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| **Curriculum Map: Geography** | | | | | | |
| **Year 1/3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Evolution** | **We are Yorkshire** | **Once Upon A Time** | **Is There Anyone Out There?** | **Making a Difference** | **Battles/Events That Shape The World** |
| **Star Gazers** | **Land Ahoy** | **Tomorrow’s World** | **Muck/Mess and Mixtures** | **Fallen Fields** | **ID** |
| ***Early Years/KS1*** | | | | | |
|  | **Locational Knowledge**  Name & locate the world’s 7 continents & 5 oceans  Name, locate and identify characteristics of the 4 countries & capital cities of the UK & its surrounding areas  Also take the opportunity to focus upon the characteristics of Yorkshire  (CY1)  \*Suggested visit: School grounds/landscape surrounding area (Leavening Village)  \*Suggested visit:  Explorienteering  Explore the landscape of the Yorkshire arboretum through orienteering. Discover map skills and team work.  <https://static1.squarespace.com/static/5698dce9a128e639e56ee9d0/t/613b2093cafdb872f7dc1e00/1631264935222/Outdoor+education+2017.pdf> | **Human and Physical Geography**  Wonderful Weather  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 & the North & South Poles  Use basic geographical vocabulary to refer to key physical & key human features (CY3) | **Place Knowledge/**  **Geographical Skills & Fieldwork/Human & Physical Geography**  Our School  Use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment  Use simple compass directions & locational & directional language, to describe the location of features & routes on a map  Use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; & use & construct basic symbols in a key  (CY1)  \*Suggested visit: School grounds/surrounding area (Leavening Village)  Besides the Seaside  Key geographical features of the seaside, both human and physical. Learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest our own locality using maps, aerial photograph, webcams and developing their key vocabulary. Learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time.  (CY3)  \*Suggested Visit: Seaside visit, such as Whitby, Filey, Scarborough, Robin Hood’s Bay |  | **Place Knowledge**  Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK, & of a small area in a contrasting non-European country - focus upon London & compare London with Beijing  (CY3) |
| ***KS2*** | | | | | |
| **Locational Knowledge/**  **Place knowledge/**  **Geographical skills & Fieldwork (UK)**  Name and locate countries and cities of the UK, geographical regions & their identifying human & physical characteristics, key topographical features, & land-use patterns; & understand how some of these aspects have changed over time  Understand geographical similarities & differences through the study of human & physical geography of a region of the UK  Use maps, atlases & digital/computer mapping to locate countries & describe features studied  (CY3)  \*Suggested visit: Pickering Castle (Type of Settlement & land use):<https://www.englishheritage.org.uk/visit/places/pickering-castle/school-visits/> | **Human & Physical geography**  Describe & understand key aspects of  Rivers & the Water Cycle (CY3)  \*Suggested School Visit: Yorkshire Water  <https://www.yorkshirewater.com/education/teachers/school-visits/>  \*Suggested Live Events/Online Lessons Yorkshire Water:  <https://www.yorkshirewater.com/education/teachers/>  \*Yorkshire Water suggested visit (Tophill Low Nature Reserve, Driffield):  <https://www.yorkshirewater.com/education/teachers/tophill-low/>  \*Suggested visit: Howsham Mill (Rivers & Maps - children learn about the features of a river, make waterwheels): <https://www.howshammill.org.uk/rivers_maps/>  \*Suggested visit: <https://www.northyorkmoors.org.uk/about-us/school-and-group-visits/schools-and-colleges/key-stage-2/River-Investigation-KS2.pdf> | **Geographical Skills & Fieldwork**  Use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied  **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(Y3/4 Somewhere to Settle, Y5/6 Trade and Economics) CY1)  \*Suggested School Visit: Field Trip at Robin Hoods Bay – use the Old School House as a base for day experience  <https://www.oldschoolhouserhb.co.uk>  **Human & Physical Geography**  Describe & understand key aspects of Climate Zones/Climate Change  (CY3) |  | **Locational Knowledge/Place Knowledge/**  **Geographical Skills & Fieldwork (Europe)**  **Human & Physical Geography -**  Describe & understand key aspects of mountains & volcanoes  (CY1)  \*Suggested visit: Earthquakes & Volcanoes Workshop (KS2) - <https://www.schoolworkshopdirectory.co.uk/school-workshops/earthquakes-and-volcanoes-workshop> | **Locational knowledge**  Locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries & major cities (CY3)  **Place Knowledge**  Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.  (CY3)  **Geographical Skills & Fieldwork**  Use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied (CY3)  \*Suggested visit:  <https://www.northyorkmoors.org.uk/about-us/school-and-group-visits/schools-and-colleges/key-stage-2/Geocaching-KS2-2014.pdf> |
| **Year Y2/4** | **Inspiring Inventions** | **What A Performance** | **Media Makers** | **A Country Life** | **Journeys into the Unknown** | **Time Traveller** |
| **Blood, Bottom, Burps** | **Heroes and Villains** | **Memory Box** | **It’s A Wonderful World** | **The Enchanted Woodland** | **Natural Disasters** |
| ***Early Year/KS1*** | | | | | |
|  | **Locational knowledge/ Geographical Sills & Fieldwork**  The UK & the Wider World  Name & locate the world’s 7 continents & 5 oceans  Name, locate and identify characteristics of the 4 countries & capital cities of the UK & its surrounding areas  Use world maps, atlases & globes to identify the UK and its countries as well as the countries, continents & oceans studied at this key stage  (Could study this in the context of Sensational Safari)  (CY2) |  | **Place Knowledge/**  **Human & Physical Geography/**  **Geographical Skills & Fieldwork**  Our Local area  Study/compare the key human & physical features of Leavening vs York  Use simple compass directions & locational & directional language, to describe the location of features and routes on a map  Use aerial photographs and plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; & use & construct basic symbols in a key  (CY2)  \*Suggested visit: Field trip around Leavening & compare with a Field trip in York (such as museum/farm)  **Locational knowledge/ Geographical Sills & Fieldwork**  What a Wonderful World!  The UK & the Wider World  Name & locate the world’s 7 continents & 5 oceans  Name, locate and identify characteristics of the 4 countries & capital cities of the UK & its surrounding areas  Use world maps, atlases & globes to identify the UK and its countries as well as the countries, continents & oceans studied at this key stage  (CY4) | **Place Knowledge**  Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK, & of a small area in a contrasting non-European country - focus upon London & compare London with Brasilia  (CY4) | **Human & Physical Geography**  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 & the North & South Poles  Use basic geographical vocabulary to refer to key physical & key human features  (CY4) |
| *KS2* | | | | | |
| **Place Knowledge/**  **Geographical skills & Fieldwork**  Yorkshire – make links with the development of railways – opportunity for a rail visit to big city  Understand geographical similarities & differences through the study of human & physical geography of a region of the UK  Use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods  (CY2)  \*Suggested visit:  <https://www.nymr.co.uk/Pages/Category/school-visits> | **Place knowledge/Human and Physical Geography**  Compare UK to Eastern European Country  Understand geographical similarities & differences through the study of human/physical geography of a region of UK & through making comparisons with a region in a European county  Human geography, including: types of settlements & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals and water  (CY2)  \*Suggested visit:  <https://www.northyorkmoors.org.uk/about-us/school-and-group-visits/schools-and-colleges/key-stage-2>  <https://www.northyorkmoors.org.uk/about-us/school-and-group-visits/schools-and-colleges/key-stage-2/Danby-Settlement-Study-KS2.pdf> | **Locational knowledge/Place Knowledge/**  **Geographical Skills & Fieldwork (North & South America)**  Locate the world’s countries, using maps to focus on North & South America, concentrating on their environmental regions, key physical and human characteristics, countries & major cities  Identify the position & significance of  latitude, longitude, Equator, Northern/Southern Hemispheres and the Tropics  Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. (CY4)  \*Suggested Visitor/Workshop: The Americas  <https://www.findschoolworkshops.co.uk/Primary/History/Virtual-Reality-VR-Workshops-for-Schools-l731.html> | **Geographical Skills & Fieldwork**  Opportunities for  local area studies  Also opportunities for comparing areas within the UK/wider world  Use the eight points of a compass, four & six-figure grid references, symbols & key to build their knowledge of the UK & the wider world  Use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods  (CY2 & CY4)  \*Suggested visit:  <https://www.northyorkmoors.org.uk/about-us/school-and-group-visits/schools-and-colleges/key-stage-2>  <https://www.northyorkmoors.org.uk/about-us/school-and-group-visits/schools-and-colleges/key-stage-2/Map-Skills-KS2.pdf>  \*Suggested visit:  <https://www.northyorkmoors.org.uk/about-us/school-and-group-visits/schools-and-colleges/key-stage-2>  https://www.northyorkmoors.org.uk/about-us/school-and-group-visits/schools-and-colleges/key-stage-2/Compass-Skills-KS2.pdf | **Locational Knowledge /Human & Physical Geography**  Describe & understand key aspects of  Rainforest -biomes/vegetation belts (CY4) | **Human & Physical Geography**  Describe & understand key aspects earthquakes/tsunamis/tornadoes etc (CY4)  \*Suggested visit: Natural Disasters Workshop (KS2) <https://www.schoolworkshopdirectory.co.uk/school-workshops/earthquakes-and-volcanoes-workshop> |