



# Holywell Primary School

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*we are a learning community with the spirit to succeed*

## Geography subject coverage

### Early Years

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





	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Human and physical geography</b>	<p>Pupils identify the human and physical features of the two localities studied. They learn the seasonal and daily weather patterns in Watford and compare it to India. 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>Pupils identify the location of hot and cold areas in the world, focusing particularly on both Great Britain and Egypt. 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>Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>In the context of Year 5s focus on North America, they will learn rivers and the water cycle including transportations. They will also compare rivers and how they have changed over time using cross curricular links to history. Pupils will begin to research and discuss how water affects the environment, settlement, environmental change and sustainability. Within this context they will also have the opportunity to explore fairtrade links. They will build upon their vocabulary to understand key terms such as erosion, deposition and transportation. Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe Fair/unfair distribution of resources (Fairtrade). Types of settlements in Roman times linked to History.</p>	<p>In the context of Year 6s focus on South America, they will learn about natural disasters such as earthquakes. They will begin to understand how to describe and explain the processes that cause natural disaster. Pupils will draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical skills and enquiry</b>	<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 Watford. Pupils undertake a trip to their local area where they can have the opportunity to practice note taking, data collection, sketches and making observations. Use world maps, atlases and globes to identify</p>	<p>Pupils practice simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of Croxley Moor. In Year 2 there is a field trip to Croxley Moor where the children can further develop their understanding of locality and practice note taking, sketching and making observations. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area..Map skills to include Using and interpreting; Position and orientation; Drawing; Symbols; Perspective and scale; Digital map making</p>	<p>Map skills including. Use a range of methods including sketch maps, plans and graphs, and digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Using and interpreting Position and orientation Drawing Symbols Perspective and scale Digital map making</p>	<p>Following on from lower KS2, upper KS2 continues to explore the school's local community, as well as a contrasting locality of the United States. Year 5 will learn how to collect evidence, make observational notes, take photographs to support judgements and compare and contrast physical features. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</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> <ul style="list-style-type: none"> <li>Collate data collected</li> <li>Ask geographical questions</li> <li>Undertake a general survey</li> <li>Form and develop opinions</li> <li>Make suggestions and reflect on own beliefs</li> <li>Select methods for collecting, presenting and analysing data</li> <li>Analyse evidence and draw conclusions</li> </ul>

	the United Kingdom and its countries.	use and construct basic symbols in a key. 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.			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 in the past and present. 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.	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.
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