

### 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
<b>Nursery</b>	<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).</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>Hot Cold Sunny Rainy New Malden Town Farm Wood</p>
<b>Reception</b>	<p><b>Introduce</b> left and right</p> <p><b>Observe and</b></p>	<p>Discuss and explore Spring and it's features</p>	<p><b>Create</b> a map of the classroom and school using recognisable features</p>	<p>map Near far</p>

	<p><b>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>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>Introduce</b> what grows in each season and why</p> <p><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</p>	<p><b>Explore</b> maps in different ways e.g. pirate treasure maps</p> <p><b>Observe</b> features of the local environment - Beverley Park NM Library, NM Fire Station Godstone Farm</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, transport, distance from New Malden</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>left right up down under next to between Behind Country school park building local area</p>
<p><b>Year 1</b></p>	<p><b>Name</b> common fish in 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).</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</p>	<p><b>Investigate</b> using globes and atlases the route taken by Christopher Columbus and where Blackbeard lived.</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.</p> <p><b>Follow map</b> when on local area walk.</p> <p><b>Create own map</b> of route taken on local area walk.</p> <p><b>Plan, draw and build</b> a 3D model of the classroom/school based on a 2D map</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)</p> <p><b>Compare the climates</b> of Asia and South America (study of pandas and spectacled bears).</p> <p>Discuss physical features of bears and their habitats. Comparing different areas.....(town, village, beach, farmland, city). Compare human and physical features when</p>	<p>north south east west Compass</p> <p>continent Asia Africa North America South America Antarctica Europe Australasia</p> <p>ocean</p>

	locational language (near, far)	<p><b>Collect and record</b> daily weather patterns. <b>Compare</b> weather changes over time. <b>Research and report</b> weather findings including weather around the world.</p> <p><b>Discuss</b> appropriate activities depending on weather</p>	<p>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 Equator</p> <p><b>Observe</b> human and physical features of Wisley Gardens</p>	<p>Atlantic Pacific Arctic Indian Southern</p> <p>landmark River United Kingdom capital city England London</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><b>Compare</b> Brazil and England - comment on landmark, buildings, longest rivers, highest points, climate</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>Create a fact book about the UK showing capital cities and surrounding seas</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</p>

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