



“Be courageous; be strong. Do everything in love” (1 Corinthians 16:13-14)

## Geography Curriculum Map Overview – Cycle A

	Nursery	Year Reception	Year 1	Year 2	Years 3/4	Years 5/6
Autumn Year A	Harvest Time Autumn - Changes in Nature	<b>Around the World</b> Exploring maps through discussion, story-telling, games and creative activity.	<b>What is it like here?</b> Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	<b>Where am I?</b> Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.	<b>Who lives in Antarctica?</b> Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	<b>Where does our energy come from?</b> Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.
Spring Year A	Signs of Spring Gardening	<b>Outdoor Activities</b> Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.	<b>What is the weather like in the UK?</b> Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	<b>What is it like to live in Shanghai?</b> Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.	<b>What are rivers and how are they used?</b> Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.	<b>Would you like to live in the desert?</b> Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.
Summer Year A	Sunflower Planting Holidays and Travel	<b>Exploring Maps</b> Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of	<b>What is it like to live in Shanghai?</b> Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of	<b>What is it like to live by the coast?</b> Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast	<b>Why are rainforests important to us?</b> Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon	<b>Can I carry out an independent fieldwork enquiry?</b> Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data



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		<p>geography and cultural differences.</p>	<p>Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p>	<p>and how humans have interacted with this, including land use and tourism.</p>	<p>rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.</p>	<p>collection methods, and then record, analyse and present their findings.</p>
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