Rotherhithe Primary School
Geography Curriculum Map
2025/2026

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	**People, Culture and Communities** Looking at building in the local area. Making observations of the characteristics and features of places e.g. In traditional tales the country side is represented. Discussing how environments in stories and images are different to the environment they live e.g. Looking at urban and rural homes and buildings.	**People, Culture and Communities** Develop language for spatial awareness and directions through the core stories "going on a bear hunt" Early map making linked to the role play for the post office and getting deliveries ready. Read "The Jolly Postman" By Janet Allan Ahlberg	**People, Culture and Communities** Plan a pretend holiday? What is it like in different parts of the world. Children to share any experiences of travelling. Where did they go? What did they see? What did they eat? Share pictures and videos from their trip. Use google maps to explore	**People, Culture and Communities** Making maps; linked to Supertato story Veggies in the Valley of Doom.	**People, Culture and Communities** Introduce and examine a Globe. Know the difference between the land and the ocean.	**People, Culture and Communities** Read "Martha Maps it out" Make maps of the school to navigate around the school as part of transition.
1		**What is it like here?** Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and conduct an enquiry about how to improve their playground.		**What is the weather like in the UK?** Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.		**What is it like to live in Shanghai?** Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.

2		**What is it like to live by the coast?** Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.		**What makes our natural world wonderful?** Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.		**Would you prefer to live in a hot or cold place?** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.
3		**Why do people live near volcanoes?** Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape		**Who lives in Antarctica?** Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.		**Are all settlements the same?** Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.
4		**Why are rainforests important to us?** Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.		**Where does our food come from?** Looking at the distrubution of the world's biomes and mapping food imports from around the world.		**What are rivers and how are they used?** Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.

5		**Why do people live near volcanoes? (Year 3 uint)** Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.		**Are all settlements the same? (Year 3 uint)** Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.		**Where does our food come from? (Year 4 uint)** **Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.**
6		**Can I carry out an independent fieldwork enquiry?** Observing, measuring, recording and presenting their own fieldwork study of the local area.		**Why does population change?** Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.		**Where does our energy come from?** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.