

# Thornborough Infant School

## Geography Curriculum Map

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Reception</b> People, Culture and Communities	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors	Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershe	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story
<b>Cycle A</b> Year 1/2		<b>Spatial Sense unit A</b>  Compass directions, locational and directional language, aerial photographs, local landmarks, simple maps		<b>The UK</b>  Countries (England, Scotland, Ireland, Wales) and important features, geographical differences, flags, seasons (via Science), physical and human features including cities, towns, villages, beach, cliff, coast etc.  Do only English speaking people live in UK? – To build on in following years		<b>Seven continents and Five Oceans</b>  Asia, Europe, Africa, North America, South America, Australia, Antarctica: locations on globe, key features, monuments and native animals, hot and cold areas of the world, use world maps and atlases  <b>Global Issues – Protecting the oceans</b>
<b>Cycle B</b> Year 1/2		<b>Spatial Sense unit B</b>  Compass directions, locational and directional language, routes on a map, human and physical		<b>The British Isles</b>  Our continent, countries and capital city, flags, major England, Scotland wales, Ireland, cultural features of		<b>Northern Europe</b>  Countries in Northern Europe, physical and human features, climate, languages, capital cities,

		features of the local area, drawing maps, basic keys		the British Isles, comparison with a non-European country  Specific focus on England, Scotland and Wales as they share a land border – Look at past / present trade – Pupils need to understand what a land border is and how people in UK can move freely across these countries and settle without crossing water. Maybe look at language differences but also how everyone speaks universal English language		animals and migration, Roald Amundsen
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**Weekly overviews**

<p><b>Spatial Sense Unit A</b> Spatial Sense Builds on children's understanding of the local area. In EYFS children have been introduced to maps, they have created a map together with features of the local area. The terms map, location and route have been introduced.</p>	<p>To know that an aerial view means to look at something from above.</p> <ul style="list-style-type: none"> <li>•The word aerial means from above</li> <li>•When we look at something from above we call this an 'aerial view'</li> <li>•Sometimes objects look different from an aerial view</li> <li>•I can look at an object from above.</li> <li>•I can sketch an object from above.</li> <li>•I can explain how the object might look different from another view.</li> </ul>	<p>To understand that a map tell us the location of different places</p> <ul style="list-style-type: none"> <li>•Maps give us information about places.</li> <li>•Location means where something is.</li> <li>•Maps use symbols to show where certain things are.</li> <li>•I can find some information from a map.</li> <li>•I can locate places on a map.</li> <li>•I can say how different maps show us different things.</li> </ul>	<p>To describe location.</p> <ul style="list-style-type: none"> <li>•Location means the place where something is.</li> <li>•We can use words to describe location.</li> <li>•We can use words to compare the location of two different places.</li> <li>•I can label something on my map that is close to me.</li> <li>•I can label something on my map that is further away.</li> <li>•I can label something on my map that is far from me.</li> </ul>	<p>Compass points can be used to show direction</p> <ul style="list-style-type: none"> <li>•We can give directions such as forwards, backwards, left or right.</li> <li>•Compasses can be used to find direction and navigate.</li> <li>•A compass has four points; north, south, east and west.</li> <li>•I can use compass points to draw, find or describe a location.</li> <li>•I can give direction using compass points.</li> </ul>	<p>To understand what makes a good map</p> <ul style="list-style-type: none"> <li>•Maps often have a title, labels and symbols.</li> <li>•Maps often have a key which explains any symbols.</li> <li>•Maps often have a compass showing north, south, east and west.</li> <li>•I know what makes a good map.</li> <li>•I can draw a key.</li> <li>•I can explain what each symbol in my key means.</li> </ul>	<p>Assessment and revisit</p> <p>To draw a map</p> <p>Specific knowledge goals</p> <ul style="list-style-type: none"> <li>• Maps give us information about places.</li> <li>• Maps are drawn from an aerial view</li> </ul>
<p><b>The UK</b> How the unit builds on prior learning</p> <ul style="list-style-type: none"> <li>•Links to spatial sense where pupils first understand what a map is and how they are used to describe a location. They will have started to discuss</li> </ul>	<p>To understand that the United Kingdom is a union of 4 countries.</p> <ul style="list-style-type: none"> <li>•The word 'union' means joined together.</li> <li>•The United Kingdom is a union of four countries.</li> <li>•The four countries in the United Kingdom are: England, Northern Ireland, Scotland and Wales.</li> </ul>	<p>To know that Scotland is one of the countries of the United Kingdom</p> <ul style="list-style-type: none"> <li>•Scotland is one of the countries in the United Kingdom.</li> <li>•Scotland is located to the north of England.</li> <li>•Edinburgh is the capital of Scotland.</li> </ul>	<p>To know that Wales is one of the countries of the United Kingdom</p> <ul style="list-style-type: none"> <li>•Wales is one of the countries in the United Kingdom.</li> <li>•Wales is located to the west of England.</li> <li>•Cardiff is the capital of Wales.</li> </ul>	<p>To know that Northern Ireland is one of the countries of the United Kingdom</p> <ul style="list-style-type: none"> <li>•Northern Ireland is one of the countries in the United Kingdom. It is separated from the rest of the UK by the Irish Sea.</li> <li>•The capital city of Northern Ireland is Belfast.</li> </ul>	<p>To know that England is one of the countries of the United Kingdom and that we live here.</p> <ul style="list-style-type: none"> <li>•England is a country in the United Kingdom where we live.</li> <li>•England is the largest country in the UK.</li> <li>•The capital city of England is London.</li> </ul>	<p>Assessment</p> <p>To understand that the United Kingdom is a union of four countries: England, Scotland, Northern Ireland and Wales</p> <p>Specific Knowledge Goals:</p> <p>To be able to locate</p>

<p><b>the use of symbols and titles on maps</b></p> <p>The key substantive concepts focused on in this unit include place and space.</p> <p>The key disciplinary understanding in this unit is that geographers describe places.</p>	<ul style="list-style-type: none"> <li>• I can colour the St George's/St Patricks flag red and white.</li> <li>• I can colour the St Andrew's flag blue &amp; white.</li> <li>• I can join these flags together to make the Union Jack.</li> <li>• I can describe the Union Jack and say which flags are included in it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say that Edinburgh is the capital city of Scotland.</li> <li>• I can point to Scotland on a UK map.</li> <li>• I can write/draw some things which describe/represent Scotland either physically or culturally.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say that Cardiff is the capital of Wales.</li> <li>• I can point to Wales on a UK map.</li> <li>• I can write/draw some things which describe/represent Wales either physically or culturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The Republic of Ireland is not part of the United Kingdom.</li> <li>• I can say that Belfast is the capital of Northern Ireland.</li> <li>• I can recognise Northern Ireland on a map of the UK and that it is separated by the Irish Sea.</li> <li>• I can write/draw some things which describe/represent Northern Ireland either physically or culturally.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say that London is the capital of England.</li> <li>• I can point to England on a UK map and know this is the country in which I live.</li> <li>• I can write/draw some things which describe/represent England either physically or culturally.</li> </ul>	<p>England, Scotland, Northern Ireland and Wales on a map of the UK. To know England, Northern Ireland, Scotland and Wales form the United Kingdom. To be able to describe some of the landscape of the UK including mountains, valleys and coastline</p>
<p><b>The Seven Continents</b> Links to spatial sense where pupils first understand what a map is and how they are used to describe a location. They will have also used a maps and atlases to locate the four countries of the United Kingdom and surrounding</p> <p>The key substantive concepts focused on in this unit are location, climate and landscape.</p> <p>The key disciplinary concepts focused on are interconnection and diversity</p>	<p>To know that continents are very large areas of land.</p> <ul style="list-style-type: none"> <li>• I can explain what I already know about continents.</li> <li>• I know that continents are very large areas of land.</li> <li>• I know there are seven continents on Earth.</li> </ul>	<p>To recognise Europe as one of the world's seven continents.</p> <ul style="list-style-type: none"> <li>• We live in the continent of Europe.</li> <li>• Europe is one of the smaller of the world's seven continents.</li> <li>• In southern Europe, the climate can be warm and sunny, but in northern Europe the climate is cooler.</li> <li>• I can sort human and physical features</li> <li>• I can place these features on a map of Europe, using an atlas to aid me</li> <li>• I can label some countries.</li> </ul>	<p>To recognise Antarctica as one of the world's seven continents.</p> <ul style="list-style-type: none"> <li>• Antarctica is a very cold continent.</li> <li>• The South Pole is located in Antarctica.</li> <li>• Scientists travel to Antarctica to find out more about it.</li> <li>• I can sort human and physical features</li> <li>• I can place these features on a map of Antarctica, using an atlas to aid me</li> </ul>	<p>To recognise Africa as one of the world's seven continents.</p> <ul style="list-style-type: none"> <li>• Africa is one of the world's seven continents.</li> <li>• The equator runs through Africa.</li> <li>• Deserts, grassland, rainforest and jungle can all be found in Africa.</li> <li>• I can sort human and physical features</li> <li>• I can place these features on a map of Africa, using an atlas to aid me</li> <li>• I can label some countries.</li> </ul>	<p>To recognise Asia as one of the world's seven continents.</p> <ul style="list-style-type: none"> <li>• Asia is the largest of the world's seven continents.</li> <li>• The Himalayan Mountains are located in Asia.</li> <li>• The Great Wall of China is located in Asia</li> <li>• I can sort human and physical features</li> <li>• I can place these features on a map of Asia, using an atlas to aid me</li> <li>• I can label some countries.</li> </ul>	<p>To recognise North/South America as one of the world's seven continents.</p> <ul style="list-style-type: none"> <li>• North America is one of the world's seven continents.</li> <li>• South America is one of the world's seven continents.</li> <li>• The Panama Canal has been made to allow ships to pass between the two continents.</li> <li>• I can sort human and physical features</li> <li>• I can place these features on a map of North and South America, using an atlas to aid me</li> <li>• I can label some countries.</li> </ul> <p>To recognise Australia/Oceania as one of the world's seven continents.</p> <ul style="list-style-type: none"> <li>• Australia is one of the world's seven continents.</li> <li>• Australia is the smallest of the world's continents.</li> </ul>

						<ul style="list-style-type: none"> <li>•Australia is home to some animals that cannot be found anywhere else in the world.</li> <li>•I can sort human and physical features</li> <li>•I can place these features on a map of Australia, using an atlas to aid me</li> </ul>
						Assessment
<p><b>Spatial Sense</b></p> <p>Links to spatial sense unit in cycle A where pupils also explore maps and how they are used to describe a location.</p> <p>Also links to cycle A where pupils also start to use terms to describe direction (e.g. left, right, backwards, forwards) but some will have moved on to 4 compass directions.</p> <p>In EYFS and alternate cycle, they will have used maps, atlases and globes across units.</p> <p>The key substantive concept focused on in this unit is location.</p> <p>The key disciplinary understanding in this unit focusses on cartographers and how they create maps based on the world around us</p>	<p>To know what is located on the site of my school</p> <ul style="list-style-type: none"> <li>•I can look at the shape of buildings on my school site.</li> <li>•I can talk about which buildings are next to each other on my school site.</li> <li>•I can say which direction we are travelling in around my school site.</li> </ul>	<p>To know maps show us information about a location.</p> <ul style="list-style-type: none"> <li>•Maps must be clear and easy to read.</li> <li>•Maps may include labels and symbols that give us more information.</li> <li>•People who draw maps are called cartographers</li> <li>•I can draw buildings on my map.</li> <li>•I can draw the playground on my map.</li> <li>•I can think about where things are located using a compass and draw these on my map.</li> </ul>	<p>To recognise and locate human and physical features of the local area.</p> <ul style="list-style-type: none"> <li>•The four main compass directions are north, south, east and west.</li> <li>•Maps use symbols to tell us information about the local area.</li> <li>•We can use maps to describe location and to navigate.</li> <li>•I can locate my school on a map of the local area.</li> <li>•I can locate (insert locally relevant human or physical feature) on a map of the local area.</li> <li>•I can describe the location of X. (Insert relevant place)</li> </ul>	<p>To use a map to plan a route</p> <ul style="list-style-type: none"> <li>•We can use a map to plan a route.</li> <li>•Routes need a starting point and a destination.</li> <li>•Compass directions help us know which direction to travel in.</li> <li>•I can find my school and our destination on the map.</li> <li>•I can plan which is the best route to take.</li> <li>•I can write directions to explain which way to travel along the route.</li> </ul>	<p>To identify locations on a globe or world map</p> <ul style="list-style-type: none"> <li>•A globe is a model of the Earth.</li> <li>•World maps and globes show us the continents and the oceans.</li> <li>•The Equator is an imaginary line halfway between the North Pole and the South Pole.</li> <li>•I can locate continents on a globe</li> <li>•I can locate countries on a world map.</li> <li>•I can describe the location of the country/continent I found.</li> </ul>	<p>Application of Geographical Skills: Use simple compass directions, locational and directional language.</p> <p>Draw a simple map.</p> <p>Geographical Concepts Place- The location of the school in the local area. Location of key building so service so physical features in the local area. Space- Where places in the local area are in relation to one another, why they are located there. Scale- How different maps can show us different sized areas of land</p>

<p><b>The British Isles</b>  <b>Map work builds upon previous Spatial Sense units . They understand what a map is and how it is used to describe location. They will have started to discuss the use of symbols and titles on maps as well as locate countries.</b></p> <p><b>Links heavily to United Kingdom studied in alternate cycle where pupils also encounter UK countries (England, Scotland, Northern Ireland, Wales) and important features, geographical differences, flags and some physical and human features including cities, towns, villages, b etc</b></p> <p>The key substantive concepts focused on in this unit include place and space.</p> <p>The key disciplinary understanding in this unit is that geographers describe places.</p>	<p>To know that the British Isles are a group of islands that includes Britain and Ireland.</p> <ul style="list-style-type: none"> <li>•An island is a body of land entirely surrounded by water.</li> <li>•When we look at a map, the British Isles are made up of lots of islands, the main ones are Britain and Ireland.</li> <li>•There are 6,000 other small islands in the British Isles.</li> <li>• I can label England, Scotland, Ireland, Northern Ireland and Wales.</li> <li>• I can point to where the land meets the sea around the British Isles.</li> <li>• I can label some smaller islands using my atlas.</li> </ul>	<p>To recognise Scotland as a country within the British Isles.</p> <ul style="list-style-type: none"> <li>•Scotland is a country in the British Isles.</li> <li>•Scotland is located to the north of England.</li> <li>•The mainland of Scotland is part of the island of Britain</li> <li>• I can use an atlas to identify Scotland.</li> <li>• I can locate Edinburgh, the capital city of Scotland.</li> <li>• I can label my map to show what I know about Scotland</li> </ul>	<p>To recognise Wales as a country within the British Isles.</p> <ul style="list-style-type: none"> <li>•Wales is one of the countries in the British Isles.</li> <li>•Wales is part of the island of Britain.</li> <li>•In the past, many ships were wrecked off the western coast of Wales.</li> <li>• I can label a map of Wales.</li> <li>• I can draw the coastline of Wales.</li> <li>• I can describe what happened to the Royal Charter.</li> </ul>	<p>To recognise Ireland as a country within the British Isles.</p> <ul style="list-style-type: none"> <li>•Ireland is one of the islands in the British Isles.</li> <li>•There are two countries located on the island of Ireland, Northern Ireland and the Republic of Ireland.</li> <li>•The Giant’s Causeway has interesting shaped rocks.</li> <li>• I can label The Republic of Ireland.</li> <li>• I can label Northern Ireland.</li> <li>• I can label the Giant’s Causeway.</li> </ul>	<p>To recognise England as a country within the British Isles.</p> <ul style="list-style-type: none"> <li>•England is a country in the British Isles.</li> <li>•The capital city of England is London.</li> <li>•The Isle of Wight is an island that is part of England.</li> <li>• I can annotate my map with information about England.</li> <li>• I can sketch and label a rural scene.</li> <li>• I can sketch and label an urban scene.</li> </ul>	
<p><b>Northern Europe</b>  <b>Map work builds upon previous Spatial Sense units.</b></p> <ul style="list-style-type: none"> <li>• In the British Isles unit, children have looked in greater detail at various physical and human features of a country, which they do again in this unit but are introduced to new vocabulary such as fjords.</li> </ul> <p>The key substantive concepts focused on in this unit include place and space.</p>	<p>To identify the countries in Northern Europe.</p> <ul style="list-style-type: none"> <li>•Countries in northern Europe include: Denmark, Finland, Norway, Sweden and Iceland.</li> <li>•These countries are sometimes called ‘Scandinavia’.</li> <li>•Some of northern Europe is very cold.</li> <li>• I can name the countries in Northern Europe.</li> <li>• I can identify flags of Northern European countries.</li> </ul>	<p>To identify physical and human features of northern Europe.</p> <ul style="list-style-type: none"> <li>•The countries of Northern Europe have large capital cities.</li> <li>•Northern Europe has mountains, valleys, fjords and lakes.</li> <li>•The Øresund Bridge connects Sweden and Denmark.</li> <li>• I can identify human features of Northern Europe.</li> </ul>	<p>To describe the climate in northern Europe.</p> <ul style="list-style-type: none"> <li>•Much of northern Europe is closer to the North Pole than the UK.</li> <li>• It is very cold in the winter in northern Europe.</li> <li>•Animals, plants and people have adapted to the cold weather.</li> <li>• I can find out what temperatures are experienced in Northern Europe by reading my graph.</li> </ul>	<p>To know that some animals in northern Europe migrate.</p> <ul style="list-style-type: none"> <li>•Mammals such as bears, moose, beavers and lynx live in northern Europe.</li> <li>•Some animals have adapted to live in the cold climate.</li> <li>•Some animals migrate, which means they travel and live in other places at different times of the year.</li> <li>• I can name an animal found in Northern Europe.</li> </ul>	<p>To know that Roald Amusden was an explorer.</p> <ul style="list-style-type: none"> <li>•Roald Amundsen was an explorer from Norway.</li> <li>•He learned about surviving in a cold climate from the Inuit.</li> <li>•He led the first successful expedition to the South Pole.</li> <li>• I can write a sentence describing what I can feel.</li> <li>• I can write a sentence describing what I can see.</li> </ul>	

<p>The key disciplinary understanding in this unit is that geographers describe places.</p>	<ul style="list-style-type: none"><li>• I can locate countries in Northern Europe on a map.</li></ul>	<ul style="list-style-type: none"><li>• I can identify physical features of Northern Europe.</li><li>• I can record my information in a table.</li></ul>	<ul style="list-style-type: none"><li>• I can compare temperatures of the UK and Northern Europe.</li><li>• I can describe the difference in climate between the UK and Northern Europe.</li></ul>	<ul style="list-style-type: none"><li>• I can describe the appearance of an animal from Northern Europe.</li><li>• I can explain how an animal from Northern Europe survives the cold winters.</li></ul>		
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