



**High Wycombe Church of England School  
Geography Curriculum Map**

## Contents

Early Years - Early Learning Goals	Page 3
Early Years – Expectations of skills	Page 3
Year 1 – Programme of Study	Page 4
Year 1 – Progression of Skills	Page 5
Year 2 – Programme of Study	Page 6
Year 2 – Progression of Skills	Page 7
Year 3 – Programme of Study	Page 8
Year 3 – Progression of Skills	Page 9
Year 4 – Programme of Study	Page 10
Year 4 – Progression of Skills	Page 11
Year 5 – Programme of Study	Page 12
Year 5 – Progression of Skills	Page 13
Year 6 – Programme of Study	Page 14-15
Year 6 – Progression of Skills	Page 16

### Early Years – Early Learning Goals

Area of EYFS curriculum	Early Learning Goals
The World	<ul style="list-style-type: none"><li>• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</li></ul>

### Early Years – Expectations of skills

Expectations
<ul style="list-style-type: none"><li>• Talk about features of the immediate environment and how environments may differ from one another.</li><li>• Know about similarities in relation to places, objects, materials and living things.</li><li>• Make observations about animals and plants and explain why some things occur.</li><li>• Talk about changes in environments.</li></ul>

## Year 1 – Programme of study

Theme title	Programme of study
My World and Me	<p><b><u>Locational knowledge - Continents</u></b></p> <ul style="list-style-type: none"> <li>• name and locate the world's 7 continents</li> <li>• use basic geographical vocabulary to refer to:               <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> </li> </ul>
There's no place like home	<p><b><u>Place knowledge - The local area</u></b></p> <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.</li> <li>• identify seasonal and daily weather patterns in the United Kingdom</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> <li>• Use simple compass directions and locational and directional language to describe the location and features and routes on a map.</li> </ul>
Colossal Castles	<p><b><u>Locational knowledge - Our country - The United Kingdom</u></b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its Countries.</li> <li>• Use basic geographical vocabulary to refer to key human features.</li> </ul>

### Year 1 – Progression of skills

Area of geography	Expectations of skills
Investigating places	<ul style="list-style-type: none"><li>• Ask and answer geographical questions.</li><li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li><li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li><li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li></ul>
Investigating patterns	<ul style="list-style-type: none"><li>• Identify seasonal and daily weather patterns in the United Kingdom.</li><li>• Identify land use around the school.</li></ul>
Communicating geographically	<ul style="list-style-type: none"><li>• Devise a simple map; and use and construct basic symbols in a key.</li></ul>

## Year 2 - Programme of study

Theme title	Programme of study
<p>What a Wonderful World</p> <p>Continents and oceans</p>	<p><u>Locational knowledge</u></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>
<p>Fantasy Islands</p>	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>
<p>Wish you Were Here</p>	<p><u>Human and physical geography.</u></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <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> <li>• 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.</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.</li> </ul>

## Year 2 – Progression of skills

Area of geography	Expectations of skills
Investigating places	<ul style="list-style-type: none"><li>• Identify the key features of a location in order to say whether it is a town, city, village, coastal or rural area.</li><li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li><li>• Name and locate the world's continents and oceans.</li></ul>
Investigating patterns	<ul style="list-style-type: none"><li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting nonEuropean country.</li><li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li></ul>
Communicating geographically	<ul style="list-style-type: none"><li>• Use basic geographical vocabulary to refer to key physical and human features.</li><li>• Use compass directions and locational language to describe the location of features and routes on a map.</li><li>• Use simple grid references.</li></ul>

### Year 3 - Programme of study

Theme title	Programme of study
Weather around the world	<ul style="list-style-type: none"> <li>• To understand the different climate zones/ biomes of the world and some of the reasons why different areas experience different climates.</li> <li>• To monitor and report on different weather conditions of the locality.</li> <li>• To understand how different people make preparations in order to survive in different weather conditions.</li> <li>• To understand extreme weather conditions e.g desert and arctic – drawing comparisons.</li> <li>• To apply the knowledge of different climates to justify choice for a holiday destination.</li> </ul>
South America	<ul style="list-style-type: none"> <li>• Name and locate South America and its countries, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use pattern; and understand how some of</li> <li>• these aspects have changed over time.</li> <li>• Using an atlas, children to name and locate the worlds 7 continents and 5 oceans</li> <li>• Locate the worlds countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul>
Brazil	<ul style="list-style-type: none"> <li>• To draw comparisons between the physical and human characteristics between the chosen country (Brazil) and the UK.</li> <li>• To understand the benefits of the rainforest and its effect on world climate and nature.</li> <li>• To look at the city Rio de Janeiro; comparing it to a main city in the UK.</li> <li>• To look at the culture and traditions of Brazil.</li> </ul>

### Year 3 – Progression of skills

Area of geography	Expectations of skills
Investigating places	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Understand how some aspects of the human and physical characteristics of South America have changed over time.</li> <li>• 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 graphs, and digital technologies.</li> <li>• Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
Investigating pattern	<ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul>
Communicating geographically	<ul style="list-style-type: none"> <li>• Describe the key aspects of human geography, including settlements and land use.</li> </ul>

### Year 4 - Programme of study

Theme title	Programme of study
Settlements	<p><u>Human Geography:</u></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
Small Region in the United Kingdom (compared to High Wycombe)	<p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a small region of the United Kingdom</li> <li>• 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 graphs, and digital technologies.</li> </ul>
UK Counties	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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</li> </ul>

### Year 4– Progression of skills

Area of geography	Expectations of skills
Investigating places	<ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe 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.</li> <li>• Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including hills, mountains, key topographical features.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>
Investigating patterns	<ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul>
Communicating geographically	<ul style="list-style-type: none"> <li>• Describe key aspects of physical geography including river, mountains.</li> <li>• Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>

### Year 5 - Programme of study

Topics	Programme of study
A European Region - Greece	<p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a small region of Europe</li> </ul> <p>Human Geography:</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
Small Region ~ Europe	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a small region of Europe</li> </ul> <p>Human Geography:</p> <ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
Water	<p>Physical Geography:</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of the water cycle</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns.</li> </ul> <p>Human Geography:</p> <ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>

### Year 5 – Progression of Skills

Area of geography	Expectations of skills
Investigating places	<ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views of the effectiveness of different geographical representations of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains and understand how these aspects have changed over time.</li> </ul>
Investigating patterns	<ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and the Antarctic Circle, the Prime/Greenwich, Meriden and time zones (including day and night).</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul>
Communicating geographically	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>

**Year 6 - Programme of study**

Theme title	Programme of study
Rivers and coasts	<p>To be able to describe the course of a river through, upper, middle and lower sections.</p> <p>To understand and explain the different features of a river.</p> <p>To be able to identify the major rivers in the UK.</p> <p>To be able to identify the major rivers in the world</p> <p>To be able to use a map and an atlas to locate water features.</p> <p>To understand and explain the different features of a river.</p> <p>To be able to use a map to plot a river using a map and atlas</p> <p>To complete primary fieldwork</p> <p>To be able to compare two rivers in the UK</p> <p>To be able to explain how rivers are used in different countries.</p> <p>To be able to respond to other people and their ideas.</p> <p>To understand why we need to care for rivers</p> <p>To understand how we control rivers</p> <p>To be able to understand what flooding is and the damage it causes</p> <ul style="list-style-type: none"> <li>• Name and locate countries and cities that make up the United Kingdom</li> <li>• locate the world's countries</li> </ul> <p>Physical Geography:</p> <ul style="list-style-type: none"> <li>• Describe and explain rivers and coasts</li> </ul>
North America region – mountains and The Rockies	<p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a small region of North America</li> <li>• To be able to recognise the key features of an environment</li> <li>• To be able to name and describe the features of different types of environment – specifically a mountain environment</li> <li>• To be able to describe the global distribution of mountain ranges</li> <li>• To be able to use an atlas to locate and name geographical features- mountain ranges and mountains</li> <li>• To describe the distribution of mountain ranges in the UK</li> </ul>

	<ul style="list-style-type: none"> <li>• To be able to use an atlas to locate and name geographical features- mountain ranges and mountains in the UK</li> <li>• To be able to use sketching techniques to produce a labelled sketch of a mountain</li> <li>• To be able to research facts about Everest, including the first successful attempt to reach the summit.</li> <li>• To write an extract from Edmund Hillary's autobiography describing the events of the day (Cross Curricular Writing)</li> <li>• To be able to compare weather patterns in different parts of the world using data from different sources comparing Kilimanjaro and Snowdon</li> <li>• To carry out research to produce a factfile/mini project on The Rockies mountain range in North America</li> </ul>
Volcanoes	Physical Geography: <ul style="list-style-type: none"> <li>• Describe and explain mountains, volcanoes and earthquakes</li> </ul>

### Year 6 – Progression of Skills

Area of geography	Expectations of skills
Investigating places	<ul style="list-style-type: none"><li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li><li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li><li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li></ul>
Investigating patterns	<ul style="list-style-type: none"><li>• Understand some of the reasons for geographical similarities and differences between countries.</li><li>• Describe geographical diversity across the world.</li><li>• Describe how countries and geographical regions are interconnected and interdependent.</li></ul>
Communicating geographically	<ul style="list-style-type: none"><li>• Describe and understand key aspects of physical and human geography.</li><li>• Create maps of locations, identifying patterns (such as land use, climate zones, population densities, height of land).</li></ul>