


## West Norfolk Academies Trust (Primary) – Curriculum Map - Geography

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
<b>Pre School Knowledge</b>	All about myself and friends <b>My home where I live</b> , Where I was born, Where my family live (close by or far away) People who help us in our school and wider community	Night Time Celebrations Introducing the wider world through festivals and celebrations <b>Introducing countries on a map or globe</b> where firework festivals will be celebrated. <b>Bonfire night in UK, Diwali in UK and India, United States America, thanksgiving, Chinese New Year in UK and China, Ramadan on 27th day</b>	<b>Will you read me a story? Using the story settings like Goldilocks to name, identify and draw familiar features of our local landscape</b>	<b>Are we there yet? How do we travel to: school, the shops, the beach, another country? Maps help us find out where to go- looking at and following maps</b>	Creatures Identify a variety of places where creatures live - farm creatures, woodland creatures, seaside creatures. <b>Identify what farmers do.</b> Compare to wild animals that live in <b>other countries around the world</b>	The seaside Making <b>keys and symbols to show what we might find at the seaside</b> in our local area
<b>Pre School Vocabulary</b>	Teachers, Schools Nurse, Doctor, Hospital, Shops, Fire people, Fire Station	Celebrate, festival, world, countries, United Kingdom, Chinese New Year, China, Diwali, India, United States of America	Village, woods, streets, river, roads, church, sea, shops, houses, hill	bus driver, pilot, train driver, taxi driver, ships captain, astronaut map, direction, travel	farms, fields, woods, marshes Cow, pig, chicken, fox, badger, ladybirds, Tiger, Gorilla, Rhino, China, polar bear	Dunes, promenade, amusements, beach, tide, sea, rockpools
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>	<i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our Pre School curriculum:</a></i>					
<b>Locational and place knowledge</b>	<i>Describes their relative position such as behind or next to (<a href="#">Aut 1– describing positions of rooms in their house or in the role play area</a> )</i>					
<b>Human and physical geography</b>	<i>Talk about similarities and differences in relation to places. (<a href="#">Aut 2 – making comparisons between celebrations across the world</a>)</i>					
<b>Enquiry and investigation</b>	<i>Comment and ask questions about aspects of their familiar world such as the place they live. (<a href="#">Spr 2 –asking questions about how they travel to school</a>) Show care and concern for living things and the environment. (<a href="#">Sum 1 and 2 – learning about minibeasts and the ocean and the effects of pollution, discussing how we can help</a>)</i>					
<b>Fieldwork</b>	<i>Talk about the features in their own immediate environments and how environments might vary. (<a href="#">Aut 1, 2 – Looking at local environment and comparing it to other places around the world</a>)</i>					
<b>Interpret geographical sources</b>	<i>Use a range of sources such as simple maps, photographs, magnifies and visiting local places. (<a href="#">Aut, Spr– using maps, google earth, walking in local area, photos and flags</a>)</i>					
<b>Communicate geographical information</b>	<i>Arouse awareness of the features of the environments in the setting and immediate local area. (<a href="#">Sum – look at locality and the local beach at Heacham/Hunstanton</a>)</i>					
<b>Map work</b>	<i>Be introduced to compass directions (NESW), draw their own maps using pictures, use a simple map to spot features. (<a href="#">Aut – make 3D maps using small world/natural resources</a>)</i>					
<b>YR Knowledge</b>	<b>Marvellous Me</b> Homes – types of dwelling – walk around locality to identify.	<b>Light &amp; Celebrations</b> Walk to local church. <b>Drawing maps of our journey.</b>	<b>King, Queen &amp; Country</b> London – <b>our capital city</b> UK – <b>naming the 4 countries and looking at the flags.</b>	<b>Air, Land &amp; Sea</b> What is a landscape? What can we see in our local landscape? How is this similar/different to <b>Australia and Greece?</b>	<b>Living &amp; changing</b> Local environment at school - what does it include? <b>Compare to globe, world map</b>	<b>The Ocean</b> Creatures that live in the ocean. Features seen at a beach – rock pools, cliffs, sand dunes, tides.

	Google maps to locate the school and <b>discuss some features of local area.</b> Walk to local features, eg duck pond/park.	Making 3D maps using small world/natural resources.	Recognising famous London landmarks and facts about them. Buckingham Palace is one of the Queen's homes.	Mountain rescue - what they do. Natural and man-made parts of the environment. Hot/cold climates.	Growing & eating vegetables. Farming - harvest. Why plants are good for the environment.	<b>Locality – Heacham &amp; Hunstanton beaches.</b> The effects of pollution on wildlife and changes we can make to improve the environment.
<b>YR Vocabulary</b>	Homes, detached, bungalow, semi-detached, flats, terraced, caravan, barge, map, bird's eye view, village/town	map, journey, route, 3D map, environment,	London, capital city, UK, landmark, village, town, city, England, Scotland, Wales, N Ireland, The Shard, Buckingham Palace, the London Eye, Tower Bridge	landscape, environment, natural, man-made, England, Australia, Greece, compare, hot, cold, rural, urban, mountains, distance, climate, temperature.	local, environment, crops, environment, plants, trees, growing,	Camouflage, ocean, rock pool, cliff, beach, habitat, pollution, litter, sea creatures, Hunstanton beach, pebbles, rocks, tide, sand dunes
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>		Disciplinary concepts within our planning. <i>Where this can be found in our YR curriculum:</i>				
<b>Locational and place knowledge</b>		Describes their relative position such as behind or next to ( <i>Aut – describing positions of different things at the park</i> )				
<b>Human and physical geography</b>		Talk about similarities and differences in relation to places. ( <i>Spr – making comparisons between local area and Australia and Greece</i> )				
<b>Enquiry and investigation</b>		Comment and ask questions about aspects of their familiar world such as the place they live. ( <i>Aut – studying their locality, asking questions about different types of houses and homes</i> ) Show care and concern for living things and the environment. ( <i>Sum – learning about the ocean and the effects of pollution, discussing how we can help</i> )				
<b>Fieldwork</b>		Talk about the features in their own immediate environments and how environments might vary. ( <i>Sum – Looking at local environment and comparing it to other places around the world</i> )				
<b>Interpret geographical sources</b>		Use a range of sources such as simple maps, photographs, magnifies and visiting local places. ( <i>Aut – using maps, google earth, walking in local area, Spr – photos and flags</i> )				
<b>Communicate geographical information</b>		Arouse awareness of the features of the environments in the setting and immediate local area. ( <i>Sum – look at locality and the local beach at Heacham/Hunstanton</i> )				
<b>Map work</b>		Be introduced to compass directions (NESW), draw their own maps using pictures, use a simple map to spot features. ( <i>Aut – make 3D maps using small world/natural resources</i> )				
<b>Year 1 Knowledge</b>	<b>Spatial Sense</b> Aerial views, Maps, Location Compass points What makes a good map Drawing maps		<b>The UK</b> Countries (England, Scotland, Ireland, Wales) and important features, geographical differences, flags. <b>Norfolk and the Wash</b>		<b>Seven Continents</b> Asia, Europe, Africa, North America, South America, Australia, Antarctica: locations on globe, key features, monuments and native animals	
<b>Year 1 Vocabulary</b>	Aerial view, map, location, compass, key, navigate, perspective, satellite, country, world,		England, Northern Ireland, Scotland, Wales union, United Kingdom, kilt, bagpipes, thistle, Caledonia, Britannia, Loch Ness,		Earth, Globe, Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific, Atlantic,	

	locality, continent, ocean		Grampian Mountains, Hadrian's Wall, Edinburgh, Cardiff, Red Dragon, daffodil, mountain, valley, peak, slope, summit, Republic of Ireland, Belfast, Saint Patrick, Gaelic, Giant's Causeway, shamrock, London, Buckingham Palace, Houses of Parliament, River Thames, city, countryside, Saint George.		Indian, Southern, Arctic, Continent, Europe, climate, ocean, border, North, South, East, West, mountain, plain, peninsula, physical, human, feature, equator, desert, grassland, jungle, savannah, rainforest, Asia, tropical, rainforest, monsoon, drought.	
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>		Disciplinary concepts within our planning. <i>Where this can be found in our Year 1 curriculum:</i>				
<b>Locational and place knowledge</b>		Recognises familiar place name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas. Compare England to another place within the UK ( <i>Spr – study of the UK, compare features</i> )				
<b>Human and physical geography</b>		Understand how countries within the UK differ. ( <i>Spr – study of the UK, compare features</i> )				
<b>Enquiry and investigation</b>		Ask and answer simple geographical questions. Describe similarities and differences when studying places and features eg. Hot and cold places. ( <i>Sum – learning about seven continents, looking at key features and comparing animals found in different places</i> )				
<b>Fieldwork</b>		Be able to walk around the school and describe their local area. ( <i>Aut – investigate and draw map of their walk to school</i> )				
<b>Interpret geographical sources</b>		Make simple observations. Use a range of sources such as simple maps, globes, atlases and images. ( <i>Spr – study of the UK, including important features, flags</i> ) Know that symbols mean something on maps. ( <i>Aut – drawing own maps</i> )				
<b>Communicate geographical information</b>		Use maps and other images to talk about everyday life eg. Where they live, journeys to school. ( <i>Aut – create map with symbols for the park</i> ) Draw, speak or write about simple geographical concepts such as what they can see where.				
<b>Map work</b>		Follow directions, use simple compass directions, draw picture maps of imaginary places and from stories, use own symbols ( <i>Aut – draw map of classroom using aerial photo, use compass points to explain where things are in the classroom</i> )				
<b>Year 2 Knowledge</b>	<b>Spatial Sense</b> My school site Drawing a map of my school Maps of the local area Using maps to plan a route Identifying locations on a globe or world map The Equator		<b>The British Isles</b> Our continent, countries and capital city, flags, major England, Scotland, Wales, Ireland, cultural features of the British Isles		<b>Northern Europe</b> Countries in Northern Europe, physical and human features, climate, languages, capital cities, animals and migration, Riversoald Amundsen (Geese migrating to Snettisham)	

<b>Year 2 Vocabulary</b>	Map, Globe, navigate, location, direction, ordnance survey, symbols, scale, equator, key, compass, Europe, continents		The United Kingdom, The British Isles, island, loch, valley, coastline, Munro, inhabited, uninhabited, water, surround, England, Ireland, Scotland, Wales, Scotland, Northern Ireland, islands, Grampian Mountains, Hadrian's Wall, Edinburgh, Wales, Cardiff, Belfast, Dublin, Causeway, Atlantic Ocean		Northern Europe, Denmark, Finland, Norway, Sweden, Iceland, Scandinavia, lowlands, mountains, lakes coniferous, evergreen, forest, capital city, valley, lake, Northern Lights, fjord, climate, weather, Sami, snowplough, moose, beaver, lynx, adapt, migrate, Northwest Passage, Atlantic, Pacific, Arctic Circle, Inuit, South Pole, North Pole	
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>	Disciplinary concepts within our planning. <i>Where this can be found in our Year 2 curriculum:</i>					
<b>Locational and place knowledge</b>	Locate hot and cold countries of the world. <i>(Aut – identify locations on a globe, Sum – look at the climate in Northern Europe)</i> Make comparisons between location on the Earth. <i>(Sum – compare Northern Europe to UK – link Geese migrating to Snettisham)</i> Understand how the Equator impacts the countries.					
<b>Human and physical geography</b>	Identify seasonal changes and climates. <i>(Sum – When studying Northern Europe learn about climate)</i>					
<b>Enquiry and investigation</b>	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns eg. Comparing their lives with those of children in other places. <i>(Spr – British Isles study and look at culture of different countries in UK)</i>					
<b>Fieldwork</b>	Be able to describe their local area. <i>(Aut – map local area, draw map of school)</i>					
<b>Interpret geographical sources</b>	Make simple observations. Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. <i>(Aut – use map to plan a route)</i> Use simple compass directions as well as locational and directional language when describing features and routes.					
<b>Communicate geographical information</b>	Express views about the environment and can recognise how people sometimes affect the environment. <i>(Sum – study of Northern Europe which includes Geese migrating to Snettisham, looking and physical and human features and capital cities – how people affect a place)</i> Create their own simple maps and symbols.					
<b>Map work</b>	Follow directions (NSEW), draw map of a real or imaginary place and add detail, begin to understand a key <i>(Aut – create map of school)</i>					

Year 3 Knowledge	Spatial Sense	Western Europe	Settlements	Rivers	Asia- Japan	London & the South East
Year 3 Vocabulary	Eight point compass, grid reference, symbols, key, human features, physical features, Ordnance Survey, climate, vegetation, landscape, economic trade, settlement, distribution, energy	Climate, temperate climate, trade, import, export, agriculture, The Alps, France, Germany, The Netherlands, Belgium, Switzerland, Austria, temperature poles, goods, cities and landmarks	Settlements, urban, rural, suburban, population density, conurbation, hamlet, village, town, city, services, infrastructure, transport, pictogram, evidence, ports, defence, coasts,	River, sea, source, stream, tributary, estuary, mouth of a river, river basin, drainage basin, watershed, waterway, urban, rural, freshwater, county, countries, continent	Island, Ocean, Asia, Capital City, Tokyo, Honshu, Hokkaido, Shikoku, Kyushu, natural disasters, monsoons, earthquakes, eruption, tsunamis, Archipelago, rural, urban, active, dormant, hot springs, fisheries, economy, import, export, raw materials, manufacturing, tradition, culture, Kimonos, origami	Eastern, region, county, Surrey, West Sussex, Kent, Houses of Parliament, The Shard, climate, trade, physical, human, population, heritage, features, Dover, pier, cliffs, coastline, weathering
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>	<i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our Year 3 curriculum:</a></i>					
<b>Locational and place knowledge</b>	<i>Locate the world's countries. (Aut – study of Western Europe, Sum – study of Asia) Knowledge of local area and the UK. (Spr – study of settlements, including King's Lynn and Norwich comparison) Identify similarities and differences between geographical locations. (Aut – make a comparison between London and Paris)</i>					
<b>Human and physical geography</b>	<i>Identify key physical and human characteristics. Locate human and physical features. (Spr – settlements study, comparing and contrasting settlements)</i>					
<b>Enquiry and investigation</b>	<i>Ask and answer more searching geographical questions when investigating different places and environments. (Spr – settlement investigation, comparing with local area) Identify similarities, differences and patterns when comparing places and features.</i>					
<b>Fieldwork</b>	<i>Use fieldwork to observe, measure and record. (Spr – Rivers- Holt Hall trip)</i>					
<b>Interpret geographical sources</b>	<i>Make observations. Use a range of sources including digital maps, atlases, and aerial photos to research and present geographical information. Use eight compass points and recognise some Ordnance Survey symbols on maps. (Aut – spatial sense)</i>					
<b>Communicate geographical information</b>	<i>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. (Spr – linking settlements to population density and its impact) Communicate geographical information through a range of methods, including the use of ICT.</i>					
<b>Map work</b>	<i>Use 4 compass points to give/follow directions, use letter/number coordinates, make a map of a short route, know why a key is needed</i>					

<b>Communicate geographical information</b>	<i>Express their opinions on environmental issues and recognise that other people may think differently. (Spr – look at tourism and it's impact on environment in South West of UK)</i> <i>Communicate geographical information through a range of methods, including digital maps, plans, graphs and presentations.</i> <i>Express an opinion about geographical locations. (End of unit assessments)</i>
<b>Map work</b>	<i>Use 4 compass points, begin to use 8, use letter/numbers coordinates confidently, make a simple scale drawing, use a key, begin to recognise some OS symbols</i>