



**EYFS**

At St Oswald's we ensure that we have a firm foundation which our pupils can build upon. Through direct teaching, Continuous Provision and cross curricula topic work the following objectives are covered in *Geography*

**3-4 year olds**

Understand position through words alone.

Describe a familiar route.

Discuss routes and locations, using words line in front of and behind.

Use all their senses in hands-on exploration of natural materials.

Begin to understand the need to respect and care for the natural environment and all living things.

Know that there are different countries in the world and talk about the differences they have experienced or in seen in photos

**Reception**

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different to the one in which they live.

**ELG**

Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.

Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.



|                 | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
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|                 | School Days   | Towers, Tunnels and Turrets  | Scrumdiddlyumptious   | Potions | Greek Gods and Mortals  | Darwin's Delight  |
| <b>Autumn 1</b> | <p><b>Knowledge</b><br/>Locating continents and oceans</p> <p><b>Skills</b><br/>Locate on a map the continents and oceans. Use big maps to stand on etc. Ask questions - what is it like to live here? What are differences and similarities</p> <p><b>Vocab</b><br/>Countries, world, Earth, oceans (all of them), sea</p> | <p><b>Knowledge</b><br/>Amazing structures around the world; towers, bridges and tunnels. Include those near to Ashbourne.</p> <p><b>Skills</b><br/>Read a range of simple maps that use symbols and a key. Use geographical vocabulary to describe how and why people use a range of human features.</p> <p><b>Vocab</b><br/>Towers, bridges, landmark, continent, country, town, city, village</p> | <p><b>Knowledge</b><br/>Food miles and fairtrade</p> <p><b>Skills</b><br/>Analyse maps to locate countries (food journeys). Learning about the weather, environment, change and sustainability - asking questions and debate (fairtrade)</p> <p><b>Vocab</b><br/>Equator, economy, trade, industry, temperature, work, jobs, fairtrade, food miles, trade links, distribution of natural resources (energy, food, minerals and water)</p> |         | <p><b>Knowledge</b><br/>Locating countries and landmarks (Greece, islands, city states, landmarks, surrounding seas and countries). Use six figure grid references and compass directions.</p> <p><b>Skills</b><br/>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p><b>Vocab</b><br/>Position, latitude, longitude, Greece, landmarks,</p> | <p><b>Knowledge</b><br/>Darwin's route on HMS Beagle. Islands of the world (Cape Verde, Falkland, Galapagos, Ascension). Animals at risk of extinction (human activity, habitat and climate change). Galapagos Island's climate and biodiversity and threats to the island (habitat destruction, population growth, tourism, rising sea levels).</p> <p><b>Skills</b><br/>Compare countries and environmental aspects. Use lines of longitude and latitude or grid references. Interconnections between two or more areas of the world.</p> |



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|                 |   |                         |                     |                 |  | <b>Vocab</b><br>Location, similarity, difference, sustainability, world, desert, grid reference, transportation, environment, resources, trade links, distribution of natural resources (energy, food, minerals and water), types of settlements, economic activity |
|                 | <b>Splendid Skies</b>   | <b>Beat Band Boogie</b> | <b>Tribal tales</b> | <b>Playlist</b> | <b>Star gazers</b>   | <b>A Child's War</b>  |
| <b>Autumn 2</b> | <b>Knowledge</b><br>Seasonal and daily weather patterns, extreme weather, the equator, the poles<br><br><b>Skills</b><br>Identify patterns in daily and seasonal weather. |                         |                     |                 | <b>Knowledge</b><br>Use aerial images (from the ISS) to identify geographical features, such as countries, continents, volcanoes, rivers and impact craters. Refer to globes and maps. | <b>Knowledge</b><br>Locations of evacuees (cities of the UK) compared with major cities targeted by the German air raids. Cities and ports bombed during the Blitz.<br><br><b>Skills</b><br>Locate countries with speed and accuracy. Use lines of longitude and    |



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|                 | <p>Locate hot and cold areas of the world in relation to the equator. Identify similarities and differences between places.</p> <p><b>Vocab</b><br/>Weather, season, rain, wind, hail, snow, sun, warm, cold, icy, hot, equator</p> |   |   |   | <p><b>Skills</b><br/>Analyse and compare a place, or places, using aerial photographs, atlases and maps.</p> <p><b>Vocab</b><br/>UK, rivers, hills, Peak / lake district, features, physical, isles, Lochs, oceans, streams, land use, biomes, vegetation belts, climate zones</p> | <p>latitude or grid references to find the position of different geographical areas and features.</p> <p><b>Vocab</b><br/>Types of settlements, land use, economic activity, trade links</p>                 |
|                 | <b>Bright Lights big cities</b>   | <b>Land ahoy</b>  | <b>Pharaohs</b>   | <b>I am warrior</b>   | <b>Viking Invasion</b>   | <b>Frozen Kingdom</b>  |
| <b>Spring 1</b> | <p><b>Knowledge</b><br/>Countries and capital cities of the UK, features of London, geographical similarities and differences between London and Ashbourne.</p>   | <p><b>Knowledge</b><br/>Using and making maps</p> <p><b>Skills</b><br/>Use cameras, observational and recording skills.</p> | <p><b>Knowledge</b><br/>Egypt- where is Egypt in relation to England? The importance of the Nile.</p> <p><b>Skills</b><br/>Analyse and compare a place, or places using aerial photographs, atlases</p> | <p><b>Knowledge</b><br/>Using maps to locate Celtic hillforts. Look at street maps of Rome.</p> <p><b>Skills</b><br/>Study and draw conclusions about places and geographical features using a range of</p> | <p><b>Knowledge</b><br/>Where did the Vikings come from? Similarities and differences between Scandinavia and the UK. Viking invasion routes.</p> <p><b>Skills</b><br/>Locate the world's countries using</p>  | <p><b>Knowledge</b><br/>Polar regions (comparing the Arctic and Antarctic). Climate, population, settlements, animal life, plant life and seasonal change. How tourism has changed a place or landscape.</p> |



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|  | <p><b>Skills</b><br/>Name and locate the 4 countries of the UK and their capital cities. Use maps, atlases and globes. Use simple directional and positional language. Identify features and landmarks on aerial photographs.</p> <p><b>Vocab</b><br/>Equator, country, capital, near and far, left and right</p> | <p><b>Vocab</b><br/>River, stream, sea, ocean, land, capital, symbol, key</p> | <p>and maps. Ask questions - where is this location. Describe how the characteristics of a settlement changes as it gets bigger (settlement hierarchy).</p> <p><b>Vocab</b><br/>N, E, S, W, NE, SE, NW, SW, land use, equator, coasts, location</p> | <p>geographical resources (maps, atlases, globes and digital mapping).</p> <p><b>Vocab</b><br/>Continents, countries, location, types of settlements, land use</p> | <p>maps. Understand geographical similarities and differences through the study of human and physical geography. Use maps, atlases and globes to locate countries.</p> <p><b>Vocab</b><br/>Homeland, countries, Scandinavia, human, physical, similarities, differences, climates, biomes, settlement, land use, vegetation belts, agriculture, habitation</p> | <p><b>Skills</b><br/>Identify the significance of latitude, longitude, equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime Meridian and time zones.</p> <p><b>Vocab</b><br/>Artic, Antarctic, latitude, longitude, Northern and southern hemisphere, Tropic of cancer, Tropic of Capricorn, grid reference, biome, climate zones, vegetation belt, settlement, land use</p> |
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|          | Paws Claws and Whiskers  | Street Detectives  | Tremors   | Blue Abyss  | Alchemy Island  | Off With her head  |
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| Spring 2 | <p><b>Knowledge</b><br/>Using and making simple picture maps; describing physical features</p> <p><b>Skills</b><br/>Communicate in different ways. Ask questions. Draw or read simple picture maps.</p> <p><b>Vocab</b><br/>Atlas, North, South, East, West, sea, land</p> | <p><b>Knowledge</b><br/>Fieldwork in the local area; human and physical features; using and making maps with keys; looking at aerial images.</p> <p><b>Skills</b><br/>Recognise how things have changed and how places become the way they are. Ask and answer questions through observation. Study aerial photographs to describe features of an area of land. Draw or read a range of maps with symbols and a key. Describe how an environment</p> | <p><b>Knowledge</b><br/>Describe the parts of a volcano and earthquake.</p> <p><b>Skills</b><br/>Locate the world's countries, using maps to focus on Europe. Describe how a significant geographical activity has changed a landscape in the short or long term. Name and locate significant volcanoes and plate boundaries and explain why they are important.</p> <p><b>Vocab</b><br/>Volcano, earthquake, natural disaster, tectonic plates, structure of the earth, environment,</p> | <p><b>Knowledge</b><br/>Tropics of Cancer and Capricorn, Water Cycle, Seas and oceans of the world, the Great Barrier Reef, environmental issues</p> <p><b>Skills</b><br/>Study and draw conclusions about places and geographical features using a range of geographical resources. Investigate a geographical hypothesis using a range of fieldwork techniques.</p> <p><b>Vocab</b><br/>Water cycle, evaporation, condensation,</p> | <p><b>Knowledge</b><br/>Map reading using coordinates. Plotting routes on maps of Alchemy Island. Finding human and physical features.</p> <p><b>Skills</b><br/>Use compass points, grid references and scale to interpret maps with accuracy. To describe direction and position using coordinates. Use 6 figure grid references and plot coordinates on a map.</p> <p><b>Vocab</b><br/>Coordinates, compass, degrees, four / six figure grid references</p> | <p><b>Knowledge</b><br/>Compare maps from both Tudor and modern London. Tower of London and other local landmarks (River Thames and Tower Hill). Anne Boleyn's journey along the river).</p> <p><b>Skills</b><br/>Describe how the characteristics of a settlement changes as it gets bigger (settlement hierarchy). Analyse and compare a place, or places, using aerial photographs, atlases and maps.</p> <p><b>Vocab</b><br/>Types of settlements and land use</p> |



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|                 |   | has or might change over time.<br><br><b>Vocab</b><br>Hill, mountain, shop, building, house, farm, town, city, environment, vegetation   | changes, parts of the volcano, tsunami  | precipitation, environmental issues, deforestation, plastic, pollution  |  |   |
|                 | <b>Enchanted Woodland</b>   | <b>Scented Garden</b>  | <b>Mighty Metals</b>  | <b>Traders and Raiders</b>  | <b>Scream Machine</b>  | <b>Hola Mexico</b>  |
| <b>Summer 1</b> | <p><b>Knowledge</b><br/>Making picture maps with symbols and a key.</p> <p><b>Skills</b><br/>Observe and record. Use a camera. Draw or read a simple picture map.</p> <p><b>Vocab</b><br/>Sea, ocean, land, key, map, distance,</p> | <p><b>Knowledge</b><br/>Plants in the local environment and parts of the world.</p> <p><b>Skills</b><br/>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. What is this place like? What might contribute to that</p> | <p><b>Knowledge</b><br/>Understand what metals are and how they are used. Explore the role of metals in urbanisation and the environmental impacts of metal production.</p> <p><b>Skills</b><br/>Ask and answer questions.</p> <p><b>Vocab</b><br/>Urbanisation, metal, properties of</p> | <p><b>Knowledge</b><br/>Saxon shore forts, towns and villages. Locating places where Saxons settled on a map. Identify which Kingdom Ashbourne would have belonged to and establish for which side they would have fought.</p> <p><b>Skills</b><br/>Create a detailed study of geographical features including hills, mountains, coasts and rivers of</p> | <p><b>Knowledge</b><br/>Locate theme parks in the UK and overseas. Transport links. Plan a route to the nearest theme park (Alton Towers).</p> <p><b>Skills</b><br/>Analyse and compare a place, or places, using aerial photographs, atlases and maps. Identify and describe the similarities and differences in physical and human</p> | <p><b>Knowledge</b><br/>Mexico (hemisphere, location in relation to the equator, surrounding countries). Human and physical geography (major cities, surrounding seas, mountain ranges, airports and tourist resorts). The Chihuahuan Desert (animal and plant species). Compare cities to rural areas.</p> <p><b>Skills</b><br/>Use historical maps, how are they different?</p> |



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|                 | direction, compass   | area being the way it is? EG) rainforests. Express their own views on the world.<br><br><b>Vocab</b><br>Local, environment, pollution, village, town, forest, human features, vegetation, physical features | materials, mining, environment, impact, steel, iron, aluminum, copper, by-product, iron ore, smelting, emissions, rainforests, future, recycling, sustainability.                | the UK. Investigate a geographical hypothesis using a range of fieldwork techniques. Use the 8 points of a compass and both 4 and 6 figure grid references.<br><br><b>Vocab</b><br>Saxons, hills, mountains, coasts, rivers, compass, grid reference, map, kingdom, territory | geography between continents.<br><br><b>Vocab</b><br>Theme parks, Alton towers, Ashbourne Peak district, Thorpe park   | Describe key features that are different. Explain how humans function in the place they live.<br><br><b>Vocab</b><br>Land use, types of settlements, economic activity, trade links, distribution of natural resources (energy, food, minerals and water) |
|                 | <b>Rio De Vida</b>   | <b>Beach Combers</b>  | <b>Urban Pioneers</b>  | <b>Burps Bottoms and Bile</b>   | <b>Beast Creators/Allotment</b>  | <b>Blood Heart</b>  |
| <b>Summer 2</b> | <b>Knowledge</b><br>Place knowledge, Comparing Ashbourne to Brasilia (Brazil)<br><br><b>Skills</b><br>Identify the differences and similarities by comparing 2 | <b>Knowledge</b><br>Understand physical features commonly found on coasts. Human features and their uses e.g lighthouse, harbours, piers.<br><br><b>Skills</b>  | <b>Knowledge</b><br>Geographical skills and fieldwork<br><br><b>Skills</b><br>Draw maps more accurately. Plan view (from above) Describe route and direction. - 8 Compass points |   | <b>Knowledge</b><br>Making maps and plans to show the route taken on a minibeast hunt. Mapping minibeasts to places they can be found around the world. Locate on a world map where the deadliest minibeasts |   |





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|  | <p>areas, including 1 non-European area. Identify the characteristics of a settlement. Name and describe the purpose of human features and landmarks.</p> <p><b>Vocab</b><br/>Aerial view, features, location, houses, temperature, weather, lifestyle, place</p> | <p>Describe the size, location and position of a physical feature such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p><b>Vocab</b><br/>Cliffs, dunes, sand, tides, erosion, beach, coastal areas, harbours, sea defences, tidal pools</p> | <p><b>Vocab</b><br/>N, E, S, W, NE, SE, NW, SW, leisure, location, population, land use</p> |  | <p>live. Local field work, contrasting locations.</p> <p><b>Skills</b><br/>Summarise geographical data to draw conclusions. Analyse and compare a place, or places, using aerial photographs, atlases and maps. Use another school, exchange locality through letters and email. Compare areas of environment - eg/ Ashbourne to inner city Birmingham. Questionnaires and data handling</p> <p><b>Vocab</b><br/>alternative Ashbourne, climate, trade, industry, mountains, hills,</p> |  |
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**St Oswald's C of E Primary School**

**Curriculum Map**

**Geography 2023**

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|  |  |  |  |  | walks, Peak district,<br>vocab relating to<br>whatever area the<br>teacher chooses.<br>land use |  |
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