

Geography

EYFS Coverage **Understanding of the World**
 We will be learning to:

- Explore our own lives and the lives of others.
- Appreciate our own cultures and beliefs and those of other people.
- Understand what makes our families different and the same.
- Explore the world around us – our local environment, the seasons, transport and sustainability.

This will be taught through a variety of topics based on children’s interests as well as by using the school grounds and the local area – talking about and recording what they see (simple early map drawing and models)

Context	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	In Year 1 pupils will learn how a world map shows all the countries in the World . They will start to understand the terms continent, sea and five oceans. Pupils will begin to focus their learning around England. Naming the four countries and capital cities of the UK England, N Ireland, Scotland, Wales	In Year 2 pupils will learn how to name, locate and identify the characteristics of the countries and capital cities of Great Britain (UK) and its surrounding seas. They will be able to name and locate the World's seven continents and five oceans. <i>By the end of KS1 the pupils have expanded their knowledge of place, space and people.</i>	In Year 3 pupils will name and locate at least 6 counties , cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. (Geographical regions and their physical and human characteristics, topographical features, land-use patterns, changes) Specify counties	In Year 4, pupils will learn about Europe (inc. Russia) (environmental regions, key physical and human features, countries, major cities) Pupils to know the names and locate at least 8 European countries and their capital cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich	In Year 5, pupils will learn to locate the main countries in South America . They will locate and name principal cities (name) , as well as compare two different regions in South America. Pupils will also have an opportunity to identify the position and significance of latitude/longitude and the Greenwich Meridian. This will make links with science including time zones, night and day.	In Year 6, pupils will use a World Map to locate the main countries in North America . Recognise environmental regions, key physical and human features, countries, major cities Know the names and locate a number of countries in this region

				Meridian and time zones (including day and night). Specify Europe countries		
Place knowledge	Pupils will learn geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. London incl. London landmarks	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Watford – home Leavesden/Garston), and of a small area in a contrasting non-European country (Specify) concentrating on islands and sea sides.	The United Kingdom (small region Hertfordshire) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	A small Region in a European country (Specify) Pupils can describe and compare similarities and differences The United Kingdom and a small region in a contrasting European country. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Pupils will A small Region within South America Know differences between living in the UK and a country in either South America. Make historic links to land development and geographical developments.	Pupils will A small Region within North America Know differences between living in the UK and a country in North America. Make historic links to land development and geographical developments.

<p>Physical and human geography</p>	<p>Weather – pupils will learn the seasonal and daily weather patterns in the UK and recognise the main weather symbols.</p> <p>Physical Geography Basic vocabulary Pupils will refer to key human features including: city, town, village, farm, house, office, shop Pupils will begin to know the main difference between city, town and village.</p> <p>Human geography Basic vocabulary Pupils will begin to refer to key physical features including: beach, hill, mountain, sea, ocean and rivers.</p>	<p>Pupils identify the location of hot and cold areas in the world, focusing particularly on both Great Britain (Watford – Leavesden/Garston), and (Specify) Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p><u>Physical</u></p> <p>Describe and understand key aspects of physical geography including:</p> <p>Mountains Know the name and locate a number of the world highest mountains.</p> <p>Volcanoes Label the different parts of a volcano.</p> <p><u>Human</u></p> <p>Types of settlement and land-use Pupils can identify and sequence a range of settlements sizes and settlements with different functions e.g coastal towns. Can describe main land uses within urban areas and identify key characteristics of rural areas.</p>	<p><u>Physical</u></p> <p>Rivers and the Water Cycle Pupils will name and locate a number of the world’s longest rivers.</p> <p><u>Human</u></p> <p>Distribution of natural resources – Water Know why most cities are located by a river.</p>	<p><u>Physical</u></p> <p>Earthquakes Know the causes of an earthquake.</p> <p><u>Human</u> Distribution of natural resources – Food Economic activity including Trade Links</p>	<p><u>Physical</u></p> <p>Climate zones, Biomes and Vegetation Belts Know the name and locate a number of the world’s deserts. Know features of a specific biome. Label layers of a rainforest and know what deforestation is.</p> <p>Vary continents for extra coverage</p> <p><u>Humans</u> Distribution of natural resources – Energy</p> <p>Distribution of natural resources – Minerals Know the main human and physical differences between developed and third world.</p> <p>Specify countries</p>
<p>Geographical skills and enquiry</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its</p>	<p>Use fieldwork (Hertfordshire) to observe, measure, record and present the human and physical features in</p>	<p>Use maps, atlases, globes, digital/computer mapping to locate countries and</p>	<p>Following on from lower KS2, upper KS2 continues to explore the school’s local community, as well as a</p>	<p>Year 6 pupils will explore the schools local community, as well as a contrasting locality of Chile. Pupils undertake opportunities whereby they can practise the following: •</p>

	<p>grounds and the key human and physical features of Watford – to know their postcode. Pupils will begin to use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studies at this key stage.</p> <p>To Introduce the use aerial photographs and devise simple maps.</p> <p>Local Park - Watford</p>	<p>grounds, and the key human and physical features of the surrounding environment. (local walkabout? Garston/Leavesdaen)</p> <p>Use simple compass directions (North, South, East, West and directional language (eg. near, far, left, right) to describe the location of features and routes on maps</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key</p>	<p>the local area using a range of methods inc. sketch maps, plans, graphs and digital technologies</p> <p>Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied</p> <p>Use maps to locate the equator.</p> <p>Introduce the Eight points of the compass</p> <p>Know how to plan a journey within the UK using a road map.</p>	<p>describe features studied</p> <p>Visit local streams?</p> <p>Use maps to locate the equator. Use maps to follow the journey of a river.</p> <p>Identify tropical, temperate and polar climate zones on a globe.</p> <p>Use the Eight points of the compass, begin to learn 4 and 6 figure GR, symbols and key (including OS maps) to build knowledge of UK and wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods inc. sketch maps, plans, graphs and digital technologies</p>	<p>contrasting locality of the South America. Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied</p> <p>Use Eight points of the compass, 4 and 6 figure GR, symbols and key (including OS maps) to build knowledge of UK and wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods inc. sketch maps, plans, graphs and digital technologies</p>	<p>Collate data collected • Ask geographical questions • Undertake a general survey • Form and develop opinions • Make suggestions and reflect on own beliefs • Select methods for collecting, presenting and analysing data • Analyse evidence and draw conclusions</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non -UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p>Whole school Additional topics - Sustainability - Reduce, Reuse, Recycle – Eco warriors? I am happy to lead?</p>						

Geography subject coverage

Early Years

Geography			
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. 	
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.

Focus Countries – Curriculum Coverage

Year Group	Autumn Great Britain	Spring European and non-European countries	Summer Local study vs contrasting localities of North and South America
Nursery		The World	Small World
Reception	Autumn (Seasons)	Spring (Seasons)	Summer (Seasons)
Year 1	England (London)	Non-EU – India	Local Study – Watford – visit local park (Garston)
Year 2	Great Britain	EU – France (hot and cold)	Local Study – Watford – visit shops/ community (Leavesden / Garston)
Year 3	England - Hertfordshire	Non- EU – Japan (Volcanoes)	North America – Canada (mountains)
Year 4	Ireland	EU - Spain (main focus whilst learning about other EU countries)	South America - Brazil (Amazon River)
Year 5	Scotland	EU – (Germany (trade links)	South America – Chile (earthquake, trade links)
Year 6	Wales	Non- EU – Africa – Ethiopia –(3 rd World)	North America – (USA - New York-history)