St. Paul's

GEOGRAPHY CURRICULUM MAP

YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	**What if you could go back in time?**	**Who are our neighbours?**	**Antarctica - where is it?**	**What if we didn't have aeroplanes?**	**Superheroes- do they live amongst us?**	**What if you got lost at sea?**
		• 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	• Name and locate the world's 7 continents and introduce the concept of 5 oceans • Use world maps, atlases and globes to identify the United Kingdom, continents, appropriate countries linked to children's roots and topic. • Identify seasonal and daily weather patterns of the UK and the North and South Poles. • Use basic geographical vocabulary to refer to: key physical features & key human features.	• 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. • 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. • 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	•	• 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. • Revisit: name and locate the world's 7 continents and 5 oceans
2	**What if you could design your perfect house?**	**What if you could choose a capital city for the UK?**	**Should we be grateful for the Great Fire of London?**	**What if you lived in India?**	**Going into the unknown - is it brave or reckless?**	**What if you lived beside the seaside?**
		• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. • 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		• 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 • 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. • 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		• name and locate the world's 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • use basic geographical vocabulary to refer to: key physical features & key human features. • 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 • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple
3	**Would you prefer to live during the Stone age or Iron age?**	**What if the ground started to move?**	**What if you lived in Ancient Egypt?**	**What if you lived in a different country?**	**What if the Romans had never invaded Britain?**	**What if you were a town planner for Nuneaton?**

		• describe and understand key aspects of: physical geography- volcanoes, Tsunamis, earthquakes		• 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		• 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
4	**What if you had to climb a mountain?**	**What if you had to choose: Athenian or Spartan?**	**Where in the UK would you live?**	**What if you were born in Anglo-Saxon times?**	**What if a river took a different course?**	**What if there was still mining in Nuneaton?**
	• describe and understand key aspects of physical geography - mountains • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle		• 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		• describe and understand key aspects of physical geography - rivers & the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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. • Name and locate counties and cities of the UK, 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.	• 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
5	**What if there were no rainforests?**	**What if the Vikings had never invaded?**	**What if we didn't have a monarchy?**		**What if you lived in Mexico?**	**What if we didn't have medicine?**
	• describe and understand key aspects of: physical geography, climate zones/biomes				• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in North or South America. •	
6	**Could you survive?**	**Can you have a balance of power?**	**Is the earth fractured or flourishing?**	**What if the Mayans never existed?**	**Does the punishment fit the crime?**	**What if the Empire fell? Why did the sun set on the British Empire?**
	• describe and understand key aspects of physical geography -		• human geography, including: types of			

	climate zones, biomes, volcanoes and earthquakes • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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) • use the 8 points of a compass, 4- and 6-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		settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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			