



## Geography Curriculum

All curriculums at Hollymount are founded on the Hollymount Big Picture Curriculum. However, each subject will have specific aims, a coherent progression of skills and knowledge and explicit outcomes for children. These are outlined below.

### Purpose of curriculum

At Hollymount Primary School, we aim to deliver a high-quality geography education that will help pupils gain a coherent knowledge and understanding of the world around them and their place in it. Pupils become explorers – discovering their identity as global citizens in varied and ever-changing world.

### Progression of skills and knowledge

KS1	Year 1		Year 2	
	Study	Skills	Study	Skills
<b>Locational and Place knowledge</b>	<ul style="list-style-type: none"> <li>- Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</li> <li>- Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</li> <li>- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (The Arctic).</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</li> <li>- Locate the continents on a paper map.</li> <li>- Use simple compass directions (North, South, East and West) to describe the location of features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>- Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps and globes to locate the UK.</li> <li>- Be able to identify the 4 countries and label the capital cities.</li> <li>- Explain the purpose of a capital city and form opinions on how this affects population size.</li> <li>- Study pictures/videos of London. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</li> <li>- Study pictures of London in the past and in the present and ask 'How has it changed?'</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the UK.</li> <li>- Use both maps and globes, explore the coldest places in the world – The North and South pole, related to their study of the Arctic.</li> </ul>	<ul style="list-style-type: none"> <li>- Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>- Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the</li> </ul>



		<ul style="list-style-type: none"> <li>- Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</li> <li>- Be able to verbalise and write about similarities and differences between the features of the two localities.</li> <li>- Ask questions about the weather and seasons.</li> <li>- Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</li> <li>- Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</li> </ul>		<p>hottest places in the world are?</p> <ul style="list-style-type: none"> <li>- Children to identify the equator and locate the places on the Equator which are the hottest.</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.</li> <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>
<b>Fieldwork</b>	<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, observations.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at a simple map of the local area and identify the things they know and have seen.</li> <li>- Make a simple map of the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Fieldwork to develop knowledge and understanding of the school and local area.</li> <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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.</li> </ul>	<ul style="list-style-type: none"> <li>- Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</li> <li>- Draw own maps of the local area; use and construct basic symbols in a key.</li> <li>- Observe and record the features around the school</li> </ul>



				<p>e.g. the different types of plants</p> <ul style="list-style-type: none"> <li>- Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</li> </ul>
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LKS2	Year 3		Year 4	
	Study	Skills	Study	Skills
<b>Locational and Place knowledge</b>	<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.</li> <li>- Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc).</li> <li>- Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</li> <li>- Compare a region of the UK with a volcanic region of Italy e.g. Pompeii. Identify similarities and differences between this region and a region of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>- Build on prior knowledge of UK regions by using maps to locate countries of Europe.</li> <li>- Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</li> <li>- Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</li> <li>- Critically study photographs – do they think these were taken close to the Equator or further away.</li> <li>- Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the difference between the Northern and Southern hemisphere.</li> <li>- Understand the term 'climate zones' and identify some differing ones. Explore global warming and its implications.</li> <li>- Focus on biomes. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map.</li> <li>- Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.</li> <li>- Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.</li> <li>- Identify longest rivers in the world, largest deserts, highest mountains.</li> <li>- Name and locate the key topographical features including coast, features of</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the different hemispheres on a map.</li> <li>- Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</li> <li>- Locate and label different countries/continents in the Northern and Southern hemisphere.</li> <li>- Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</li> <li>- Use maps to identify different climate zones.</li> <li>- Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</li> <li>- Understand the term 'biome' and use knowledge of this term to make suggestions for places in the world which may be biomes.</li> </ul>



		<p>and use prior knowledge of map reading.</p> <ul style="list-style-type: none"> <li>- Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?</li> <li>- Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</li> </ul>	<p>erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <ul style="list-style-type: none"> <li>- Study political maps to make assumptions about the different areas of Europe.</li> <li>-</li> </ul>	
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>- Study of volcanoes – causes, effects.</li> <li>- Study how human Geography has changed over time through the three periods of the Stone Age. Focus on move from nomadic to village life.</li> <li>- Look at pictures and labeled diagrams of different historical settlements over time.</li> <li>- Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</li> <li>- Ask, research and explain the following questions: Why did the Stone Age</li> </ul>	<ul style="list-style-type: none"> <li>- Locate places in the world where volcanoes occur.</li> <li>- Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</li> <li>- Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</li> <li>- Ask and answer questions about the effects of volcanoes.</li> <li>- Discuss how volcanoes affect human life e.g. settlements and spatial variation.</li> <li>- Relate land use and trade to settlements</li> <li>- Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand key aspects of the water cycle, excluding transpiration, linking to Year 3 Science: rocks and volcanos.</li> <li>- Describe and understand key aspects of coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the language of rivers e.g. erosion, deposition, transportation.</li> <li>- Explain and present the process of rivers.</li> <li>- Compare how river use has changed over time and research the impact on trade in history.</li> <li>- Research and discuss how water affects the environment, settlement, environmental change and sustainability.</li> <li>- Study photographs, aerial photographs and maps of Morden pre-war, post war and present day.</li> <li>- Compare maps and aerial photographs.</li> <li>- Make comparisons and reflect on the reasons for the differences.</li> <li>- Study population numbers throughout the course of</li> </ul>



	civilization, the Iron Age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today?	<p>Compare with current maps and make suggestions about change.</p> <ul style="list-style-type: none"> <li>- Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</li> </ul>		<p>WWII and reflect on the reasons for changes.</p> <ul style="list-style-type: none"> <li>- Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes.</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>- Understand the 8 compass points and use them to explain/identify points on a map.</li> </ul>	<ul style="list-style-type: none"> <li>- Undertake environmental surveys of the local community - litter, noise, likes/ dislikes, areas for improvement</li> <li>- Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Undertake environmental surveys of the school focusing on water pollution. How can we cut down on plastic use?</li> <li>- Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.</li> </ul>

UKS2	Year 5		Year 6	
	Study	Skills	Study	Skills
<b>Locational and Place knowledge</b>	<ul style="list-style-type: none"> <li>- Use 4 figure grid references to read maps.</li> <li>- Know about the wider context of places e.g. county, region, country.</li> <li>- Develop an understanding of different countries in Europe and the ROW,</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently use maps, globes and Google Earth.</li> <li>- Use atlases/maps to describe and locate places using 4 figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>- Use 6 figure grid references to read maps.</li> <li>- Secure an understanding of different countries in Europe and the ROW, focusing on geographical location and topographical features.</li> </ul>	<ul style="list-style-type: none"> <li>- Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.</li> <li>- Understand how these features may have changed over time, focusing on Ancient Greece to modern Greece.</li> </ul>



	<p>focusing on geographical location and topographical features.</p>	<ul style="list-style-type: none"> <li>- describe where a variety of places are in relation to physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how the location of the Maya helped develop trade avenues.</li> </ul>	<ul style="list-style-type: none"> <li>- Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</li> <li>- Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</li> <li>- 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 and draw conclusions as to their similarities and differences.</li> <li>- Use maps to identify longitude and latitude.</li> </ul>
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>- Research types of settlements in Viking, Saxon Britain linked to History.</li> <li>- Analyse invasion routes.</li> <li>- Study of trade routes between UK and Europe and ROW in Victorian times.</li> <li>- During the Victorian times, how was the land used, what was the main economy in Merton and what were the trade links? How does this compare to today?</li> <li>- Develop an understanding of different countries in</li> </ul>	<ul style="list-style-type: none"> <li>- Study maps and pictures of Victorian Merton. Compare and contrast these photos and maps from today.</li> <li>- Explain and present the differences between Victorian Merton and present day Merton.</li> <li>- Reflect on the impact trade has on an area and generate ideas for cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Secure and use a widening range of geographical terms (ie: sustainability, trade links, eco design, extinction).</li> </ul>	<ul style="list-style-type: none"> <li>- To make connections, compare and contrast different countries around the world and their position in a global economy – describe how geographical location can be linked to political and cultural power.</li> </ul>



	Europe and the ROW, focusing on human geographical features such as language and culture.			
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>- When studying Victorians visit local Victorian buildings, churches and shop fronts.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to make field notes/observational notes about the land there to be discussed at school. Children to take photos to support their notes. Look at the site now and compare this to how it would have been during Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>- Undertake a traffic survey of the local main road – children to use tally counting.</li> <li>- Compare the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses</li> <li>- Ask Geographical questions e.g. how is traffic controlled? What are the main problems?</li> </ul>	<ul style="list-style-type: none"> <li>- Collate the data collected and record it using data handling software to produce graphs and charts of the results.</li> </ul>

### Impact on children

Attainment and Progress in standards	Responsible and Respectful Global Citizens	Hollymount Values	Success in their next stage in education	Confidence and independence
All pupils will have a coherent understanding of the wider world and deep knowledge and understanding of Britain's geographical position and the impact this has on our culture. They will be able to apply this knowledge across the curriculum and in every day communications.	Pupils are respectful and understanding of others' traditions and cultures due to their deep understanding of different countries and the varied ethnic and religious groups that live within them.	<p>Pupils have developed all values through the geography curriculum with specific focus on respect, appreciation, responsibility and courage.</p> <p>Respect- Pupils have developed empathy through an ability to perceive and emotionally experience the cultures and traditions of other people in the world.</p> <p>Appreciation- Pupils appreciate what they have in their lives through comparison with areas of the world that have less</p>	Pupils are prepared to transfer geographical knowledge and skills to the KS3 curriculum.	Pupils are independent learners with confidence to follow up on their own interests.



Pupils are explorers and have developed their interests and curiosities.

geographical benefits than the UK and London.

Courage- Pupils are confident in taking risks when investigating and deriving answers to difficult questions.