



Subject Curriculum Map

Subject: Geography

	Term 1	Term 2	Term 3
	Human & Physical Geography		
Year 1	<p>Pupils communicate their preferences about the physical/natural and human/made features of places.</p> <p>To recognize my house and visit it to take photos.</p> <p>To create a picture of my house using collage materials.</p> <p>To visit a city or shops and understand this was made by people and is a human feature.</p> <p>To visit a farm to identify the differences between this and the city.</p> <p>To show an awareness of the differences between physical/natural and human/manmade features of places</p>	<p>They begin to use symbols to represent direction, and can represent and record key features of a place by using models or symbols.</p> <p>To use forwards and back symbols to describe how to get to a familiar area of the classroom.</p> <p>To use left and right symbols to describe which way to get to a familiar area of the classroom.</p> <p>To follow directions given by an adult to find buried treasure.</p> <p>To record key features of an area in school using symbols.</p> <p>To make a model of a familiar area in school to record its key features.</p>	<p>They can answer simple questions about places and people, for example 'who can help us?'</p> <p>To begin to understand who can help us in our community – police, firemen/women, paramedic, doctor, mum, dad, teachers.</p> <p>To role play people who help us and dress up as police, firemen/women, doctors, nurses, teachers, mummies and daddies.</p> <p>To understand where to find people who help us e.g. mum/dad – home, teachers – school, police – police station, doctors – hospital</p> <p>To visit a police station and understand who works there and what they do.</p> <p>To visit a fire station and understand who works there and what they do.</p>

	<p>They show their awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places [for example, 'cars here' on a noisy street, 'cars gone' in the park]</p> <p>To recognize my house and visit it to take photos.</p> <p>To create a picture of my house using collage materials.</p> <p>To visit a city or shops and use symbols or words such as 'busy', 'cars' and 'noisy'.</p> <p>To visit a farm and use symbols or words such as 'no cars', 'quiet' and 'animals'.</p> <p>To show an awareness of the differences between physical/natural and human/manmade features of places</p>	<p>Pupils consolidate a sense of place and direction [for example, they can follow set routes around familiar places]</p> <p>To follow forwards and back symbols to get to a familiar area of the classroom.</p> <p>To follow left and right symbols to get to a familiar area of the classroom.</p> <p>To follow symbols and arrows to find buried treasure.</p> <p>To find key features of school using symbols as clues.</p> <p>To make a model of a familiar area in school to record its key features.</p>	<p>They can answer simple questions about places and people [for example, 'Who can help us?']</p> <p>To explore who can help us in our community – police, firemen/women, paramedic, doctor, mum, dad, teachers.</p> <p>To role play people who help us and dress up as police, firemen/women, doctors, nurses, teachers, mummies and daddies.</p> <p>To explore where to find people who help us e.g. mum/dad – home, teachers – school, police – police station, doctors – hospital</p> <p>To visit a police station and understand who works there and what they do.</p> <p>To visit a fire station and understand who works there and what they do.</p>
	<p>To begin to initiate interaction with peers and adults</p>	<p>To explore how to move around obstacles.</p>	<p>To show an awareness of other people</p> <p>To play alongside others</p>

	<i>To begin to develop my understanding of familiar single words</i>	<i>To play alongside others.</i>	
Year 2	<p>They show some understanding of environmental awareness and how it relates to their own lives and they express their views of the environment they find attractive or unattractive</p> <p>Pupils recognise the physical/natural and human/man made features of places</p> <p><i>To learn about an animal and what it needs to live, why should we treat it with care/concern? To use symbols to answer questions about an animal.</i></p> <p><i>To handle an animal and be gentle with it, learn about how we care for animals and why we need to be kind. Use symbols to record what the animal looks like and how we can be kind.</i></p> <p><i>To visit a local area and describe what they think of it, what do they like/not like?</i></p> <p><i>To look at photographs of an area and describe what they think of it, what do they like/not like?</i></p>	<p>They use simple geographical language to communicate their ideas about various location functions and roles- representations on maps and plans</p> <p>Pupils recognise the physical/natural and human/man made features of places</p> <p><i>To look at simple maps and explore their symbols – what do they represent?</i></p> <p><i>To make a sensory map/plan of school using large symbols and physical objects.</i></p> <p><i>To explore physical features in the school area and talk about why they are there.</i></p> <p><i>To explore human features in the school area and talk about why they are there.</i></p> <p><i>To look at photographs and determine what features are physical and what features are human.</i></p>	<p>They use resources given to them and their own observations to respond to simple questions about places and people</p> <p>Pupils show they have observed patterns or regular changes and features of objects, living thing and events.</p> <p>They treat living things and their environment with care and concern</p> <p><i>To learn about the environment, why not to drop litter, why to recycle, to use symbols to describe why we need to do this.</i></p> <p><i>To go litter picking and recycle what we find into categories e.g. plastic, glass, paper</i></p> <p><i>To explore litter, why should we pick it up? How does it look if we don't?</i></p> <p><i>To role play a familiar area in school being messy – how can we make it better? How does this make us feel?</i></p>

	<p><i>To visit a local area and describe what they think has been made by people (human)</i></p> <p><i>To visit a local area and describe what they think has been made by nature (physical)</i></p>	<p><i>To visit an area we have seen on a map/plan and try to find the features we looked at.</i></p>	<p><i>To plant a tree / seed and watch it grow, look after it, care for it. Record how it has grown using symbols.</i></p> <p><i>To move the plant we have grown outside and let it grow.</i></p>
	<p>Pupils understand the differences between the physical/natural and human/made features of places</p> <p><i>To learn about an animal and what it needs to live, why should we treat it with care/concern?</i></p> <p><i>To handle an animal and be gentle with it, learn about how we care for animals and why we need to be kind.</i></p> <p><i>To visit a local area and describe what they think of it 'I like it/I don't like it'</i></p> <p><i>To look at photographs of an area and describe what is natural / what is man-made.</i></p> <p><i>To visit a local area and describe what they think has been made by people (human)</i></p>	<p>They use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas</p> <p><i>To look at a familiar place (pictures/real life) and draw / choose a symbol to represent it.</i></p> <p><i>To make a sensory map/plan of school in a group using pictures and physical objects.</i></p> <p><i>To explore features in the school area and talk about what they are used for (symbol support)</i></p> <p><i>To make a map using symbols and large paper of an area in school.</i></p> <p><i>To look at photographs and determine what features are there and what are they used for (symbol support).</i></p>	<p>They treat living things and their environment with care and concern</p> <p><i>To learn about the environment, why not to drop litter, why to recycle.</i></p> <p><i>To go litter picking and recycle what we find into categories e.g. plastic, glass, paper</i></p> <p><i>To explore litter, is it natural or man-made? Should we pick it up?</i></p> <p><i>To role play a familiar area in school being messy – how can we make it better? How does this make us feel?</i></p> <p><i>To plant a tree / seed and watch it grow, look after it, care for it.</i></p> <p><i>To move the plant we have grown outside and let it grow.</i></p>

	<i>To visit a local area and describe what they think has been made by nature (physical)</i>	<i>To visit an area we have seen on a map/plan and try to find the features we looked at.</i>	
	<i>To understand that their actions cause a reaction and to repeat an activity to initiate this.</i> <i>To recognise familiar adults</i>	<i>To show awareness of how to manipulate and move objects.</i> <i>To seek help when I need it</i>	<i>To engage with copying actions to develop fine and gross motor skills.</i> <i>To develop anticipation e.g. ready, steady, go.</i>
Year 3	To 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. School and its environment- Not too far! Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Little Lever) Use photographs to recognise landmarks to recognise basic human and physical features. <i>To use pictures and symbols to create a map of school</i> <i>To identify the key human features of</i>	To use world maps and atlas, globe to identify the UK countries and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Key physical features including, beach, forest, hill, sea, river, season, and weather Key Human Features including city, town, farm and shop. <i>To identify hot places and the animals that live there.</i> <i>To identify cold places and the animals that live there.</i> <i>To identify the north and south poles</i>	To Identify seasonal and daily weather patterns in the UK Name, Locate and identify characteristics of the 4 countries of the UK and its surrounding seas. <i>To name the weather and explore what happens when the weather is like this, e.g. what clothes do we wear?</i> <i>Identify the seasons summer, winter, spring and autumn.</i> <i>To name and identify England and Scotland and explore its characteristics.</i> <i>To name and identify Wales and</i>

	<p>our school.</p> <p>To identify the key physical features of our school.</p> <p>To identify the key human features and landmarks of our local area.</p> <p>To identify the key physical features and landmarks of our local area.</p>	<p>on a world map/globe and talk about why it is cold here.</p> <p>To identify the equator on a map/globe and talk about why it is hot here.</p> <p>To identify human and physical features of a hot place</p> <p>To identify human and physical features of cold place.</p>	<p>Ireland and explore its characteristics.</p> <p>To learn about the seas surrounding the UK, where they are and to label them on a map.</p>
	<p>Pupils understand the differences between the physical/ natural and human/made features of places.</p> <p>Pupils communicate their preferences about the physical/ natural and human/made features of places.</p> <p>Pupils recognise the physical/natural and human/made features of places.</p> <p>To use pictures and symbols to create a map of school</p> <p>To identify the key human features of our school.</p> <p>To identify the key physical features of our school.</p>	<p>They show what they think about different people and environments and answer simple questions about places and people.</p> <p>They are aware of their role in caring for their own environment.</p> <p>They use simple geographical language to communicate their ideas about various locations, functions and roles.</p> <p>They use resources given to them and their own observations to respond to simple questions about places and people.</p> <p>To identify hot places and the animals that live there.</p>	<p>They use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas.</p> <p>They begin to use symbols to represent direction, and can represent and record key features of a place using models or symbols.</p> <p>They recognise simple symbols or representations on maps and plans. They show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive.</p>

	<p><i>To identify the key human features and landmarks of our local area.</i></p> <p><i>To identify the key physical features and landmarks of our local area.</i></p>	<p><i>To identify cold places and the animals that live there.</i></p> <p><i>To identify the north and south poles on a world map/globe and talk about why it is cold here.</i></p> <p><i>To identify the equator on a map/globe and talk about why it is hot here.</i></p> <p><i>To identify human and physical features of a hot place</i></p> <p><i>To identify human and physical features of cold place.</i></p>	<p><i>To name the weather and explore what happens when the weather is like this, e.g. what clothes do we wear?</i></p> <p><i>Identify the seasons summer, winter, spring and autumn.</i></p> <p><i>To name and identify England and Scotland and explore its characteristics.</i></p> <p><i>To name and identify Wales and Ireland and explore its characteristics.</i></p> <p><i>To learn about the seas surrounding the UK, where they are and to label them on a map.</i></p>
	<p><i>To begin to take turns</i></p> <p><i>To repeat an action to create a desired effect</i></p>	<p><i>To get my coat</i></p> <p><i>To express a preference from a choice of 2</i></p>	<p><i>To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc).</i></p> <p><i>To play alongside others</i></p>
Year 4	To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and	To name and locate the world's seven continents and five oceans To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest,	To study the geography of their school and its grounds and the key human and physical features of its surrounding environment

	<p>right], to describe the location of features and routes on a map</p> <p>To learn what a compass does and make and label one.</p> <p>To use a compass to find items in the classroom using compass directions.</p> <p>To use directional language to guide a peer on a treasure hunt.</p> <p>To use directional language to describe where something is on a map</p> <p>To use a beebot and describe where you are directing it to go using directional language e.g. left right</p>	<p>hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>To identify the worlds 7 continents</p> <p>To identify the worlds 5 oceans.</p> <p>To visit a beach / coastline and talk about the ocean and its features using symbols.</p> <p>To visit a forest and talk about the differences between this area and where we live. E.g. Does it have vegetation, soil etc..</p> <p>To understand what a mountain/ hill is and look at pictures or visit one.</p> <p>To complete a weather study, watch weather reports and understand about the types of weather we have in the UK.</p>	<p>To 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>To learn about an area of the UK and its human and physical features.</p> <p>To learn about an area of Europe (contrasting to the UK) and its human and physical features.</p> <p>To identify the similarities & differences between the two case study areas.</p> <p>To use pictures and symbols to create a map of school</p> <p>To identify the key human and physical features of our school.</p> <p>To identify the key human and physical features of our local area.</p>
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	<p>Pupils understand the differences between the physical/ natural and human/made features of places.</p> <p>Pupils communicate their preferences about the physical/ natural and human/made features of places.</p> <p>Pupils recognise the physical/natural and human/made features of places.</p> <p>To learn what a compass does and explore one – is it physical or human?</p> <p>To use a compass to find N, S, E, W in the classroom.</p> <p>To use guide a peer to find buried treasure using symbols, is the treasure physical / human?</p> <p>To describe where something is on a map using some geographical language / symbols.</p> <p>To use a beebot get it to follow a set of arrows/symbols.</p>	<p>They show what they think about different people and environments and answer simple questions about places and people.</p> <p>They are aware of their role in caring for their own environment.</p> <p>They use simple geographical language to communicate their ideas about various locations, functions and roles.</p> <p>They use resources given to them and their own observations to respond to simple questions about places and people.</p> <p>To express an opinion and experience the different continents using symbols and real objects.</p> <p>To express an opinion and experience the different oceans using symbols and real objects.</p> <p>To visit a beach / coastline and talk about the ocean and its features using symbols.</p> <p>To visit a forest and talk about its features. E.g. plants, dirt, rocks, water. Using symbols.</p>	<p>They use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas.</p> <p>They begin to use symbols to represent direction, and can represent and record key features of a place using models or symbols.</p> <p>They recognise simple symbols or representations on maps and plans. They show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive</p> <p>To label human features on real objects.</p> <p>To label physical features on real objects.</p> <p>To label hot and cold between two contrasting areas of the world.</p> <p>To use pictures and symbols to label a map of school</p>
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	<p><i>To show an awareness of other people</i></p> <p><i>To be aware of the effects of the movements I make.</i></p>	<p><i>To engage with copying actions to develop fine and gross motor skills.</i></p> <p><i>To begin to develop my understanding of familiar single words</i></p>	<p><i>To repeat an action and modify an actions to create a desired effect</i></p> <p><i>To gain attention from others</i></p>
Year 5	<p>Human geography including; types of settlement and land use, economic activity including trade link and the distribution of natural resources including energy, food, minerals and water.</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences</p> <p><i>To explore different types of settlements e.g. village, town, city.</i></p> <p><i>To understand different land use and economic activity e.g. farming, forest vs housing, industry.</i></p>	<p>Name and locate counties and countries 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 change over time)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>To locate countries of the UK on a map</i></p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of materials, including sketch maps, plans and graphs, and digital technologies.</p> <p><i>To understand the day and night cycle and how this occurs.</i></p> <p><i>To observe the human & physical features of a local park (e.g. Moses Gate).</i></p> <p><i>To observe the human & physical features of the village by creating a plan of the area.</i></p>

	<p>To discover how natural resources are distributed e.g. energy</p> <p>To discover how natural resources are distributed e.g. food</p> <p>To discover how natural resources are distributed e.g. water</p>	<p>To locate cities of the UK on a map</p> <p>To identify human characteristics of regions in the UK.</p> <p>To identify physical characteristics of regions in the UK e.g. mountains</p> <p>To identify physical characteristics of regions in the UK e.g. rivers</p> <p>To identify physical characteristics of regions in the UK e.g. coasts</p>	<p>To observe the human & physical features of a local street (e.g. Masefield Rd) using digital technologies.</p> <p>To make a map/plan of school using symbols and a key for a peer to follow.</p>
	<p>To explore different types of settlements e.g. village/ city. with symbol support.</p> <p>To understand different land use and economic activity e.g. farming vs housing. with symbol support.</p> <p>To discover how natural resources are distributed e.g. energy, with symbol support.</p> <p>To discover how natural resources are distributed e.g. food with symbol support.</p>	<p>To locate countries of the UK on a map</p> <p>To locate major cities of the UK on a map using symbols.</p> <p>To identify human characteristics of the UK e.g. Big Ben, London Eye, Buckingham Palace, Angel of the North, train lines, Hadrian's wall.</p> <p>To identify physical characteristics of regions in the UK e.g. mountains</p> <p>To identify physical characteristics of regions in the UK e.g. rivers</p>	<p>To understand day and night cycle and what comes out at night? What comes out in the day?</p> <p>To observe the physical features of a local park (e.g. Moses Gate).</p> <p>To observe the human features of the village by creating a plan of the area.</p> <p>To observe the human & physical features of a local street (e.g. Masefield Rd) using digital technologies.</p> <p>To label a map/plan of school using</p>

	<i>To discover how natural resources are distributed e.g. water with symbol support.</i>	<i>To identify physical characteristics of regions in the UK e.g. coasts</i>	<i>symbols.</i>
	<i>To begin to understand that some things are theirs, some things are shared and some things belong to other people.</i> <i>To begin to be aware of myself and what I look like</i>	<i>To explore and access different surfaces e.g. uneven/uphill/downhill.</i> <i>To begin to develop my understanding of familiar single words</i>	<i>To be able to find familiar objects in their correct places.</i> <i>To repeat an action to create a desired effect</i>
Year 6	Describe and understand key aspects of; physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. To explore climates across the world. To understand and learn about rivers across the world To understand where mountains are and their features. To learn about earthquakes and volcanoes To understand the water cycle. To understand biomes and vegetation belts.	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. To locate some countries of the world (with a focus on Europe) To locate Russia, North and South America on a globe/world map. To be able to name some of the countries of the world and their physical and human features. To be able to name some of the countries of the world and their major	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. 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) To observe & record the human & physical features of a local park (e.g. Moses Gate) by drawing a sketch map. To observe & record the human &

		<p>cities. To discuss countries of the world and their environmental regions.</p>	<p>physical features of the village a plan of the area.</p> <p>To observe & present the human & physical features of a local street (e.g. Masefield Rd) using digital technologies.</p> <p>To label the equator, northern and southern hemispheres</p> <p>To label the Arctic and Antarctic circles and learn about their similarities and differences.</p> <p>To identify time zones and how these change in summer / winter and when we go on holiday. (GMT)</p>
	<p>To explore hot and cold places across the world.</p> <p>To understand and learn about a river in our world e.g. the amazon, the Nile.</p> <p>To understand where mountains are and their features.</p>	<p>To label some countries of the world (with a focus on Europe)</p> <p>To locate North and South America on a globe/world map.</p> <p>To be able to name some of the countries of the world and their physical features.</p>	<p>To observe & record human features of a local park (e.g. Moses Gate) by drawing a sketch map</p> <p>To observe & record the physical features of the village and make a plan of the area.</p> <p>To observe & present the human & physical features of a local street (e.g.</p>

	<p><i>To learn about earthquakes and volcanoes (AR app?)</i></p> <p><i>To understand how it rains (the water cycle)</i></p> <p><i>To understand why plants grow in certain places.</i></p>	<p><i>To be able to name some of the countries of the world and their major cities. (human)</i></p> <p><i>To discuss countries of the world and their weather.</i></p>	<p><i>Masefield Rd) using digital technologies.</i></p> <p><i>To label the equator, northern and southern hemispheres</i></p> <p><i>To label the Arctic and Antarctic circles and learn about how they are the same.</i></p> <p><i>To identify time zones and how these change in summer / winter and when we go on holiday. (GMT)</i></p>
	<p><i>To explore and access different surfaces e.g. uneven/uphill/downhill.</i></p> <p><i>To express a preference from a choice of 2</i></p>	<p><i>To be able to find familiar objects in their correct places.</i></p> <p><i>To begin to develop my understanding of familiar single words</i></p>	<p><i>To repeat an action to create a desired effect</i></p> <p><i>To begin to show an understanding of cause and effect</i></p>