

### Geography curriculum map

Our curriculum aims to inspire children's curiosity and interest to explore the world that we live in and its people. We intend to equip children with geographical skills to develop their knowledge and understanding through studying both our local community and the wider world. Geography is an investigative subject and we intend to provoke thought, questions and to encourage children to discover answers to their own questions through fieldwork, exploration and research. Our curriculum intends to create a lifelong curiosity and excitement about the world as well as the creativity and critical thinking that will equip them as globally-minded citizens.

	Autumn	Spring	Summer	Key Vocabulary
Nursery	<p><b>Name</b> places in key texts and of relevance to children ie park, wood, jungle, farm and the animals and people that live in them.</p> <p><b>Name</b> where our families live.</p> <p><b>Observe</b> features of the local school environment e.g. playground, orchard, field, rainbow garden.</p> <p><b>Apply</b> simple prepositions e.g. up, down, under, next to, in between, behind, in front during continuous provision</p> <p><b>Introduce</b> basic maps ie. of the farm in 'What the Ladybird Heard'. Draw own maps in small world and role play.</p> <p><b>Describe and observe</b> what the weather is like each day</p> <p><b>Observe</b> the features of Autumn.</p>	<p><b>Name</b> places in key texts ie city, park, village and the animals and people that live in them.</p> <p><b>Introduce</b> map of the world, oceans and continents (especially Africa). <i>Know that there are different countries in the world.</i></p> <p><b>Describe and observe</b> what the weather is like each day.</p> <p><b>Observe</b> the features of Spring.</p> <p><b>Name</b> appropriate clothing for each day depending on weather</p> <p><b>Explore and investigate</b> geographical language through small world play and mud pit e.g. beach, hill, sea, forest, soil, season, city, town, farm, house, shop</p>	<p><b>Name</b> places in key texts ie. woodlands, gardens, rivers, sea and some animals and people that live in them.</p> <p><b>Explore</b> features of significance on basic maps.</p> <p><b>Describe and observe</b> what the weather is like each day</p> <p><b>Observe</b> the features of Summer.</p> <p><b>Use</b> geographical language in role play and small world play.</p> <p><i><b>Know</b> that there are different countries in the world and talk about the differences they have experienced or seen in photos</i></p> <p>Name some features of New Malden</p> <p>Locate different zones in nursery</p> <p><i>Use small world play to represent a place in the school</i></p>	<p>Hot Cold Sunny Rainy New Malden Town Farm Wood</p>

	<p>Know that there are different zones in nursery</p>	<p>Know that there are different zones in nursery have different features</p> <p><i>Shows interest in different occupations</i></p>		
Reception	<p><b>Introduce</b> left and right</p> <p><b>Observe and name</b> physical features of the surrounding area during Out and About- Autumn walk around the school</p> <p><b>Discuss</b> and explore features of Autumn and Winter</p> <p><b>Introduce</b> messy maps</p> <p><b>Introduce</b> what grows in each season and why (harvest)</p> <p>Name where they live</p> <p>Name different jobs that people living in New Malden might do.</p> <p>Name people who help us and their roles in society eg firefighters in New Malden, help who keep Beverley Park clean</p> <p>Discuss how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live etc</p>	<p>Discuss and explore Spring and it's features</p> <p><b>Observe</b> the different seasons and link to different weathers</p> <p><b>Describe and observe</b> what the weather is like each day</p> <p><b>Understand</b> important changes in the seasons. <b>Name</b> appropriate clothing for each season</p> <p><b>Identify and name</b> features during trip to Beverley Park looking for signs of Spring</p> <p><b>Observe</b> features of the local environment - Beverley Park. Look at aerial photo of route</p> <p><b>Describe</b> New Malden using knowledge from first hand experiences</p> <p>Familiarise children with the name of the roads when walking to the park. Comment on simple features on their route.</p> <p>Know there are other countries in the world. Know that countries are separated by oceans through eg Grandad's Island</p> <p>Draw a map of their route to the park. Create a representation of New Malden.</p> <p>Make a drawing of their favourite place in the outdoor area, what they saw at BP</p> <p>Sequence photos from walk to BP</p>	<p><b>Create</b> a map of the classroom and school using recognisable features.</p> <p><b>Explore</b> maps in different ways e.g. pirate treasure maps. <i>Create their own messy maps.</i></p> <p><b>Observe</b> features of the local environment - Beverley Park, NM Library, NM Fire Station, Godstone Farm</p> <p><i>Show information through a map</i></p> <p><b>Introduce</b> capital cities across uk through stories - Katie Morag, The Queen's Hat, The Queen's handbag, Mr.Chicken goes to London</p> <p><b>Explore</b> London as the capital city of England. <i>Comment on different landmarks and recreate these in continuous provision.</i> Discuss transport and distance from New Malden</p> <p><i>Find London on a map</i></p> <p><b>Introduce</b> continents on map and Google Earth- where do you live?</p> <p>Introduce the idea that countries are separated by oceans</p> <p><b>Introduce</b> globe, hot and cold areas and the equator during topic Here, There and Everywhere</p>	<p>map</p> <p>Near</p> <p>far</p> <p>left</p> <p>right</p> <p>up</p> <p>down</p> <p>under</p> <p>next to</p> <p>between</p> <p>Behind</p> <p>Country</p> <p>school</p> <p>park</p> <p>building</p> <p>local area</p>

		Express feelings about BP what they like/dislike	During Around the World week <b>recognise</b> and <b>explain</b> some similarities and differences between life in this country and life in other countries drawing from primary sources, books and maps  <b>Recognise</b> that some environments are different to the one in which they live	
<b>Year 1</b>	<p><b>Name</b> the five oceans.</p> <p><b>Make</b> continents using playdough. Discuss size and shape of each continent.</p> <p><b>Identify</b> features of school grounds (senses walk). <i>Observe and record the features around the school</i></p> <p><b>Identify</b> human and physical features observable from school site.</p> <p><b>Investigate</b> using globes and atlases the names and locations of 5 oceans.</p> <p><b>Investigate</b> where different toys and games come from around the world.</p> <p><b>Create</b> a map of the playground using locational language (near, far) <i>Draw basic maps including introducing a key (around the school)</i></p> <p><i>Understand that maps and globes show the same thing</i></p>	<p><b>Investigate</b> using globes and atlases the route taken by Christopher Columbus and where Blackbeard lived. <b>Name</b> continents.</p> <p><b>Introduce</b> compass directions.</p> <p><b>Identify</b> human and physical features of New Malden (local walk). Include survey on local amenities. <i>Say what they like about New Malden.</i></p> <p><i>Identify things they know and have seen from a simple map of the local area. Recognise a photo which has been taken from an aerial view</i></p> <p><i>Name the road they live on</i></p> <p><b>Follow</b> map when on local area walk.</p> <p><b>Create own map</b> of route taken on local area walk.</p> <p><b>Name</b> key features of New Malden <i>Observe and record information about the local area</i></p> <p><b>Plan, draw and build</b> a 3D model of the classroom/school based on a 2D map</p> <p><b>Collect and record</b> daily weather patterns. <b>Compare</b> weather changes over time and <i>explain changes within each</i></p>	<p><b>Name</b> Asia, North and South America when studying bears.</p> <p><b>Recall</b> facts about London as a capital city when learning about Paddington.</p> <p><b>Compare</b> features of London to Peru (Paddington) <i>ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</i></p> <p><b>Compare the climates</b> of Asia and South America (study of pandas and spectacled bears). <i>Explain the main features of a hot and cold place.</i></p> <p>Discuss physical features of bears and their habitats. Compare different areas.....(town, village, beach, farmland, city). Compare human and physical features when looking at London and Peru.</p> <p><b>Identify</b> landmarks and features of the different locations using Google Earth when learning about bears</p> <p><b>Use globes and atlases to locate</b> the habitats of bears.</p> <p><b>Follow and use directional language</b> clues to find a Teddy's Bear picnic.</p> <p>Use google earth to compare Peru and London. <b>Discuss</b> climate of Peru in relation to the</p>	<p>north south east west Compass</p> <p>continent Asia Africa North Americ a South Americ a Antarctica Europe Australasia</p> <p>ocean Atlantic Pacific Arctic Indian Southern</p> <p>landmark River United Kingdo m capital city England London</p>

		<p>season. <b>Research and report</b> weather findings including weather around the world. <i>Ask questions about the weather and seasons.</i></p> <p><b>Discuss</b> appropriate activities depending on weather</p> <p><i>Observe and record weather chart. Explain weather changes with each season.</i></p> <p><i>Make plausible predictions about the weather</i></p>	<p>Equator</p> <p><b>Observe</b> human features of Wisley Gardens</p> <p><i>Name simple compass directions (North, South, East and West)</i></p> <p><i>Point to the equator on a map</i></p> <p><i>Compare Peru and England - landmarks, buildings, rivers, mountains, climate</i></p>	<p>weather season temperature climate thermometer rain gauge Anemometer</p> <p>equator North pole South pole</p> <p>symbols key</p>
<b>Year 2</b>	<p>Naming and locating continents and oceans when showing habitats from different parts of the world</p> <p><b>Observe</b> and locate the habitats of a range of animals on different maps</p> <p><b>Create</b> a new map of London after looking at John Evelyn and Christopher Wren's plans</p> <p><b>Observe</b> human and physical features of the London Wetlands Centre and NM allotment</p> <p><i>Use simple compass directions to describe the location of features on a map</i></p>	<p><b>Compare</b> Brazil and England - comment on landmark, buildings, longest rivers, highest points, climate</p> <p><i>Be able to verbalise and write about similarities and differences between the features two localities.</i></p> <p><b>Measure</b>, record and present information about the weather</p> <p><b>Prove</b> the closer you go to the equator the hotter it is</p> <p><i>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</i></p>	<p>Create a fact book about the UK showing capital cities and surrounding seas. <i>Explain the purpose of a capital city and name countries of the UK and their capital cities</i></p> <p><i>Name key features associated with a towns and villages in UK. or name main towns, cities, rivers and mountains in UK</i></p> <p><i>Use maps and globes to locate the UK.</i></p> <p><i>use locational and directional language to describe the location of features and routes on a map/capital cities in the UK.</i></p> <p><i>Express own views about a place, people and environment.</i></p> <p><i>Show understanding by describing the places and features of Brazil and England using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</i></p> <p><b>Recreate</b> the Lonely Beast's journey using vocabulary of physical and human features</p>	<p>Equator Northern Hemisphere Southern Hemisphere English channel North sea Irish sea Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean Scotland Edinburgh Ireland Belfast Wales Cardiff</p>

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