

| BPS Subject Curriculum Map – Geography  | R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Skills | <p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. <p><u>To investigate patterns</u></p> <p>Identify land use around the school.</p> <p><u>To communicate geographically</u></p> <p>Use basic key terms taken from milestone 1: for both physical and human geography such as hill, beach, sea, field, town, school, shop etc.</p> | <p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | | <p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | | <p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over | |

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| | | <ul style="list-style-type: none"> • Name and locate the world's continents and oceans. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | <ul style="list-style-type: none"> • Name and locate the countries of Europe and identify their main physical and human characteristics. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | <p>time.</p> <ul style="list-style-type: none"> • Name and locate the countries of North and South America and identify their main physical and human characteristics. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. |
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| | | | | | | <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). | |
| Suggested activities | <p>Flexible <i>when</i> across the year.</p> <p>The weather and seasons – weather of the day.</p> <p>Basic map of BPS</p> <p>BASIC Interactive map of school environment and Bridport – labelling key features hill, sea, town, school, shop</p> | <p><u>Year 1</u></p> <p>Autumn - What challenges does Father Christmas face? Link to learning about weather patterns in association with Equator, N and S pole.</p> <p>Spring - Compare and contrast UK with Ghana for Fairtrade– looking specifically at where it is in the world in relation to the equator.</p> <p>Summer- Local areas Dorset and the SW – using maps and locating land, sea, coast and rivers of local area as well as changes in housing.</p> | <p><u>Year 2</u></p> <p>Autumn- Me and my world up-scaling from Bridport – UK – Europe – Continents – The world – 5 Oceans Reading Rabbit to be sent to different locations and send back postcards. Look at flags, music from around the world etc.</p> <p>Spring- Fair Trade</p> <p>Summer – link back to Autumn 2 for History look at the West Bay railway. Use aerial photographs and maps to look at the land use change in the last 3 centuries. Link to geography how to people make money from the location? Why might people visit?</p> | <p><u>Year 3</u></p> <p>Autumn –Topic WITH history. Look at the changes in Britain from Stone-Age to Iron Age both historically and economically. Visit hill use maps / aerial photographs to look at land use and change.</p> <p>Spring – Fair Trade link to Newfoundland for compare and contrast – link to trade – case study linking with rope in History.</p> <p>Summer – link to Egyptians and the River Nile Year 3 to now look at rivers and the biome ‘desert’.</p> | <p><u>Year 4</u></p> <p>Autumn – Continuation from History topic the Romans in Autumn 1 look at case study of Italy and its location within the world. Look at the land use and carry out a case study focusing on the key geographical features, volcanoes and the forest biome.</p> <p>Spring – Fair Trade – Cotton Linked with History Saxon settlements – land use and where humans built different things dependent on the physical environment.</p> <p>Summer – Topic linked to History on ‘Smugglers’. Geography of the land</p> | <p><u>Year 5</u></p> <p>Autumn –Snowy Viking tundra with a link to the Vikings – why do you think they came to the UK?</p> <p>Spring – Fair Trade GMT Time Zones</p> <p>Summer – Look at sustainability case study, compare and contrast between 2 countries focusing on population density and implications on resources. Link to visit to Magdalen.</p> | <p><u>Year 6</u></p> <p>Autumn –Bagdad – change???? Time Zones, biome and location on maps</p> <p>Spring – Case study of South America and the tropical biome, the rainforest and land use. Link to FairTrade.</p> <p>Summer –Day out to Langdon hill. 6 – 8 figure grid references and points on the compass. Link to Maths</p> |

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| | | | | | use learning alongside; what physical features of the land may have helped or hindered the smugglers? | | |
| Cross curricular links | History - all about me topic – linking to local environment their world. | Link to local history now and then – looking at homes and buildings – devising simple maps linking to human geography. | Autumn 1 links to ‘Worlds Firsts in Travel’ topic in history for Autumn 2 Spring – Look at the geography linked with the history walk for intro to influential person – more of a history focus | All topics closely linked with history as stated above. Water cycle in summer term –science link. | Compass points learnt across curriculum in Maths. Summer – Write narrative from the hill about the smugglers. | | |
| Visits/trips/enrichment | Welly Walk to Hill | Walk to hill and around locality. | Hook : Walk to hill Trip to Westbay | Walk to Hill – visit local farm River Field Trip Charmouth | Residential Hill Charmouth Life Centre | Hill Magdalen | Hill |
| Ongoing opportunities | Children will learn about the local geography alongside the local history. Their learning will progress each year and be linked in individual year groups’ hills. | | | | | | |