

Westcott Church of England School

Geography Curriculum Mapping Cycle A (2023-2024) & B (2024-2025)

EYFS Nursery and Reception

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------------|---|---|--|--|---|--|
| Topic Cycle A 2023-2024 | Unique you and me! | Fire Fire! | Towers, Tunnels and Turrets! | There's no place like home! | The Secret Scented Garden! (Assessments) | Pupil initiated: |
| EYFS Framework | Explores How things work- Understands growth and changes over time. | Understand the key features and life cycle of a plant. | Draw information from a simple map. | Draw information from a simple map. | Understand the need to care for the natural environment and all living things. | Understand the key features and life cycle of an animal and understand the need to care for the natural environment and all living things. |
| Topic Cycle B 2022-2023 | Marvelous Transport! | Terrific Toys! (Then and now) | Going on a Safari! | To the Moon and the Stars! | Oh, we do like to be beside the seaside! (Assessments) | Pupil initiated: |
| EYFS Framework | Explores How things work- Understands growth and changes over time. | Talk about the differences properties between materials and the changes they notice | Talk about and observe living things and plants and talk about growth/changes and similarities /differences. Begin to understand the need to respect and care for the natural environment and all living things | Understands and explores similarities between places, objects and materials. | Knows and identifies similarities and differences between places and how environments compare to one another. Recognise some similarities and differences between life in this country and in other countries. | Talk about and observe living things and plants and talk about changes and similarities/ differences. Begin to understand the need to respect and care for the natural environment and all living things. Recognise some environments that are different to the one in which they live |

Geography Key Stage 1 Years 1 & 2

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 /6 | July |
|------------------------------------|--|--|--|--|---|-------------------------|
| Topic Cycle A 2023-2024 | Unique you and me! | Fire Fire! | Towers, Tunnels and Turrets! | There's no place like home! | The Secret Scented Garden! (Assessments) | Pupil initiated: |
| Unit study | Where am I? | Let's explore London | What makes a castle? | What is it like here? | What is the weather like in the UK? | |
| Place Study | England – Own locality and London | | UK England and Scotland | | UK Ireland and Wales | |
| Knowledge Progression | <p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know the name of the country they live in.</p> <p>To know that an aerial photograph is a photograph taken from the air above.</p> <p>To know that atlases give information about the world and that a map tells us information about a place.</p> <p>To know that a map is a picture of a place, usually drawn from above.</p> <p>To know the name of the country they live in.</p> | <p>To know that a compass is an instrument we can use to find which direction is north.</p> <p>To know which direction is N, S, E, W on a map.</p> <p>To know that symbols are often used on maps to represent features.</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</p> <p>To know how to use aerial photographs and plans to recognise landmarks and basic human and physical features;</p> <p>To know how to devise a simple map.</p> <p>To know how to use and construct basic symbols in a key.</p> | <p>To know the name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> | <p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know that an aerial photograph is a photograph taken from the air above.</p> <p>To know that atlases give information about the world and that a map tells us information about a place.</p> <p>To know that a map is a picture of a place, usually drawn from above.</p> | <p>To know the name of two continents.</p> <p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that the United Kingdom is made up of four countries and their names.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</p> <p>To know that weather conditions can be measured and recorded.</p> | |

| Topic Cycle B 2024-2025 | Marvelous Transport! | Terrific Toys! (Then and now) | Going on a Safari! | To the Moon and the Stars! | Oh, we do like to be beside the seaside! (Assessments) | Pupil initiated: |
|--|---|----------------------------------|--|-------------------------------|--|------------------|
| Unit | What is it like to live in Shanghai? | | Would you prefer to live in a hot or cold place? | | What can you see at the coast? | |
| Place Study | China | | Tanzania/Kenya | | UK-England | |
| Skills and Knowledge Progression | <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use basic geographical vocabulary to refer to: key human features.</p> <p>To know the name of the two continents (Europe and Asia).</p> <p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that life elsewhere in the world is often different to ours.</p> <p>To know that life elsewhere in the world often has similarities to ours.</p> <p>To know that physical features means any feature of an area that is on the Earth naturally.</p> <p>To know that human features means any feature of an area that was made or built by humans.</p> | | <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>To know some similarities and differences between their local area and a contrasting non European country.</p> <p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p> <p>To be able to name the seven continents of the world.</p> <p>To know that a globe is a spherical model of the Earth.</p> <p>To begin to recognise world maps as a flattened globe.</p> | | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>To know that coasts (and other physical features) change over time.</p> <p>To know some key physical features of the UK.</p> <p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p> | |

Geography Lower Key Stage 2 - Years 3 & 4

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 /6 | July |
|------------------------------------|--|---|--|--|--|--|
| Topic Cycle A 2023-2024 | Savage Stone to Brilliant Bronze | Light of the World | What an incredible earth! | A clang and a bang! Music to my ears! | Pharaohs and Pyramids of the Nile (Assessments) | Pupil initiated: |
| | Rocks | Volcanoes Extreme Earth | Mountains & Coasts Europe | | Rivers & Water Egypt | |
| Unit | | Why do people live near volcanoes? | Mountains/Coasts What is life like in the Alps? | Are all settlements the same? | What are rivers and how are they formed?(link to the River Nile) | Field skills in the locality. Can I carry out an independent fieldwork enquiry? |
| Place Study | | Indonesia | The Alps | | Egypt | |
| Key Knowledge Progression | <p>To know the names of some countries and major cities in Europe and North and South America.</p> <p>To know the names of some of the world's most significant mountain ranges.</p> <p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>To know the main types of land use.</p> <p>To know some types of settlement.</p> <p>To know the negative effects of living near a volcano.</p> <p>To know the positive effects of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.</p> <p>To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground.</p> <p>To know the different types of settlement.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To recognise world maps as a flattened globe.</p> <p>To know how to use various simple sampling techniques.</p> | <p>Why do people live near volcanoes?</p> | <p>To know some similarities and differences between the UK and a European mountain region.</p> <p>To know the location of key physical features in countries studied.</p> <p>To know why tourists visit mountain regions.</p> <p>To know vegetation belts are areas of the world that are home to similar plant species.</p> <p>To name and describe some of the world's vegetation belts.</p> <p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p> | <p>To know the names of some of the world's most significant rivers.</p> <p>To begin to name the twelve geographical regions of the UK.</p> <p>To know the main types of land use.</p> <p>To know water is used by humans in a variety of ways.</p> <p>To know an urban place is somewhere near a town or city.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the UK grows food locally and imports food from other countries.</p> <p>To understand that a scale shows how much smaller a map is compared to real life.</p> | <p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river.</p> <p>To know the different types of mountains and volcanoes and how they are formed.</p> <p>To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the UK grows food locally and imports food from other countries.</p> <p>To understand that a scale shows how much smaller a map is compared to real life.</p> <p>To know that an OS map shows human and physical features as symbols.</p> <p>To know that grid references help us locate a particular square on a map. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</p> <p>To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).</p> | |

| | | | | |
|--|---|--|---|---|
| | To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. | | To know the uses for OS (Ordnance survey) maps. To know that an OS map shows human and physical features as symbols. | To know a Likert scale is used to record people's feelings and attitudes. |
|--|---|--|---|---|

| Topic Cycle B 2024-2025 | Making my body work for me | The Frozen Kingdom | Rampaging Romans | Where will we find them? | Gods and Heroes (Assessments) | Pupil initiated: |
|----------------------------|--|--|--|--|---|---|
| Unit | Where does our food come from? | Who lives in Antarctica? Climate Change/Global warming | Modern day Rome | Plants of the World Where will we find them? | Modern Day Greece | |
| Place Study | | Antarctica North & South Poles | Italy/Rome | | Greece | |
| Knowledge Progression | <p>To know that climates can influence the foods able to grow.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</p> <p>To know the UK grows food locally and imports food from other countries.</p> <p>To know that grid references help us locate a particular square on a map.</p> | <p>To know that climate zones are areas of the world with similar climates.</p> <p>To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the world's biomes.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</p> <p>To know lines of latitude are invisible</p> | <p>To know how to locate Italy on a map</p> <p>To compare Italy with the UK</p> <p>To locate two mountain ranges and the longest river of Italy on a map</p> <p>To know about the human geography of Italy</p> <p>To research and recall facts about Italy</p> | <p>To be able to identify the location of plants around the world.</p> <p>To know what biomes are and identify major biomes around the world.</p> <p>Know how plants survive in extreme environments</p> <p>To explore the role of plants in agriculture.</p> <p>To know ways in which human use plants.</p> | <p>To know how to locate Greece on a map</p> <p>To know about the human geography of Greece</p> <p>To know about the physical geography of Greece</p> <p>To research and recall facts about Italy</p> | <p>Field skills in the locality</p> <p>Can I carry out an independent fieldwork enquiry</p> |

| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>To know an enquiry-based question has an open-ended answer found by research.</p> <p>To know what a questionnaire and an interview are.</p> <p>To know that quantitative data involves numerical facts and figures and is often objective.</p> <p>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</p> | <p>lines on the globe that determine how far north or south a location is from the Equator.</p> <p>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</p> <p>To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p> <p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> | | | | |
|--|--|--|--|--|--|--|

(Subject) Upper Key Stage 2 - Years 5 & 6

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 /6 | July |
|------------------------------------|---|---|--|----------------------------|--|-------------------------|
| Topic Cycle A 2023-2024 | It's time for a Disaster! Amazon Rainforest Mayan Civilization | Victorian Children and Christmas | Animal, Vegetable or Mineral? | To be or not to be? | We have the Power to change! (Assessments) | Pupil initiated: |
| Unit | Why are rainforests important to us? Map work- physical & human features of South America compared with North America Deforestation | | Why do oceans matter? Formation of the world and location of the worlds countries & cceans | | Where does our energy come from? Local study looking at the distribution of resources, energy, minerals and water | |
| Place Study | Brazil | | India | | UK/America - Railways | |
| Skills & Knowledge | <p>To know where North and South America are on a world map.</p> <p>To know the names of some countries and major cities in Europe and North and South America.</p> <p>To know the names of some of the world's most significant rivers.</p> <p>To know that climate zones are areas of the world with similar climates. To know the world's biomes.</p> <p>To know vegetation belts are areas of the world which are home to similar plant species.</p> <p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p> | | <p>To know the location of key physical features in countries studied.</p> <p>To know why the ocean is important.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p> | | <p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>To know the name of many cities in the UK.</p> <p>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.</p> <p>To know that natural resources can be used to make energy.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p> <p>To know that contours on a map show height and slope.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> | |

| | | | | | | |
|--------------------------------|--|---------------------------|---|---|--|------------------|
| | <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</p> <p>To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</p> <p>To know the world's different climate zones.</p> <p>To know the threats to the rainforest both on a local and global scale.</p> | | | <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p> | | |
| Topic Cycle B 2024-2025 | Invade, Conquer Settle | We're all Wonders! | May the Force be with you! | Map Makers & Globe Trotters | Spies, Suspicions and Secrets (Assessments) | Pupil initiated: |
| Unit of study | <p>Why does population change?</p> <p>Using maps to locate Anglo Saxon and Viking settlements and homelands</p> | . | <p>OS map work (symbols, six-figure grid references)</p> <p>physical geography</p> | <p>I know how to use an atlas (index), I know how time zones calculate time differences around the world.</p> | <p>Independent fieldwork enquiry</p> <p>Maps linked to local area. Extend place knowledge</p> | |
| Place study | Scandinavia – Norway, Demark and Sweden | | Planet Earth | | Poland/Germany | |
| Key Knowledge Progression | <p>To know that the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one country to another.</p> <p>To know the name of many countries and major cities in Europe and North and South America.</p> | | <p>I know how to use Ordnance Survey symbols and six-figure grid references.</p> <p>I know how to use an atlas using the index to find places.</p> <p>I know how time zones work and calculate time differences around the world.</p> | | <p>To know the name of many countries and major cities in Europe and North and South America.</p> <p>To know the name of many cities in the UK.</p> <p>To confidently name the twelve geographical regions of the UK.</p> <p>To know some positive impacts of humans on the environment.</p> | |

| | | | |
|--|---|--|---|
| | <p>To know the name of many counties in the UK.</p> <p>To know the name of many cities in the UK.</p> <p>To confidently name 6/12 geographical regions of the UK.</p> <p>To know that London and the South East regions have the largest population in the UK.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like and how to use them.</p> | | <p>To know some negative impacts of humans on the environment.</p> <p>To know that contours on a map show height and slope.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</p> <p>To be aware of some issues in the local area.</p> <p>To know what a range of data collection methods look like.</p> <p>To know how to use a range of data collection methods.</p> |
|--|---|--|---|