



Geography Provision Map - EYFS & KS1

| | Autumn Term | Spring 1 | Summer Term |
|--------|--|---|---|
| EYFS | <p>Exploring maps through discussion, story-telling, games and creative activity.</p> <ul style="list-style-type: none"> ▪ Exploring maps. | <p>Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons.</p> <ul style="list-style-type: none"> ▪ Outdoor adventures. | <p>Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.</p> <ul style="list-style-type: none"> ▪ Around the world. |
| Year 1 | <p>Locating where they live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p> <ul style="list-style-type: none"> ▪ What is it like here? | <p>Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</p> <ul style="list-style-type: none"> ▪ What is the weather like here? | <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p> <ul style="list-style-type: none"> ▪ What is it like to live in Shanghai? |
| Year 2 | <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.</p> <ul style="list-style-type: none"> ▪ Would you rather live in a hot or cold place? | <p>Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.</p> <ul style="list-style-type: none"> ▪ Why is our world wonderful? | <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p> <ul style="list-style-type: none"> ▪ What is it like to live by the coast? |



Geography Provision Map - KS2

| | Autumn Term | Spring Term | Summer Term |
|--------|---|--|--|
| Year 3 | <p>Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p> <ul style="list-style-type: none"> ▪ Why do people live near volcanoes? | <p>Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.</p> <ul style="list-style-type: none"> ▪ Who lives in Antarctica? | <p>Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</p> <ul style="list-style-type: none"> ▪ Are all settlements the same? |
| Year 4 | <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p> <ul style="list-style-type: none"> ▪ Why are rainforests important to us? | <p>Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p> <ul style="list-style-type: none"> ▪ Where does our food come from? | <p>Learning about rivers, their place in the water cycle, the name and location of major rivers and how they are used.</p> <ul style="list-style-type: none"> ▪ What are rivers and how are they used? |
| Year 5 | <p>Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.</p> <ul style="list-style-type: none"> ▪ What is life like in the Alps? | <p>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p> <ul style="list-style-type: none"> ▪ Why do oceans matter? | <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p> <ul style="list-style-type: none"> ▪ Would you like to live in the desert? |
| Year 6 | <p>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p> <ul style="list-style-type: none"> ▪ Why does population change? | <p>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p> <ul style="list-style-type: none"> ▪ Where does our energy come from? | <p>Observing, measuring, recording and presenting their own fieldwork study of the local area.</p> <ul style="list-style-type: none"> ▪ Can I carry out an independent fieldwork enquiry? |