**Geography Program of Study Curriculum Map**

**2014-15**

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|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Year R- Identify seasonal weather patterns – Ongoing through forest walks | Topic | Topic: **Rumble in my tummy**  | Topic: **Now and then** | Topic | Topic: **Pirates** | Topic: **Teddies** |
|  | -Cover where they live and near far (locality) |  |  | -Devise a simple map | -Use simple fieldwork and observational skills to study the geography of their school and its grounds  |
| Year 1 | Topic: **Green Fingers** | Topic: **Time machine (Homes)** | Topic: **Blast off (Neil Armstrong)** | Topic: **Mr Benn** | Topic: **Castles (Mary-Rose)** |
| - Use locational and directional language (near, far, left, right), to describe the location of features and routes on a map, and through the use of beebots. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; - Use simple fieldwork and observational skills to study the geography of their school and its grounds *Map drawing of school grounds and classroom*  |  |  | - Use simple locational and directional language (near, far, left, right), to describe the location of features and routes on a map. - Devise a simple map- Use simple fieldwork and observational skills to study the geography of their school and its grounds *Map drawing of school and where it is positioned in local area* | -Use world maps, atlases and globes to identify the UK (looking at the towns/countryside and sea)- Describe the location of features and routes on a map- Use aerial photographs (Google Earth) to look at landmarks and human and physical features-Use basic geographical vocabulary to refer to the features (making comparisons between Bordon and Southsea) - Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK*Using maps to locate Bordon and Southsea and comparing and analysing the two* |
| Year 2 | Topic: **Sweet Factory** | Topic: **Remembrance** | Topic: **Dragonology (The Great Fire of London)**  | Topic: **Google Earth** | Topic: **80 days around the world** |
| -Use basic geographical vocabulary to refer to the key physical and human features of Bordon - Use aerial photographs (Google Earth) 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 simple fieldwork and observational skills to study the geography and human and physical features of the surrounding environment *Map drawing of school, Budds Lane, Bordon shops etc. to locate a sweet shop* |  |  | -Name and describe the world’s seven continents and five oceans using maps atlases and globes- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas)  | - 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 - Use world maps, atlases and globes to identify Bordon and the non-European country *Looking at the features of a non-European country and comparing it to Bordon* *Looking at animals around the world and the variation of animals in hot and cold places and differences in weather* *Make a bracelet product – link to charms from around the world. DT/Maths link* |

**Geography Vocabulary Curriculum Map**

**2014-15**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Year R | Topic:  | Topic: **Rumble in my tummy** | Topic | Topic | Topic: **Pirates** | Topic: **Teddies** |
|  | Live, house, near, far, shops, swimming pool, home, |  |  | Map, road, tree, houses,  |  |
| Year 1 | Topic: **Green Fingers** | Topic: **Time machine (Homes)** | Topic: **Blast off (Neil Armstrong)** | Topic: **Mr Benn** | Topic: **Castles (Mary-Rose)** |
| Map, plan, globe, sat nav, atlas, route, direction, key, scale, travel, road, buildings, navigate, town, country, world, continent, parks, woods, fields, town, village, railway, bird’s eye-view, table, chair, whiteboard, sink, computer, door, window, cupboard, fence, path, shed, flower bed, pond, gate, near, far, left, right.  |  |  | map, local area, Bordon, Hampshire, town, streets, roads, paths, garrison, trees, parks, play parks, houses, flats, shops, hill, valley, river, main road, take-away, supermarket, petrol station, school, junior school, car park, pre-school, police station, route, near, far, far away, left, right, distant, travel, car, bike, bus, bus stop, train, railway station, aeroplane, airport, feature, land mark.  | south coast, map, town, countryside and seaside town, Southsea, Bordon, features, comparison, brochure, similarity, difference,  |
| Year 2 | Topic: **Sweet Factory** | Topic: **Remembrance**  | Topic: **Dragonology (The Great Fire of London)** | Topic: **Google Earth** | Topic: **80 days around the world** |
| Town, Bordon, area, local, locality, houses, flats, park, town houses, homes, residential area, commercial area, infant school, junior school, plan, aerial photograph, grassy areas, hill, route, map, key, symbol, map, feature, human, physical, environment. |  |  | world’s seven continents – (Asia, Africa, North America, South America, Antarctica, Europe, Australia)and five oceans – (Arctic, Atlantic, Indian, Pacific, Southern), maps atlases, globes, countries, capital cities, United Kingdom, Wales, Scotland, Ireland. | Similarity, difference, human, physical, feature, United Kingdom, Europe, European, non-European, map, atlas, globe, country. |

**Geography Skills Curriculum Map**

**2014-15**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Year R | Topic | Topic: **Rumble in my tummy**  | Topic | Topic | Topic: **Pirates** | Topic: **Teddies** |
|  | Locational awarenessFirst-hand observation |  |  | First-hand observation | First-hand observation |
| Year 1 | Topic: **Green Fingers** | Topic: **Time machine (Homes)** | Topic: **Blast off (Neil Armstrong)** | Topic: **Mr Benn** | Topic: **Castles (Mary-Rose)** |
| Develop knowledge of localityUse geographical skills of first-hand observation to enhance their locational awareness |  |  | Develop knowledge of localityUse geographical skills of first-hand observation to enhance their locational awareness | Develop knowledge of localityUse geographical skills of first-hand observation to enhance their locational awarenessUnderstand subject specific vocabulary relating to human and physical geography |
| Year 2 | Topic: **Sweet factory** | Topic: **Remembrance** | Topic: **Dragonology (The Great Fire of London)** | Topic: **Google Earth** | Topic: **80 days around the world** |
| Develop knowledge of localityUnderstand basic subject-specific vocabulary relating to human and physical geographyUse geographical skills of first-hand observation to enhance their locality awareness  |  |  | Develop knowledge about the world and the UK | Develop knowledge about the world and the UK |