



Whipton Barton Federation Geography Long Term Curriculum Map

Teaching Geography through exciting termly topics, children at Whipton Barton Federation develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children begin to develop their geographical understanding and vocabulary through Talk Through Stories texts as they learn that there is a world beyond their own doorstep. Through stories, role-play, small world play and visits, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. For example, in the Spring term children learn about Burkina Faso - its weather, native animals and produce. They begin to develop other geographical skills, such as mapping, during their 'Percy the Park Keeper' topic where they create their own maps of Percy's park. First-hand experiences and learning outside in the natural environment, particularly through Pre-school Forest Fun, help them learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world. In Key Stage One and Key Stage Two, children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We also develop the children's ability to confidently communicate their findings and geographical understanding which in KS2, is through a final written essay.

The Geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years. An introduction to settlements, tectonic processes and hydrological and climatic processes introduce Year 3 pupils to concepts, vocabulary and knowledge that is capitalised on in subsequent years, laying important foundations of much of their future geographical learning. When pupils study Migration in Year 4, they will utilise their knowledge of settlement types in order to deepen their understanding of migration patterns. This knowledge and understanding support their comprehension of why communities develop around areas of rich natural resources, and how slums develop. The Natural Resources unit then feeds into the Year 5 unit on Energy and Sustainability, by supporting pupils' understanding of where energy comes from and how greater sustainability can be achieved. The Year 6 units on Population and Globalisation draw on themes



that have been explored throughout KS2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge.

The Rivers unit in Year 4 follows on from the Water, Weather and Climate unit and pupils then continue to build on this knowledge of physical processes through the Biomes unit. The Local Fieldwork unit is in Year 6, so that pupils are exposed to geographical research in KS2. This is a crucial part of a child's geographical education, which also includes a trip to the Eden Project, and we have intentionally incorporated this unit at the end of KS2 to capitalise on their greater maturity and geographical knowledge.

Through inspirational teaching, we develop the following essential characteristics of geographers:

- 🌍 An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- 🌍 A comprehensive understanding of the ways in which places are interdependent and interconnected;
- 🌍 An extensive base of geographical knowledge and vocabulary;
- 🌍 Fluency in complex, geographical enquiry and the ability to apply questioning skills.
- 🌍 The ability to reach clear conclusions and explain their findings;
- 🌍 Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- 🌍 The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- 🌍 A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Children begin to develop their geographical understanding and vocabulary through Talk Through Stories texts as they learn that there is a world beyond their own doorstep. Through stories, role-play, small world play and visits, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. For example, in the Spring term children learn about Burkina Faso - its weather, native animals and produce. They begin to develop other geographical skills, such as mapping, during their 'Percy the Park Keeper' topic where they create their own maps of Percy's park. First-hand experiences and learning outside in the natural environment, particularly through Pre-school Forest Fun, help them learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world.					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		<p>Location, Location, Location</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>(Geographical skills and fieldwork)</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>(Geographical skills and fieldwork)</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the</p>		<p>To Exeter and Beyond</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>(Geographical skills and fieldwork)</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p> <p>(Geographical skills and fieldwork)</p> <p>Name, Describe and compare familiar places.</p> <p>(Place knowledge)</p>		<p>Wonderful Weather</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>(Geographical skills and fieldwork)</p> <p>Describe seasonal weather changes.</p> <p>(Human and physical geography)</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>(Place knowledge)</p>



		<p>location of features and routes.</p> <p>(Geographical skills and fieldwork)</p> <p>Make simple maps and plans e.g. pictorial place in a story. (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Name, describe and compare familiar places.</p> <p>(Place knowledge)</p> <p>Link their homes with other places in their local community.</p> <p>(Place knowledge)</p>		<p>Link their homes with other places in their local community.</p> <p>(Place knowledge)</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>(Place knowledge)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</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>(Human and physical geography)</p>
<p>Year 2</p>		<p>What a Wonderful World!</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its</p>		<p>Let's Go to China!</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p>		<p>Our Food, Our World</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p>



		<p>countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>(Geographical skills and fieldwork)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>(Locational knowledge)</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>(Locational knowledge)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p>		<p>(Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place knowledge)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</p>		<p>(Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</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. (Geographical skills and fieldwork)</p>
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		<p>(Geographical skills and fieldwork)</p> <p>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.</p> <p>(Human and physical geography)</p>		<p>river, soil, valley, vegetation, season and weather.</p> <p>(Human and physical geography)</p>		
<p>Year 3</p>		<p>Villages, Towns and Cities</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape.</p> <p>Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</p> <p>(Geographical skills and fieldwork)</p>		<p>Mountains, Volcanoes and Earthquakes</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape.</p> <p>Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</p> <p>(Geographical skills and fieldwork)</p>		<p>Weather and the Water Cycle</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape.</p> <p>Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</p> <p>(Geographical skills and fieldwork)</p>



		<p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>(Geographical skills and fieldwork)</p> <p>Identify physical and human features of the locality.</p> <p>(Human and physical geography)</p> <p>Recognise there are similarities and differences between places. (Place knowledge)</p> <p>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</p> <p>Know how the locality is set within a wider geographical context.</p>		<p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>(Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>(Geographical skills and fieldwork)</p> <p>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high</p>		<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>(Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>(Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>(Locational knowledge)</p>
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		<p>(Locational knowledge)</p> <p>Describe human features of UK regions, cities and /or counties. (Human and physical geography)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>(Human and physical geography)</p> <p>Develop an awareness of how places relate to each other.</p> <p>(Place knowledge)</p>		<p>populations and large areas and the largest cities in each continent.</p> <p>(Locational knowledge)</p>		
Year 4		Rivers				Natural Resources



		<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)</p> <p>Explain about key natural resources e.g. water in the locality. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition. (Human and physical geography)</p>		<p>Human Migration</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p>		<p>Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place knowledge)</p> <p>Recognise the different shapes of continents. (Locational knowledge)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p>
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		<p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>		<p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>		
<p>Year 5</p>		<p>Slums</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using</p>		<p>Earth's Biomes</p> <p>Explore weather patterns around parts of the world.</p>		<p>Energy and Sustainability</p> <p>Use maps, atlases, globes and digital/computer mapping to locate</p>



		<p>aerial photos/pictures e.g. population, temperatures etc. (Geographical skills and fieldwork)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and</p>		<p>(Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>(Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Understand about weather patterns around the world and relate these to climate</p>		<p>countries and describe features studied. (Geographical skills and fieldwork)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Use fieldwork to observe, measure, record and present the human and</p>
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		<p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Recognise the different shapes of countries. (Locational knowledge)</p>		<p>zones. (Human and physical geography)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Locational knowledge)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). (Locational knowledge)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate</p>		<p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Geographical skills and fieldwork)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Locational knowledge)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. (Place knowledge)</p>
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				<p>countries and describe features studied.</p> <p>(Geographical skills and fieldwork)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>(Human and physical geography)</p> <p>Explain about weather conditions / patterns around the UK and parts of Europe.</p> <p>(Human and physical geography)</p> <p>Identify where countries are within Europe; including Russia.</p> <p>(Locational knowledge)</p>		
Year 6		Local Fieldwork				Globalisation



		<p>Make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork)</p> <p>Draw accurate maps with more complex keys. (Geographical skills and fieldwork)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Use four figure grid references. (Geographical skills and fieldwork)</p> <p>Make plans and maps using symbols and keys. (Geographical skills and fieldwork)</p>		<p style="text-align: center;">Population</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. (Locational knowledge)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>		<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork)</p>
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		<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>(Geographical skills and fieldwork)</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass.</p> <p>(Geographical skills and fieldwork)</p> <p>Plan the steps and strategies for an enquiry.</p> <p>(Geographical skills and fieldwork)</p> <p>Explore features on OS maps using 6 figure grid references.</p> <p>(Geographical skills and fieldwork)</p>		<p>food, minerals and water. (Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>(Geographical skills and fieldwork)</p>		<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</p> <p>(Locational knowledge)</p>
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		<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>(Geographical skills and fieldwork)</p> <p>Measure straight line distances using the appropriate scale.</p> <p>(Geographical skills and fieldwork)</p> <p>Use fieldwork instruments e.g. camera, rain gauge.</p> <p>(Geographical skills and fieldwork)</p>				
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