



EYFS	0 – 3 Preschool	3 – 4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum
EYFS area of Learning	Understanding the World			
Foundational Knowledge: People, Culture and Community	<p>Enjoys playing with small-world models which represent a range of people, cultures and communities.</p> <p>Notice they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Show an understanding that others don't always enjoy the same things.</p> <p>Develop positive attitudes about the differences between people.</p>	<p>Compare and contrast characters from stories, including figures from different cultures.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p>
Foundational Knowledge: The Natural World	<p>Notices detailed features of objects in their environment.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Identify the key features of the life cycle of an animal or plant.</p> <p>Show an interest in the need to respect and care for the natural environment and all living things.</p>	<p>Draw information from a simple map and learn about the place where they live (Superhero Me!).</p> <p>Recognise the seasonal changes which take place and related weather patterns (Sparkle and Shine).</p> <p>Compare different environments to where they live, creating basic maps (Once Upon a Time).</p>	
Early Learning Goal	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate 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 knowledge from stories, nonfiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> 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. 			

Geography Curriculum Map



Year 1	Autumn 1.1	Spring 1.2	Summer 1.3
National Curriculum	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>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.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>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.</p>

Geography Curriculum Map



	Where do I live?	Can I See the Sea?	Is our climate different to Kenya's?
Substantive Knowledge	<p>To know where they live (Meon Vale, Stratford-Upon-Avon and Warwickshire):</p> <ul style="list-style-type: none"> Where are we in our world? <p>To know where they are in the country:</p> <ul style="list-style-type: none"> What are the human and physical features of Meon Vale? 	<p>To know about the four countries of the United Kingdom:</p> <ul style="list-style-type: none"> What do I know about England? What do I know about Scotland? What do I know about Wales? What do I know about Northern Ireland? <p>To use world maps, atlases, and globes to identify the United Kingdom, its four countries and the surrounding seas.</p> <p>Name, locate and identify characteristics of the four countries of the United Kingdom, their capital cities, and the surrounding seas:</p> <ul style="list-style-type: none"> What are the names of our surrounding seas? 	<p>Use basic geographical vocabulary to refer to key physical features, including season and weather.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
Disciplinary Knowledge	<p>How can we use maps?</p> <p>How are we changing Meon Vale? (CC)</p> <p>Who lives here? (SD)</p>	<p>How is the coast different to Meon Vale? (SD)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country:</p> <ul style="list-style-type: none"> Where is Kenya? Who lives there? (SD) How are the climates in Meon Vale and Kenya different? (SD) <p>What is climate change and how is it impacting our world? (E)</p>

Geography Curriculum Map



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interleaved Links</p>	<p>In EYFS the children begin to gain a basic understanding their immediate local geography, through observations and local awareness.</p> <p>In 1.1 they will build on this by deepening their knowledge of their immediate surroundings. Looking explicitly at the human and physical features of their surrounding area.</p> <p>In 2.1, the children will explore their wider surroundings, including local towns (Stratford-upon-Avon).</p> <p>In 3.1, this will widen even further to developing a strong knowledge of the UK including key cities, counties near to us, and understanding how being an island shapes us (coasts and seas).</p> <p>When the children reach 4.1, they will broaden their knowledge to include Europe.</p> <p>5.1 will include a focus on both North and South America, allowing the children to journey through both continents.</p> <p>Finally, in 6.1, the children will recall everything they have learnt about their world to develop an understanding of time zones, latitude and longitude, and the Arctic and Antarctic Circles. This final piece of the puzzle will allow children to have a clear picture of how the world is structured.</p>	<p>EYFS enables children to develop an awareness of their immediate local surroundings. They discuss what is similar and different about their home compared to homes of book characters.</p> <p>In 1.2 the children build on their knowledge from EYFS and 1.1. The children deepen their knowledge of their local environment by learning about the four countries of the United Kingdom, and where they are within this.</p> <p>In 2.1 they will explore this further by thinking about Stratford Upon Avon and where this is within the United Kingdom. In 2.2, the children will develop an awareness of the seven continents and some significant physical features within the continents.</p> <p>In the unit ‘What do I know about the United Kingdom?’ in 3.2, the children will explore the fact that we are an island surrounded by oceans and seas. They will begin to understand that the UK is constantly changing due to our coasts. Also, during this unit, the children will have the opportunity to explore key cities and key counties within the UK in more detail.</p> <p>In 6.1, when using their locational knowledge to understand latitude, longitude and the equator, the children will gain a deeper understanding of where they are within a complex world.</p>	<p>In EYFS discussions about the weather are part of the children’s daily routine. They use fiction and non-fiction books to compare weather in different countries and climates.</p> <p>In 1.3, weather and seasonal changes will continue to be a part of the children’s daily routine. We will further their knowledge and understanding through observation and experiments that will enable them to explore and interpret weather patterns within their local area and compare this to a non-European country.</p> <p>These skills will be transferred and extended in 2.2 where the children will identify weather patterns and climate changes when learning about different continents.</p> <p>In 3.1, this learning will deepen further when exploring and comparing climate zones across Europe. Throughout 6.1, the children will build on their previous knowledge of weather and climate; specifically, when learning about the Northern and Southern Hemispheres and the equator.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Oceans, United Kingdom, London, human features, physical features, weather.</p>		

Geography Curriculum Map



Year 2	Autumn 2.1	Spring 2.2	Summer 2.3
National Curriculum	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>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.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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.</p>	<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
	What do we know about Stratford-upon-Avon?	What is a Continent?	Why are maps marvellous?
Substantive Knowledge	<p>Where are we in our world?</p> <p>Use basic geographical vocabulary to refer to: vegetation, season and weather § key human features, including: city, town, village, factory, farm, house, office, and shop:</p> <ul style="list-style-type: none"> What are the human and physical features of Stratford? 	<p>Name and locate the world's seven continents and five oceans:</p> <ul style="list-style-type: none"> What are the continents of the world? What are the oceans of the world? <p>Use basic geographical vocabulary to refer to: § key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, § key human features: port, harbour:</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key:</p> <ul style="list-style-type: none"> What would my classroom look like if I were a bird? What does Meon Vale look like on a map?

Geography Curriculum Map



		<ul style="list-style-type: none"> • How could I get the closest to the Moon from Earth? (mountains) • Where are the deepest, darkest forests? 	
Disciplinary Knowledge	<p>How can I get to Stratford? (I)</p> <p>Who lives here? (SD)</p> <p>Should we change Stratford? (EI)</p>	Is the whole world the same temperature? (SD)	<p>How do I get to school? (EI)</p> <p>Where can my compass take me? (I)</p> <p>How do maps talk to us? (I)</p> <p>Where can my map take me? (I)</p>
Interleaved Links	<p>In 1.1, children learn about their local environment of Meon Vale and 2.1 they will compare this to their local town of Stratford Upon Avon. A focus will be identifying human and physical features of the town and comparing these to features previously identified within their local environment. They will delve deeper into the features of the town, using and understanding basic geographical vocabulary.</p> <p>In 3.1 they will apply the vocabulary and skills developed in key stage 1 to learn about the UK. This will support the children's locational knowledge of where they are within their country and what major cities and counties are nearby.</p> <p>A physical feature that the children will discuss as part of their learning within 2.1 will be the river Avon. In 4.2, the children will be able to use this local knowledge to scaffold their learning about rivers.</p>	<p>In 1.2 the children learn about their wider environment of the United Kingdom and the four countries within it. They will identify and compare key human and physical features within each of the four countries.</p> <p>In 2.2, they will wider this area of learning to include all seven continents of the world, allowing them to compare and contrast, and have a greater understanding of how different the world is around them.</p> <p>When the children get to 4.1, they will focus on one continent, Europe. They will use their foundational knowledge of this continent to build and develop new knowledge.</p> <p>They will be able to compare their understanding of Europe when, in 5.1, they explore both North and South America. Vocabulary they have absorbed throughout previous units will support the children in being critical thinkers by the time they reach upper key stage 2.</p>	<p>In 1.1 the children extend their knowledge of their local environment. They explore bird eye view maps and images to gain an understanding of the local amenities and nearby towns.</p> <p>In 2.3 the children further this by learning basic map reading skills and skills of using a compass. These map and fieldwork skills will be used throughout all future units in the children's geography journey.</p>

Geography Curriculum Map



Vocabulary	Continents, oceans, United Kingdom, human features, physical features.
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Geography Curriculum Map



Year 3	Autumn 3.1	Spring 3.2	Summer 3.3
National Curriculum	<p>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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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>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.</p>	<p>Describe and understand key aspects 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.</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
	What do we know about the United Kingdom?	Where do our natural resources come from?	How is the world changing?
Substantive Knowledge	<p>Name and locate cities of the UK.</p> <p>Name and locate counties of the UK.</p> <p>Name and locate key topographical features:</p>	<p>Describe and understand the distribution of natural resources including:</p> <ul style="list-style-type: none"> • Energy • Food • Water 	<p>Identify characteristics of the five climate zones:</p> <ul style="list-style-type: none"> • Tropical • Dry • Temperate • Continental • Polar

Geography Curriculum Map



	<ul style="list-style-type: none"> • What areas of high ground can I find on a map? (Plot mountain ranges of UK) • Where does water flow in the UK? (Rivers) • How does being an island shape our country? (Coasts and seas) (SD) (I) 		
Disciplinary Knowledge	<p>Why would I visit Birmingham? (Settlement study) (SD)</p> <p>Why would I visit Warwickshire? (SD)</p>	<p>Where could my food come from? (Farming/food production within Warwickshire)</p> <p>Where could my water come from?</p> <p>Where could my energy come from? (I) (EI) (SD)</p> <p>Where do my natural resources actually come from? (I)</p>	<p>How are the climate zones changing? (CC)</p> <p>Can I change a climate zone? (EI)</p> <p>Will changing climate zones change lives? (SD)</p>
Interleaved Links	<p>In EYFS the children began developing their foundation knowledge of where they live.</p> <p>Then, in 1.1 and 1.2 this developed further, allowing the children to explore their local environment deeper and understand where this is in relation to the UK.</p> <p>In 2.2, the children begin to look wider at the world, considering where they are in relation to the world.</p> <p>Within 4.1, the children will develop a strong understanding of the continent the UK is part of and how countries within this same continent compare and contrast.</p> <p>3.1 allows children to identify where rivers flow within the UK, and 4.2 will allow them to understand how they flow.</p>	<p>In key stage 1 (1.1 and 2.1) the children develop an awareness of their local surroundings, including human and physical features, factories, farms, and other businesses.</p> <p>This will support the children's journey through 3.2 as they begin to understand where they could get their natural resources from within Warwickshire. The children's learning in 3.1 will also support this unit as the children will have developed a sense of what Warwickshire is like and what amenities there are within this county.</p> <p>When the children begin to explore where their natural resources actually come from, they will need their locational knowledge developed in 2.2 to support them in understanding where in the world their resources are travelling from.</p>	<p>In 1.3 the children will explore what is meant by climate, how this is different to weather, and how the climate is different in different parts of the world.</p> <p>In 3.3 this foundation knowledge will be used to be able to identify climate zones around the world and what impact these have on people and places.</p> <p>When exploring various continents in 4.1, 5.1 and 6.1, the children will understand what climate zones these continents are in when thinking about what life is like here.</p> <p>In 6.2, when learning about earthquakes and tsunamis, the children will need their understanding of climate zones to support them in understanding why these natural disasters happen.</p>

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	Similarly, in 3.1, children will identify where mountain ranges are in the UK, and in 5.2, they will develop their understanding around how mountains are formed and what they can offer a community.	In 6.2, the children will use their knowledge of natural resources and where they come from to develop their knowledge of trade links. They will learn about how they get the goods that they buy and the impact of this on our world.	
Vocabulary	Climate, maps, keys, symbols.		

Geography Curriculum Map



Year 4	Autumn 4.1	Spring 4.2	Summer 4.3
National Curriculum	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Describe and understand key aspects 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.</p>
	What do we know about Europe?	How do our rivers flow?	How can we make sure our lights stay on?
Substantive Knowledge	<p>Locate the worlds countries using maps to focus on Europe (including Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> • Where could I visit in Europe? (Countries and cities - focus on 10 largest by land mass) • What are the climate zones in Europe? 	<p>Describe and understand key aspects of rivers and the water cycle.</p> <ul style="list-style-type: none"> • What are the features of a river? • What is the water cycle? 	<p>Describe and understand the distribution of natural resources including energy.</p> <ul style="list-style-type: none"> • What do we use energy for? • What is the difference between renewable energy and non-renewable energy?

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	<ul style="list-style-type: none"> What areas of high ground can I find on a map? (Plot mountain ranges of Europe) 		
Disciplinary Knowledge	<p>Do country boundaries in Europe always stay the same? (CC)</p> <p>Why would I visit Greece? (Country focus) (SD)</p> <p>Why would I visit Athens? (Settlement study) (SD)</p>	<p>How do rivers change? (CC)</p> <p>How are rivers used? (I)</p> <p>What are the problems rivers can cause? (EI)</p> <p>Why is the Danube significant? (I)</p>	<p>Where does Europe get most of its energy from? (I)</p> <p>What are the issues with fossil fuels? (EI)</p> <p>Why and how should we reduce energy use? (EI)</p>
Interleaved Links	<p>In key stage 1 (1.1, 1.2, 2.1 and 2.3) the children develop a strong foundational knowledge about where they are within their world. 2.1 develops this knowledge further.</p> <p>In 3.2 the children began to consider where their natural resources come from around the world.</p> <p>In 4.1, they consider where Europe gets its power from.</p> <p>They will also identify the different climate zones within Europe, following on from previous learning in 2.2 when the children mapped climate zones globally. This allows repetition of learning and a focus on a smaller area of the world, an area that is important for the children to understand. Within this unit the children focus on a country and city within Europe. These places are chosen as it aligns with the History units for this year group (Ancient Greeks).</p> <p>The children's learning about mountain ranges within Europe in this unit will build on from where the</p>	<p>The children will briefly explore the river Avon when, in 2.1, they are identifying human and physical features of Stratford-upon-Avon.</p> <p>Rivers will next be discussed in 3.1 when the children will locate and plot key rivers on a map of the UK.</p> <p>4.2 allows children to fully understand how rivers formed, used, and what problems they can cause.</p> <p>During 6.2, when the children are learning about trade links, rivers will be a key element of this. The children will learn about how rivers around the world are used to transport goods from one place to another. They will also develop an awareness of what happens when rivers cannot be used to transport goods, and what impact this has of getting resources (linked to natural resources unit in 3.2).</p>	<p>In 4.1 the children will develop their locational knowledge of Europe as a continent. They will use this to support them during 4.3 because the children will explore where their energy comes from within Europe.</p> <p>In 1.3, the children briefly explore climate change and how it is impacting our world. This will become useful in 4.3 as the children begin to understand how fossil fuels are harming our world. They will also begin to consider how we can reduce our energy in order to keep our world clean and safe.</p>

Geography Curriculum Map



	children identified mountain ranges within the UK (3.1). They will then deepen their understanding further when they explore different types of mountains in 5.2.		
Vocabulary	Climate, maps, keys, symbols.		

Geography Curriculum Map



Year 5	Autumn 5.1	Spring 5.2	Summer 5.3
National Curriculum	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
	What do we know about the Americas?	What is life like with mountains and volcanoes?	What's happening to our biomes?
Substantive Knowledge	<p>Locate the worlds countries using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities:</p> <ul style="list-style-type: none"> • Study of Alaska • Settlement types in Canada • Comparative study of LA and New York • Understanding North America beyond the United States of America 	<p>Describe and understand key aspects of mountains and volcanoes:</p> <ul style="list-style-type: none"> • What are the different types of mountains? • What are volcanoes and why do they erupt? 	<p>Describe and understand key aspects of biomes and vegetation belts.</p> <ul style="list-style-type: none"> • What are the main biomes in the world? (Tropical rainforest, savannah, hot desert, temperate deciduous forests, boreal forests, tundra). <p>Identify features of:</p> <ul style="list-style-type: none"> • Tropical rainforest and hot desert.

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	<ul style="list-style-type: none"> • Study of deforestation and urbanisation in Brazil • Study of the Andes as a key topographical feature of South America 		
Disciplinary Knowledge	<p>Where would I live in Alaska? (Settlement study) (SD)</p> <p>Where would I live in Canada?</p> <p>LA or New York? (USA) (SD)</p> <p>Which continent is Mexico on? (North or South America)</p> <p>Where would I live in the Amazon? (EI) (Deforestation)</p> <p>How do the Andes impact where animals live? (How does this divide the continent?)</p>	<p>How is life different in the mountains? (SD)</p> <p>How can people live with volcanoes? (SD)</p> <p>How are volcanoes changing the world? (CC)</p>	<p>How are the biomes changing? (CC)</p> <p>Do my actions change the rainforest? (EI)</p> <p>Do my actions change deserts? (EI)</p>
Interleaved Links	<p>The children have previously developed an understanding of where they are within their world in 1.1, 1.2, 2.1, 2.2, 3.1 and 4.1. This unit (5.1) allows a contrast. Children will explore two continents on the other side of the world to where they live. Learning about different human and physical features, settlements, cultures.</p> <p>This unit poses the question ‘which continent is Mexico on?’ This allows children to consider structure of the world and how each country fits within this structure. The equator is revisited again in 6.1.</p> <p>Mountain ranges are a key factor within this unit, and learning developed here will be built on again in 5.2.</p>	<p>When identifying key mountain ranges, volcanoes and earthquake hotspots around the world, children will use their foundation knowledge of continents (2.2) to support their ability to do this.</p> <p>Mountains are initially explored in 2.2 when the children are identifying significant features of different continents. The children then revisit and build upon this knowledge when they locate and plot area of high ground on a map of the UK. This repetition allows vocabulary to develop into long-term memory.</p> <p>In 6.2, this initial knowledge of natural disasters will support the children when they begin to explore earthquakes and tsunamis.</p>	<p>5.3 builds upon the knowledge and skills children have developed within 4.3. They will explore how biomes are changing, just as they had explored how our world is changing due to fossil fuels.</p> <p>During 5.3 they will also be asked if our actions change the rainforest and deserts. The children’s locational knowledge of North and South America, in 5.1, and of the deserts in Kenya, in 1.3, will support them in answering the question confidently. Their understanding of climate zones, from 3.3, will also support here.</p>

Geography Curriculum Map



	<p>When the children first learn about continents, in 2.2, they identify significant forests.</p> <p>In 5.5, the children will recall what they learnt to support their new knowledge around the Amazon and deforestation.</p>		
Vocabulary	Natural disaster, climate, maps, keys, symbols.		

Geography Curriculum Map



Year 6	Autumn 6.1	Spring 6.2	Summer 6.3
National Curriculum	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).	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Describe and understand key aspects 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.
	Why does time matter?	What is life like with earthquakes and tsunamis?	Is global trade good for the world?
Substantive Knowledge	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):	Describe and understand key aspects of earthquakes: <ul style="list-style-type: none"> What are earthquakes and why do they happen? What are tsunamis and why do they happen?	Describe and understand key aspects of economic activity including trade links.
Disciplinary Knowledge	<p>Why do we need time zones? (I)</p> <p>How do latitude and longitude help us?</p> <p>Is there a difference between the Northern and Southern Hemispheres?</p> <p>Can I physically stand on the equator, the Tropics of Capricorn and Cancer?</p> <p>How far is it from the Arctic Circle to the Antarctic Circle?</p>	<p>Where in the world are most earthquakes likely to occur?</p> <p>How is life different in an earthquake zone? (SD)</p> <p>How do we protect against tsunamis? (CC)</p>	<p>Where do the products that I buy come from? (I) (PH)</p> <p>How do I get these products? (EI) (Sustainability)</p> <p>Does everyone benefit from global trade? (EI)</p> <p>What is the impact of global trade? (EI)</p> <p>How can I trade responsibly? (EI)</p>

Geography Curriculum Map



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interleaved Links</p>	<p>All previously taught locational knowledge of different countries and continents, taught in 1.1, 2.2, 3.1, 4.1, and 5.1, will be used to support learning throughout this unit.</p> <p>Map reading and orienteering skills that have developed from 2.3 and throughout KS2 will be used to identify places. They will also use these skills to place the Northern and Southern Hemispheres and equator on a map.</p> <p>Being able to understand the world, and how time zones are different will support children when thinking about global trade (6.3).</p>	<p>In 6.2, the children will rely on their locational knowledge of continents from 4.1, 5.1 and 6.1 when exploring where earthquakes and tsunamis are most likely to occur. To understand why they are most likely to occur in these places, they will need to use knowledge developed in 3.3 and 5.3, about climate zones and biomes.</p> <p>The children will have previously learnt about volcanoes in 5.2. Information about natural disasters from this unit of work will benefit the children during 6.2.</p>	<p>When exploring global trade, the children will rely on the locational knowledge they have developed through 3.1, 4.1, 5.1 and 6.1.</p> <p>The children have considered the idea that not everything we need to survive comes from local places when exploring where our natural resources come from in 3.2. This will support them when beginning this unit of work.</p> <p>Looking at the impact of various actions that we, as humans, take or cause, is a theme that has run through 3.3, 4.3, 5.3, and now 6.3. Each year also allowing the children to think about how they can make a change and be responsible.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Natural disaster, climate, longitude, latitude, equator, maps, keys, symbols.</p>		