

## Our Lady and Saint Edward's Geography Curriculum Map

Year Group	Geography		
	Autumn	Spring	Summer
EYFS	Birth to 3		3 and 4-year-olds
	<p style="color: #e04080; text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> <li>● Explore natural materials, indoors and outside.</li> <li>● Explore and respond to different natural phenomena in their setting and on trips.</li> <li>● Make connections between the features of their family and other families.</li> <li>● Notice differences between people.</li> </ul>		<p style="color: #e04080;">Maths</p> <ul style="list-style-type: none"> <li>● Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>● Describe a familiar route.</li> <li>● Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul> <p style="color: #e04080;">Understanding the World</p> <ul style="list-style-type: none"> <li>● Use all their senses in hands-on exploration of natural materials</li> <li>● Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
	Reception		Early Learning Goal
	<p style="color: #e04080;">Understanding the World</p> <ul style="list-style-type: none"> <li>● Draw information from a simple map.</li> <li>● Recognise some similarities and differences between life in this country and life in other countries.</li> <li>● Explore the natural world around them.</li> <li>● Recognise some environments that are different to the one in which they live</li> </ul>		<p style="color: #e04080;">Understanding the World</p> <p style="color: #e04080;">People, Culture and Communities</p> <ul style="list-style-type: none"> <li>● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p style="color: #e04080;">The Natural World</p> <ul style="list-style-type: none"> <li>● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>● Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

Y1	<u>What is Birkenhead Like?</u>	<u>What is Our Weather Like?</u>	<u>Farming and Food</u>
Y2	<u>Seaside Study – New Brighton and Weymouth</u>	<u>Hot and Cold Places</u>	<u>Hong Kong – A Contrasting Locality</u>
Y3	<u>The UK – A Tale of Two Places (Liverpool and Mold)</u>	<u>Weather and Climate - The Sahara Desert</u>	<u>Mountains</u>
Y4	<u>Volcanos and Earthquakes</u>	<u>Europe - Guadalajara A European Study</u>	<u>Rivers</u>
Y5	<u>The Arctic - Pole to Pole</u>	<u>Brazil</u>	<u>Global Trade</u>
Y6	<u>Travel Plan</u> Local study travel plan	<u>The Amazon</u>	<u>Who Do You Think You Are?</u> Understanding our place in the world
Y7	Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.		