Botley C of E Primary School

Curriculum Subject Map: Years 1-6

Geography

	Year 1/2 Cycle A
Autumn 1	
Autumn 2	Theme Title: Land and Sea • Use basic geographical vocabulary to refer to: 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 • 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.
Spring 1	
Spring 2	Discrete • Name and locate the world's seven continents and five oceans • Use simple compass directions and locational and directional language to describe the location of features and routes on a map (travelling) • Use world maps, atlases and globes identify the UK and its countries, continents and oceans.
Summer 1	Theme Title: The Enchanted Woodland • 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. • 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 • Use basic geographical vocabulary to refer to: 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 & shop 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
Summer 2	Theme Title: Amazing Asia • 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 (China) • 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 basic geographical vocabulary to refer to key physical features and key human features

	Year 1/2 Cycle B
Autumn 1	
Autumn 2	
Spring 1	Theme Title: Pole to Pole • name and locate the world's seven continents and five oceans • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to key physical features and key human features
Spring 2	Theme Title: Aye Aye Captain • Link back to Pole to Pole revise the names and locate the world's seven continents and five oceans by applying to the development of the Titanic from manufacture in Belfast (one of UK's capital cities) to maiden voyage from Southampton. • Track actual journey/intended journey using an atlas and compass, locational and directional language. • Discuss the impact of the iceberg (physical geography).
Summer 1	Theme Title: Bright Lights, Big City • 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 • identify seasonal and daily weather patterns in the United Kingdom • 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 • use basic geographical vocabulary to refer to key physical features and key human features
Summer 2	Theme Title: Botley – Time and Space Travellers • Remind the children of how the UK looks from their Big Lights, Big City theme. Ask them to find a map of the UK in an atlas. Remind them of their work on Aye Aye Captain (Titanic) theme. Ask them to locate Belfast and Southampton in the atlas too. Make a journey from outer space directly to Botley using Google Earth recognising the UK as it travels down. Ask the children to indicate when they see the UK. Why does the UK look to be getting bigger as you travel further down? Revise the names of its four countries. Can they name the Atlantic Ocean that the Titanic travelled across towards New York? • Have a look at Botley School and its surrounding area. What can they see? • Develop the use of key vocabulary to identify what they see. • Look at a simple map of the area. Can they identify the same human and physical features? • Explore the school grounds, adults (Year 1) /children (Year 2) to take photos of it and ask the children to draw their own map with labels to represent it. • Show them how to add a key. • Give the children a plan of the school grounds showing the human and physical features discussed and a compass. Ask the children questions about how near/far features are from one another. Show them how to describe features using left and right. Show them the compass that identifies North and show them how to 'put the map to ground' and pretend to take a journey across the map. Give them a series of numbered photographs taken around the grounds and ask them to add the number of the location to the map by going on an observational walk. • Show the children a map of the area at different stages of history. Can the children spot any differences between them? The development of the local area and changes to the buildings. Annotate the maps with the human and physical features each time. • Invite trusted and familiar adults into school and ask questions about the school, its grounds and surrounding environment in their own experiences.

	• Year 1: Can they ask specific questions about places and environments. Year 2: Can the children reach a simply described conclusion to the enquiry question?
Longitudinal Study	Link to science longitudinal study. Weather recorded might not be typical of the season. The different seasons of the UK and the usual patterns of weather. The different patterns of weather around the UK during the seasons. Basic/simple locational knowledge about individual places and environments, especially in the local area but also in the UK. Enquiry approach; Is the weather in Botley the same all year round? How can we identify the different seasons? Is the weather in the different countries that make up the UK the same in the different seasons?

	Year 3/4 Cycle A
Autumn 1	
Autumn 2	Theme Title: Scrimdiddlyumptious • Describe and understand the distribution of natural resources including energy, food, minerals and water. • Understand geographical similarities and differences through the study of human and physical geography of a region of Europe. • Locate Italy within Europe and describe features. • Tracking how food gets to their plate/ the origin of the ingredients of the Neapolitan Pizza • Study the region of Naples in Italy (link to history Pompeii) Geographical Skills -Draw maps, sketches and plans with accurate symbols, keys and scale. -Use a range of maps, atlases, images, globes and digital mapping -Use compass directions and develop mapping skills -Use 4 figure grid references on an OS map. -Ask geographical questions about places and environments to carry out investigations and can explain opinions from a range of viewpoint.
Spring 1	
Spring 2	Theme Title: Raiders or Traders? • Link to history through Key Question 5: What can we learn about Viking settlement from a study of place name endings? • Children to apply their knowledge of Viking place name endings to look for settlement patterns, using maps of Lincolnshire and the York area. • Children can locate places with different Viking endings by studying modern maps. • Children are able to detect patterns of occupation using suffixes, and some can use prefixes too. • Some children can recognise that the Vikings simply changed Saxon town/village names by adding a suffix and go on to distinguish between Roman, Saxon and Viking names drawing on prior learning and broader chronological awareness. • Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time
Summer 1	Theme Title: Tremors • Locate the positions of the world's volcanoes/ mountains in relation to the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America and major cities • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic • Describe and understand key aspects of mountains, volcanoes and earthquakes • (Naples in Italy- link back to volcano and Pompeii) Geographical Knowledge -Identify 7 continents, 5 oceans and their human and physical features -Identify comparison study places, bordering countries, capital cities and human and physical features -Identify places of relevance and in the news

Summer 2	Mother Earth • 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) • Understand the geographical similarities and differences through the study of human physical features of a region of the UK - Study of the National Park- South Downs Geographical Skills and Knowledge -Identify and place relevant human and physical features, counties, countries, capitals, seas both now and over time -Use OS symbols in a key -Interpret symbols on a map - Give and follow directions and routes on a detailed map

	Year 3/4 Cycle B
Autumn 1	Theme Title: The Blue Abyss • describe and understand key aspects of physical geography, including: climate zones, biomes, rivers, and the water cycle • identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, • 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
Autumn 2	
Spring 1	Theme Title: I'm a Warrior • describe and understand key aspects of human geography, including: types of settlement and land use. • Explore the physical geography of Britain – how has it stayed the same and how has it changed since Roman times. • Identify Roman settlements and where these were – what are they called in modern Britain. • Look at how the land was used by the Romans and compare to modern day land use in Britain – similar and difference.
Spring 2	Theme Title: Stay Safe • study the locality of Botley • 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 local land-use patterns; and understand how some of these aspects have changed over time • use the eight points of a compass, four 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 • 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.
Summer 1	
Summer 2	Theme Title: Amazon Adventure • Link to previous work to Blue Abyss and biomes and the impact of changes in environment. • Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle • (Link with Science: recognise that environments can change and that this can sometimes pose dangers to living things)

	Year 5/6 Cycle A
Autumn 1	
Autumn 2	Theme Title: Gods and Mortals Links with Ancient Greek achievements (map making) and locating Greece History Enquiry Key Question 1 part 1: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? Atlas and map work for this question *Landform and climate do not explain the vast and varied achievements of the ancient Greeks, but they have determined and influenced many of the political economic and social developments for which ancient Greece is remembered. Using atlases, Children working in pairs take it in turns to find a feature of the landscape and then see who can get the most points. The key points that need to emerge are:* *a. Long coastline* *b. Indented coast: lots of bays not straight coastlines* *c. Mostly mountainous interior, mainly rugged limestone. This made movement by land very difficult, hence reliance on the sea* *d. Few areas of land suitable for farming crops* *e. Lots of islands used as links to other neighbouring countries* *Introduce some of the key sites that pupils will be encountering to help familiarise themselves with the country. Now draw out the implications of the landform and climate. Children are asked to think of the consequence of each physical characteristic. The harder points to bring out are that difficult communications led states to being isolated, nurturing strong feelings of independence and great civic pride. City states (poleis) developed their own forms of government. Without the geographical barriers, it would have been easier for the states to have amalgamated. Also emphasise the importance of the sea.* Place Knowledge *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.* Geographical skills and fieldwork *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*
Spring 1	Theme Title: Lay of the Land • Describe and understand human geography including types of settlement and land use, economic activity including trade links. • 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 including biomes, countries, and major cities Southern Hemisphere • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America • Study a region of South America (Peru) and North America (St. Lucia) to look at the physical features and human features. • Focus on a comparison of economic activity and trade links for example, between an area in the UK and South America (Link this with climate/biomes in terms of produce e.g. bananas/chocolate). • Children will develop their understanding of fair trade and the impact of this in countries around the world. • Consider how locations are interlinked in other ways e.g. tourism and transport connections. • Can also further link Biomes to comparison with rainforest

	• Collins Junior Atlas (Age 8+) have a page about world trade and products that the children can access (page 71). Use to compare the human and physical characteristics of the two areas. This can be done by virtual field work.
Spring 2	Theme Title: Fantastic Beasts Explore the areas that Darwin travelled to on HMS Beagle. What climates did he encounter? Which continents did he visit? Links with climate zones, biomes and vegetation belts-see 'Primary Geography Curriculum Guide' KS2, pages 34-36 lovely activities that link animals to biomes according to their adaptations. • 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. • 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Summer 1	Theme Title: Civilization and Society Link with Historical Enquiry Key Question 1: Where and when did the earliest civilizations develop? Use a World Map or globe to show in what part of the modern world each was situated. All these Ancient civilisation sites are based between the latitudes 20 and 40 degrees North. Ask the children if they can see from this if there is anything in common between the sites. They might notice that all are on or near major rivers, if the map is detailed enough. If not you can give them that information, then go on to explore the importance of rivers in the developments of early settlements and the growth of these into viable enduring cultures. The latitude results in crop growing climate all year round. Approx latitudes and longitudes: Indus Valley, Pakistan: 24 degrees North, 68 degrees East Egypt: 26 degrees North 30 degrees East, Ancient Sumer 32 degrees North, 44 degrees East The Shang Dynasty of Ancient China: 39 degrees North, 116 degrees East, Mayan Civilisation: 20 degrees North, 87 degrees West. <u>Locational Knowledge</u> 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) <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <u>Human and Physical Geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle 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.
Summer 2	

	Year 5/6 Cycle B
Autumn 1	
Autumn 2	Theme Title: Home or Away? • Undertake fieldwork activities to explore Botley and form own enquiry question about their local area. • How does Botley compare to other areas that have been studied? • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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. • 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 • 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
Spring 1	
Spring 2	Theme Title: Children of the Blitz • locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on key physical and human characteristics, and major cities • name and locate counties and cities of the United Kingdom • refer to world map: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Summer 1	Theme Title: Civilization and Society Link with Historical Enquiry Key Question 1: Where and when did the earliest civilizations develop? Use a World Map or globe to show in what part of the modern world each was situated. All these Ancient civilisation sites are based between the latitudes 20 and 40 degrees North. Ask the children if they can see from this if there is anything in common between the sites. They might notice that all are on or near major rivers, if the map is detailed enough. If not you can give them that information, then go on to explore the importance of rivers in the developments of early settlements and the growth of these into viable enduring cultures. The latitude results in crop growing climate all year round. Approx latitudes and longitudes: Indus Valley, Pakistan: 24 degrees North, 68 degrees East Egypt: 26 degrees North 30 degrees East, Ancient Sumer 32 degrees North, 44 degrees East The Shang Dynasty of Ancient China: 39 degrees North, 116 degrees East, Mayan Civilisation: 20 degrees North, 87 degrees West. Locational 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) Geographical skills and fieldwork

	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <u>Human and Physical Geography</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle 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.
Summer 2	
Longitudinal Study	Longitudinal Science link with Geography. How do meteorologists forecast the weather so that we know what to expect? Is this always accurate? Children make predictions for the year and then measure a range of aspects including temperature, wind speed, wind chill, rainfall. Discuss the changes across the year. Compare with predictions, what does this show? Does the data show weather patterns? Learn about clouds and use their observational skills. What do the clouds show? Discuss the difference between weather and climate. Take measurements using a range of equipment. Make predictions and use scientific evidence to support or refute ideas and arguments. 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 & digital technologies.