



Skelton School Geography - Curriculum Map



(1 year cycle)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>All about me</u> Where do we live? Geographical skills - How can we use maps to identify where we live?</p> <p>What is it like where my classmates live? Is it the same or different?</p> <p>How are places we live similar and different to other places around the world?</p> <ul style="list-style-type: none"> ○ traditions of countries ○ key features of places ○ weather/climate ○ housing <p>Geographical maps skills – identifying places on simple maps, maps of where we live</p>	<p><u>Travel and Transport</u> What is transport and can we think of any examples?</p> <p>Fieldwork - What are some of the modes of transport near us?</p> <p>What transport have we been on before? Where were we going?</p> <p>Has travel and transport always been the same?</p> <p>What was the Titanic? Where did it set off from? Where was it going?</p> <p>What was the Flying Scotsman? Where was it going on its journey?</p> <p>What was the Concorde? Where was it going on its journey?</p>	<p><u>Space</u> What do we mean by Space?</p> <p>Who was Neil Armstrong and what did he do? What is he remembered for?</p> <p>Who is Tim Peake? What does he do?</p>	<p><u>Around the World</u> How can we read a map?</p> <p>Where are the continents on a map/globe? How many can we name?</p> <p>What are some of Spain's traditional foods like? What is traditional Spanish dancing?</p> <p>Where is the Great Wall of China?</p> <p>What kind of food is eaten in Czech?</p> <ul style="list-style-type: none"> ○ visit from a parent to make apple strudel <p>Fieldwork – What questions can we ask to someone who lives in Kenya to help us find out more about what life is like there? A video call with Nila in Limuru, Kenya</p> <p>Fieldwork - Where is our local area on a map? What is our local area like? What food is our local area known for?</p> <ul style="list-style-type: none"> ○ Travel on a bus to Keswick ○ Boat trip around Derwentwater ○ Local fish and chips <p>Geographical map skills - Where have we been in the world?</p> <ul style="list-style-type: none"> ○ Children and staff share pictures of places they have been around the world and place them on a map 	<p><u>Fairy Tales</u> What are some traditional fairy tales?</p> <p>Where did the stories take place? What was around the characters in the stories?</p> <ul style="list-style-type: none"> ○ houses ○ village ○ castles ○ rivers ○ woodland <p>Geographical skills - How can we use our understanding of a story to follow or create a map?</p> <ul style="list-style-type: none"> ○ Pied Piper of Hamelin 	<p><u>Under the Sea</u> Geographical skills - What are the names of some of the oceans of the world? Where are they on the globe?</p> <p>What are some of the problems our oceans are facing?</p> <ul style="list-style-type: none"> ○ Pollution ○ Climate change <p>What does recycling mean? Why do we recycle and why is it so important?</p> <p>What materials can be recycled? can we sort some materials into those that can be recycled and those that can't?</p> <p>What does weather/climate mean? Why is it changing? Why and how can we make a difference to help stop climate change?</p>
Links	Fairy Tales, Growing and Changing, Under the Sea – EYFS This is where we live – KS1	Around the World – EYFS Historical links	Historical links Travel and Transport	All About Me, Under the Sea, Fairy Tales, Travel & Transport	All About Me, Under the Sea, Growing and Changing	
Enrichment		Transport trip – local fire station and food depot Visit from a police van Visit from a blood bike		Video call to Kenya Visit from parents Visit to Keswick (local area)		

Year R/1/2 All Year	<p>Seasons Topic- Taught throughout the year What are some of the changes in the natural world around us? Changes in the seasons studied through a cross curricular topic Seasons Topic runs throughout the year – How can we study and identify the daily weather patterns in our area? What are the weather patterns in relation to the seasons across the year in the United Kingdom? Changes in the seasons studied through a cross curricular topic</p> <p>How is the year organised into months and seasons? ○ Order the months of the year and recognise seasons</p> <p>What are the differences between the seasons? ○ Spot the differences between the seasons.</p> <p>How can I show what season I am in? ○ Find clues to decide which season we are in</p> <p>How do people dress for different kinds of weather? ○ Identify the types of clothing worn in different weather</p> <p>How can I tell the weather's story? ○ Identify the types of weather we have in the United Kingdom and record the weekly weather in our area.</p> <p>How does the weather affect people's work? ○ Explore how the weather affects different jobs</p> <p>Fieldwork – exploring the local grounds and recording the various weather and changes.</p>					
	Years 1-6 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1

Year 1 and 2	<u>The Great Fire of London</u> History Use maps to identify London	<u>Materials</u> History - toys Science	<u>This is where we live - UK</u> Geographical skills - What is the United Kingdom? <ul style="list-style-type: none"> ○ Check my understanding of the United Kingdom and locate the four countries of the United Kingdom. What can I find out about the United Kingdom? <ul style="list-style-type: none"> ○ Identify the four capital cities and surrounding seas of the United Kingdom. What are the UK's countries like? <ul style="list-style-type: none"> ○ Explain the differences between human and physical features ○ Local foods ○ Traditions ○ Festivals ○ Landmarks What are the UK's capital cities like? <ul style="list-style-type: none"> ○ Describe the human and physical features of one of the UK's capital cities. What is the geography of Skelton like? <ul style="list-style-type: none"> ○ Physical features- rural, flat or fells ○ Human features – buildings, Skelton mast, map drawings ○ Compare the difference between the village to a town or city Fieldwork – aerial photographs and walk of the village	<u>Beatrix Potter</u> History	<u>Habitats</u> Science	<u>Habitats – Hot & Cold Places</u> Geographical skills - Where are the world's hot and cold places? <ul style="list-style-type: none"> ○ Identify hot and cold places and locate them on a map. What is it like in the world's hot and cold places? <ul style="list-style-type: none"> ○ Recognise the features of a hot and a cold place Where can I find out about a hot or cold place (desert, rainforest or Antarctica)? <ul style="list-style-type: none"> ○ Explore a hot or cold place. How do animals adapt to hot and cold places? <ul style="list-style-type: none"> ○ Identify the animals that live in hot and cold places and recognise how they adapt. ○ Where are these habitats in relation to the equator? Fieldwork - How can we use geographical skills and fieldwork to learn more about habitats? <ul style="list-style-type: none"> ○ identify habitats using aerial photographs ○ use simple fieldwork and observation skills to study the habitats in and around the school grounds
	Links			Lake District – LKS2 Alfred Wainwright – UKS2		
Enrichment	New Lanark trip		World of Beatrix Potter		Leighton Hall	

**Year R/1/2
All year**

Seasons Topic - Taught throughout the year – How can we study and identify the daily weather patterns in our area? What are the weather patterns in relation to the seasons across the year in the United Kingdom? Changes in the seasons studied through a cross curricular topic

How is the year organised into months and seasons?

- Order the months of the year and recognise seasons

What are the differences between the seasons?

- Spot the differences between the seasons.

How can I show what season I am in?

- Find clues to decide which season we are in

How do people dress for different kinds of weather?

- Identify the types of clothing worn in different weather

How can I tell the weather's story?

- Identify the types of weather we have in the United Kingdom and record the weekly weather in our area.

How does the weather affect people's work?

- Explore how the weather affects different jobs

Fieldwork – exploring the local grounds and recording the various weather and changes.

Year 3 and 4	<u>Vikings, Anglo-Saxons and Scots</u> History	<u>Settlements and Migration</u> Types of settlements What did early settlers need? What were early settlements like and how did they change over time? Why do settlements develop in certain locations? <ul style="list-style-type: none"> ○ Trade links ○ Economic activity ○ Land use ○ Food ○ Water <p>Geographical skills - How can we use maps to identify settlements built by invaders in the past?</p> How are different settlements linked? Where would you settle? Use geographical knowledge to plan a new settlement.	<u>Ancient Egypt</u> History Use maps and atlases to identify Egypt	<u>Rivers – River Nile</u> What is a river? <ul style="list-style-type: none"> ○ Describe the water cycle, explain what a river is and locate the world's longest rivers on a map How do people use rivers? <ul style="list-style-type: none"> ○ Describe how rivers are used around the world What journeys do rivers make? <ul style="list-style-type: none"> ○ Identify the stages and features of a river, and the way that land use changes from the source to the mouth How do people change rivers? <ul style="list-style-type: none"> ○ Recognise and explain how human activity affects rivers How can flooding affect people? <ul style="list-style-type: none"> ○ Recognise and explain how flooding affects communities <p>Geographical Skills - What can I find out about the world's longest rivers? <ul style="list-style-type: none"> ○ Describe the location and features of the river Nile ○ Journey of the River Nile from source to Mouth ○ Positive and negative impact of Aswan Dam ○ Explore physical and human geography of the Nile Delta ○ Explore uses of the River Nile and how they've changed over time How does the River Nile compare to a local river?</p>	<u>Food and Farming</u> Where does our food come from? <ul style="list-style-type: none"> ○ To generate questions about how some common food products are produced Who grows our food? <ul style="list-style-type: none"> ○ To investigate food producers and the processes involved <p>Fieldwork- visit to a local farm and interview farmer</p> What choices do I have about food and farming? To create an advertisement for 'the perfect lunchbox'	<u>Lake District</u> How are mountains made? <ul style="list-style-type: none"> ○ Describe the key features of mountains and how they are formed What are the UK's highest mountains like? <ul style="list-style-type: none"> ○ Explore and locate the UK's highest mountains <p>Geographical Skills - Can we identify and locate our home county and other counties within easy reach of our school's position?</p> Where is the Lake District and what is meant by a National Park? What is the physical geography of the Lake District? <ul style="list-style-type: none"> ○ Lakes and mountains ○ Contour lines and topography ○ Water cycle? What is the human geography of the Lake District? <ul style="list-style-type: none"> ○ Settlement/farming ○ Tourism How does this region of the United Kingdom compare and contrast to the Great Lake Basin in North America? <p>Fieldwork - Symbols and keys – map reading at St Johns</p>	
	Links		Vikings, Anglo-Saxons and Scots – LKS2		Liverpool – UKS2	Rainforests – LKS2	All about Me - EYFS This is where we live- KS1 Alfred Wainwright- UKS2
	Enrichment	Tullie House		York			St John's Residential

Year 5 and 6	<p><u>Tudor Exploration</u></p> <p>History</p> <p>How can we use historical sources to understand Sir Francis Drake's path on his circumnavigation?</p> <ul style="list-style-type: none"> o Locate and plot on a world map 	<p><u>World Trade</u></p> <p>How do we know where the countries of the world are?</p> <ul style="list-style-type: none"> o History of maps and our understanding of the world <p>How have maps changed over time and why have they changed?</p> <ul style="list-style-type: none"> o Use a range of maps to locate countries and describe features studied o Use historic maps to analyse how our understanding of where countries are has changed over time <p>How did the Golden Age of Exploration impact on trade links with the rest of the world?</p> <p>How is the world represented on a 2D map?</p> <ul style="list-style-type: none"> o True size of countries o Variation of world maps <p>Why do people trade?</p> <ul style="list-style-type: none"> o To explore some of the reasons for trade in different parts of the world <p>How does a smartphone get to my high street?</p> <ul style="list-style-type: none"> o To investigate global trade processes and trade routes <p>Geographical skills- Can I map out the supply chain for a product? To plan a simple supply chain for a product</p>	<p><u>Islamic Civilisation</u></p> <p>History</p> <p>Use maps and atlases to identify Bagdad</p>	<p><u>Sustainability</u></p> <p>How can we be responsible global citizens? What do we really need?</p> <p>What are renewable energy sources? How are they better than fossil fuels?</p> <p>Can we locate any houses in our local area that use solar power on an aerial map?</p> <p>Can we produce a sketch map including a title and key to locate houses in the local area that use solar panels?</p> <p>Fieldwork- How many houses in Skelton have solar panels and which direction do they face?</p> <ul style="list-style-type: none"> • Complete a walk of the village gathering data about the number of houses that use solar panels • Use an 8-point compass to identify the direction that the solar panels face • Draw a conclusion based on the data gathered about the optimal direction of solar panels • Explain why some houses may not follow this pattern 	<p><u>Greece</u></p> <p>Geographical skills- Where is Europe and what are its countries like?</p> <ul style="list-style-type: none"> o Children are able to locate Europe and investigate key information about its principal countries <p>Why would you visit the Mediterranean?</p> <ul style="list-style-type: none"> o To explore tourism in the Mediterranean region <p>Why are migrants coming to Greece?</p> <ul style="list-style-type: none"> o To understand some of the factors affecting migration into Europe through Greece <p>What is the landscape of Greece like today?</p> <ul style="list-style-type: none"> o To investigate the landscape of Greece, its features and how it is used <p>Geographical skills - Where is Greece and how will this impact on the human geography of the country?</p> <ul style="list-style-type: none"> o Capital City o Population o Economic activity o Tourism o Food <p>What is the physical geography of Greece like?</p> <ul style="list-style-type: none"> o Climate o Mountains <p>Where would you visit in Athens? To investigate some of the main features of Athens</p>	<p><u>Ancient Greece</u></p> <p>History</p> <p>Use maps and atlases to identify Greece and how it was different to modern Greece</p>	
	Links		Islamic Civilisation and the silk road -UKS2 Liverpool – UKS2	Silk road and Tudor exploration – UKS2	Climate change and recycling – EYFS School Council Work	Ancient Greece (Hist) – UKS2	
	Enrichment	Tullie House		Bradford Mosque and Islamic Civilisation workshop		Greek food tasting	

Years 1-6 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1 and 2	<u>Myself and other animals</u> Science	<u>Remembrance</u> History	<u>My wonderful world – Continents & Oceans</u> Where in the world am I? <ul style="list-style-type: none"> Understand where I am in the world. Where are the world's continents? <ul style="list-style-type: none"> Locate on a map the seven continents Where are the world's oceans? <ul style="list-style-type: none"> Locate on a map the oceans that link the continents. How can I show the continents and oceans on a map? <ul style="list-style-type: none"> Describe where different continents are located. What are the main features of some of the continents? <ul style="list-style-type: none"> Spot the physical and human features of a continent. What similarities and differences does the UK have with an area of China? <ul style="list-style-type: none"> Physical geography of Skelton & Beijing Human geography of Skelton & Beijing <i>Geographical Skills-</i> How can we use maps, atlases, globes and online mapping technology to identify and compare Skelton and Beijing? <ul style="list-style-type: none"> Use simple compass directions and positional language to describe where these places are on a map 	<u>Flying High</u> History	<u>Seaside - Coasts</u> What are the physical features of Silloth? <ul style="list-style-type: none"> beach, seaside weather What are the human features of Silloth? <ul style="list-style-type: none"> town factory promenade <i>Fieldwork -</i> How can we use locational/directional language to describe a location? <ul style="list-style-type: none"> describe route taken plot on an aerial map identify key features, e.g. statue 	<u>Plants</u> Science	
	Links			Under the Sea - EYFS		Liverpool – UKS2	
	Enrichment	Lake District Animal Park		Life Science Centre		Silloth Visit	
	Year R/1/2 All year	<p style="text-align: center;">Seasons Topic</p> <p style="text-align: center;">Taught throughout the year – How can we study and identify the daily weather patterns in our area? What are the weather patterns in relation to the seasons across the year in the United Kingdom? Changes in the seasons studied through a cross curricular topic</p> <p style="text-align: center;"><i>Fieldwork -</i> exploring the local grounds and recording the various weather and changes.</p>					

Local History - Skipton

History

Our Local Area

Combine with a visit to Penrith Castle (History)

Can I locate my local area?

How does it fit in with other places, near and far?

- Where is Skelton/Penrith located on a map?
- Use the eight points of a compass

What is special about my local area?

- What are the physical and human features of our local area?
- Rural/urban areas
- Land use in the local area

What are the local services available in our area?

Fieldwork - What can I find out about from a walk in my local area?

- How can we gather evidence within about an area?

How can we make a map to show what we have found out about the local area?

How has this place changed over time?

How might this place change in future?

Stone Age to Iron Age

History

Stone Age

Stone Age to Iron Age

History

Bronze Age to Iron Age

South America

Geographical skills- Where is South America and what is it like?

- Children are able to locate South America on a world map and identify some of its key features.

What time is it in different parts of South America?

- To locate South American countries and capitals, in order to compare the time difference between them and the UK.

How does Brazil compare with my country?

- To compare key facts about Brazil with facts about your country.

What's special about Rio de Janeiro?

- To use photographs and information texts to imagine daily life in Rio de Janeiro

How is my life linked to south-east Brazil?

- To investigate trade links with south east Brazil.

Were the 2016 Olympic Games good for Brazil?

- To identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games.

What is the human geography of South America?

- Recap difference between human & physical geography
- Compare & contrast facts about human geography in different

Rainforests

Geographical skills- Where are the world's rainforests?

- Recognise what a rainforest is and locate the world's rainforests on a map

What makes up a rainforest?

- Recognise the different layers of life in a rainforest

What are the main features of a rainforest?

- Recognise the features that make up a rainforest

Where is the Amazon rainforest located? Where is the rainforest in relation to the Equator, northern and southern hemisphere & tropics of cancer and Capricorn?

What is the physical geography of the rainforest?

- Climate and vegetation belt
- Plants/animals/soils and inhabitants (biome)
- Rivers

Why are the rainforests being cut down?

- Describe and explain the impact of the deforestation of the rainforests

What is the human geography of the rainforest?

- Farming types
- Deforestation
- Trade links

Why does the Amazon Rainforest matter so much? Explain the importance of the Amazon Rainforest

					South American countries. ○ South American industry/exports	
Links		All about me – EYFS This is where we live- KS1			My Wonderful World – KS1	Plants of the World – LKS2
Enrichment	Skipton Castle	Penrith Castle				
Year 5 and 6	<p><u>Liverpool (United Kingdom)</u> What is unique about each of the UK's countries?</p> <ul style="list-style-type: none"> ○ Compare and contrast the different countries of the UK <p>Where do people live in the UK?</p> <ul style="list-style-type: none"> ○ Identify where I live in the UK and locate the UK's major cities <p>Where is Liverpool in the United Kingdom and England? How far away is it in comparison to Skelton?</p> <p>What is the physical geography of Liverpool?</p> <ul style="list-style-type: none"> ○ Rivers <p>What is the human geography of Liverpool?</p> <ul style="list-style-type: none"> ○ Comparison of coastal area in comparison to Silloth from KS1 ○ Trade links & economic activity as a port ○ Land use and how this has changed and developed over time as a port <p>What is the purpose of a range of different types of maps and who would use them?</p> <ul style="list-style-type: none"> ○ Political, physical, thematic, topographical, road, topological <p>Fieldwork - observe, measure, record and present the human and physical features of Liverpool</p>	<p><u>Liverpool – WW2 Blitz</u> History</p>	<p><u>Survival – Climate Zones</u> Why does a place's location in the world affect its climate?</p> <ul style="list-style-type: none"> ○ Longitude and latitude <p>What on earth is a climate zone?</p> <ul style="list-style-type: none"> ○ Locate different climate zones and explore the differences between the Northern and Southern Hemispheres <p>How is the climate in the UK different from that in the tropics?</p> <ul style="list-style-type: none"> ○ Compare temperate and tropical climates <p>How does the climate vary around the world?</p> <ul style="list-style-type: none"> ○ Explore weather patterns within a climate zone <p>How can lines of longitude and latitude help make our map reading more specific?</p> <ul style="list-style-type: none"> ○ Prime/Greenwich Meridian ○ Time Zones <p>Geographical Skills - How can we use and understand how to read a map to locate specific points? Orienteering</p> <ul style="list-style-type: none"> ○ Four and six figure grid references ○ Eight points of a compass 	<p><u>Survival – Local History</u> History – Alfred Wainwright</p>	<p><u>Earthquakes & Volcanoes</u> What lies beneath the surface of the Earth?</p> <ul style="list-style-type: none"> ○ Find out about the structure of the Earth and label a diagram <p>What happens when the Earth's plates meet?</p> <ul style="list-style-type: none"> ○ Describe what happens at the boundaries between the Earth's plates <p>What goes on inside a volcano?</p> <ul style="list-style-type: none"> ○ Describe and explain the key features of a volcano <p>What can we learn from some famous earthquakes?</p> <ul style="list-style-type: none"> ○ Locate where famous earthquakes have occurred <p>What can I find out about real volcanoes?</p> <ul style="list-style-type: none"> ○ Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted. <p>What would it be like to live near a volcano? Evaluate the advantages and disadvantages of living near a volcano</p>	<p><u>Roman Empire</u> History</p> <p><u>John Muir Award</u></p> <ul style="list-style-type: none"> • Fieldwork
Links	Seaside Holidays – KS1 Lake District – LKS2		Rainforests – LKS2		Greece – UKS2	
Enrichment	Liverpool residential- museums and workshops		Forest Schools sessions EVSP Orienteering Competition	Carlisle Archive Centre		Vindolanda John Muir Award

Study of places:

Oceans of the world - EYFS

Where we live (UK) – KS1

Silloth – KS1

Continents & Oceans – KS1

South America – LKS2

Local Area Study with Fieldwork – LKS2

Lake District – LKS2

Greece – UKS2

Liverpool – UKS2

Study of concepts:

Travel & Transport – EYFS

Habitats – KS1

Seasons – KS1

Settlements and migration – LKS2

Rivers – LKS2

Rainforests – LKS2

Food & Farming – LKS2

History of maps & World Trade – UKS2

Sustainability – UKS2

Climate Zones & Biomes – UKS2

Earthquakes and Volcanoes - UKS2