



West Hampstead Primary School Primary School - Geography Curriculum map.

Bold – National curriculum statement.

All other objectives to be covered repeatedly in each topic.

<u>EYFS</u>
<p>Statutory requirements: Understanding the World.</p> <p>People, Culture and Communities.</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- 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;- 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>The Natural World.</p> <ul style="list-style-type: none">- Explore the natural world around them, making observations and drawing pictures of animals and plants;- 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 and changing states of matter.
<p>Non-statutory guidance: Development Matters 2021 and Birth to Five Matters 2021.</p> <p>Guiding children to make sense of their physical world and their community. Frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Listening to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of culturally, socially, technologically and ecologically diverse world. Extend familiarity with words that support understanding across domains. Enrich and widen children’s vocabulary.</p>



AT WHPS to link with KS1:					
Key Stage 1					
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.					
	<u>Geographical Skills and Fieldwork.</u>	<u>Locational Knowledge.</u>	<u>Human and Physical geography.</u>	<u>Place Knowledge.</u>	<u>Field work Suggestions.</u>
<u>Year 1</u>	<p>I can ask simple geographical questions e.g what is like to live in this place?</p> <p>I can use simple observational skills (science garden, our secret garden)</p> <p>I can use simple maps of the local areas (e.g pictorial, classroom maps and globe).</p> <p>I can use basic geographical vocabulary (such as near and far, left</p>	<p>I can understand how some places are linked to other places (e.g road, trains in travelers).</p> <p>I can show where I live on a map (classroom map, globe).</p>	<p>I can describe seasonal weather changes (our secret garden).</p>	<p>I can name, describe and compare familiar places.</p> <p>I can link my home with other places in the local community.</p> <p>I know about some changes happening at my school or in my local area.</p> <p>I can suggest ideas for improving my school environment.</p>	<p>“Which outdoor place in the school grounds is the best to be in and which place is the worst?”</p>



	<p><u>and right to describe the location of features and routes).</u></p> <p>I can make simple maps and plans e.g pictorial place in a story.</p>				
<u>Year 2</u>	<p>I can ask geographical questions (How is this different?). Kenya</p> <p>I can use world maps, atlases and globes to identify the U.K and its countries, as well as the countries, continents and oceans studied. Kenya</p> <p>I can use simple compass directions and locational and directional language e.g near, far, left and right, to describe the</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. Kenya</p> <p>I can name and place the world's seven continents and five oceans. Kenya</p> <p>I can name, place and identify characteristics of the four countries and capital cities of the U.K. Kenya</p>	<p>I can identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas (by the sea, Kenya). Kenya</p>	<p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K (The Thames), and of a small area in a contrasting non-European country (Kenya). Kenya</p>	<p>Visit to the Thames river (compass work, answering geographical questions, identifying the physical geography of a place).</p>



	<p>location of features and routes on a map. toys</p> <p>I can use simple fieldwork and close observational skills (My journey to school, growing up going to school).</p> <p>I can use geographical vocabulary to refer to human features, (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).</p> <p>I can use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm,</p>	<p>I can name, locate and identify characteristics of the seas surrounding the U.K.</p>			
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	house, office, port, harbour and shop. By the sea I can Devise a simple map; and use and construct basic symbols in a key. toys				
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Key Stage Two.

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

	<u>Geographical Skills and Fieldwork.</u>	<u>Locational Knowledge.</u>	<u>Human and Physical Geography.</u>	<u>Place Knowledge.</u>	<u>Fieldwork suggestion.</u>
<u>Year 3</u>	I can ask and answer geographical questions, e.g Describe the landscape. What do you think about that? What do you think it might be like?	I can name and locate some counties of England (Field to fork). I can name and locate the cities of the UK (Britain from the air).	I can show I know the physical and human features of my locality. I can explain about the weather conditions/patterns	I can understand why there are similarities and differences between places (changing planet, field to fork, Britain from	Children to look at Victorian pictures of the local area then visit those places now and observe how they have changed over time. Taking sketches of some of these locations and using cameras.



	<p>I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.</p> <p>I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why.</p> <p>I can communicate findings in appropriate ways.</p> <p>I can use and understand geographical vocabulary (such as, valley, vegetation, soil, mountain, volcano, location, settlement).</p>		<p>around the UK and parts of Europe.</p> <p>I can explain about the physical features of coasts and begin to understand erosion and deposition (Britain from the air).</p> <p>I can understand how humans affect the environment (changing planet).</p>	<p>the air, Victorian School).</p> <p>I can show some sense of how places relate to each other (farming counties link to London – journey of food).</p>	
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	<p>I can make more detailed fieldwork sketches/diagrams I can use fieldwork instruments e.g. camera, rain gauge.</p> <p>I can use and interpret maps, globes, atlases and digital mapping to find countries and key features.</p> <p>I can use four figure grid references.</p> <p>I can make plans and maps using symbols and keys.</p>				
<u>Year4</u>	<p>I can ask and answer more complex geographical questions (Why is it like this? Has it always been like this?).</p> <p>I can understand and use a widening range of terms</p>	<p>I can recognise the different shapes of continents.</p> <p>I can show I know features nearby and beyond the UK (Steam, study of mining)</p>	<p>I can describe human and physical features of the UK regions, cities and /or counties.</p> <p>I can understand the effect of landscape features on the</p>	<p>I can show I know about the wider context of places – region, country.</p> <p>I can understand and explain why there are similarities and</p>	<p>Recognizing how people have different qualities of life (steam, industrial revolution).</p>



	<p>such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes.</p> <p>I can measure straight line distances using a right scale.</p> <p>I can explore features on OS maps using 6 figure grid references.</p> <p>I can draw accurate maps with more complex keys.</p> <p>I can plan the steps for an enquiry</p>	<p>community) including hills, mountains, coasts and rivers).</p> <p>I can show where countries are within Europe, including Russia (Europe topic).</p> <p>European union countries with high populations and large areas, and the largest cities in each continent.</p> <p>I can recognise that people have differing quality of life living in different locations and environments (Steam, working children).</p> <p>I can explain how the locality is set within a wider geographical context (steam, mining</p>	<p>development of a locality.</p> <p>I can describe how people have been affected by changes in the environment.</p> <p>I can explain about key natural resources e.g. water in the locality.</p> <p>I can explore weather patterns around parts of the world.</p> <p>I can explain about changes to the World environment (steam, renewable, industrial revolution).</p> <p>I can understand the water cycle.</p>	<p>differences between places.</p>	
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		why were they closed down?)			
<u>Year 5</u>	I can ask and answer complex geographical questions (How have people affected what it looks like? How could we change this place?).	<p>I can identify and describe the significance of the Prime/Greenwich Meridian and the time zones including day and night.</p> <p>I can understand and explain the differences between geographical and political maps.</p> <p>I can identify the position and significance of the Arctic and Antarctic circles.</p>	<p>I can understand about weather patterns around the World and relate these to climate zones.</p> <p>I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Britain after invasion).</p>		A visit linked to Britain's different invaders.



<u>Year 6</u>	<p>I can ask and answer complex geographical questions about a range of topics (How is it changing? How does it affect other places?).</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance survey maps) to build my knowledge of the U.K. and the wider world.</p>	<p>I can use maps to identify physical features of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>I can understand human and physical divisions between countries and regions.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, the</p>	<p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>I can understand the causes and effects of extreme weather.</p> <p>I can understand why people seek to manage and sustain their environment.</p>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the U.K and a region within North or South America (floods and hurricanes).</p>	<p>Fieldwork linked to how the battle of Britain changed London. Children should observe, measure, record and present the human and physical features of an area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



	<p>I can use fieldwork to observe, measure, record and present 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>I can understand and use a widening range of geographical terms such as: urban, rural, land use, sustainability, tributary, trade links.</p>	<p>Prime/Greenwich Meridian.</p> <p>I can identify the physical characteristics and key topographical features of the countries within North America.</p>			
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