



Barley and Barkway (VA) C of E First Schools Federation

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Geography Curriculum Map

	Mathematics	Understanding the World	
Three and Four-Year-Olds	<p>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
Understanding the World			
Reception	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>		
Understanding the World			
	People, Culture and Communities	The Natural World	
ELG	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>		

Year	Autumn	Spring	Summer
1	<p>Our Country UK countries and their capital cities. Seas surrounding the UK. <u>Focus:</u> Maps and atlases. Recognise landmarks and basic human and physical features of the UK</p>	<p>Where We Live Locating our school on a map. Geographical features of our village. Compass points and map symbols. <u>Focus:</u> Fieldwork of the local area and the school. Mapping skills.</p>	<p>Wonderful Weather Seasonal and Daily weather patterns Locating hot and cold areas of the world. <u>Focus:</u> Relating hot and cold areas to the Equator and the Poles. Gathering data.</p>
2	<p>Countries of the UK Recapping UK countries, capital cities and seas. Comparing Barley and Barkway with Nairobi. <u>Focus:</u> Comparison of human and physical features. Atlases and maps.</p>	<p>Wonderful World Naming and locating countries, the seven continents and the oceans. Hot and cold climates. <u>Focus:</u> Geographical features of the continents. Atlases and maps.</p>	<p>Magical Mapping Looking at maps and understanding the symbols. Understanding ariel views and using compass directions (4 points). <u>Focus:</u> Creating maps. Fieldwork of the local area. Using a compass.</p>
3	<p>Locational Knowledge and Mapping Compass points (8) and grid references. Drawing maps and using a key. <u>Focus:</u> Using fieldwork to explore the local area. Using maps. Building knowledge of the UK and the wider world.</p>	<p>Land Use How land use has changed over the years. UK farming activities. Maps of the local area. <u>Focus:</u> Fieldwork study of local chalk pit. Creating maps of the local area using a key. Local farming.</p>	<p>All Around the World Countries in the world and their locations. Latitude, longitude and time zones. The Equator, the Hemispheres, the Poles and the Tropics. <u>Focus:</u> Maps and atlases. Compasses and grid references.</p>
4	<p>Locational Knowledge Locating UK counties and cities. Using four- and six-figure grid references. Maps, atlases, globes and digital/computer mapping to locate countries and describe features. <u>Focus:</u> Royston, Cambridge, town in Europe. Fieldwork to observe, measure, record and present geographical features using a range of methods.</p>	<p>Somewhere to Settle Development of UK towns and UK place names. Needs and requirements of settlers. Designing a settlement. <u>Focus:</u> Human geography. Economic activity, use of natural resources.</p>	<p>Earthquakes! Where and why earthquakes take place. How are human features in these areas adapted to cope with earthquakes? <u>Focus:</u> Physical geography: Exploring movement of plates. Writing opportunity – write report on earthquakes.</p>

