



Geography Curriculum Map

Our curriculum aims to develop the children's understanding of both their local area and the wider world. We want them to be curious about the world and the people that live in it. We will teach them the skills that they need to develop their knowledge and understanding of the world. They will have the chance to ask questions and discover the answers to these questions through research, exploration and fieldwork. By using the scheme of work from Kapow, children will get the opportunities to learn about places both near and far. By the end of their journey at The Minster Nursery and Infant School, we hope that the children have started to create a lifelong curiosity of the world.

	Autumn	Spring	Summer
Nursery	<p>They use all their senses in hands-on exploration of natural materials. They talk about what they see, using a wide vocabulary. They begin to understand the need to respect and care for the natural environment and all living things. They know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They make imaginative and complex, 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <ul style="list-style-type: none"> • Talking about their home environment and the differences between that and the school environment. • Observe different autumnal objects and discuss what they can see and feel. • Naming other countries around the world. • Comparing other countries to where they live in this country. 	<p>The children talk and describe familiar routes. They discuss routes and locations, using words like, 'in front' and 'behind'. They use all their senses in hands-on exploration of natural materials. They talk about what they see, using a wide vocabulary. They begin to understand the need to respect and care for the natural environment and all living things. They make imaginative and complex, 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <ul style="list-style-type: none"> • Make observations about the features of their local environment. • Recognising and naming signs and shops in the local environment. • Observing the changes they see around them in spring and discussing what they can see and feel. . 	<p>The children talk and describe familiar routes. They discuss routes and locations, using words like, 'in front' and 'behind'. They use all their senses in hands-on exploration of natural materials. They talk about what they see, using a wide vocabulary. They begin to understand the need to respect and care for the natural environment and all living things. They know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They make imaginative and complex, 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <ul style="list-style-type: none"> • Draw a simple map. • Creating a small world version of their local environment. • Naming other countries around the world. • Comparing other countries to where they live in this country.
Key Vocabulary	Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste, weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, explore, home, bedroom, kitchen, living room, bathroom.	Materials, man-made, natural, nature, seeds, soil, water, care, look after, grow, shop, memorial, stop sign, traffic light, transport, community, local areas, same, different.	names of the features in the environment, countries, same, different, hot, cold, map, road.
Reception	<p>Children go on an Autumn walk, talking about autumnal objects they find to understand the effect Autumn has on the natural world around them. They use their senses to talk about the differences and changes they note in their outside environment as the weather changes. The children look at other countries and familiar locations in this country. They then discuss the similarities and differences between life in this country and life in other countries</p> <ul style="list-style-type: none"> • Know some of the key characteristics of each season. • Use their senses to talk about differences and changes they note, inside and outside. • Talk about features in their immediate and local environment. • Make observations about the characteristics of places (in stories, photographs or in the local area. • Name some different countries and talk about them. • Know that there are differences between places in this country and places in other other countries. 	<p>The children talk about Winter and Spring when they experience these weather changes outside to help understand the effect of changing seasons has on the natural world around them. They use their senses to talk about the differences and changes they note in their outside environment as the weather changes. They look at and talk about different environments and recognise that some are different to the one in which they live. They look at aerial views and maps of their local environment and draw information from them. They draw their own simple maps of their immediate environment or imaginary settings.</p> <ul style="list-style-type: none"> • Read a simple map and locate objects in real life. • Draw a simple map. • Use common words and phrases for describing different environments. • Make observations about the characteristics of places (in stories, photographs or in the local area. • Use their senses to talk about differences and changes they note, inside and outside. • Know some of the key characteristics of each season. 	<p>The children talk about Summer and begin to understand the effect it has on the natural world around them. They use their senses to talk about the differences and changes they note in their outside environment as the weather changes. They look at and talk about different environments and recognise that some are different to the one in which they live. They understand we need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> • Talk about similarities and differences between the natural world around them and contrasting environments. • Caring for their local natural environment. • Know some of the key characteristics of each season. • Use their senses to talk about differences and changes they note, inside and outside.
Key Vocabulary	Autumn, leaves, changes, season, school, home, road, country, England, United kingdom, Scotland, Wales, Northern Ireland,	inside, outside, on top, next to, behind, under, around, near to, shop, house, farm, church, school, mosque, road, pavement, flat,	summer, hot, heat, warm, sunny, farm, crop, ocean, sea, island, continent, city, town, village.

	world, naming other countries around the world, earth.	park, zebra crossing, field, forest, pond, playground, river, mountain, hill, sea, map, spring, new life, growth, bloom.	
Year 1	<u>What is it like here?</u> Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	<u>What is the weather like in the UK?</u> Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	<u>What is it like to live in Shanghai?</u> Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.
Key Vocabulary	aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place questionnaire	Atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane	Continent, country, different, directional language eg near, far, next to, behind etc, key, human feature, map, physical feature, similar, symbol
Year 2	<u>Would you prefer to live in a hot or a cold place?</u> Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	<u>Why is our world wonderful?</u> Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	<u>What is it like to live by the coast?</u> Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
Key Vocabulary	human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation, weather	aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, os map, river, sample sea, scale, symbol, tally chart, vegetation	Arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town