



Holly Lodge Primary School  
Curriculum Map 2019-20      Subject: Geography      Lead: Katie Deane

Locational and Place Knowledge					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>Name and locate the world's 7 continents.</li><li>Understanding the terms 'continent' and 'sea'.</li><li>Understand that a world map shows all the countries in the world.</li><li>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</li><li>Navigate their way around the classroom and school grounds.</li></ul>	<ul style="list-style-type: none"><li>Understand the Geographical similarities and differences through studying the human and physical geography of a small area of the UK and Mexico.</li><li>How life has changed in Mexico (Aztecs to modern day).</li><li>Study pictures/video of two differing localities, one in the UK (Ash Vale) and one in Mexico (Tucaro), and ask geographical questions e.g. -- What is it like to live in this place? How is this place different to where I live?</li></ul>	<ul style="list-style-type: none"><li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. (Christmas around the world)</li><li>Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms etc).</li><li>Know and locate the world's oceans. (World Warriors)</li></ul>	<ul style="list-style-type: none"><li>Identify the continents of North and South America, using maps, globes and Google Earth.</li><li>During the 'Forests and Jungles' topic, study the Amazon rainforest.</li><li>Study of North America environmental regions, key physical and human characteristics.</li><li>Major cities, rivers, lakes and landmarks. Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</li></ul>	<ul style="list-style-type: none"><li>During animals topic: In depth study of the local area (Ash Vale) key physical and human characteristics, major developments' and Snakey Lane</li><li>Explore countries travelled by Phileas Fogg on his journey around the world. Chn compare and contrast capital cities around the world to the UK and London. Use atlases, globes and digital/computer mapping (Google Earth) to these countries and their geographical features. i.e. mountains, volcanoes, etc.</li></ul>	<ul style="list-style-type: none"><li>During WWII topic, study the major countries involved (UK, Germany, Poland, Italy, Japan, USA etc).</li><li>Identify countries, major cities and landmarks around the world e.g. rivers, mountains, capitals, landmarks.</li><li>Locate main seaside towns around the UK</li><li>Plan a route from home to and from new secondary school</li></ul>



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Identify the human and physical features of the school environment. Identify seasonal and daily weather patterns in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the human and physical features of London and Tokyo (olympic games 2021). Name some and compare major rivers and human/physical landmarks.</li> <li>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <ul style="list-style-type: none"> <li>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify the physical and human features of the rivers, volcanoes, earthquakes, types of settlement and land use (Tomraiders / Extreme Earth theme)</li> <li>Vocabulary: rivers, mountains, volcano, earthquake</li> <li>Compare physical and human characteristics, countries and major cities in Europe. (Christmas around the world theme)</li> <li>Study maps of ancient Egyptian and Roman settlements. Draw conclusions about the location of the settlements and compare with current maps. Identify similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Vocabulary: climate zones, biomes, vegetation belts and the water cycle</li> <li>Using photographs, children to make connections between human and physical characteristics of a country in South America and North America.</li> <li>Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss types of settlement and land use when comparing Kidame and Addis Ababa in Ehtiopia while reading The Fastest Boy in the World.</li> <li>Locate places in the world while learning about Around the World 80 in the days. Recap by locating Ethiopia and other countries sportspeople are from during Sport topic</li> <li>When studying different countries Phileas Fogg visited: draw conclusions about the impact of physical and human geography through the study of photographs, population numbers and other primary sources. Recap this when contrasting Kidame and Addis Ababa in Ethiopia while reading The</li> </ul>	<ul style="list-style-type: none"> <li>Study of modern land and settlements pre and post war compared to modern day.</li> <li>On a world map, locate the main countries in Europe and Asia and identify their main environmental regions, key physical and human characteristics, and major cities.</li> <li>Look at climate zones and how this may have an impact on where people choose to holiday.</li> </ul>



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Fieldwork					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• 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 e.g. note taking, videoing, data collection, sketches, and observations.</li><li>• Children to take photos of interesting things in the local area and explain what the photos show.</li></ul>	<ul style="list-style-type: none"><li>• Fieldwork to develop knowledge and understanding of the school and their local area (School -Ash Vale - Surrey).</li><li>• Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment.</li></ul>	<ul style="list-style-type: none"><li>• Use maps, atlases, globes and digital mapping to locate countries and describe features (including the use of Ordnance Survey maps).</li><li>• During World Warriors theme, undertake environmental studies within school grounds and the local area. Choose appropriate method to record and present results.</li><li>• Link compass points with locational language to describe the location of points on a map of the school/local area.</li></ul>	<ul style="list-style-type: none"><li>• Children begin to experiment with and understand 4 figure grid references on maps.</li><li>• During Rainforests topic, visit The Living Rainforest. Plan route and look at real map views. Comparison between British climate, vegetation and wildlife compared to Amazon rainforest.</li><li>• Use recognised symbols to mark</li></ul>	<ul style="list-style-type: none"><li>• During animals topic, based on Snakey Lane: use the eight points of a compass, four and sixfigure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li><li>• Draw a map of the local area during animals topic, linked to trip to Snakey Lane. Use the following classifications for buildings: Residential, retail, professional/commercial, industrial and storage,</li></ul>	<ul style="list-style-type: none"><li>• Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, etc.</li><li>• Collate the data collected and record it using data handling software to produce graphs and charts of the results. - Ask Geographical questions e.g. How is traffic controlled? What are the main problems? - Analyse evidence and</li></ul>



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<ul style="list-style-type: none"><li>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.</li></ul>	<ul style="list-style-type: none"><li>Fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.</li><li>Walk along the canal to town and back to school.</li></ul>		<p>out local areas of interest on own maps. - Choose effective recording and presentation methods e.g. tables to collect data.</p>	<ul style="list-style-type: none"><li>During animals topic: Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.</li></ul>	draw conclusions - Be aware of own responsibility in the world.
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<http://www.chetwyndprimaryacademy.co.uk/index.php/2014-06-12-13-24-03/chetwynd-curriculum>