



Manor Church of England Whole School Geography Curriculum Map – September 2024

At Manor, the children are taught how to be a geographer by:

- learning about the World and the different continents and countries.
- learning about the locality in which they live.
- learning about the human and physical features of each individual place.
- using artefacts, maps, atlases, photographs and satellite images.
- asking questions about the things they see and find out.
- making observations.
- exploring places. through fieldwork.

EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous Me!	People Who Help Us / Journeys	Who's Afraid of the Dark?	Magic Beans	We're Going on a Bear Hunt / Minibeasts	Sand and Water
	<p>Geography Focus Children know about similarities and differences in relations to place, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>In class the children share the stories 'The Gingerbread Man', 'The Train Ride' and 'The Christmas story'. The children talk about the journeys the different characters have been on. They use drama to act out the different stories thinking about</p>	<p>Geography Focus Children know about similarities and differences in relations to place, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>The children go on walks using pictures to find different owls in different places. The children learn about different owls and the environments they live in.</p>		<p>Geography Focus Children know about similarities and differences in relations to place, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Using the story 'We're Going on a Bear Hunt' the children learn about the journey the family go on. They act the story out, sequence pictures</p>	



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	where the characters have been and what they have seen. They then sequence pictures to create maps of the different journeys. They also then make their own maps of a welly walk in the school grounds.			and go on a welly walk. The children learn about different bears and the environments they live in around the World. They look at World maps to locate some of the countries where the bears can be found	
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our School	Awesome Animals	Toys	It's Our Area and We're Proud of It!	Lady with the Lamp	Oh I Do Like to Be Beside the Seaside
Focus continent: Australia/ Oceania Key vocabulary taught in this unit: Holbury, village, forest, coast, farm, houses, offices, shops, Esso, Blackfield, Fawley, Hythe, Lepe, Exbury.	Focas Continent : Antarctica	Focus Continent : Asia – link to Chinese New Year	Focus continent: Europe Key vocabulary taught in this unit: Holbury, village, forest, coast, farm, houses, offices, shops, Esso, Blackfield, Fawley, Hythe, Lepe, Exbury,	Focus Continent : Europe	Focus continent: Europe Key vocabulary taught in this unit: Holbury, village, forest, coast, farm, houses, offices, shops, Esso, Blackfield, Fawley, Hythe, Lepe, Exbury,
Locational Knowledge • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			Locational knowledge: Children can locate Hoibury on a map of the UK and the UK on a globe.		Locational knowledge: Children can locate Hoibury on a map of the UK and the UK on a globe.



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<p>Locational knowledge: Children can locate Hoibury on a map of the UK and the UK on a globe.</p>					
<p>Place Knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, <p>Place knowledge: Children should know that Holbury is on the edge of the New Forest and is in Hampshire.</p>			<p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p>Place knowledge: Children should know that Holbury is on the edge of the New Forest and is in Hampshire.</p>		<p>Place Knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, <p>Place knowledge: Children should know that Holbury is on the edge of the New Forest and is in Hampshire.</p>
<p>Human and Physical Geography</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • key physical features, including: Forest, coast, heathlands, • key human features, including: 			<p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom • use basic geographical vocabulary to refer to: • key physical features, season and weather • key human features, including: 		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: cliff. Beach, sea, rocks, tide,



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<p>city, town, village, factory, farm, house, office, and shops</p> <p>Human and physical geography: Children will study the area by looking at the human and physical geography.</p>		<p>village, farm, house, office, and shop</p> <p>Human and physical geography: Children will study the area by looking at the human and physical geography.</p>	<ul style="list-style-type: none"> • key human features, including: sea defences, piers, light houses, shops, café, <p>Human and physical geography: Children learn how the Isle of Wight was formed and how it was once joined to the mainland.</p>
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <p>use simple fieldwork and observational skills to study the geography</p> <p>Geographical skills and fieldwork: Children use maps.</p>



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<ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Geographical skills and fieldwork: Children use maps.</p>			<p>Geographical skills and fieldwork: Children use maps.</p>		
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Forest Home	Castles	Katie Morag's Magical Island	Fire, Fire	We're Off to Rwanda	Being Famous
<p>Focus Continent : South America</p> <p>Key vocabulary taught in this unit: forest, town, village, buildings, sea, stream, pond, road, place names, Brazil, rainforest, Amazon, South America, tree, vegetation, equator, continent</p>	<p>Focus continent: Europe</p>	<p>Focus continent: Europe</p> <p>Key vocabulary taught in this unit: island, coast, North Sea, Atlantic Ocean, trees, post office, school, pub, hotel, shop, ferry, weekly, daily, tartan, bagpipes, ceilidh, cliff, beach, ocean, vegetation, city, town, factory, port, harbour,</p>	<p>Focus Continent : North America</p>	<p>Focus continent: Africa</p> <p>Key vocabulary taught in this unit: Rwanda, Africa, country, continent, season, weather, vegetation, human, physical, Rwandan life, food, homes, school, church, shops, clothes, travel, animals, work,</p>	<p>Focus Continent : Europe</p>



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				Equator, hot, cold, land locked, coast, rainforest,	
<p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom. • use basic geographical vocabulary to refer to: • key physical features, including: forest, hill, river, soil, vegetation, season and weather • key human features, including: village, factory, farm, house, office and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes • use simple compass 		<p>Locational knowledge</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Locational knowledge: Children can locate Scotland on a map. Children should know that Coll is a Scottish island on the west coast.</p>		<p>Locational knowledge: Children can locate Rwanda on a world map. Children should know that Rwanda is in the continent of Africa.</p>	



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<p>directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 					
		<p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom 		<p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the 	



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		<p>Place knowledge: Struay is an imaginary place based on the Island of Coll.</p>		<p>human and physical geography of a small area in a contrasting non-European country</p> <p>Place knowledge: Children understand the similarities and differences between Kigali in Rwanda and Holbury in the UK through studying the human and physical geography of the two places. Teaching will focus on several places in each country in order to avoid stereotypical images.</p>
		<p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, 		<p>Human and physical Geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and



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		<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Human and physical geography: Children will study the area by looking at the human and physical geography.</p>		<p>cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • key physical features, including: • key human features, including: <p>Human and physical geography: Children can identify seasonal and daily weather patterns in the UK as well as Rwanda.</p>	
		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as 		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases 	



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		<p>well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Geographical skills and fieldwork: Children use maps and photographs.</p>		<p>and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Geographical skills and fieldwork: Children use world maps, atlases, photos and globes to identify the UK and its countries, as well as countries, continents and oceans.</p>	
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