



## Geography Curriculum Map

At Fairfield Primary School, the intent of the Geography Curriculum is to offer a high-quality education that inspires children's curiosity and interest to explore the world that we live in and its people. The curriculum follows our school motto, '**Dream, Believe, Achieve,**' by equipping children with the knowledge and understanding of the world to **believe** that they can **achieve** what they **dream** within the world that they live in and understand their purpose and place within the world. We aim to equip children with geographical skills to develop their knowledge through the study of the diverse places, people and human and physical geography. Children are encouraged to have a robust understanding of the Earth's processes and to make connections between human and physical geography. Through teaching, we use and apply compass directions and locational language and use atlases and maps to identify and locate continents, oceans and countries. We anticipate to provoke thought, questioning and inspire children to find answers to their own questions through investigation and enquiry. This will allow children to gain greater knowledge and understanding of the world that they live in and help them find their place within in it.



*Tell me and I forget, teach me and I may remember,  
involve me and I learn. - Benjamin Franklin*



	Autumn 1	Spring 1	Summer 1
Nursery	To talk about life at home (place)	To tell stories about places and journeys (Place, Human and Physical Geography)	To talk about things that they have observed in the Natural World e.g. plants and animals. (Place, Human and Physical Features, map skills)
	<ul style="list-style-type: none"> <li>To play with small world models and play maps.</li> <li>To notice detailed features of things around them.</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> </ul> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>Use all of their senses in hands-on exploration of natural materials.</li> </ul> <p><b>Fieldwork: Compare parks – What are the similarities and differences between my park and Percy’s park?</b></p>	<ul style="list-style-type: none"> <li>To develop an understanding of decay and changes over time.</li> <li>To show concern for living things and the environment.</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind.’</li> </ul> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>To investigate the natural world e.g. windmills and bubbles.</li> <li>To provide stories and visits to real places e.g. the beach.</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	<p>Seasons - Autumn 1 Autumn – Autumn 1 Goodnight Moon – Autumn 1 Our Families – Autumn 1 We’re Going on a Bear Hunt – Autumn 2 People who Help Us – Autumn 2 Religious Celebrations – Autumn 2 Shhh – Autumn 2 Continuous Provision (Understanding the World, People, Cultures and Communities) <b>Visitors – Firefighter, Nurse, Lollipop Person</b></p>	<p>Continuous Provision Winter – Ice/Snow Melting – Spring 1 Chinese New Year – Spring 1 The Wind Blew – Spring 1 Where we live – Stockton – Spring 2 Planting Seeds – New Life – Spring 2 Celebrations – Eid – Spring 2 (Understanding the World, People, Cultures and Communities, The Natural World)</p>	<p>Continuous Provision Rosie’s Walk – First Atlas – Summer 1 Shadows – Summer 1 Handa’s Surprise – Summer 1 Farmer Duck – Summer 1 Difference between the Country Side and Towns – Summer 1 Holidays Mr Grump’s Outing – Summer 2 (Understanding the World, People, Cultures and Communities, The Natural World) <b>Trip – Hardwick Park</b></p>

<p>End Points</p>	<ul style="list-style-type: none"> <li>• Is able to draw information from a simple map.</li> <li>• Explores the natural world around him/her.</li> <li>• Describes what he/she can see, hear and feel whilst outside.</li> <li>• Recognises some environments that are different to the one in which he/she lives.</li> <li>• Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>Fieldwork: We're Going on a Bear Hunt – practical mapping outside.</b></p>	<ul style="list-style-type: none"> <li>• Is able to draw information from a simple map.</li> <li>• Explores the natural world around him/her.</li> <li>• Describes what he/she can see, hear and feel whilst outside.</li> <li>• Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.</li> <li>• People, Cultures and Communities</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to draw information from a simple map.</li> <li>• Explores the natural world around him/her.</li> <li>• Describes what he/she can see, hear and feel whilst outside.</li> <li>• Recognises some environments that are different to the one in which he/she lives.</li> <li>• Recognises some similarities and differences between life in this country and life in other countries.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>Fieldwork: Rosie's Walk – Walk of school grounds, picking up things along the way. Map work.</b></p>
<p>EYFS Skills</p>	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live in.</li> </ul> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>		

	Autumn 1	Spring 1	Summer 1
Year 1	All About Me – Our Local Area – Autumn 1 (Locational Knowledge, Place Knowledge, Geographical Skills and Fieldwork)	Where in the World is Kenya? – Spring 1 (Locational Knowledge, Place Knowledge, Geographical Skills and Fieldwork)	The Seaside – Summer 1 (Human and Physical Geography, Geographical Skills and Fieldwork)  <b>Trip – Saltburn Beach</b>
End Points	<ul style="list-style-type: none"> <li>• <b>Name four countries of the UK and their capital cities.</b></li> <li>• Start to use world maps, atlases and globes.</li> <li>• Use aerial photos and plans to recognise landmarks.</li> <li>• <b>Draw simple maps of school grounds and the significant area outside of school.</b></li> <li>• Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain.</li> </ul> <b>Fieldwork: Explore school grounds. Draw simple map.</b>	<ul style="list-style-type: none"> <li>• <b>Know names of 7 continents &amp; 5 oceans.</b></li> <li>• Start to use world maps, atlases and globes.</li> <li>• <b>Talk about similarities and differences between area of UK and non-European area.</b></li> <li>• Find hot and cold areas in world using atlases.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use basic geographical vocabulary (eg town, city, beach, forest, sea, mountain).</li> <li>• <b>Talk about daily weather and seasonal weather patterns in the UK.</b></li> <li>• Begin to use simple compass directions and locational language.</li> <li>• <b>Use aerial photos and plans to recognise landmarks.</b></li> </ul> <b>Fieldwork: Saltburn Observe daily weather.</b>
Year 2	Around the World in 80 Days – Autumn 1 (Locational Knowledge, Place Knowledge, Geographical Skills and Fieldwork)  <b>Trip – Flamingo Land</b>	Australia – Spring 1 (Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork)	Can a Meerkat live in the North Pole? – Summer 1 (Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork)  <b>Trip – Kirkleatham Owl Centre</b>
End Points	<ul style="list-style-type: none"> <li>• <b>Name and locate the world's 7 continents and 5 oceans.</b></li> <li>• Talk about similarities and differences between area of UK and non-European area.</li> <li>• <b>Use world maps, atlases and globes.</b></li> <li>• Use simple compass directions and locational language to describe the locations of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans.</li> <li>• <b>Talk about similarities and differences between area of UK and non-European area.</b></li> <li>• Develop geographical vocabulary (eg rural, urban, vegetation, season).</li> <li>• Locate and name hot and cold areas in the world in relation to the Equator and the North/South Poles.</li> <li>• Use world maps, atlases and globes.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans.</li> <li>• Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Talk about similarities and differences between area of UK and non-European area.</li> <li>• Develop geographical vocabulary (eg rural, urban, vegetation, season).</li> </ul>

		<ul style="list-style-type: none"> <li>• Use simple compass directions and locational language to describe the locations of features and routes on a map.</li> <li>• <b>Use aerial photos and plans to identify features, human and physical.</b></li> <li>• Devise simple maps and create a key using symbols.</li> </ul> <p><b>Fieldwork: Compare local weather to the weather in Australia.</b></p>	<ul style="list-style-type: none"> <li>• Identify daily weather and seasonal weather patterns in the UK.</li> <li>• <b>Locate and name hot and cold areas in the world in relation to the Equator and the North/South Poles.</b></li> <li>• <b>Use world maps, atlases and globes.</b></li> <li>• Use simple compass directions and locational language to describe the locations of features and routes on a map.</li> <li>• Use aerial photos and plans to identify features, human and physical.</li> </ul>
<p>Key Stage 1 Skills</p>	<ul style="list-style-type: none"> <li>• Name, locate and identify the characteristics of the 4 countries and capital cities of the United Kingdom.</li> <li>• Similarities and differences of human and physical Geography of an area.</li> <li>• Identify seasonal and daily weather patterns.</li> <li>• Use geographical vocabulary to identify physical and human features.</li> <li>• Use world maps, atlases, OS maps and globes.</li> <li>• Use compass directions and directional language.</li> <li>• Use aerial photographs, devise a map and use a simple key.</li> <li>• Use simple fieldwork and observational skills within the local area.</li> </ul>		

	Autumn 1	Spring 1	Summer 1
Year 3	Extreme Earth- Autumn 1 (volcanoes, earthquakes, tsunamis, tornadoes) (Locational Knowledge, Human and Physical Knowledge, Geographical Skills and Fieldwork)	Comparing Locations (UK, France – Paris) Focus on Mountains – Spring 1 (Locational Knowledge, Human and Physical Knowledge, Geographical Skills and Fieldwork)	Climate Change – Summer 1 (Locational Knowledge, Human and Physical Knowledge, Geographical Skills and Fieldwork)
End Points	<ul style="list-style-type: none"> <li>• <b>Begin to describe some key aspects of physical geography, including volcanoes and earthquakes.</b></li> <li>• Confidently use world maps, atlases and globes to use digital mapping.</li> <li>• To understand the effect volcanos, have on the environment. Look at a Tectonic map.</li> <li>• To understand what causes a volcano to erupt - link to Tectonic map knowledge.</li> <li>• To know that Indonesia has the largest active volcano and Antarctica has the greatest concentration of Volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate some countries of Europe and North/South America using maps and identify some environmental regions, key physical/human features, cities.</li> <li>• Begin to explain geographical similarities and differences.</li> <li>• Begin to describe some key aspects of physical geography.</li> <li>• Begin to describe some key aspects of human geography.</li> <li>• Confidently use world maps, atlases and globes to use digital mapping.</li> <li>• Begin to identify position of Prime/Greenwich Meridian and time zones.</li> <li>• Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic.</li> <li>• <b>To understand the key physical features of The Alps and compare and contrast with UK mountains.</b></li> <li>• <b>To identify the position and significance of latitude, longitude, the Equator, the Northern and Southern hemispheres.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To know that climate change is affecting the world's temperature and understand the impact of this.</li> <li>• To track and observe local area patterns.</li> <li>• To know that humans are the biggest cause of climate change</li> <li>• To use world maps, atlases and globes, and can compare this over time.</li> <li>• Look at Asia (China) and its impact on climate change.</li> </ul> <p><b>Fieldwork: Where would be the best place for a wind turbine in school?</b></p>

<p>Year 4</p>	<p>European Study - Where in the World is Rome? – Autumn 1 (Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork)</p>	<p>Continent Comparison – Europe and Asia – Spring 1 (Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork)</p>	<p>Rivers and The Water Cycle – Summer 1 (Locational Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork)</p> <p><b>Trip – Teesmouth Visitors Centre – Rivers Workshop</b></p>
<p>End Points</p>	<ul style="list-style-type: none"> <li>• Explore how some aspects of physical and human characteristics have changed over time.</li> <li>• Explain geographical similarities and differences and communicate geographically.</li> <li>• <b>Describe and understand aspects of human geography that include settlement and land use.</b></li> <li>• Securely use world maps, atlases and globes use digital mapping.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's continents, countries and cities and describe where Asia is located in the world in relation to Europe.</li> <li>• Use maps, atlases and globes to locate countries and describe features.</li> <li>• To name all of the continents and seas.</li> <li>• <b>Explain geographical similarities and differences between Europe and Asia eg climate, physical and human geography (mountains).</b></li> <li>• Explore aspects of human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate countries and cities of the UK, describing geographical regions and topographical features.</li> <li>• <b>Describe and understand aspects of physical geography.</b></li> <li>• Securely use world maps, atlases and globes use digital mapping.</li> <li>• Use compass direction.</li> <li>• Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology.</li> </ul> <p><b>Fieldwork: Teesmouth Visitors Centre – Rivers Workshop</b></p>



<p>Year 5</p>	<p>Countries involved in World War 2 – 6 – Digit Grid Reference and OS Map Focus – Autumn 1 (Locational Knowledge, Human and Physical Knowledge)</p>	<p>Tropical Rainforest Biome – South America – Spring 1 (Locational Knowledge, Place Knowledge, Human and Physical Knowledge, Geographical Skills and Fieldwork)</p> <p><b>Trip – Butterfly World</b></p>	<p>Topographical Knowledge – Summer 1 (Locational Knowledge, Place Knowledge, Human and Physical Knowledge, Geographical Skills and Fieldwork)</p>
<p>End Points</p>	<ul style="list-style-type: none"> <li>• Locate majority of world’s countries that were involved in WW2.</li> <li>• Locate cities using maps and identify environmental regions, key physical/human features.</li> <li>• Securely use world maps, atlases and globes use digital mapping to build knowledge of the wider world.</li> <li>• <b>Use digital mapping, 8-point compasses, 4- and 6- digit grid references and Ordnance Survey maps.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locate majority of world’s countries and cities using maps and identify environmental regions, key physical/human features.</li> <li>• Identify position of latitude, longitude and North/South Hemisphere.</li> <li>• Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic.</li> <li>• Identify position of Prime/Greenwich Meridian and time zones.</li> <li>• Examine and communicate geographically.</li> <li>• Explain key aspects of physical geography.</li> <li>• <b>Understand the interaction between physical and human processes and features.</b></li> <li>• Securely use world maps, atlases and globes use digital mapping to build knowledge of the wider world.</li> <li>• Observe, record and present human/physical features of local areas using maps, sketches, plans, graphs, digital technology.</li> <li>• Use 8-point compass, grid references and Ordnance Survey maps.</li> </ul> <p><b>Fieldwork: Virtual trip to the Amazon.</b></p>	<ul style="list-style-type: none"> <li>• To compare and contrast the Arctic and Antarctica.</li> <li>• To describe and understand the biomes of the Polar Regions.</li> <li>• To explain the effect of Global warming on our Polar Regions.</li> <li>• To use an OS map to identify features of Antarctica and make comparisons with the UK.</li> <li>• Identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>

Year 6	The UK and its Population – Autumn 1 (Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork).	North America – Spring 2 (Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork).	Mexico and its Population – Summer 1 (Locational Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork).
End Points	<ul style="list-style-type: none"> <li>• Name and locate countries, cities and regions of the UK.</li> <li>• Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time.</li> <li>• <b>Examine and explain key aspects of human geography.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Examine and explain key aspects of human geography.</b></li> <li>• In a variety of ways, observe, record and measure present human/physical features of local areas using sketches, plans, graphs, digital technology.</li> <li>• Locate world's countries and cities using maps and explain environmental regions, key physical/human features.</li> <li>• Apply understanding of positional language.</li> <li>• Analyse geographical similarities and differences and communicate geographical concepts in a wide variety of ways.</li> <li>• Securely use world maps, atlases and globes use digital mapping to build knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate world's countries and cities using and explain environmental regions, key physical/human features.</li> <li>• <b>Understand the key interaction between physical and human processes and features and how these change over time – focus on Mayans.</b></li> <li>• Securely use world maps, atlases and globes use digital mapping to build knowledge of the wider world.</li> <li>• Compare and contrast with UK population.</li> </ul>
Key Stage 2 Skills	<ul style="list-style-type: none"> <li>• Locate the world's countries and key cities using maps.</li> <li>• Name and locate cities in the United Kingdom.</li> <li>• Identify human and physical characteristics.</li> <li>• Understand geographical similarities and differences.</li> <li>• Describe and understand mountains and volcanoes.</li> <li>• Describe and understand land settlements, land use, trade links and food.</li> <li>• Describe and understand mountains, rivers and vegetation.</li> <li>• Use world maps, atlases and globes.</li> <li>• Use fieldwork to observe, measure and record human and physical features.</li> <li>• Identify the position and significance of latitude, longitude and time zones.</li> <li>• Use 8-points on compass, grid references, symbols and keys.</li> </ul>		