



Geography Unit Map

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| R | | <p>Where we live Street, Bearwood, school grounds</p> <p>Maps Make simple observational maps. Look at photographs including aerials</p> | | | <p>Different environments Recognise some environments that are different to the one in which they live. Similarities and differences</p> <p>Trip Farm</p> | |
| R Consistent learning over the year | Weather in the local area. Start to notice changes in seasons in school grounds (link to Nursery) | | | | | |
| 1 | Weather patterns in the UK – seasonal and daily weather patterns | | <p>Where do we live (Walk around Bearwood, places, local knowledge) Compare to Kinson</p> <p>Make a simple plan of the school grounds (connect back to Year R) Compare maps of Bearwood and Kinson</p> | | <p>Name and locate the four countries of the UK and the capital cities Similarities and differences between London and other cities with Bournemouth Name and locate the seas surrounding the UK</p> <p>Maps Compare maps of the four countries. Aerial Bournemouth, London</p> | |
| 1 Consistent learning over the year | Weather patterns, seasons (linked to Reception) Maps – Make a simple plan of the school grounds to follow | | | | | |
| 2 | | Locate the UK within the world. Locate and name the 7 continents. | | Compare human features of Bournemouth and a non-European country. | | Physical features of Bournemouth Beach e.g. cliffs. |

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| | | Identify seasonal and daily weather patterns in the four countries of the UK and location of hot and cold areas of the world in relation to the Equator and the North and South Poles | | Understand land is used for different purposes 4 point compass | | Name and locate 5 oceans (link to 7 continents) |
| 2 Consistent learning over the year | Make a simple plan of a known area with a simple key | | | | | |
| 3 | Other cities in the UK Belfast, Liverpool etc Compare and describe key human and physical features of cities across the UK . Maps of the cities Belfast, Liverpool etc how do they compare to UK, Wales etc Mountains (origin and features) Name and locate counties of the UK OS maps - 6 figure ref to locate landmarks | | Farm to fork Rural areas where we might plant food. Why farms were built there. Environment impact of farming. Why weather important to farming Maps Rural OS maps - 4 figure ref to locate landmarks Trip A working Farm (Honeybrook) | | Weather and effects Hazards associated with weather and the effect on people. Flooding, hurricane and drought. Maps Look at weather maps for cities of the UK Belfast, Liverpool etc (link to Year 2) | |
| 3 Consistent learning over the year | Map - Make a more detailed aerial/plan map of the school. | | | | | |

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| 4 | | <p>Identify where countries are within Europe including Italy and Russia. Name, locate and recognise shape of the 7 continents. Name and locate the 5 oceans.</p> <p>Volcanoes and earthquakes – study a region of Europe including physical and human characteristics.</p> <p>Water cycles</p> | | <p>Human geography including: -types of settlement and land use -economic activity including trade links, - distribution of natural resources including energy, food, minerals and water</p> <p>Maps OS maps Digital mapping</p> | | <p>Climate change in hot and cold regions Understanding climate change Hot and cold regions. How climate changes across climate zones. Position and significance of the equator, hemispheres, Northern and Southern, Tropic of cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle. Explore weather patterns around Europe</p> |
| 4 Consistent learning over the year | Make a simple map on a grid of a route using a key with standard symbols. | | | | | |
| 5 | <p>South America Weather patterns in relation to climate zone.</p> <p>Name and Locate countries in South America using geographical language to include 8 compass points.</p> <p>Study a region of South America – human and physical features.</p> | | <p>Global zones World’s countries and capital cities</p> <p>Biomes and vegetation belts.</p> <p>Identify position and significance of Greenwich Meridian and time zones.</p> <p>Climate change.</p> | | <p>Population – develop informed reasons for the changes in settlement populations in relation to human and physical features</p> <p>Identify biomes, mountain ranges, tectonic regions, trade links and climate zones and relate these to population density.</p> | |
| 5 Consistent learning over the year | Maps - Sketch a map of an area using an OS symbols and key. Recap naming and locating countries, continents, oceans, equator, hemispheres, Northern and Southern Tropic, Prime median , time zones | | | | | |

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| <p>6</p> | | <p>Rivers</p> <p>Rivers of the world (locate using maps and aerial photographs and describe location of in relation to settlements)</p> <p>Features of rivers</p> <p>Erosion and deposition</p> <p>Trip to Canford SANG</p> | | <p>North America</p> <p>Environmental regions including rainforests, deserts, mountains.</p> <p>Name and locate countries and capital cities of North America using digital maps.</p> <p>Human and physical features of Mexico.</p> <p>Fairtrade</p> | | <p>Changing Coasts</p> <p>Compare different coastlines using digital maps with reference to key coastal features</p> |
| <p>6 Consistent learning over the year</p> | <p>Maps - Longitude and Latitude</p> | | | | | |