

FPS GEOGRAPHY MAPPING GRID

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 Yr EY/ R Cycle A	All about me	Colours and Festivals	Superheroes	The Farm	Fantasy and Adventure	Pirates and Under the Sea
	Geography Where have you visited over the Summer holidays? (simple map work) Local community walk – physical features of house/buildings in Flintham Houses in different countries- how are they the same/different? Looking after the environment - recycling, the three R's Create own map of the school grounds Autumn – weather, climate	Geography Where is London? (simple map work) Journey through a forest – what might you see? Diwali –similarities and differences between themselves and others, and among families, communities and traditions. Features of own environment compared to other places e.g the Poles; people/climate How do people around the world celebrate Christmas? (simple map work)	Geography Chinese New Year – where is China? (simple map work) Traditions during CNY –similarities and differences between themselves and others, and among families, communities and traditions. To develop an understanding of growth, decay and changes over time – worms/composting Local community – who helps us? What does local mean? What is local to us?	Geography To develop an understanding of growth, decay and changes over time – animal from being born; life cycle Farming – how do farmers use their land? To develop an understanding of growth, decay and changes over time – growing own seeds Spring – weather, climate	Geography To develop an understanding of growth, decay and changes over time – woodland habitats and it's features; micro habitats within a woodland Different parts of a castle building – where were castles located in the UK? Clouds – look at the clouds and discuss how they change Summer – weather, climate	Geography Ocean habitats; micro habitats within the ocean. Features of a rock pool and the seashore. Where in the world would you find whales? (simple map work) Where are the oceans in the world? (simple map work) Where did pirates travel (simple map work) Summer – weather, climate Plastic and litter pollution in the ocean Simple water lifecycle Look at countries that you may visit in the holidays (simple map work) Compare and contrast hot and cold countries.
Class 1 Yr EY/ R Cycle B	Me and my body	Festival, food & favourite stories	People who help us	Transport/Journeys	Around the world	Bears/Once upon a time
	Geography Where have you visited over the Summer holidays? (simple map work) Local community walk – landmarks in Flintham How are houses in this village different to houses in a city? Difference between city and villages. Looking after the environment - recycling, the three R's Autumn – weather, climate	Geography Chinese New Year – where is China? (simple map work) Traditions during CNY –similarities and differences between themselves and others, and among families, communities and traditions. Local community – who helps us? What does local mean? What is local to us? Cultural story – link to Kenya. Where is it? Traditions, climate, people etc. Food from around the world – staple diet in other countries. Carbon footprint – journey of a chocolate bar/banana – looking after the environment	Geography Chinese New Year – where is China? (simple map work) Traditions during CNY –similarities and differences between themselves and others, and among families, communities and traditions. Local community – who helps us? What does local mean? What is local to us? Caring for the environment – looking after animals, littering etc Road safety – staying safe in the local community – green cross code Water safety – how do we stay safe near water?	Geography Pollution – how does this effect the environment? What can we do to help? Walk to school week. Recap green cross code and road safety. What do we have in our local community to help us stay safe? Transport survey Spring – weather, climate	Geography Deserts – where are they? (simple map work) What would you find in the desert e.g. animals, weather, people, traditions Poles – where are they? (simple map work) What would you find in the desert e.g. animals, weather, people, traditions Rainforests– where are they? (simple map work) What would you find in the desert e.g. animals, weather, people, traditions Looking after these different environments e.g. deforestation, plastic pollution, climate change To know about similarities and differences between themselves and others, and among families, communities and traditions.	Geography Where does Paddington originate from? (simple map work) Peru – features of environment. How does it compare to our environment? Habitats of bears- where do they live? Looking after bees – how can we look after the bees/insects in our environment? Night and day at different times in different countries- sun/moon
Enquiry Question	-Where in the world have we been? -What's it like in Flintham Village?	-What is special about London? -Where in the world is China?	-How do China celebrate New Year? -How can we care for our environment?	-How do animals grow and change? -How can we help to stop pollution?	-Why were castles built on hills? -Why are desserts so dry?	-Where in the world would you find Whales? -Where does Paddington Bear live?
Substantive Knowledge	-Identify things in a location that are living (not human made) -Start to identify and name physical features of an area-forest, lake, wood, river, sea. -Identify things in a location that have been made by people	-Use maps to locate London/China. -Describe some physical and human features of London/China. - What do you like about this place? -What don't you like about this place?	Environment and Changes over time - Talk about past and present events in their own lives and in the lives of family members -Talk about the features of their own immediate environment and how environments might vary from one another	-Identify things in a location that are living - Identify physical features-lake, field, woods. -Identify things in a location that have been made by people-farm, roads, village, and transport.	-Use simple maps to locate places of the UK -Castles -Use simple maps to locate desserts -Know about similarities and differences in relation to places, objects, materials and living things. -What is the difference between a hot and a cold place?	-Use simple world maps to locate some of the world's oceans -Use simple world maps to locate Peru -Know about similarities and differences in relation to places, objects.

<ul style="list-style-type: none"> -What might you find in a town or village? -What do the buildings in a town or village look like? -Identify a journey they go on -Start to identify and name human features such as house, shop, park, village, town city. -The environment-identify how a place has changed -Identify how people have changed a place or a feature Name and identify: <ul style="list-style-type: none"> -Their home -Their school -Their village/town/city -Their country -Identify forward, backward, left and right -Identify which bits of a place they don't like or feel worried or unhappy in. 	<ul style="list-style-type: none"> -Know about similarities and differences in relation to places, objects, materials and living things. -What is the difference between a hot and a cold place? 	<ul style="list-style-type: none"> -What did our local area look like when our parents were children? -What did our local area look like when our Grandparents were children? 	<ul style="list-style-type: none"> -How do farmers use the land? -Identify a journey they go on -How do you get to school? -What do you see on your journey? -Can you describe what you can see? -Describe the weather and name different types of weather -Identify how the weather changes what they do -What is the weather like today? 	<ul style="list-style-type: none"> -Identify how a place has changed -Identify -how people have changed a place or a feature -Identify which bits of a place they like -What do you think has made this place change? 	<ul style="list-style-type: none"> -What do you like about this place? -What don't you like about this place?
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FPS GEOGRAPHY MAPPING GRID

Class 2 Yr1/2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Geography World Locational Knowledge - world's 7 continents and five oceans Human and Physical Geography: specific vocabulary to describe key Physical and Human features Weather	
Enquiry Question				What is the weather forecast around the world?		Why would Katie Morag want to live on the Isle of Coll?
Substantive Knowledge				-Use world atlases and globes to identify the UK and locate the 7 continents and 5 oceans - Difference in weather in different parts of the world & how this affects living conditions and physical features of the environment. -Make connections between weather and physical features		-Identify where they live -The UK and its countries/surrounding seas on a map -Identify Coll on a map in relation to the UK - Physical features - island, sea, ocean, beach, mountain, fields, weather, cliff, tide, storm, bay hillside stream, slope, lake, waves, wood, sea, ocean, island, land, rock,

				<ul style="list-style-type: none"> -Understand the effects and danger of extreme weather. -Types of weather linked to seasons. -the weather is forecast & what the symbols mean 		<ul style="list-style-type: none"> river, soil, valley, vegetation, season, -Human features- Farm, tractor, fishing boats, post office, shops, pier, shop, park, village, city, town, capital, building, factory, office, canal, railway, transport, bridge, tunnel, roads, motorway, station, airport, port, harbour. -Differences and similarities in houses, traffic, land and building use -Basic biome -grassland
Class 2 Yr1/2 Cycle B	Geography UK Geographical Skills and Fieldwork: -compass and directional language, aerial photos and plans, simple map making and key, -field work study school and surrounding environment Flintham Village Ourselves		Geography WORLD Locational Knowledge and Geographical Skills: , United Kingdom and surrounding seas and 7 continents, 5 oceans Journeys: Christopher Columbus	Geography UK Locational Knowledge – UK and surrounding seas Place Knowledge (Linked with comparisons UK and India) Human and Physical Geography: specific vocabulary to describe key Physical and Human features Food - India	Geography UK Human and Physical geography - key features Locational Knowledge British coasts Dinosaurs findings	
Enquiry Question	Where did the name Flintham come from?		What was so special about Christopher Columbus?	Why does India produce so much fruit?	Where in the UK have dinosaur bones been found?	
Substantive Knowledge	<ul style="list-style-type: none"> -To identify where they live and their address To know simple compass directions (N, S, E, W) and locational & directional language (ie, near, far, left and right) to describe location of features and routes on a map -Understand and create a simple map of Flintham with symbols in a key - Use aerial photographs to recognise landmarks in Flintham and basic human and physical features. -Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding village. 		Name and identify/locate: -North & south pole & Equator -4 compass points N, E, S, W and locational & directional language (ie, near, far, left and right) to describe location of features and routes on a map, ie plotting Columbus' route from Spain to S. America and the compass directions. - Use world atlases and globes to identify 7 continents, 5 oceans and understand which Ocean Columbus sailed across. - Devise a simple map showing Columbus' route. - Use and construct symbols in a key for Columbus' map	<ul style="list-style-type: none"> -Use a world map to identify and compare the UK and India Identify, describe and understand key aspects of: <ul style="list-style-type: none"> - Seasonal and daily weather patterns (UK and India) -Hot and cold areas of the world-focus on India's weather link to fruit production. - Identify, describe and understand key physical and human features of UK compared with India -How does this link to fruit growing? -Identify common landmarks in India and UK -Identify the basic biomes of UK compared with India ie - Temperate deciduous forest verses tropical rain forest. 	<ul style="list-style-type: none"> -Identify the 4 countries of UK -Capitals of UK -UK surrounding seas -Use the UK map to locate a site where dinosaur bones have been found. -Describe the human and physical features of the locality -Weather-What is the weather like there? -Which coast is it near? -Who and what (animals and plants) live there now? Learn -What would we see there? What is natural? What has been made by humans? -Understand what has changed and what caused a change. 	
Class 3 Yr3/4 Cycle A	Geography WORLD Human and Physical Geography Volcanoes and Earthquakes	Geography ASIA/NORTH AMERICA Human and Physical Geography Mountains (Everest and Himalayas and Rockies)			Geography AFRICA Locational Knowledge of UK and World Countries – capital cities and key rivers Human and Physical geography Rivers Rivers: leading to study of the River Nile and it's importance (Linked with H.- Ancient Egypt)	

Enquiry Question	Why do we have Volcanoes and Earthquakes?	How high is Mount Everest?			Where does the river Nile lead to?	
Substantive +Knowledge	<p>-Describe, understand and compare key aspects of volcanoes and earthquakes.</p> <p>How are earthquakes created? -Look at tectonic plates. Why and how an eruption happens, and the type of volcano created</p> <p>-Learn about the structure of volcanoes and be able to name the key features in a cross section.</p> <p>-Understand active, dormant and extinct</p> <p>-Why do people live near volcanoes?</p> <p>-Understand the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction.</p> <p>-Describe the dangers of living in the foothills of a volcano, from lava, ash, gas to lahars</p> <p>-Describe and understand key aspects of human geography, including types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals.</p> <p>To understand that the volcanic landscape and environment can be important for tourism.</p> <p>What is an earthquake?</p> <p>Describe and understand where earthquakes are located, why they happen, how they happen and their aftermath- on both the landscape and the people most affected.</p> <p>-To understand the role of plate tectonics in the formation of earthquakes.</p> <p>-To understand that earthquakes have different magnitudes and these impact differently.</p>	<p>- Describe and understand how mountains are formed (earth's crust and plates)</p> <p>-Understand the different types of mountains</p> <p>-Compare the Rockies and Mount Everest locations - countries and continents.</p> <p>-Compare heights and landscape of the mountains.</p> <p>-Compare features of the landscape/ land use and changes at higher altitudes.</p> <p>-Understand key physical and human aspects of the landscapes</p> <p>-What is the weather like in the Mountain regions and how does this change?</p> <p>-Understand and describe the conditions for people climbing the mountain.</p> <p>-Name and understand the parts of a mountain, including the terms: peak, summit, ridge (where two sides of a mountain meet) and glacier.</p>			<p>-Locate the key countries studied and the capitals of these places</p> <p>-Locate and compare the locations of UK and Africa</p> <p>-Locate N.& S. hemispheres of the world</p> <p>-Study the capital cities/continents of UK and Africa</p> <p>-Describe and understand the key physical features of these countries and regions ie rivers, lakes, seas, mountains, rainforests, deserts etc</p> <p>-Locate and compare the main rivers in these locations including the physical and human aspects in relation to the rivers</p> <p>-Study the river Nile and where it flows (which sea does it flow into?)</p> <p>-Understand and name the main parts of a river.</p> <p>-Understand the key human characteristics of these countries and the land use -why would people choose to live near a river?</p> <p>-Understand and describe the climates and time zones of these two places studied.</p>	
Class 3	Geography UK Locational Knowledge of UK - name and locate counties and cities, geographical			Geography EUROPE Place knowledge – understand geographical similarities and	Geography SOUTH AMERICA Place knowledge: Similarities and differences between UK region and region of South America	Geography Physical Geography

Yr3/4 Cycle B	regions and key topographical features – including hills, mountains, coasts and rivers Compass pts. 2 figure grid references			differences of region in UK and European Country Italy V England	Comparison between London and Rio Rivers – Thames and Amazon	The Water Cycle (Linked with Science – Properties of Materials)
Enquiry Question	What are the largest cities in the UK?			Would you rather live in Italy or England?	Why are London and Rio so different?	Why does the Earth need The Water Cycle?
Substantive Knowledge	<ul style="list-style-type: none"> -Locate the UK, capital cities and surrounding seas. -Describe, understand and compare key physical aspects including, rivers, coasts, hills and mountains. -Use 8 Compass points to compare directions of locations in the UK -Use 4 figure grid references to locate key features of an area -Locate neighbouring key European countries (Including capitals of these) -Describe key human characteristics of the UK; castles, farmland, bridges, ancient ruins, roads, houses. -Use basic OS map symbols to locate items on a map -Begin to use the scale bar on a map to estimate distances -Make a map of a short route with features in the correct order -Begin to use computer mapping -Explore and use fieldwork skills of surveying, interviewing, photography and observations to understand how a specific area of the UK has changed over time -Create sketch maps -Begin to measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies 			<ul style="list-style-type: none"> -Locate and compare capital cities of Italy and the UK -Identify key buildings and landmarks of these cities - Rome -coliseum, London - Tower Bridge. -Describe, understand and compare key physical aspect of Italy and the UK including: Rivers, coasts, mountains. - Describe, understand and compare human aspects of Italy and the UK including: Types of settlements - villages, towns, cities, land use and food -Compare types of buildings/housing -What is the infrastructure like-e.g. roads, railways, facilities, electricity? -How are people trying to manage their environment? -Suggest ways a location could be changed and/or improved -Explain how a location has changed over time (physical and human elements) -Explain how people are trying to manage and sustain or improve their environment -Identify different viewpoints on a geographical issue or feature -Study how the locality has changed over time. -Understand different views about environmental issues. -Think about- how could the locality be changed and improved? What might it be like in the future? 	<ul style="list-style-type: none"> Use world maps and atlases to locate UK -London. South America, Brazil and Rio De Janeiro. - Name and identify -N . & S. hemispheres and tropics Cancer & Capricorn -Identify key buildings and landmarks of these cities -London -St Paul's Cathedral/ Rio- Christ the Redeemer. -Describe, understand and compare key physical aspect of Brazil and the UK including: Rivers -Thames and Amazon. -Describe key features of the Amazon including countries it flows through: Peru, Bolivia, Venezuela, Columbia, Ecuador and Brazil Length: over 4000 miles or 6400 kilometres Mouth: opens into the Atlantic (its width is longer than the whole length of the Thames River) -Describe and compare key features of the river Thames -Describe the length of the Thames and the counties it runs though -Why is the River Thames important? - Describe, understand and compare human aspects of Rio and London including-villages, towns, buildings (and use of building) schools, housing, land use and food. -Understand different views about environmental issues -population, pollution, traffic -Explain how a location has changed over time (physical and human elements) -Think about- how could the locality be changed and improved? What might it be like in the future? 	<ul style="list-style-type: none"> -Describe, understand and compare all of the stages of the water cycle -Understand that water on earth moves in a continuous cycle -Know that evaporation is when a liquid turns into a gas. -Understand and describe: -Evaporation When the sun heats up water -Condensation When water vapour cools and turns into clouds -Precipitation Rain, hail, sleet and snow that falls from the clouds -Surface run-off When water flows through the rocks and soil underground.

<p>Class 4 Yr5/6 Cycle A</p>	<p>Geography EUROPE Locational Knowledge , using maps to focus on Europe Key physical/ human characteristics, countries and major cities</p>		<p>Geography WORLD Locational Knowledge: World countries, specific features- latitude/longitude, hemispheres, tropics, circles, time zones. Geographical Skills and Fieldwork – digital /computer mapping to describe features Physical Geography – Climate zones Rainforests (6 main rainforests of the world)</p>	<p>Geography ANTARCTICA Climate Change (Include study of the Poles)</p>	<p>Geography EUROPE Locational knowledge and key physical and human characteristics of country in Europe Greece (Recap on previous knowledge of rivers, coasts, mountains, weather)</p>	
<p>Enquiry Question</p>	<p>What can we find out about Europe?</p>		<p>What's so special about Rainforests?</p>	<p>What's the problem with the poles?</p>	<p>Would we like to live in Greece?</p>	
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> -Use maps and atlases to locate key European countries (Including capitals of these) -Locate Regions of Europe and other continents studied -Describe key physical features of countries and regions studied (coasts rivers, lakes, seas, mountains, rainforests, deserts etc) -Describe key human characteristics of countries and places studied (Eiffel Tower, Athens Acropolis, Rome Colosseum, Tower Bridge, etc) And other human geography including -Trade links -Economic activity -Energy types and usage -Explain what a place might be like in the future taking account of issues impacting on human and/or physical features- - Explain why people are attracted to live by specific geographical (physical and human) features -Explain the negative impact of living by specific geographical (physical and human) features -How has the locality changed over time? -How can people manage their environment? -How do people affect this area positively or negatively? -How can natural resources be sustained? -How is this locality linked to other places? 		<ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the 6 rainforests of the world and the countries/continents they are located in -Name and identify/locate: Latitude and longitude, Prime/ Greenwich Meridian & time zones, 8 compass zones, 6 figure grid reference -Describe the biomes the area is located in. -Hemisphere-which hemisphere is it in? -Where is it in relation to other places studied, including countries and continents (using 8 points of a compass) Time zone -which time zone is it in? Climate -Which climate zone is it in? (Tropical/Dry/ Temperate/Continental/Polar) -Where is it in relation to our country? -Which bodies of water are nearby? -How is it similar/different to other places? -Identify the tropics of cancer and Capricorn - Begin to understand longitude and latitude on a globe or atlas -Begin to use 6 figure grid references -Use symbols and keys including those on OS maps -Use maps with a range of scales -Follow a route on 1:50 000 OS map -Begin to use digital mapping -Devise geographical questions to guide research 	<ul style="list-style-type: none"> -Use world maps to locate Antarctica. -Understand physical aspects including-climate zones and biomes of the area. -Why do people's lives vary due to weather? -Describe why a locality has certain physical features -How is climate change affecting the polar ice caps? - Look at temperature and change over time -Describe what impact climate change could have on the world. -Explain what a place might be like in the future taking account of issues impacting on human and/or physical features - Identify ways in which humans have both improved and damaged the environment and suggest responses -Explain how some human activity has caused damage to the environment -Explain why people may have different viewpoints on a geographical issue or feature -How has the locality changed over time? -How is this locality linked to other places? -How has human activity caused an environment to change? -How could a locality be changed and improved? 	<ul style="list-style-type: none"> -Describe, understand and compare key physical aspects of Greece including: Coasts and rivers -Climate zones, biomes, vegetation belts and distribution of natural resources. -Weather and the water cycle- including transpiration -Other key physical features including the main rivers and mountains in Greece -Describe key aspects of human geography including: -Trade links -Economic activity -Energy types and usage -Other key human characteristics of Greece including Athens Acropolis and The Parthenon. -Describe and compare other key European countries (Including capitals of these) 	

	-How has human activity caused an environment to change?		-Use data from text, images and maps to make meaning and draw reasonable conclusions - Understand land height is shown on OS maps using contour lines - Describe and interpret relief features			
Class 4 Yr5/6 Cycle B			Geography UK Geographical Skills and Field work : 8 compass points, 4/6 grid reference/ ordnance survey maps. key human and physical features, mapping and digital technologies Local area - Flintham and RAF Syerston (Linked with Science - Forces)		Geography AFRICA Place Knowledge: Human and Physical geography of a region of Tanzania (due to link with Nianjema School) and comparison with Flintham Human Geography: land use, economic activity, distribution of natural resources Tanzania (Bagamayo - Nianjema School) V Flintham	
Enquiry Question			What link does Flintham have to the Royal Air Force?		What would life be like in Tanzania?	
Substantive Knowledge			-Use maps to locate Flintham and the surrounding villages (Syerston) -Begin to use 6 figure grid references and 8 compass zones -Use symbols and keys including those on OS maps -Use maps with a range of scales -Follow a route on 1:50 000 OS map -Use digital mapping Make detailed sketches and plans -Devise geographical questions to guide research -Use data from text, images and maps to make meaning and draw reasonable conclusions -Understand land height is shown on OS maps using contour lines -Describe and interpret relief features -Why does a locality have certain physical and human features?		-Describe key physical aspects of Tanzania including coasts, rivers and climate zones, biomes (<i>desert, forest, tundra, grassland</i>), vegetation belts and distribution of natural resources. -Describe, understand and compare human geography including: -Trade links -Economic activity -Land use -Energy types and usage -How does a location fit into its wider geographical location with reference to human and economical features? -What might a place be like in the future, taking account of issues impacting on human features? -What are the key imports/exports of Africa? -How has this changed over time? -How does this compare to local imports and exports? -How can people manage their environment? -How do people affect this area positively or negatively? -How can natural resources be sustained? -How is this locality linked to other places? -How has human activity caused an environment to change?	