

## **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		Understand position through words alone. For example, "The bag is under the table," – with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like 'in front of' and 'behind'.		
	Understanding the World		Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things.  Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.		
Reception	Understanding the World		Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.		
ELG Understandin the World		People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.     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		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.		















	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	In Year 1 pupils will learn how that a world map shows all the countries in the world. They will start to understand the terms 'continent' and 'sea'. Pupils will begin to focus their learning around England.	In Year 2 pupils will learn how to name, locate and identify the characteristics of the countries and capital cities of Great Britain and its surrounding seas. They will be able to name and locate the world's seven continents and five oceans. By the end of KS1 the pupils have expanded their knowledge of place, space and people.	The United Kingdom and a small region. In Year 3, Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Locate the world's countries, focusing on Europe and North and South America. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	The United Kingdom and a small region. Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.  Locate the world's countries, focusing on Europe and North and South America. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	In Year 5, pupils will learn to locate the main countries in Europe and North America. They will locate and name principal cities, as well as compare two different regions in North America. Pupils will compare two different regions in the UK both rural and urban with a focus on Scotland. They will revise their knowledge of locating and naming the main counties and cities in England. Pupils will be able to make links in History when comparing land use maps of UK from past with the present. They will also have an opportunity to identify the position and significance of latitude/longitude and the Greenwich Meridian. This will make links with science including time zones, night and day.	In Year 6, pupils will use a World Map to locate the main countries in Africa, Asia and Australasia. They will identify their main environmental regions, key physical and human characteristics, and major cities. Pupils will name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

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Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Watford), and of a small area in a contrasting non- European country (India)	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Croxley Moor), and of a small area in a contrasting non-European country (Egypt) concentrating on islands and sea sides.	The United Kingdom and a small region in a contrasting non-European country Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. Establish an understanding of the interaction between physical and human processes.	The United Kingdom and a small region in a contrasting non-European country. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America .Establish an understanding of the interaction between physical and human processes.	Pupils learn about the different time zones, when comparing Scotland their prior knowledge of the UK to areas in North America. They will compare a region in Scotland with a region in North America with significant differences and similarities e.g. links to fair-trade of bananas.	On a world map locate the main countries in Africa and Asia and compare them to countries in the EU. 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. They will compare a region in England with a region in South America.

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Human and physical geography	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  Use basic geographical vocabulary to refer to:  • key physical features, including: forest, hill, mountain, soil, valley, vegetation  • key human features, including: city, town, village, factory, farm, house, office.	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:  • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	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.	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.	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.	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

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Geographical skills and enquiry	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	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	Year 3  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	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	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	Year 6  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:  Collate data collected Ask geographical questions Undertake a general survey Form and develop opinions Make suggestions and reflect on own beliefs Select methods for collecting, presenting
	collection, sketches and making observations. Use world maps, atlases and globes to identify	perspectives to recognise landmarks and basic human and physical features; devise a simple map; and		Symbols Perspective and scale Digital map making	mapping (Google Earth) to locate countries and describe features studied	<ul> <li>Select methods for collecting, presenting and analysing data</li> <li>Analyse evidence and draw conclusions</li> </ul>

the United Kingdom	use and construct basic symbols in a		Use the eight points of a compass,	Use maps, atlases, globes and digital/computer
and its countries.	key.		four-figure grid references,	mapping mapping (Google Earth) to locate countries
	Use simple compass directions		symbols and key (including the	and describe features studied
	(North, South, East and West) and		use of Ordnance Survey maps) to	Extend to 6 figure grid references with teaching of
	locational and directional language		build their knowledge of the	latitude and longitude in depth. Expand map skills
	[for example, near and far; left and		United Kingdom in the past and	to include non-UK countries.
	right], to describe the location of		present.	Use fieldwork to observe, measure and record the
	features and routes on a map.		Use fieldwork to observe,	human and physical features in the local area using
			measure and record the human	a range of methods, including sketch maps, plans
			and physical features in the local	and graphs, and digital technologies.
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			including sketch maps, plans and	
			graphs, and digital technologies.	