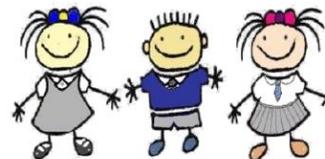


Hadley Wood Primary School

Geography Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood, we aim to develop children's sense of place. We teach geography to enable children to gain knowledge and understanding of places in the world (including both political and physical geography); and to increase their knowledge of other cultures. In so doing, they learn respect and understanding of what it means to be a positive citizen in a multi-cultural country.

We also teach geography so that children learn graphical skills, including how to use, draw and interpret maps and to enable children to know and understand environmental problems at a local, regional, national and global scale.

As a 'Values' school, we encourage children's commitment to sustainable development and an appreciation of what 'global citizenship' means. We also support the development of a variety of other skills, including those of enquiry, problem solving, computing, investigation and how to present conclusions in the most appropriate way.

Geography Curriculum Overview: EYFS – Year 6

Geography	
Year 1 and beyond	Early Years
Location and Place Knowledge	
Name and locate continents and oceans	Sea world small world Pirate small world
Name and locate countries and capital cities	Circle time after each holiday
Understand geographical similarities and difference	
Human and physical geography	
Identify seasonal and daily weather patterns	Winter walk looking at trees and plants Notice changes in surrounding area Discuss the weather and vocabulary- cold, hot wet, sunny, warm
Use basic geographical vocabulary to refer to physical features: beach, cliff, mountain, sea, ocean	Looking at different textures in the sand and mud. Exploring flowers, seeds. Talking about holidays they have been on and the different locations Busy the Bee book when he is on his adventure
Use basic geographical vocabulary to refer to human features: city, town, farm, house, office	School visit to the farm Role play area- shops, café
Geographical Skills and Fieldwork	
Use world maps, atlases and globes	Display of where families have come from around the world

Use aerial photographs	Collect photos from the local environment
Use simple fieldwork	Go out in the local area on winter walks

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	<i>History Unit</i>	<i>History Unit</i>	<i>History Unit</i>	The Caribbean and the UK <ul style="list-style-type: none"> - Name and locate Jamaica on map - Compare UK and Jamaica – physical and human geography 	Hadley Wood <ul style="list-style-type: none"> - Identify the 4 countries and capital cities of UK - Identify UK on a variety of maps - Look at a variety of maps and identify key features - Create a simple map of the school and construct basic symbols in a key 	The Weather <ul style="list-style-type: none"> - I can talk about day to day weather and some features of the seasons in my locality - I understand that weather may be different in different parts of the UK and the world - I can keep a weekly weather chart based on first hand observations - I can talk about a natural environment, naming its features using key vocabulary - I can make observations about and describe the local area and the nearest green space
Year 2	<i>History Unit</i>	Around the World <ul style="list-style-type: none"> - To be able to name and locate the world's seven continents and five oceans - Name and locate the Equator, Northern Hemisphere and the Southern Hemisphere - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Arctic Adventures <ul style="list-style-type: none"> - Locating the Arctic Circle on a world map. Investigating the countries in the Arctic Circle, describing the appearance of Arctic cities - Describe the difference between summer and winter in the Arctic - Understanding information can be recorded in charts - Understanding what 	<i>History Unit</i>	Mexico <ul style="list-style-type: none"> - Investigate the world's continents and oceans and locate Mexico on a map/globe - To know the difference between life in London and life in a rural Mexican village - To be able to compare landscape and cultural differences - To know how people live in each country. - Use maps, atlases, globes and 	<i>History Unit</i>

		use world maps, atlases and globes - To identify the United Kingdom and its countries	physical features are Investigating physical features found in the Arctic. Exploring the physical landscapes of the Arctic - Explore Arctic cities and the countries they are in. Investigate human features in Arctic cities - Understanding where Greenland is in relation to the United Kingdom		digital/computer mapping to locate countries and describe features - Understand key physical features, including: beach, coast, forest, hill, mountain, ocean. - Identify and describe how the physical features affect the human activity within a location.	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	Physical geography – Describe and understand climate, mountains, volcanoes, earthquakes, settlements, trade links etc. - Explain how volcanoes and earthquakes are formed.	<i>History Unit</i>	<i>History Unit</i>	Place knowledge- - Name and locate countries and cities in the UK - Identify human and physical features and contrast these with wider world Locational knowledge - Locate world countries focusing on Europe and the Americas. Focus on key physical and human features - Locate a variety of major countries and cities on a world map - Use a 8 point compass, key vocabulary longitude and latitude	<i>History Unit</i>	<i>History Unit</i>
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 4	<i>History Unit</i>	Plate tectonics <i>Earthquakes, volcanoes and settlement patterns</i> - To investigate patterns - To communicate geographically	<i>History Unit</i>	<i>History Unit</i>	<i>History Unit</i>	The Amazon - To locate and describe several contrasting physical environments - To use a map and atlas to identify given

		<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features - Identify and describe how the physical features affect the human activity within a location. - Ask and answer geographical questions about the physical and human characteristics of a location 				<p>countries</p> <ul style="list-style-type: none"> - To identify the Equator , Northern Hemisphere and Southern Hemisphere on a map - To understand the relationship between climate and vegetation - To describe the main landscape features of a river
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 5	<i>History Unit</i>	<p>Cities and Human Geography + Map Skills</p> <ul style="list-style-type: none"> -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Cities in focus:</p> <ul style="list-style-type: none"> - London - Paris - San Francisco - La Paz <ul style="list-style-type: none"> - Use the 8 points of a compass, 4 and 6-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 	<i>History Unit</i>	<p>Earth Climate Zones + Map Skills</p> <p>Polar Zones Deserts Tropics Mediterranean Temperate</p> <ul style="list-style-type: none"> - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>UK and European Physical Geography + Map Skills</p> <ul style="list-style-type: none"> -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 understand how some of these aspects have changed over time - Build upon map skills learnt throughout the year, looking closely at 6-figure grid referencing (including at Tolmers Camp), using compasses and recognising topography and how it is represented on a map 	<i>History Unit</i>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 6	<i>History Unit</i>	<i>History Unit</i>	<p>Fair Trade</p> <ul style="list-style-type: none"> - How Fair trade is working towards a living income for farm workers – cocoa, coffee, cotton - Human geography – types of settlement and how the land is used in cocoa , cotton and coffee farming - Economic activity and trade links to other countries - Map skills – locating countries where cotton, cocoa, coffee for example, is grown. - Use maps and atlases to identify human and physical features. - Developing questioning and investigative skills – looking at images of settlements of cocoa, cotton and coffee farmers; what do the images tell us/what do we want to find out more about? <p>Looking at land use from different scales – atlas maps, aerial images, zoomed in images.</p>	<p>A Local Study - a study of the local area. Compare to another European country.</p> <ul style="list-style-type: none"> - Map skills - Use maps, atlases, globes and digital mapping to locate countries in Europe and describe human and physical features and land use patterns. - 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 digital technologies. - Compare similarities and differences between local area and other European region <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Name and Locate countries, cities, regions and features of the UK</p>	<p>School Journey</p> <ul style="list-style-type: none"> - Understand the importance of orienteering, coasts, the impact of weathering, landscape, transport and regional features of Osmington Bay - Name and Locate regions and features of the UK (Dorset) 	<i>History Unit</i>

Geography Progression of Skills: EYFS – Year 6

EYFS			
30-50 Months	40-60 Months	ELG	
Understanding the World	Understanding the World	Understanding the World	
The World	The World	People and Communities	The World
<ul style="list-style-type: none"> - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - To talk about some of the things they have observed, such as plants, animals, natural and found objects. - To talk about why things happen and how things work. - To develop an understanding of growth, decay and changes over time. - To show care and concern for living things and the environment. 	<ul style="list-style-type: none"> - To look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> - To talk about past and present events in their own lives and in the lives of family members. - To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical knowledge	<ul style="list-style-type: none"> - I can talk about the local area and name key landmarks - I can recognise and name some continents and oceans on a globe or in an atlas 	<ul style="list-style-type: none"> - I can name and locate the 4 countries of the UK and its surrounding seas on a map - I can talk about the local area and its physical and human geography - I can locate the equator in relation to the North and South Pole 	<ul style="list-style-type: none"> - I can describe where the UK is located, and name and locate its four counties; locate where I live in the UK - I can relate continent, country, city/to where I live - I can locate the UK's major urban areas; locate some physical environments in the UK - I can name and locate 7 continents and 5 oceans on a globe or in an atlas - I can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere 	<ul style="list-style-type: none"> - I can describe where the UK is located, and name and locate a range of cities and counties; locate where I live in the UK using locational terminology (north, south, east, west) - I can locate most counties in Europe and North and South America using an atlas - I can identify some of the major states in the USA using a map - I can explain and illustrate, with examples the difference between a continent, country, state, city 	<ul style="list-style-type: none"> - I can locate and describe some physical environments in the UK, e.g. Coastal environments, the UK's significant rivers and mountains - I can locate the UK's regions and major cities - I can locate cities, countries and regions of Europe and North and South America on physical and political maps - I can describe physical and human characteristics and environmental regions of Europe and North and South America - I can locate the Equator, the Tropics of Cancer and Capricorn, latitude and longitude and relate this to their 	<ul style="list-style-type: none"> - I can describe a range of contrasting physical environments in the UK e.g. coastal, river, hill and mountain environments, and how they change - I can locate with accuracy, the UK's major urban areas, knowing their distance characteristics and how they have changed over time - I can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions - I can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America

					time zone, climate, seasons and vegetation	
Geographical understanding	<ul style="list-style-type: none"> - I can talk about day to day weather and some features of the seasons in my locality - I understand that weather may be different in different parts of the UK and the world - I can talk about a natural environment, naming its features using key vocabulary - I can make observations about and describe the local area and the nearest green space 	<ul style="list-style-type: none"> - I understand seasonal and daily weather patterns in the UK - I can describe which continents have hot and cold areas and relate these to the poles and the equator - I can make observations about and describe a local and distant place and its physical and human geography and make connections between them - I can describe similarities and differences of the physical and human geography of a distant place and their locality 	<ul style="list-style-type: none"> - I can describe a mountain environment in the UK, using appropriate geographical vocabulary - I can recognise that there are physical and human differences within countries and continents - I can describe how some physical processes can cause hazards to people - I recognise that there are advantages and disadvantages of living in certain environments 	<ul style="list-style-type: none"> - I can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary - I understand the relationships between climate and vegetation. - I can describe and name the key landscape features of river and mountain environments - I can explain the water cycle in appropriate geographical language - I can describe some processes associated with rivers and mountains - I give reasons why physical processes can cause hazards to people 	<ul style="list-style-type: none"> - I understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest - I understand that animals and plants are adapted to the climate they live in - I know and understand what life is like in cities and in villages - I can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. I can use four-figure grid references. I can use OS map symbols and atlas symbols. - I understand how a region has changed and how it is different from another region of the UK 	<ul style="list-style-type: none"> - I can use maps at different scales I can make a sketch map with symbols - I can use digital maps to identify human and physical features. - I know the journey of how one product gets into my home in detail - I understand that our food is grown in many different countries because of their climate <p>I can present information gathered in fieldwork using simple graphs</p> <p>I can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques</p>
Geographical skills and enquiry	<ul style="list-style-type: none"> - I can locate places on a map of the local area using locational and directional vocabulary - I can draw a simple map - I can keep a weekly weather chart based on first hand observations 	<ul style="list-style-type: none"> - I can use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles - I can describe a journey on a map of an area locating features and landmarks - I can draw a map with key features including landmarks 	<ul style="list-style-type: none"> - I can use a map to identify countries in Europe and/or North and South America - I can use an atlas to describe where the UK is located, name and locate its four countries - I can give direction instructions up to four compass points - I can make a simple sketch map 	<ul style="list-style-type: none"> - I can recognise patterns on map and begin to explain what they show - I can make a detailed map of a short route with features in the correct order and in the correct places 	<ul style="list-style-type: none"> - I can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America - I can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and 	<ul style="list-style-type: none"> - I can use atlases to identify the distinct characteristics of some regions of Europe or North and South America - I can use digital maps to research factual information about features - I can present information gathered in fieldwork using a range of graphs and other data presentation techniques

					<p>longitude</p> <ul style="list-style-type: none">- I can use four-figure grid references- I can use OS map symbols and atlas symbols- I can make a sketch map with symbols- I can use digital maps to identify human and physical features	<p>- I can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques</p>
--	--	--	--	--	---	---