

## Highwood Geography Curriculum Map

EYFS		Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills
	Nursery	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Teach children about where we live. Discuss school address and our area of North Bushey.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Pupil can discuss differences and similarities between our school grounds and their homes.</p>	<p>Caring for environment.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Pupils will be able to share experiences of their own travels and discuss simple differences between England and where else they have been. e.g weather and seaside destinations</p>
	Reception	<p>Talk about where they live and things they have observed in the natural world.</p> <p>Recap where we live. Discuss school address and our area of North Bushey.</p> <p>Develop further into discussing local places they have visited such as shopping centres, parks, local walks.</p>	<p>Develop an understanding of seasons, growth, decay and change over time.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changes of matter.</p>	<p>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.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand similarities and develop an understanding of seasons, growth, decay and change over time.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Draw information from a simple map</p> <p>Show care for the environment.</p>

KS1	Year 1 The pupils will learn about <i>UK and its cities</i> Seasonal changes observed throughout the whole year.	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills
		<p>Name and locate where our classroom is situated to other areas of our school.</p> <p>Name and locate our school and which town we live in.</p> <p>Understand geographical differences between physical and human features within the immediate surrounding area of the school.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using class bear. E.g this could be a place they have visited on holiday or have family living there (Spain?).</p> <p>Pupils will learn about England, Scotland, Wales and N. Ireland and their relationship to Great Britain.</p> <p>Pupils to investigate the differences between the UK, Great Britain, and the British Isles.</p>	<p>Understand geographical differences between physical and human features within the immediate surrounding area of the school.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: forest, hill, mountain, soil, valley, vegetation.</li> <li>key human features, including city, town, village, factory, farm, house, office.</li> </ul>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Model and show our school and surrounding area using Google Earth.</p> <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>
	Year 2 The pupils will learn about <i>Continents and Seas, Australia and London</i>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate where Australia is situated, including surrounding seas and islands (New Zealand).</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Australia) concentrating on islands and sea sides.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p>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> <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>

Lower KS2	Year 3	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills
		<p>Pupils will be able to recap, locate and name the continents on a World Map.</p> <p>Pupils will name and locate the continent of Africa and countries (Egypt and France on a World map. For each country, pupils will learn the names of the capital cities and understand what constitutes as a city.</p> <p>Pupils will identify their surrounding seas.</p> <p>Pupils will be able to identify the longest rivers in these countries, largest deserts, highest mountains and can compare with the UK.</p> <p>Pupils will identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Pupils will use a variety of sources such as maps, atlases, globes and digital/computing mapping (Google Earth) to locate the countries.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions</p>	<p>Pupils to describe the similarities and differences between a region in Egypt and a European country 'France'</p> <p>Pupils to describe and locate the features of the equator and Tropics of Cancer and Capricorn.</p>	<p>Pupils will learn about trade between UK and Africa with an additional focus on fair trade.</p> <p>Pupils will learn about <b>mountain</b> ranges in France.</p> <p>Pupils to explore school life and local communities, comparing the UK and Africa</p> <p>Children will learn about the climate in Egypt and the impact it has on people's lives.</p> <p>Explore the impact of <b>rivers</b> and water systems in Africa e.g. Nile, Zambezi, Congo.</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments. The Big Question?</p> <p>Pupils will learn to identify basic symbols and key on an Ordnance survey map.</p> <p>Pupils to learn the eight points of a compass and two figures grid references so they know how to locate Egypt and France and give directions.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe 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>

Lower KS2	Year 4 The pupils will learn about <i>Europe</i> (A1), <i>Italy</i> (S1) and <i>China</i> (S2)	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills
		<p>Pupils will continue to use a variety of sources such as maps, atlases, globes and digital/computing mapping (Google Earth) to locate the continent of Europe and the countries, including Italy and China.</p> <p>Pupils will study the capital cities of Europe, specifically Italy, and explore how their regions are divided, <i>e.g. Italy into provinces</i></p> <p>Pupils will study capital city of China and explore how its regions are divided, <i>e.g. China is split into provinces and regions.</i></p> <p>They will be introduced to the <b>difference</b> between the northern and southern hemisphere. In year 4 pupils will develop their vocabulary to understand climate zones and will start to provide an awareness of global warming.</p>	<p>Children to identify geographical regions by their human and physical characteristics, including <b>rivers</b> and <b>seas</b>.</p> <p>Pupils will continue to use a variety of sources, they will use maps, atlases, globes and digital computer mapping (Google Earth) to locate the mountain ranges, capitals, rivers and oceans of China and Italy.</p> <p>Pupils to locate the surrounding islands and bordering countries.</p> <p>Pupils to locate the countries in regards to position from the equator, northern and southern hemisphere, tropics of cancer and Capricorn.</p>	<p>Whilst studying the human and physical Geography of Italy pupils will also make historical links with the Roman Empire and its legacy on Italian culture.</p> <p>Then can research human geography including trade links in the Pre-roman and Roman era, and types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Compare a region of the China with a region in Italy focusing on identifying human and physical characteristics, key topographical features and how they use their natural resources for economic growth</p> <p>Pupils to understand how <b>volcanoes</b> occur and their impact on the inhabitants who live near them. (Link to Pompeii and Vesuvius eruption)</p>	<p>Year 4 will explore the school's local community, as well as a contrasting locality of China.</p> <p>Pupils will plan investigations, take digital photographs and undertake surveys.</p> <p>Pupils will begin to design questions and studies to conduct in the local area of Bushey.</p> <p>Pupils will learn how to use recognised symbols to mark out local areas of interests on own maps.</p> <p>Revise eight points of a compass and to understand four figure grid references.</p>

Upper KS2		Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills
<p><b>Year 5</b></p> <p>The pupils will learn about <b>Asia</b> (Sp2), <b>Sri Lanka</b> (S1) and <b>Greece</b>(A2)</p>		<p>Pupils to compare two different regions in Asia.</p> <p>Pupils to identify the position of longitude, latitude, artic and Antarctic circle, the prime/ Greenwich meridian, and time zones (including night and day.)</p> <p>On a world map locate the main countries in Asia.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p>	<p>Pupils to examine key topographical features across large countries.</p> <p>Compare climates in Asia/Greece with the UK.</p> <p>Compare a region in UK with a region in Asia with significant differences and similarities. Eg. Link to goods grown and traded from Asia.</p>	<p>Pupils will learn and understand the impact of physical features on humans e.g. <i>Natural disasters such as <b>earthquakes</b>. Look into Tsunamis.</i></p> <p>Pupils will begin to describe and explain the processes that cause natural disasters.</p> <p>Pupils will collect and analyse statistics and other geographical information <i>such as population and aerial photographs</i> to draw clear conclusions about a location.</p> <p>To understand the impact of farming on populations and examining settlement and sustainability.</p>	<p>Year 5 will learn how to collect evidence, make observational notes, take photographs to support judgements and compare and contrast physical features.</p> <p>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>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? The Big Question?</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Sri Lanka/ Greece in the past and present.</p>

Upper KS2	Year 6	The pupils will learn about <i>North and South America</i> (A1), <i>Mexico</i> (Sp1) and <i>Germany</i> (S2)	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills
			<p>They will name and locate the key <b>topographical</b> features of these countries.</p> <p>Pupils will locate the major cities in Germany and understand regional differences.</p> <p>To make connections between the Equator and the tropics of the Americas</p> <p>On a world map locate the main countries in North and South America.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities/states</p> <p>Name and locate the key topographical features including coast, features of erosion, canyons, waterfalls, mountains and rivers (Amazon). Understand how these features have changed over time.</p>	<p>On a world map pupils to locate the main countries in N and S America, and compare them to England and Germany.</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia.</p> <p>Understand some of the reasons for similarities and differences.</p> <p>Pupils will be able to draw upon their prior learning to identify some capital cities or oceans. They will also begin to understand the significance of latitude and longitude.</p> <p>Children to critically analyse and explain a range of reasons for geographical similarities and differences between countries.</p> <p>Focus on how Germany's borders have changed in Germany over time (WW1, WW2 start and end of WW2).</p>	<p>Pupils will learn about <b>mountain</b> ranges in the Americas.</p> <p>Using an atlas, children will identify the longest rivers in the world (The Amazon), and compare this with Germany (River Rhine).</p> <p>Pupils to understand the process of the water cycle and the impact it has on the globe- focusing on the Amazon.</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest).</p> <p>Pupils will describe features and explain some of the processes associated with rivers and the water cycle, including transportations.</p> <p>Discuss how water affects the environment, settlement, environmental changes, and sustainability.</p>	<p>Year 6 will undertake opportunities whereby they can practise the following:</p> <p>Collecting, presenting, and analysing data.</p> <p>Undertake a general survey, form, and develop opinions, make suggestions, and reflect on own beliefs.</p> <p>Analyse evidence and draw conclusions.</p> <p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Children to extend their learning of four figures grid references to six figures with a significant focus of longitude and latitude.</p>