

Whittlefield Geography Curriculum Map 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p align="center">SPECIFIC Understanding the world</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>					
1	<p><u>Hot and Cold areas of the World</u></p> <p>To 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 identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p><u>UK countries and Capital Cities</u></p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas To 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</p>		<p><u>Fieldwork in the school Grounds</u></p> <p>To 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. To devise a simple map using basic symbols and a key.</p>	

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2		<p><u>Small area of the UK where I live and play (Gannow and Burnley)</u></p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>To use aerial photos 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.</p>		<p><u>Small area in a non-European contrasting country. (America)</u></p> <p>To name and locate the seven continents and five oceans.</p> <p>To 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</p> <p>To use basic geographical vocabulary referring to physical and human features referring to key physical features: beach ,cliff, coast, forest, sea, ocean, river, soil, valley, vegetation, season, weather.</p> <p>Human: city,town,village, factory, farm, house, office, port, harbour and shop.</p>	<p><u>Seasonal and Daily weather</u></p> <p>To understand seasonal and daily weather patterns in UK.</p>	
3	<p><u>The Region Where I live (UK) ;OS mapwork plus fieldwork in the local area</u></p> <p>To use simple symbols and key on OS map.</p> <p>To use 8 points of a compass and 4 figure grid references.</p>		<p><u>Environment – Local community project</u></p> <p><u>How can we make our community (school and wider) environmentally friendly?</u></p> <p>To use fieldwork to observe, measure and record human and</p>			<p><u>Key aspects of volcanoes and earthquakes</u></p> <p>To describe and understand key aspects of: physical geography, including: volcanoes and earthquakes,</p>

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	<p>To understand the geographical similarities and differences through a study of a region of the UK with a region of a European Country.</p> <p>To 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 land-use patterns and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p>		<p>physical features in the local area. To create maps using symbols and keys of the local area.</p>			<p>To identify the position of the equator, Northern Hemisphere, the Tropics of Cancer and Capricorn. To use maps, atlases, globes and digital mapping to locate countries studied.</p>
4	<p><u>Rubbish and Recycling – environmental study</u></p> <p>To describe and understand human geography, including: types of settlement and land use.</p>		<p><u>Contrasting region in a European Country – France</u> <u>Vitry-sur-Seine (School link - école élémentaire Diderot)</u> To understand geographical similarities and differences through the study of human and</p>	<p><u>Key aspects of Rivers</u></p> <p>To describe and understand key aspects of: physical geography; biomes and vegetation belts, volcanoes and earthquakes. rivers and mountains .</p>		

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			<p>physical geography of a region in a European country. To locate the Worlds countries, focusing on Europe, concentrating on environmental regions, key physical and human characteristics and major cities.</p>	<p>To describe and understand key aspects of human geography; types of settlement and land use.</p>		
5	<p><u>British Commonwealth</u></p> <p>To 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.</p> <p>To name and locate counties and cities in UK.geographical regions and some topographical features(hills, mountains, coasts rivers) as well as land use patterns and understand how these have changed over time.</p>		<p><u>Environment – climate change</u></p> <p>To describe and understand 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. To use maps, atlases, globes, digital mapping to locate the countries studied.</p>		<p><u>Contrasting region – Amazon Basin, rainforest, biomes</u></p> <p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. To understand geographical similarities and differences through the study of human and physical geography a region within North or South America.</p>	

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<p>6</p>	<p><u>Where in the World are we?</u> To 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)</p> <p>To use symbols and keys on maps to build knowledge of the UK and wider world.</p> <p>To use 8 points of a compass and 8 figure grid references.</p>				<p><u>Human Geography – Land Use Economic Activity – Landfill and pollution</u> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human features in the local area. Record results in a range of ways.</p> <p>To create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land.)</p>
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