

Curriculum Map - Geography



EYFS

Statutory requirements Understanding the World.

People, Culture and Communities.

Children at the expected level of development will:

- 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.

The Natural World.

- 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.

Non-Statutory Guidance

Development Matters 2021 and Birth to Five Matters 2021.

Statutory Educational Programme: Understanding the World (**Statutory Framework for the early years foundation stage**)

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.

Non-statutory guidance: Development Matters 2021 and Birth to Five Matters 2021 offer guidance regarding learning pathways in the curriculum we offer through the EYFS

At WHPS to link with KS1:

- Using simple maps, classroom, playground, locations within stories
- Talk about life in this country and other places.
- Explore the natural world around them.
- Recognise some environments that are different to where they live through books, photos and personal experiences.
- Using different senses to explore natural materials.

Key Stage 1

Statutory requirements

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.

<i>Disciplinary Knowledge</i>	<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>
Year 1	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <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 simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom and 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"> - season and weather - key human features, including: <i>city, town, village, factory, farm, house, office, shop</i> 	<p>To 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</p>	<p>How can we see the seasons change at school?</p> <p>Maps the school and the science garden.</p> <p>Setting up a weather station in the science garden.</p>
Year 2	<p>1 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>2 Name and locate the world's seven continents and five oceans.</p>	<p>3 Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea,</i> 	<p>4 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</p>	<p>Trip to / along the River Thames.</p> <p>Hampstead Heath – Mad about maps workshop.</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> <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>		<p><i>ocean, river, soil, valley, vegetation</i></p>	<p>contrasting non-European country</p>	
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Key Stage 2

Statutory requirements

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.

<i>Disciplinary Knowledge</i>	<u>Geographical Skills and Fieldwork.</u>	<u>Locational Knowledge.</u>	<u>Human and Physical Geography.</u>	<u>Place Knowledge.</u>	<u>Fieldwork suggestion.</u>
Year 3	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and</p>	<p>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</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of regions of the United Kingdom</p>	<p>Survey land use in the local area.</p>

	<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the 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, including sketch maps, plans and graphs, and digital technologies.</p>	<p>understand how some of these aspects have changed over time.</p>			
Year 4	<p>Use maps, atlases, globes and digital/computer mapping 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 the United Kingdom and the wider world.</p>	<p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>Hampstead Heath Orienteering session. (2 hours.)</p>
Year 5	<p>Use maps, atlases, globes and digital/computer</p>	<p>Locate the world's countries, using maps to</p>	<p>Describe and understand key aspects of:</p>	<p>Understand geographical similarities and differences through the study of</p>	<p>Investigate the forest biome around Kench Hill.</p>

	<p>mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p>	<ul style="list-style-type: none"> - physical geography, including: biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water. 	<p>human and physical geography of a region of the United Kingdom and a region within Europe.</p>	
<p>Year 6</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and Night).</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: volcanoes and earthquakes, climate zones , - human geography, including: economic activity including trade links. 	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</p>	<ul style="list-style-type: none"> ● Hampstead Heath Maps and Orienteering day. Using maps, compasses, navigation, contour lines and degrees. ● Running a weather station in the science garden