



### Subject Area: GEOGRAPHY - Curriculum Map

#### EYFS objectives which lay the foundations for Geography in the National Curriculum

	<p>Become familiar with the layout of the EYFS classroom and outdoor area, and then the layout of the school as a whole          Understand that their school is on a road called Dukes Ride in Crowthorne village.          Be able to identify basic features on a map and an aerial photograph of the school and its surrounding area. Eg. houses, roads, forest          Be able to draw maps of different story settings eg. Little Red Riding Hood's route to Grandma's house          Understand that people speak different languages in different parts of the world.          Use directional language when programming the Beebots to move around a street map (left, right, forwards, backwards).</p> <p>Locate basic areas on a globe and a world map eg. land, sea, North Pole          Compare their own environment with other contrasting places around the world eg. Arctic, Savannah, rainforest, desert          Be able to name some animals which live in Arctic, Savannah, rainforest, desert regions.          Locate the UK on a globe and a world map.          Locate China on the globe and find out about aspects of Chinese culture – flag, language (spoken and written) food, clothing, festivals          Be able to describe how the natural world changes through the seasons.          Understand how humans can damage the environment through pollution and litter/waste Think about ways in which they can look after the environment.          Understand the role of a farm in food production.          Understand that plant life will vary in different environments eg. desert, rainforest, North Pole,</p> <p>Be able to name common plants in the local environment (school grounds and our outdoor classroom)          Understand that our Earth is one of many planets in space.          Know about the features of some planets in our solar system.          Know about the plants and animals that can be found in an ocean environment.          Know about the key features of their locality (Crowthorne) through first-hand experience, maps and photographs.          Be able to draw simple maps of Crowthorne showing places which are important to them.          Know about the different jobs people have eg. firefighter, librarian, doctor</p>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>AUTUMN</b>	<b>Local:</b> Barnaby Bear explores Crowthorne (AU2)	<b>Local:</b> Making Maps (AU1)	<b>Global:</b> The Americas (AU1)	<b>Global:</b> All Around the World (AU2)	<b>Global:</b> AFRICA: An in-depth study of Uganda (AU2)	<b>Global:</b> Climate Zones (AU1)
<b>SPRING</b>	<b>National:</b> Barnaby Bear explores the United Kingdom (SP2)	<b>National:</b> Landmarks of the UK (SP2)	<b>Local and National:</b> Great Britain (SPR)	<b>Global:</b> Volcanoes and Earthquakes (SPR2)	<b>National and Global:</b> Mountains (SPR2)	<b>Local:</b> Bracknell: A local study (SPR)
<b>SUMMER</b>	<b>Global:</b> Barnaby Bear explores The Seven Wonders of the Natural World (SU2)	<b>Global:</b> Tocuaro (comparison with Crowthorne) (SU1)	<b>Global:</b> Europe (France) (SU)	<b>National:</b> Marvellous Maps (SU2)	<b>National and Global:</b> Rivers and Beaulieu (SU2)	<b>Global:</b> North America (SU1)

