



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

Geography Curriculum Map		Autumn	Spring	Summer
A	EYFS	<p>My House/ Houses in Newbold Talk about what they see, using a wide vocabulary. Recognise some environments that are different to the one in which they live.</p> <p><i>Development Matters age 3-4 year old, Reception</i></p>	<p>People who help us Show interest in different occupations.</p> <p>Caring for the Environment Talk about what they see, using a wide vocabulary.</p> <p>Draw information from a simple map</p>	<p>Ashby Castle Talk about what they see, using a wide vocabulary. Recognise some environments that are different to the one in which they live. Draw information from a simple map</p> <p>Holidays Travel Agent, London compared to Zambia Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries Draw information from a simple map</p> <p>The Beach Talk about what they see, using a wide vocabulary. Recognise some environments that are different to the one in which they live.</p>
	1&2	<p>Memory Box</p> <p>Games from around the world. Learn Continents. Name and locate the world’s seven continents and five oceans.</p> <p>Childhood</p> <p>Play games using positional language.</p> <p>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p> <p>Settlements; Changes over time</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>Superheroes</p> <p>The Enchanted Woodland Develop children’s knowledge of British wildlife and woodland habitats. Children will observe and identify plants and animals, understand seasonal changes and appreciate the wonder of the woodland.</p> <p>Making maps Use aerial photographs 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>Street Detectives Teach children about their local area. This project develops children’s knowledge of key landmarks, services and the community, how these have changed over the years and what they, as the younger generation, can do for their local area.</p> <p>Fieldwork in the local area; Human and physical features; Using and making maps; Aerial images Use aerial photographs 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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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. Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Rio de Vida</p> <p>Compare to a non-EU climate Naming Oceans</p>



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Page 2 of 10

Geography Curriculum Map		Autumn	Spring	Summer
				<p>Teach children about the culture and geography of Brazil. This project develops children's knowledge and appreciation of Latin American music, while honing their composition, singing and performance skills.</p> <p>Locating countries and cities; Comparing areas of UK with Rio de Janeiro</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>
	3, 4, 5 & 6	<p>Through The ages Human features; Stone Age monuments</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Describe and understand key aspects of 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.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>One Planet, Our World This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.</p> <p>Maps; Locating countries; Human and physical features; Four-figure grid references; Primary data; Compass points; Earth's layers; Plate tectonics; Latitude and longitude; European countries and cities; UK counties and cities; Carbon footprints; Weather and the local environment; Land use; Fieldwork; Local enquiry</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Describe and understand key aspects of 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.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Rocks Relics and Rumbles This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity</p> <p>Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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>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>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Emperors & Empires</p> <p>Maps</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Revision and Retrieval Practice</p>



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

Geography Curriculum Map		Autumn	Spring	Summer
		<p>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>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>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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

Geography Curriculum Map		Autumn	Spring	Summer
Year B		EYFS Repeat Year A		
	1&2	<p>School Days This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</p> <p>Fieldwork; Human and physical features; Maps; Local environment; Changes over time</p> <p>Use aerial photographs 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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Moon Zoom Develop children’s knowledge of technology, space and materials. Children learn how to design and make model spaceships, considering the properties of materials. They might even meet an alien.</p> <p>Satellite images Use aerial photographs 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 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. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Seasonal Changes (linked Science Topic)</p> <p>This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist.</p>	<p>Movers and shakers</p> <p>This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</p> <p>Historical landmarks; Significant places</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Paws, Claws and Whiskers</p> <p>Develop children’s knowledge of shape, colour, pattern and texture. Children will observe, draw and recreate wild animals and pets, as they find out more.</p> <p>Using and making maps; Describing physical features Focus on Africa</p> <p>Name and locate the world’s seven continents and five oceans. Use aerial photographs 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 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. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Bright City, Big Lights</p> <p>Countries of the UK</p> <p>This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</p> <p>Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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 UK, and of a small area in a contrasting non-European country. Use aerial photographs 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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 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. 4 Year 1 Fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 3 Year 1 Aims Breadth Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Coastlines</p> <p>Naming Oceans Mapwork</p>



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

Geography Curriculum Map		Autumn	Spring	Summer
				<p>Compare Whitby to the Great Barrier Reef Australia</p> <p>Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism</p> <p>Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use aerial photographs 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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 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. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

Geography Curriculum Map		Autumn	Spring	Summer
Power, Empire, invasion Monarchy, Democracy Parliament	Year 3&4	Interconnected World This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions. Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry Describe and understand key aspects of 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. Skills are adjusted to reflect appropriate Year Group Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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). 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. 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	Misty Mountain, Winding River This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Soil; Altitudinal zones; Data analysis Describe and understand key aspects of 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. Skills are adjusted to reflect appropriate Year Group Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. 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, a region in a European country, and a region within North or South America. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time	Revision and Retrieval Practice
	Year 5&6			



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

Geography Curriculum Map	Autumn	Spring	Summer
--------------------------	--------	--------	--------

Year C	EYFS 1&2	Repeat Year A		
	Year 3&4 Year 4&6	<p>Investigating our World</p> <p>This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types</p> <p>Ordnance Survey maps; Contour lines; Six-figure grid references; Time zones; Climate zones; Vegetation belts; Biomes; Human geography; World cities; Sustainable manufacturing processes; Relative locations and distances; Transport networks; Settlement hierarchy; Local enquiry; Fieldwork</p> <p>Describe and understand key aspects of 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.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>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>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>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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Sow Grow and Farm</p> <p>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas</p> <p>Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Describe and understand key aspects of 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.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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>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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Interpreting geographical sources</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p> <p>Skills are adjusted to reflect appropriate Year Group</p>



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Geography Curriculum Map		Autumn	Spring	Summer
		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>		



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

Geography Curriculum Map		Autumn	Spring	Summer
Year D	EYFS	Repeat Year A		
	1&2	Repeat Year B		
	Year 3&4 Year 5&6	Britain at War Place and interconnections; Maps Skills are adjusted to reflect appropriate Year Group Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	Frozen Kingdoms Develop children’s knowledge of polar regions. Teach children about the interconnections of this extreme ecosystem and how humans and animals seek to conquer it Features of the polar regions Skills are adjusted to reflect appropriate Year Group Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	Maafa Africa – countries, land use, natural resources, location, settlements, population, climate and physical features. Describe and understand key aspects of 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. Our Changing World Features of Earth including the Arctic and Antarctic Circles; Time zones, Latitude and longitude; Map scale; Grid references, contours and symbols; Climate change, extreme weather and people; Worldwide trade; Natural resource management; Road safety; Fieldwork; Settlement patterns; Local enquiry Skills are adjusted to reflect appropriate Year Group Describe and understand key aspects of 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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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). 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. 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

Geography Curriculum Map		Autumn	Spring	Summer
				<p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>