



TIPS Geography Subject Curriculum Map

NB. Geography Units are from Kapow	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS – Ducklings	Forest School Seasons/weather Exploring and describing our local area/simple maps	Forest School Seasonal changes Local wildlife/bird watching	Forest School Identifying sea creatures/polar animals/climate Ocean habitats	Forest School Weather/Seasons Looking after our planet Identifying planets in our solar system	Forest school Identifying mini beasts/classification Minibeast habitats Weather/seasons	Forest School Observations of the world around us Seasonal changes Making simple maps
Year 1 – Ladybirds	What is it like here? (School site)		What is the weather like in the UK?		What is it like to live by the coast?	
Year 2 – Hedgehogs	Would you prefer to live in a hot or a cold place? (Looking at features of North and South poles and Kenya – substitute/add Tanzania?)		What is it like to live in Shanghai? (Comparing physical and human features with local area)		Why is the world wonderful? (World's wonders inc. oceans and what is unique to local area) Include features of London?	
Year 3 - Squirrels	What are rivers and how are they used? (Including water cycle)		Who lives in Antarctica?		Why do people live near volcanoes?	
Year 4 - Foxes	Where does our food come from? (Including biomes; Cote d'Ivoire and cocoa beans) Moved from spring term		Why are rainforests important to us? (Amazon; comparing two types of forest)		Are all settlements the same? (Contrasting local area with New Delhi)	



Year 5 - Badgers	Why do oceans matter? (Inc. Great Barrier Reef and addressing climate change and pollution)		What is life like in the Alps? (Mountain ranges, Innsbruck)		Would you like to live in the desert? (Biomes)	
Year 6 - Owls	Why does population change? (Relating to Britain)		Where does our energy come from?		Can I carry out an independent fieldwork enquiry? (Relate to local area - Micro climates Local building/development Services Tourism)	

- During the second half of each term, when history replaces geography in the timetable, links will be made to geographical locations, physical and human features of places and geographical skills through other curricular areas such as history and mathematics.
 - In order to deepen children’s knowledge and understanding of where they are and what places are like, our aim is for:
 - **each class, every year**, to walk to locations within the school grounds, within and just beyond Sawston, take a public bus to Cambridge (or other locations beyond Sawston but in the local area e.g. Duxford, Great Shelford or Saffron Walden) and to take a coach (or train), at least annually, to a location further afield, relating directly to studies in geography or other subjects (NB. to include the seaside and London during pupils’ primary school years).
 - pupils, parents, staff and visitors will be invited to share their firsthand experiences of, and links to, global places that relate both to geography (e.g. Antarctica, east Africa, The Amazon, Shanghai) and more general knowledge of the world, using roleplay, scenarios, photographs, videos, food, music, language, art, dance, statistics, religious festivals etc. to bring places beyond pupils’ own travelling experience to life.
- classes to communicate with people living and/or working in locations or jobs relating to the geography and wider curriculum via live video links, email and letter-writing