



Salford Geography - Curriculum Map

National Curriculum	Our Intent	Notes
The national curriculum for geography aims to ensure that all pupils: - develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time - are competent in the geographical skills needed to: - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	Geography is about understanding the world that we live in. The impact that humans have on the planet is one of the biggest issues facing the children of today and through our geography curriculum we will ensure all children understand the world that we live in from both a physical and human perspective. Geography is an investigative subject which develops not only understanding, but also skills which are transferable to other areas of the curriculum. At Salford School our intent is to inspire children to develop a curiosity about the world and the people who live in it, to acquire an interest and understanding of diverse places, resources, the natural and human environment as well as a clear understanding the Earth's key physical and human processes.	In Base 1, learning about weather and seasons is split across the three terms to ensure that children can experience the range of weather and seasons across the year whilst learning. Knowledge is organised more by Base and on rolling programmes in B2 and B3 but the skills are repeated annually as there is important progression. Some objectives (mainly B3) are not on the NC- these are ones developed for our own curriculum- these need monitoring to ensure they are appropriate.

Base 1 – YR & Y1: 1-year cycle

1 YEAR CYCLE		
Autumn	Spring	Summer
Unit 1.1: Home & Away Unit 1.2: Weather & Seasons	Unit 1.3: Around our World Unit 1.4: Weather & Seasons	Unit 1.5: Around the UK Unit 1.6: Weather & Seasons

Base 2 – Y2 & 3: 2-year cycle

CYCLE A		
Autumn	Spring	Summer
Unit 2.1: Magical mapping	Unit 2.2: By the Seaside	Unit 2.3: Sensational Safaris
CYCLE B		
Autumn	Spring	Summer
Unit 2.4: What a Wonderful World	Unit 2.5: Extreme Earth	Unit 2.6: Settlements

Base 3 – Y4-6: 3-year cycle

CYCLE A		
Autumn	Spring	Summer
Unit 3.1: One World	Unit 3.2: Comparing Localities	Unit 3.3: Geography Investigators (with local element)
CYCLE B		
Autumn	Spring	Summer
Unit 3.4: Zambezi Journey	Unit 3.5: Comparing Localities	Unit 3.6: Geography Investigators (with national element)
CYCLE C		
Autumn	Spring	Summer
Unit 3.7: Small World	Unit 3.8: Comparing Localities	Unit 3.9: Geography Investigators (with global element)

Unit details – Base 1

Unit	Where & when	Overview	Objectives
Unit 1.1: Home & Away	Base 1 Autumn term	Comparing holiday diaries and destinations with life in Scalford.	Comparing our local area with holiday destinations, looking for similarities and differences. Use basic geographical vocabulary to refer to key physical features, including: beach, forest, hill, mountain, sea, ocean and river. Use and understand key human features, including: city, town, village, farm, house and shop. Understand the concept of maps, plans and plan perspectives and relate them to real life. Use world maps, atlases and globes. Use pictures and photographs to compare two localities.
Unit 1.2: Weather & Seasons	Base 1 Autumn term	Exploring autumn and winter weather.	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical features, including: season and weather. Use observational skills to study the weather and seasons through the year.
Unit 1.3: Around our World	Base 1 Spring Term	Getting a sense of the whole world, how it's made from land and sea and how this relates to maps.	Understand the world is made from land and sea. Understand the concept of maps, plans and plan perspectives and relate them to real life. Use world maps, atlases and globes to identify land and ocean. Use locational and directional language [for example, near and far; left and right] to describe features on maps. Use pictures and photographs to compare two localities.
Unit 1.4: Weather & Seasons	Base 1 Spring Term	Exploring spring weather.	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical features, including: season and weather. Use observational skills to study the weather and seasons through the year.
Unit 1.5: Around the UK	Base 1 Summer Term	Understanding the UK, its constituent countries, capitals and their main characteristics.	Name and locate UK countries, their capital cities and basic characteristics. Use and understand key human features, including: city, town, village, farm, house and shop. Understand the concept of maps, plans and plan perspectives and relate them to real life. Use world maps, atlases and globes to identify the UK and its countries. Use locational and directional language [for example, near and far; left and right] to describe features on maps. Use pictures and photographs to compare two localities.
Unit 1.6: Weather & Seasons	Base 1 Summer Term	Exploring Summer weather.	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical features, including: season and weather. Use observational skills to study the weather and seasons through the year.

Unit details – Base 2

Unit	Where & when	Overview	Objectives	
Unit 2.1: Magical Mapping	Base 2 Autumn term, Cycle A	A focus on mapping skills – reading, understanding and using them.	Y2 - Use online mapping and aerial photographs to recognise landmarks and basic human and physical features. Y2 - Use simple compass directions (north, south, east and west) to describe the location of features and routes on a map. Y2 - Devise a simple map of a small, known area (e.g. playground) including basic symbols in a key. Y2 - Use simple fieldwork and observational skills to study the geography of school and its surroundings and the key human and physical features of its environment.	Y3 - Recognise that maps and plans of the same area can look different and find the same locations on each. Y3 - Use a simple key to locate basic features on a map. Y3 - Use the eight points of a compass, to describe the location of features and routes on a map. Y3 - Accurately position symbols on a map of a small local area having located features in real life. Y3 - Begin to interpret observations and devise geographical questions.
Unit 2.2: By the Seaside	Base 2 Spring Term, Cycle A	Investigating a UK seaside town.	Name and locate UK major cities and surrounding seas and identify broader regional characteristics. Use basic geographical vocabulary to refer to key physical features, including: cliff, coast, forest, soil, valley, vegetation. Use basic geographical vocabulary to refer to key human features, including: factory, office, port and harbour.	
			Y2 - Use online mapping and aerial photographs to recognise landmarks and basic human and physical features.	Y3 - Recognise that maps and plans of the same area can look different and find the same locations on each. Y3 - Use a simple key to locate basic features on a map.
Unit 2.3: Sensational Safaris	Base 2 Summer Term, Cycle A	Comparing a region of the UK with a region of Kenya.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Leicester and of a small area in a contrasting non-European country (Kenya).	
			Y2 - Use online mapping and aerial photographs to recognise landmarks and basic human and physical features.	Y3 - Recognise that maps and plans of the same area can look different and find the same locations on each.
Unit 2.4: What a Wonderful World	Base 2 Autumn term, Cycle B	Exploring the world and the way in which geographers organise their understanding of it.	Name and locate the world's continents and oceans. Name and locate the main European countries and some major cities. Identify the position of the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles.	
			Y2 - Use online mapping and aerial photographs to recognise landmarks and basic human and physical features. Y2 - Use simple compass directions (north, south, east and west) to describe the location of features and routes on a map.	Y3 - Recognise that maps and plans of the same area can look different and find the same locations on each. Y3 - Use a simple key to locate basic features on a map. Y3 - Use the eight points of a compass, to describe the location of features and routes on a map.
Unit 2.5: Extreme Earth	Base 2 Spring Term, Cycle B	Investigating the dramatic geography of mountains, volcanoes and earthquakes.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Describe and understand mountains, volcanoes and earthquakes.	
			Y2 - Use online mapping and aerial photographs to recognise landmarks and basic human and physical features.	Y3 - Recognise that maps and plans of the same area can look different and find the same locations on each.
Unit 2.6: Settlements	Base 2 Summer Term, Cycle B	Comparing different settlements across the UK	Name and locate UK major cities and surrounding seas and identify broader regional characteristics. Describe and understand key aspects of human geography, including: types of settlement and the distribution of natural resources (food & minerals).	
			Y2 - Use online mapping and aerial photographs to recognise landmarks and basic human and physical features. Y2 - Devise a simple map of a small, known area (e.g. playground) including basic symbols in a key. Y2 - Use simple fieldwork and observational skills to study the geography of school and its surroundings and the key human and physical features of its environment.	Y3 - Recognise that maps and plans of the same area can look different and find the same locations on each. Y3 - Use a simple key to locate basic features on a map. Y3 - Accurately position symbols on a map of a small local area having located features in real life. Y3 - Begin to interpret observations and devise geographical questions.

Unit details – Base 3

Unit	Where & when	Overview	Objectives
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Unit 3.1: One World	Base 3 Autumn Term, Cycle A	Exploring the world’s climate, biomes and environmental fragility.	Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night). Describe and understand key aspects of climate zones, biomes and vegetation belts, including man’s impact and how these resources can be used sustainably.		
			Y4 - Find suitable maps using tools like contents, indices, headings and captions. Y4 - Use and understand map scales for distance and altitude / depth.	Y5 - Use and understand extensive keys (e.g. a full key on an OS map).	Y6 - Make geographical hypotheses based on map information (e.g. high altitude areas are likely to have a colder climate) Y6 - Explain why maps of similar areas may differ (e.g. political change).
Unit 3.2: Comparing Localities	Base 3 Spring Term, Cycle A	A comparison of three contrasting localities: London & the south-east, the Alps & the Amazon basin – focusing on location, climate, topography and land use.	Name and locate countries and water bodies around the world, identifying major cities, environmental regions and key physical and human characteristics. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London & the south-east), a region in a European country (The Alps), and a region within North or South America (The Amazon Basin, Brazil)		
Unit 3.3: Geography Investigators (with local focus)	Base 3 Summer Term, Cycle A	Map work: using, reading and creating maps, defining locations, measuring and following routes and conducting fieldwork.	Y4 - Find suitable maps using tools like contents, indices, headings and captions. Y4 - Use co-ordinate systems in atlases (e.g. grid square C5) to locate and describe human and physical features on a map. Y4 - Measure distances and directions using trundle wheels and compass. Y4 - Use aerial photographs to create a basic map of a small area. Y4 - Conduct fieldwork and observe, collect evidence with support. Y4 - Present results in tabular form.	Y5 - Use and understand extensive keys (e.g. a full key on an OS map) including scales for distance and altitude / depth. Y5 - Follow a route marked on a map. Y5 - Use four-figure grid references to find and describe features and locations on OS maps. Y5 - Create a map of a small area with symbols to represent features and a key. Y5 - Devise a local geographical enquiry. Conduct fieldwork and collect evidence independently. Y5 - Present evidence in a chart using digital technology.	Y6 - Make geographical hypotheses based on map information (e.g. high altitude areas are likely to have a colder climate) Y6 - Explain why maps of similar areas may differ (e.g. political change). Y6 - Use six-figure grid references to find and describe features and locations on OS maps. Y6 - Use digital tools to specify location and measure distances on maps. Y6 - Create different thematic maps of a small area to show different geographical aspects. Y6 - Devise a local geographical enquiry to answer a specific question. Conduct fieldwork and collect evidence independently. Y6 - Present evidence in appropriate format and analyse and interpret findings.
Unit 3.4: Zambezi Journey	Base 3 Autumn Term, Cycle B	Investigating rivers and the water cycle on a journey down the Zambezi.	Describe and understand key aspects rivers and the water cycle, including man’s impact and how these resources can be used sustainably.		
Unit 3.5: Comparing Localities	Base 3 Spring Term, Cycle B	A comparison of three contrasting localities: London & the south-east, the Alps & the Amazon basin – focusing on infrastructure, transport, industry and why people choose to live there.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London & the south-east), a region in a European country (The Alps), and a region within North or South America (The Amazon Basin, Brazil)		
Unit 3.6: Geography Investigators (with national focus)	Base 3 Summer Term, Cycle B	Map work: using, reading and creating maps, defining locations, measuring and following routes and conducting fieldwork.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		

Unit 3.6 cont.			Y4 - Find suitable maps using tools like contents, indices, headings and captions. Y4 - Use co-ordinate systems in atlases (e.g. grid square C5) to locate and describe human and physical features on a map. Y4 - Measure distances and directions using trundle wheels and compass. Y4 - Use aerial photographs to create a basic map of a small area. Y4 - Conduct fieldwork and observe, collect evidence with support. Y4 - Present results in tabular form.	Y5 - Use and understand extensive keys (e.g. a full key on an OS map) including scales for distance and altitude / depth. Y5 - Follow a route marked on a map. Y5 - Use four-figure grid references to find and describe features and locations on OS maps. Y5 - Create a map of a small area with symbols to represent features and a key. Y5 - Devise a local geographical enquiry. Conduct fieldwork and collect evidence independently. Y5 - Present evidence in a chart using digital technology.	Y6 - Make geographical hypotheses based on map information (e.g. high altitude areas are likely to have a colder climate) Y6 - Explain why maps of similar areas may differ (e.g. political change). Y6 - Use six-figure grid references to find and describe features and locations on OS maps. Y6 - Use digital tools to measure distances on maps. Y6 - Create different thematic maps of a small area to show different geographical aspects. Y6 - Devise a local geographical enquiry to answer a specific question. Conduct fieldwork and collect evidence independently. Y6 - Present evidence in appropriate format and analyse and interpret findings.
Unit 3.7: Small World	Base 3 Autumn Term, Cycle C	Exploring global trade, natural resources and sustainability.	Describe and understand key aspects of land use, economic activity including trade links, and the distribution of natural resources (energy and water). Understand the significance of man's impact and the importance of sustainability.		
Unit 3.8: Comparing Localities	Base 3 Spring Term, Cycle C	A comparison of three contrasting localities: London & the south-east, the Alps & the Amazon basin – focusing on landmarks, culture, tourism and environmental issues.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London & the south-east), a region in a European country (The Alps), and a region within North or South America (The Amazon Basin, Brazil)		
Unit 3.9: Geography Investigators (with global element)	Base 3 Summer Term, Cycle C	inc local map work, designing and following routes	Name and locate countries and water bodies around the world, identifying major cities, environmental regions and key physical and human characteristics.		
Unit 3.9 cont.			Y4 - Find suitable maps using tools like contents, indices, headings and captions. Y4 - Use co-ordinate systems in atlases (e.g. grid square C5) to locate and describe human and physical features on a map. Y4 - Measure distances and directions using trundle wheels and compass. Y4 - Use aerial photographs to create a basic map of a small area. Y4 - Conduct fieldwork and observe, collect evidence with support. Y4 - Present results in tabular form.	Y5 - Use and understand extensive keys (e.g. a full key on an OS map) including scales for distance and altitude / depth. Y5 - Follow a route marked on a map. Y5 - Use four-figure grid references to find and describe features and locations on OS maps. Y5 - Create a map of a small area with symbols to represent features and a key. Y5 - Devise a local geographical enquiry. Conduct fieldwork and collect evidence independently. Y5 - Present evidence in a chart using digital technology.	Y6 - Make geographical hypotheses based on map information (e.g. high altitude areas are likely to have a colder climate) Y6 - Explain why maps of similar areas may differ (e.g. political change). Y6 - Use six-figure grid references to find and describe features and locations on OS maps. Y6 - Use digital tools to measure distances on maps. Y6 - Create different thematic maps of a small area to show different geographical aspects. Y6 - Devise a local geographical enquiry to answer a specific question. Conduct fieldwork and collect evidence independently. Y6 - Present evidence in appropriate format and analyse and interpret findings.