



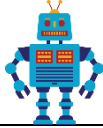



**Regent Farm School  
Geography Curriculum Map**

	Autumn 1 Global Warriors 	Autumn 2 Regent Farm Respects 	Spring 1 Time Travellers 	Spring 2 My World and Me 	Summer 1 Gizmos and Gadgets 	Summer 2 Healthy – inside and out 
<p><b>Reception</b> Draw information from simple maps Similarities and differences between/life in this country/ explore natural world / changing seasons / describe what they hear – see- smell.</p>	<p><b>Super Heroes</b> <b>Real life heroes</b></p>	<p><b>Pirates / Maps</b> <b>Night and day</b></p>	<p><b>Natural World</b> <b>Dinosaurs</b></p>	<p><b>Under the Sea</b></p>	<p><b>Rockets and Robots</b></p>	<p><b>How can we look after our bodies? Food production.</b></p>
<p><b>Year 1</b></p>	<p>Locational knowledge Geographical skills and fieldwork Identify the key features of our school and its surrounding grounds. Identify land use around the school Devise a simple map, and use and construct basic symbols in a key.</p>			<p>Human and physical geography/ Place knowledge</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in Africa – Kenya – Mercy School</p>		<p>Location knowledge – oceans and continents</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</p>

	Observe seasonal changes and weather patterns throughout the year.					
<b>Year 2</b>	<p>Place knowledge</p> <p>Maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities.</p> <p>Study maps and aerial photographs</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school e.g., the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic near school road. Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g.</p>	<p>Location knowledge/ human and physical</p> <p>China Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference. Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>		<p>Human and physical geography / field trip</p> <p>Northumberland Quayside, Tynemouth Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.</p>		

	reports, graphs, sketches, diagrams, pictures.	Use both maps and globes, identify the coldest places in the world , The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest.				
<b>Year 3</b>	<p>Locational knowledge</p> <p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. No need to re visit continents and seas</p> <p>Identify the positions and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and the Antarctic Circle. Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p>	<p>Place knowledge</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks. Place knowledge UK and a contrasting European country (Greece) and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p>		<p>Human and physical Field Work</p> <p>Identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. Identify main trade and economy in Sicily and compare to region of the UK.</p> <p>Look at settlements, particularly in relation to the volcanoes/ composition / cause and effect</p>		

	Interconnectivity between humans and the oceans / Great Pacific Garbage Patch / plastic pollution.					
<b>Year 4</b>	<p>Human and physical Geography</p> <p>How humans have impacted on the planet. For example, Global warming</p> <p>Deforestation / rising sea levels / polar ice caps / erosion of the coast line / how food travels / carbon foot print.</p> <p>Consequences of climate change and the human impact upon the world and its inheritance and the weather.</p> <p>Explore the importance of bees and how they are fundamental to our existence.</p>			<p>Locational Knowledge/ Physical and Human Field work</p> <p>The Water cycle, Evaporation, Water vapour Condensation Precipitation (Links to Year 5)</p> <p>The importance of rivers (Nile River and Tyne)</p> <p>Identify features found along a river</p> <p>Egypt Locate the mountain ranges, rivers and oceans.</p> <p>Egypt</p> <p>Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. Compare to trade links in Egypt / how do things travel to remote areas. The importance of the Nile.</p> <p>Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc.</p> <p>Ask geographical questions e.g. Are there any links? (big cities near rivers, less</p>		<p>Place knowledge / human physical Knowledge</p> <p>South America / Amazon Rainforest including the impact of deforestations (including the human impact)</p> <p>Learn about the northern and southern hemispheres.</p> <p>Understand the term 'climate zones' and identify some differing zones.</p> <p>A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map. Identify longitude and latitude in relation to the equator and the geographical importance., Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geographical Skills and Fieldwork</p> <p>Map work of the local area, including use of land.</p> <p>8-point grid references in map work.</p>

				populated areas near hilly ones etc). Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.		
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