Isle of Wight on a simple map, identifying the land and sea.
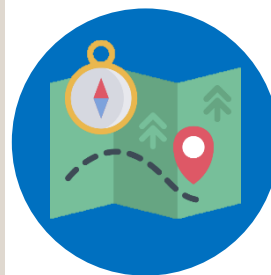
Farming and Our Island

We will learn about the job of a farmer and the different animals on a farm. We will learn how food is grown on a farm. We will explore farms in different countries and identify the different food that may be grown there.

We will find out more about our island and compare it with a tropical island, using the text 'Somebody Swallowed Stanley'. We will begin to think about the dangers of plastic and pollution to our planet, and how we can care for our environment and the sea creatures that are in danger.

Geography Curriculum Map

Key Vocabulary

The United Kingdom, country, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, capital city, landmark, village, town, city, urban, rural, hill, forest, river, coastline, Isle of Wight, island, farm, continent, ocean, Europe, Asia, Africa, North America, South America, Australia, Antarctica, currency, Kenya, climate, savannah, valley, mountain.

Around the World

We will name and identify the location of each of the seven continents of the world, and the five oceans. We will discover a different country in each continent. We will identify and describe some of the key features and characteristics of China, Australia, Kenya, USA and Brazil.

We will identify Antarctica on a world map, finding out that it has no countries or people living there, apart from researchers. We will explore what these researchers do in Antarctica and find out about some of the animals that live there.

Year 1 & 2

Autumn Term 1

Spring Term 1

Summer Term 1
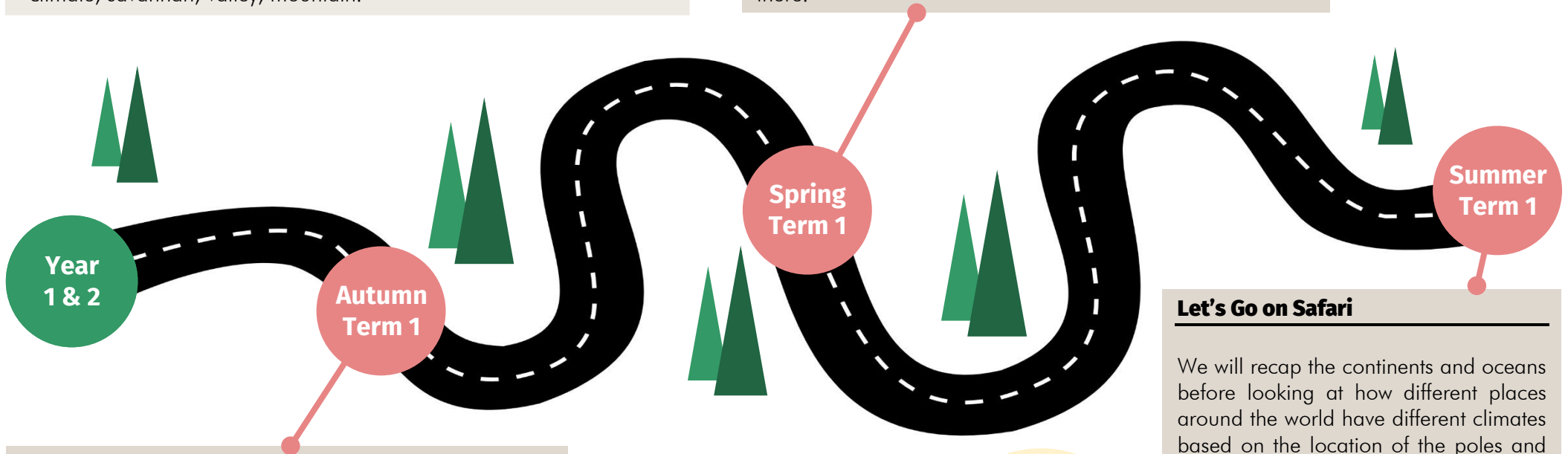
Where Do I Live?

We will find out how the UK is split into four countries and that each country has its own capital city.

We will learn about some of the human and physical features of each country and start to consider the idea of national identity. We will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean.

We will then locate the Isle of Wight and our local area on a map, thinking about what key geographical features we would find here, and what makes The Island so unique.

Let's Go on Safari

We will recap the continents and oceans before looking at how different places around the world have different climates based on the location of the poles and the equator.

Reminding ourselves of what we learnt about Kenya from Spring Term, we will find out about Kenya's wet and dry seasons and compare Kenya's climate to the UK climate. We will use photos to identify some different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features.

We will compare large cities and small villages.

Geography Curriculum Map

Key Vocabulary

Mt Vesuvius, Mt Fuji, Cotopaxi, Krakatau, volcano, magma, lava, crater, eruption, molten, Earth's crusts, Earth's mantle, Earth's core, Pompeii, tectonic plates, 'Ring of Fire'. Coastline, erosion, deposition, transportation, coastal management, groyne, gabion, revetment, sediment, headland, stack, undercut. Urban, city, industrial, infrastructure, services, rural, village, town, agricultural, residential, recreational, the tropics, Tropic of Cancer, Tropic of Capricorn, minerals, rock types, e.g. chalk, slate, granite, sandstone etc.
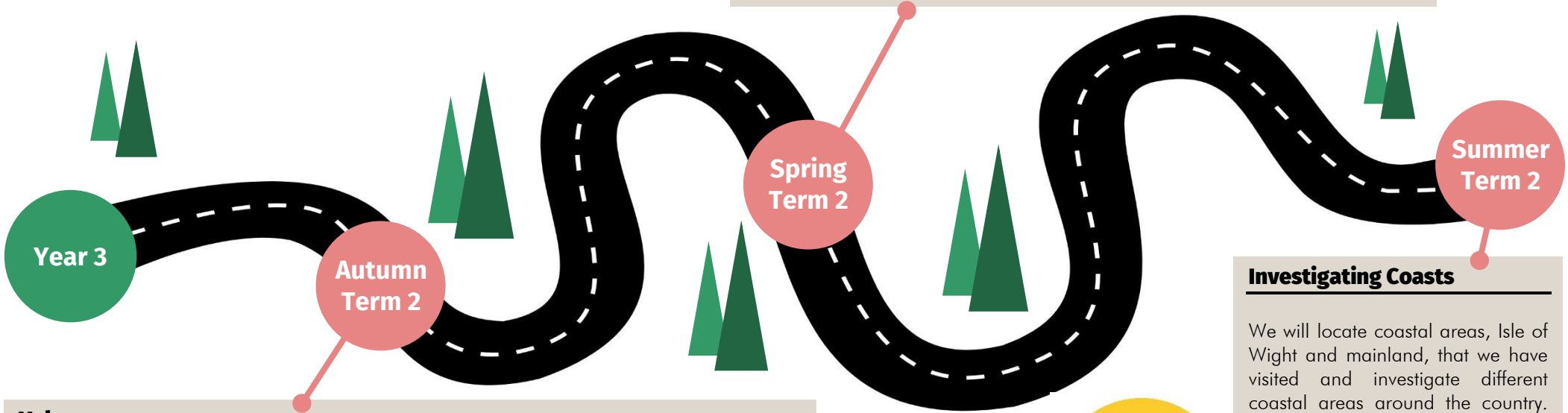
Investigating the Local Area: Urban Vs Rural

Linking back to our KS1 learning, we will locate the UK on a world map before looking at a map of the UK to identify different regions. We will use Ordnance Survey maps to identify how the UK is split into a grid, identifying different towns and counties within each square. We will use compass points to navigate around a map and use a map of our local area to explore features. Linking to KS1, We will consider the difference between rural and urban areas and identify which we live in. We will explore our local area and identify areas that are residential, commercial, agricultural or industrial, as well as human and physical features. We will think about services common to most towns, identifying those in our areas, and consider which are most important. We will design our own town and include services we think are necessary. We will gather data to find out how adults in our local community get to work, recording and presenting it in an appropriate way.

Year 3

Autumn Term 2

Spring Term 2

Summer Term 2

Investigating Coasts

We will locate coastal areas, Isle of Wight and mainland, that we have visited and investigate different coastal areas around the country. We will develop an understanding of how coasts are formed, including the processes of erosion and deposition. We will understand what coastal erosion is and how it affects coastlines. We will look at features that are formed by erosion, such as caves and stacks, as well as some of the ways costal erosion can cause cliff instability. We will investigate why coastal management strategies are necessary, looking at specific systems such as groynes, gabions and revetments.
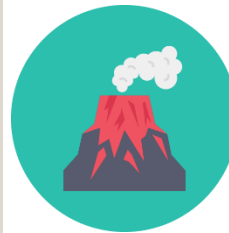
Volcanoes

We will explore a world map, identifying the northern and southern hemisphere, and the equator, building on our learning from KS1. We will locate some famous volcanoes around the world, learning interesting facts about them and why they are famous. Exploring photographs and labelled diagrams, we will learn what causes a volcano to erupt, what happens during an eruption, and its impact on the surrounding environment. We will learn about the three types of volcanoes, how they are formed and why they are different, and find out the difference between an extinct, active and dormant volcano. We will discover what tectonic plates are and identify which plates different countries lie on. We will understand how these plates move and how this can cause volcanoes, and other disasters. We will look at the 'ring of fire' and identify why volcanoes particularly occur along fault lines. Finally, we will explore why people live in volcanic areas and what the benefits can be, what about some of the different species of flora and fauna that live in these areas.

Geography Curriculum Map

Key Vocabulary

Northern Hemisphere, Southern Hemisphere, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. Mountain, hill, Greater London, population, growth, immigration, trading, finance, suburbs, Greenwich Meridian, Prime Meridian, migrants, Baltic Sea, Mediterranean Sea, Arctic Ocean, Vatican City, languages, France, Italy, Spain, Germany, Russia, Ukraine, Iceland, barren hostile, vegetation, arid, precipitation, desertification, sandstorm, dust storm, sand dunes, adaptation, biomes, climate zone, vegetation belts, tundra, fair trade, estuary.

Our European Neighbours

We will remind ourselves of the seven continents before looking more closely at a map of Europe. We will compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. We will find out facts about Europe and annotate maps. We will explore the names and locations of other European countries, annotating maps of Europe with the names of these countries. We will then explore some human features of these European countries, including flags, currencies and governments. We will identify the capital of cities of a variety of European countries, using maps to locate capital cities and starting to explore features of some major cities. We will then choose two major capital cities and compare their physical and human features.

Year 4

Autumn Term 2

**Spring Term 2**

Summer Term 2
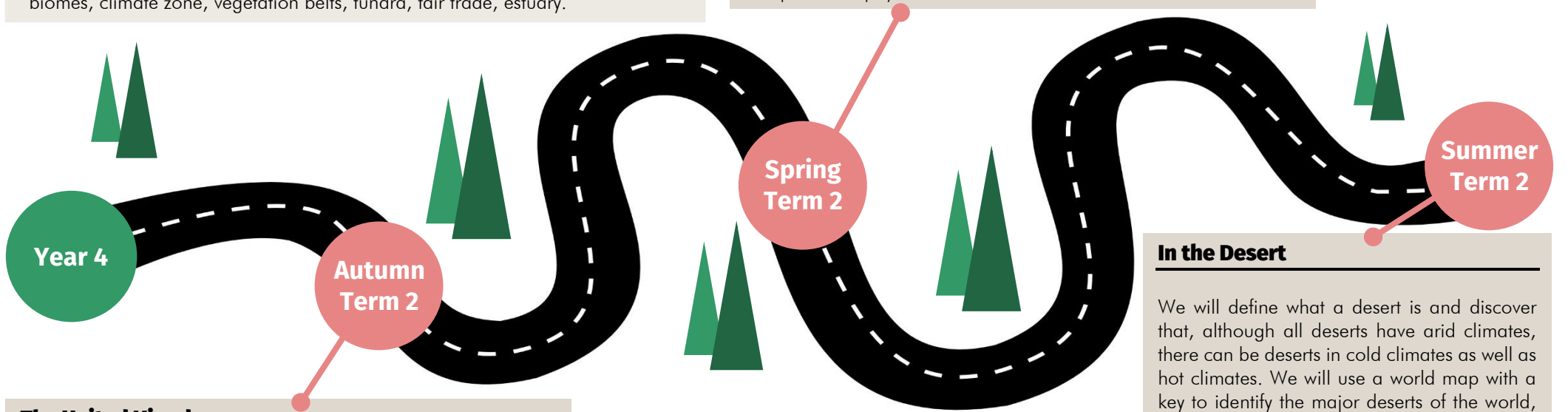
The United Kingdom

We will revisit prior learning by naming the UK's capital cities before moving on to locate and label key cities across the UK. We will name the seas surrounding the UK and some of the main rivers. We will understand what a county is and find ours on a map. We will develop our ability to use compass points to describe a location relative to another. We will find and name areas of higher ground on a map of the UK. We will find out who first settled in London and describe some ways that London has changed since AD 43. We will identify London as the location of the Prime Meridian. We will describe how the UK population has changed over time and identify where some immigrants to the UK came from.

In the Desert

We will define what a desert is and discover that, although all deserts have arid climates, there can be deserts in cold climates as well as hot climates. We will use a world map with a key to identify the major deserts of the world, and find out some interesting facts about them. We will further explore and compare the climates of various major deserts around the world, using graphs and charts to find, present and interpret information. We will explore some different types of desert formations, such as sand dunes, salt flats, pillars and arches, and find out how they were formed. We will that even though deserts are inhospitable for human habitation, there are ways in which they are used by humans, such as filming, leisure, military testing. We will also discover some of the natural resources found in deserts, such as diamonds, salt and oil.
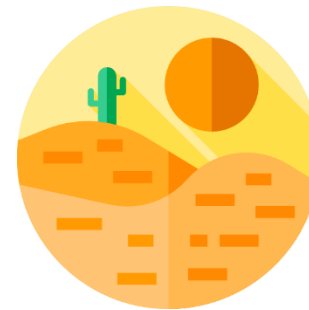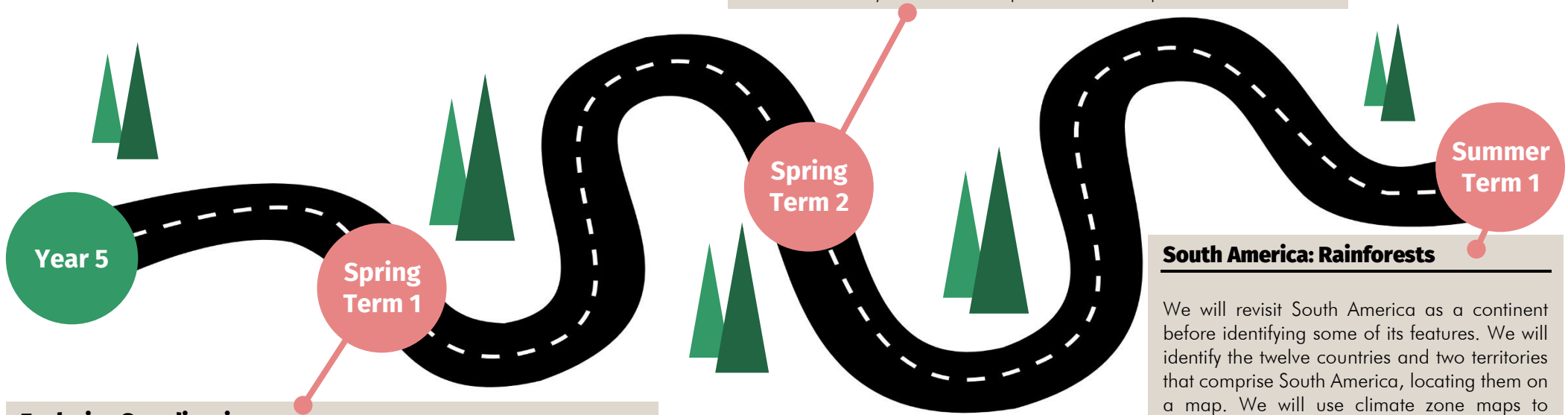
Geography Curriculum Map

Key Vocabulary

Norway, Denmark, Sweden, Oslo, Copenhagen, Stockholm, Nordic cross, Baltic Sea, Norwegian Sea, North Sea, northern lights, polar night, midnight sun, deposition, erosion, meander, source, mouth, tributary, water cycle, ox-bow, delta, channel, confluence, levee, waterfall, gorge, precipitation, condensation, evaporation, run off, tropical, temperate, monsoon, species, microorganisms, oxygen, carbon dioxide, photosynthesis, undergrowth, canopy, understory, emergent, forest floor, deforestation, ecosystem.

Investigating Rivers

We will explore what the water cycle is and why it is important. We will describe each process of the water cycle using appropriate vocabulary. Will learn how rivers are formed by explaining the processes of erosion and deposition. We will then build on LKS2 knowledge and find out about the journey of a river from source to mouth. We will learn about the features of rivers, including deltas, tributaries and meanders. Will find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. We will explore some of the causes of river pollution and the effects this has on the environment. We will find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home. We will consider ways in which river pollution can be prevented.

Year 5

Spring Term 1

Spring Term 2

Summer Term 1

South America: Rainforests

We will revisit South America as a continent before identifying some of its features. We will identify the twelve countries and two territories that comprise South America, locating them on a map. We will use climate zone maps to explore climate zones, taking a closer look at the various climate zones in South America. We will learn about different climates, such as temperate, arid and subtropical, and describe the features of these. We will identify the Andes of South America as the largest mountain range in the world, locating them on a map and discovering how they were formed. We will also identify some facts about this mountain range and explore how it is used by the people who live there. We will consider the concept of world trade and recognise some of the products we use that may come from South America.

Exploring Scandinavia

We will identify the three countries that make up Scandinavia and learn the difference between Scandinavian and Nordic countries. We will locate these countries, as their capital cities, on a world map. We will explore the climate zones of northern Europe, focusing on Scandinavia in particular. We will use line graphs to explore and compare average temperatures. We will explore how the seasons affect the hours of daylight and how climate informs national activities and identity. We will start to identify some of the main features of Scandinavia. We will explore the physical features of Scandinavia, including glaciers, fjords, mountains, lakes and waterfalls. We will then compare the human geography of the three Scandinavian countries. Finally, we will compare and contrast an area of the UK with an area in Scandinavia.
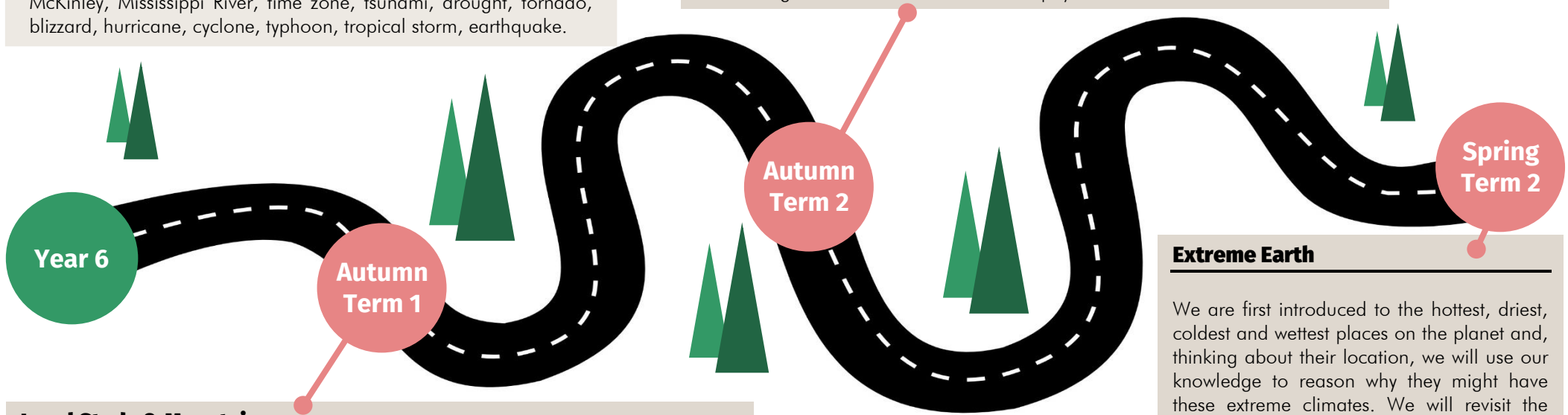
Geography Curriculum Map

Key Vocabulary

Mountain range, summit, slopes, face, ridge, valley, tectonic plates, collide, force, pressure, fault lines, fold mountains, Pennines, Grampians, Cambrians etc. natural disaster, altitude, global, precipitation, average temperature, Hoover Dam, Panama Canal, Grand Canyon, Niagara Falls, Death Valley, Hubbard Glacier, Rocky Mountains, Samana Peninsula, Bryce Canyon, The Great Lakes, Redwood Forest, Maracas Bay, Escambray Mountains, Mount McKinley, Mississippi River, time zone, tsunami, drought, tornado, blizzard, hurricane, cyclone, typhoon, tropical storm, earthquake.

North America

Familiar with the continents, we will identify North America on a map and learn how it is organised into areas. We will identify the 23 countries that comprise North America and locate them on a map. We will look at a global climate zone map to identify climate patterns around the world. We will then explore some of the different climate zones in North America. We will identify some features of North America, including the Grand Canyon and Niagara Falls, finding out how they were formed. We will also explore some human features and landmarks, such as the Panama Canada and the Hoover Dam. We will identify why different parts of the world have different time zones and use time zone maps to work out time differences between various locations in North America, and the rest of the world. Using our prior learning on our local area, we will compare it with a specific area in North America, considering similarities and differences of physical and human features.

Year 6

Autumn Term 1

Autumn Term 2

Spring Term 2

Extreme Earth

We are first introduced to the hottest, driest, coldest and wettest places on the planet and, thinking about their location, we will use our knowledge to reason why they might have these extreme climates. We will revisit the water cycle and reflect on what happens to environments when there is drought and who this can affect. We will then learn about earthquakes and how the movement of the tectonic plates cause them, linking to our previous learning. We will explore and discuss the effects that earthquakes can have on a community and how earthquakes can be measured using the Richter scale. We will use our understanding of earthquakes to describe how a tsunami is created and will look in detail at the effects of the 2004 Boxing Day tsunami and its lasting effects on the environment.

Local Study & Mountains

We will undertake a local study of East Cowes, including fieldwork and investigation. We will consider the physical and human features in, and around, our local area. We will then move onto mountains. Developing our prior knowledge, we will explore the ways the Earth's tectonics plates and molten rock form different types of mountains. We will use maps and atlases to identify major mountain ranges around the world. We will investigate the climate of mountain ranges and how the altitude affects the weather, as well as what kind of plants and trees can grow. We will look at the temperatures for Mount Everest and how they change throughout the year. Finally, we will discuss the various uses of mountains and mountain ranges by different industries, including tourism. We will think of the impact that tourism might have on the mountain environment. We will consider the positive and negative impacts and come to our own conclusions about whether or not visiting a mountain as a tourist is a good or bad thing.