



## Whole School Curriculum Map Geography 2025-26

		Aut 1	Aut2	Sp1	Sp2	Su1	Su2	Diversity and Cultural Capital	Links to subjects
Geography /Eco	N	To learn the names of the group and know where things are in the classroom and the outdoor environment. To learn about who works in our school and how they help us.	To talk about what they see, using a wide vocabulary. To explore autumn using the senses	To talk about the environment in which we live To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To explore maps	To understand position through words alone Explore local area and name things we see along the way  To explore maps  To explore spring using our sense	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To explore maps  To show interest in different occupations.		Trip to Reigate train station and post box  Role play and learning about cultural celebrations e.g. Chinese New Year  Art workshop – Africa and African animals	Science – learning about seasons  Music – learning about Djembe drums  RE – learning about religious events celebrated in our community and around the world  PSHE unit – Being me in my world
	R	To explore natural objects using the senses.  To explore and make observations of the world around them.  To describe a journey using found objects as prompts. (autumn walk)	To describe the different effects of different weather conditions.  To find and name familiar features on maps (link to tradition tales)	To compare features in the local environment to other places around the world  To compare different landscapes around the world  To recognise the difference between city and countryside environments.  To explore and understand live in a cold place,	To use the senses to observe and talk about experiences outside  To begin to notice some of the features of the changing seasons	To begin to recognise seasonal weather conditions.  To build and describe a model of a familiar place.	To understand the characteristics of desert environments including climate and landscapes  To consider shapes and positions of features when making a map  To apply their knowledge of maps to make their own  To explore a range of maps.	Walk into the local area  Role play and learning about cultural celebrations e.g. Chinese New Year	Science – learning about seasons  History – learning about lives of people in local community  Art – observational drawings of natural found objects  Music – learning about Djembe drums



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				comparing it with our own lives.					RE – learning about religious events celebrated in our community and around the world  PSHE unit – Being me in my world
Yr1	<p><b>Kapow : What is it like here?</b> To locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. <u>Lesson 1:</u> To locate the school on an aerial photograph.</p>	<p><b>Kapow : What is it like here? (continued)</b> To make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. <u>Lesson 2:</u> To create a map of the classroom.  To recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. <u>Lesson 3:</u> To locate key features of the school playground. <u>Lesson 4:</u> To draw a simple map. <u>Lesson 5:</u> To investigate how we</p>		<p><b>Kapow: What is the weather like in the UK?</b>  To name and locate the four countries on a map of the UK.  To identify the country they live in  <u>Lesson 1:</u> To locate the four countries of the UK.  To identify the four seasons and the current season and describe some seasonal changes.  <u>Lesson 2:</u> To identify seasonal changes in the UK.</p>	<p><b>Kapow: What is the weather like in the UK?(Continued)</b>  <u>Lesson 3:</u> To identify the four compass directions.  To identify that the arrow on a compass always shows north.  To use the compass directions to describe the location of features.  To observe and describe daily weather patterns.  <u>Lesson 4:</u> To investigate daily weather patterns.  To suggest appropriate clothing and activities for each season.</p>	<p><b>Kapow: What is it like to live in Shanghai?</b>  To give examples of human and physical features.  To identify features they see on a walk.  To explain the location of features using some directional language.  To use an aerial photograph to locate physical and human features.  To draw simple pictures or symbols on a sketch map.  To draw compass points.  To name the continent they live in.</p>	<p>Map reading – plan a route and follow it to Reigate Castle, locating landmarks.  Sustainability lesson – learning how to care for a garden and how it helps plants and animals</p>	<p>Science – learning about seasons  Music – learning about Djembe drums  RE – Unit – Why should we look after our world?  PSHE unit – Being me in my world</p>	



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		<p>feel about the playground.</p> <p>To draw a design to improve three areas of the playground using the results from the survey.  <u>Lesson 6:</u> To create a design to improve our playground.</p>				<p>To use an atlas to locate the UK and China on a world map.</p> <p>To use an atlas to locate Europe and Asia on a world map.</p> <p>To identify China's physical and human geography.</p> <p>To sort physical and human features using photographs.</p> <p>To identify physical and human features in images of Shanghai.</p> <p>To compare Shanghai to their locality.</p> <p>To identify similarities and differences between human and physical features.</p>		
Yr2	<p><b>Kapow – Year 2 Unit 1</b>  <b>Would you prefer to live in a hot or cold place</b>          Lesson 1: To name and locate the seven continents.          Lesson 2: To locate the North and South Poles.          Lesson 3: To locate the Equator on a world map.</p>	<p><b>Kapow – Year 2 Unit 1 (continued)</b>  <b>Would you prefer to live in a hot or cold place?</b>          Lesson 4: To compare the UK and Kenya.          Lesson 5: To investigate local weather conditions.  <b>(Fieldwork – school grounds)</b></p>	<p><b>Kapow – Year 2 Unit 2</b>  <b>Why is our world wonderful?</b>          Lesson 1: To identify geographical characteristics of the UK.          Lesson 2: To locate some of the world's most amazing places.          Lesson 3: To know the names of the five oceans and locate them on a map.</p>	<p><b>Kapow – Year 2 Unit 2 (Continued)</b>  <b>Why is our world wonderful?</b>          Lesson 4: To understand how to draw human and physical features on a sketch map.          Lesson 5: To investigate local habitats and record findings.  <b>(Fieldwork – our woodland)</b></p>	<p><b>Kapow – Year 2 Unit 3</b>  <b>What is it like to live by the coast?</b>          Lesson 1: To locate the seas and oceans surrounding the UK.          Lesson 2: To explain what the coast is.          Lesson 3: To identify the physical features of the coast.</p>	<p><b>Kapow – Year 2 Unit 3 (Continued)</b>  <b>What is it like to live by the coast?</b>          Lesson 4: To identify human features on the coast.          Lesson 5: To investigate how people use the local coast.  <b>(Fieldwork – walk to Reigate)</b>          Lesson 6: To present findings on how people use the local coast.</p>	<p>Link to children's own heritage (invite parents to share experiences of life in other countries).</p> <p>Sustainability lesson – identify how travel choices can help</p>	<p>Science – learning about habitats (our woodland)</p> <p>Art – Unit 4 – Map it out – using maps as a stimulus for drawing</p> <p>Music – learning about Djembe drums</p>



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			Lesson 6: To identify key features of hot and cold places.		Lesson 6: To understand how to present findings in a bar chart. Sustainability lesson: To identify how travel choices can help protect the environment.			protect the environment  Local walk into Reigate – investigating how our local town attracts visitors	PSHE unit – Being me in my world
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