

Leigh Academy Molehill - Geography Curriculum Map

	Who we are	How we express ourselves	How the world works	How the world works	Sharing the planet	Sharing the planet
Nursery CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Where am I from?	Our local community	Growth		Continents linked to habitats and caring for the planet	
	<p>I know I can use my senses to learn about our world.</p> <p>I know that some things are the same and some are different.</p> <p>I know the names for some parts of my body.</p>	<p>I know that words can help me talk about what I can see in my play.</p> <p>I know that I need to care for our nursery.</p> <p>I know that seasons change - Autumn.</p>	<p>I know the life cycle of a caterpillar, frog and chick.</p> <p>I know that we need to care for living things to help them survive.</p> <p>I know that plants need soil, sun and water to grow.</p> <p>I know that seasons change - Spring</p> <p>"I know that materials can feel different.</p> <p>I know that materials can change. "</p>		<p>I know that my senses help me learn about my world.</p> <p>I know that materials can be sorted by their similarities and differences.</p> <p>I know that it is important to care for your body.</p> <p>I know that it is important to keep your teeth healthy.</p> <p>I know that it is important to make good food choices.</p> <p>know that I can use lots of new words to talk about what I see, hear and touch.</p> <p>I know that forces can change how things feel.</p> <p>I know that transport works in different ways.</p> <p>I know that seasons change - Summer</p>	
Nursery skills	Ongoing					
	Map and Field Work Skills		Geographical Enquiry Skills		Human and Physical Geography	
	<p>Follow directions related to movement</p> <p>uses relative vocabulary to describe landscapes</p> <p>Making maps-beginning to draw 2D representations of familiar objects</p> <p>Draw their familiar environment, accurate with colour and key features</p> <p>Describe their local environment using their senses</p>		<p>Analysing information-comparing quantities and objects</p> <p>presenting information-recording ideas and sorting objects</p> <p>agree or disagree with points made</p>		<p>Use the local area to explore the built and natural environment</p> <p>Express their opinions on natural and built environments</p>	

	Who we are	How we express ourselves	Where we are in place and time	Where we are in place and time	Sharing the planet	Sharing the planet
Reception CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Where are we from? countries in our class	Our local community	Maidstone and the United kingdom	Maps	Different landmarks	Continents and oceans
	<p>I know I can use my senses to learn about our world.</p> <p>I know that some things are the same and some are different.</p> <p>I know that I need to care for our school and community</p>	<p>I know how to talk about the changes they observe in my environment – Seasons link</p> <p>I know that some animals are nocturnal.</p> <p>I know the names of different body parts.</p> <p>I know how to explore the natural and built environments in my school</p>	<p>I know how to follow directions related to movement.</p> <p>I know how to use a map to describe landscapes using vocabulary I have been taught.</p> <p>I know how to draw my own map in my play.</p> <p>I know how to select appropriate materials according to their properties.</p> <p>I know how to name and identify a range of different materials and to know how they are used in familiar environments.</p>		<p>I know how to identify and sort healthy/unhealthy foods.</p> <p>I know how to identify and group a range of fruits and vegetables.</p> <p>I know how to draw familiar environments thinking about the colour and key features.</p> <p>I know how to describe my local environment using my senses.</p> <p>I know that humans and other animals can grow.</p> <p>I know how to explore the natural and built environments in my local area.</p> <p>I know how to express my ideas about the natural world.</p>	
Reception skills	Ongoing					
	Map and Field Work Skills		Geographical Enquiry Skills		Human and Physical Geography	
	<p>Follow directions related to movement</p> <p>Use maps to describe landscapes using relative vocabulary</p> <p>Making maps-beginning to draw 2D representations of familiar objects</p> <p>Draw their familiar environment accurately with colour and key features</p> <p>Describe their local environment using their senses</p>		<p>Analysing information-comparing quantities and objects</p> <p>Presenting information- recording ideas and sorting objects</p> <p>Agree or disagree with points made</p>		<p>Use the local area to explore the built and natural environment</p> <p>Express their opinions on natural and built environments</p>	
	Who we are	How we express ourselves	Where we are in place and time	Sharing the planet	How the world works	How we organise ourselves
KS1 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Fieldwork and Observation	Locational Knowledge	Human and Physical Features	Geographical skills	Human Geography	Climate Change
	<p>Exploration of school grounds and the surrounding area.</p> <p>Use maps to name, locate and identify the four countries and capital cities of the United Kingdom.</p>	<p>Use maps to name and locate continents, oceans and the tropics.</p>	<p>Develop fieldwork and use compasses to study the Geography of the school and grounds.</p> <p>Identify the seasonal and daily weather patterns in the United Kingdom.</p>	<p>Use aerial photographs to recognise landmarks, human and physical features.</p>	<p>Explore careers both locally and different parts of the world.</p>	<p>Understand the link between human and physical processes</p> <p>Global warning and climate change</p>
Year 1 Skills	Ongoing					
	Map and Field Work Skills		Geographical Enquiry Skills		Human and Physical Geography	
	<p>Using simple picture maps to navigate</p> <p>Use maps to describe landscapes using directional language</p> <p>Making maps - beginning to draw 2D representation maps</p> <p>Create plans and draw simple outlines of features in their familiar environment</p> <p>Orally comment on observations about what they see and draw simple features</p>		<p>Analysing and interpreting information - answering simple questions</p> <p>Presenting Information - Geographical Data</p> <p>Consider the purpose of data</p>		<p>Explore and express their views on features of their environment</p> <p>Describe some places and features using basic geographical vocabulary</p>	
Year 2 Skills	Ongoing					
	Map and Field Work Skills		Geographical Enquiry Skills		Human and Physical Geography	
	<p>Using maps to navigate</p> <p>Use maps to recognise key physical and human features</p> <p>Making maps - using symbols to represent objects</p> <p>Create plans and draw simple features in their familiar environment</p> <p>Comment on observations about what they see and draw simple features and label these diagrams</p>		<p>Analysing and interpreting information - ask and answer simple questions</p> <p>Presenting information - Construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Consider how data is collected to answer geographical questions</p>		<p>Make observations about features that give places their character</p> <p>Describe places and features using simple geographical vocabulary</p>	

	Who we are	How we express ourselves	How we organise ourselves	How the world works	Where we are in place and time	Sharing the planet
LKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Geography Skills	Northern Hemisphere	Europe	Volcanoes and Earthquakes	Mediterranean	Geographical Inquiry
	<p>Accurately plot NSEW on a map.</p> <p>Building knowledge of the United Kingdom.</p> <p>Identify different resources.</p> <p>Investigate the usage of resources.</p> <p>Explore and understand the impact human behaviours have had on these resources.</p>	<p>Name a number of countries in the Northern Hemisphere.</p> <p>Describe human features in a locality.</p> <p>Explain why a locality has certain human feature.</p>	<p>Name and locate some well-known European countries.</p> <p>Name and locate the capital cities of neighbouring European countries,</p> <p>Develop an awareness of different weather in different parts of the world.</p>	<p>Locate and name some of the world's most famous volcanoes.</p> <p>Describe how earthquakes are created.</p> <p>Describe how volcanoes are created.</p> <p>Describe how volcanoes have an impact on peoples lives. (1646 BC Santorini).</p> <p>Explain why a place is like the way it is.</p>	<p>Locate the Mediterranean and explain why it is a popular holiday destination.</p> <p>Explain how the lives of the people living there would be different from their own.</p> <p>Confidently describe physical features in a locality.</p>	<p>Accurate measurement of distances within 100km.</p> <p>Use 4 figure grid references.</p> <p>Use some basic OS map symbols.</p> <p>Identify different resources.</p> <p>Investigate the usage of resources.</p> <p>Explore and understand the impact human behaviours have had on these resources.</p> <p>Use geographical thinking to answer questions, using geography skills, knowledge and understanding to find evidence and reflect on own understanding.</p>
Year 3 Skills	Ongoing					
	Map and Field Work Skills		Geographical Enquiry Skills		Human and Physical Geography	
	<p>Using maps to navigate using coordinates</p> <p>Use different sized maps to locate the same features</p> <p>Making maps - drawing a map of a real location with human/physical features</p> <p>Draw annotated sketches from observation with descriptive labels that indicate direction and position</p> <p>Record findings from fieldwork</p>		<p>Analysing and interpreting information - solve one-step and two-step questions (eg. How many more?)</p> <p>Presenting information - present data using pictograms, bar charts and tables</p> <p>Link data to conclusions, to support geographical enquiries</p>		<p>Make observations about places and features that change over time</p> <p>Use KS2 geographical language to describe some aspects of human and physical features</p>	
Year 4 Skills	Ongoing					
	Map and Field Work Skills		Geographical Enquiry Skills		Human and Physical Geography	
	<p>Using maps to navigate using 4-figure coordinates</p> <p>Locate places and features on a range of maps (variety of scales)</p> <p>Making maps - drawing a map based on a fieldwork sketch with positioning of key features</p> <p>Draw an annotated sketch from observation with descriptive and explanatory labels and direction and position</p> <p>Collect data using a range of data collection techniques, e.g. land use, environmental quality</p>		<p>Analysing and interpreting information - solve comparison, sum and difference problems</p> <p>Use data to make conclusions for more searching geographical questions</p> <p>Presenting information - interpret and present discrete and continuous data</p>		<p>Describe how features and places change and the links between people and environments</p> <p>Use KS2 geographical language to describe some aspects of human and physical features</p>	

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UKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Mapping and Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Human Geography	Local Fieldwork Study
	Use a map, atlas and globe to locate and describe countries, identifying different features and comparing them.	To understand the impact of time on a locality and recognise the various reasons for these changes including erosion, human influence and the influence of economical changes.	Investigating population change in villages and cities.	Rivers Water cycle and need for water	Housing developments - predict what it will look like in the future. Activity to plan land use	Use fieldwork to observe, measure, record and present the human and physical features in the local area. Use a range of methods including sketch maps, plans, graphs and digital technology.
Year 5 Skills	Ongoing					
	Map and Field Work Skills		Geographical Enquiry Skills		Human and Physical Geography	
	Use six-figure grid references to describe a location on a map, including the use of a key Find, recognise and compare places on maps of different scales Making maps - draw a map with key features located accurately in relation to one another using OS symbols Annotate sketches to investigate and to describe and explain geographical processes and patterns Evaluate the quality of evidence collected and suggest improvements		Analysing and interpreting information - interpret information in tables and line graphs Presenting information - begin to decide which representations of data are most appropriate and why Consider the significance of data to respond to geographical issues and causal questions		Make comparisons between features and places Use KS2 geographical language to describe some aspects of human and physical features	
Year 6 Skills	Ongoing					
	Map and Field Work Skills		Geographical Enquiry Skills		Human and Physical Geography	
	Using maps - follow a short route on a variety of scaled maps Make geographical conclusions based on analysis of a landscape using maps and aerial photographs Making maps - draw a map showing appropriate distance between places or features based on a given scale		Analysing and interpreting information - calculate and interpret the mean as an average Presenting information - present findings in writing and graphically, construct pie charts and line graphs Identify relevant geographical questions and select evidence from a range that is the most reliable		Explain some links and interactions between people, places and environments Use KS2 geographical language to describe some aspects of human and physical features	