

Hill View Primary School Geography Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS References made to the links to the Early learning goals and Geography are identified below.	The Gruffalo Geography Our Local Area Enquiry Question: What's it like where we live?	The troll "Geography; Journeys: Food Enquiry Question: Where does our food come from?"	Iron Giant Geography; Coasts Enquiry Question: Do we like to be beside the seaside?	Land of fire and ice "Geography Earthquakes and Volcanoes Enquiry Question: How does the Earth shake, rattle and roll?"	Chemical chaos Geography Changes in our Local Environment Enquiry Question: How is our country changing?	Mr nobody "Geography; Protecting the environment Enquiry Question: Are we damaging the world?
	Three bears Geography "Topic: People and their Communities Enquiry Question: Where in the world do these people live?	Seven wonders "Geography; Our Wonderful World Enquiry Question: What are the seven wonders of the world?"	Trust me I'm a botanist Geography; Our World Enquiry Question: Where on Earth are we?	Fun at the fair Geography; Europe: A Study of the Alpine Region Enquiry Question: Where should we go on holiday?	Tour guides Geography The Americas Enquiry Question: Can you come on a Great American Road Trip?	Have a heart "Geography; Our World in the Future Enquiry Question: How will our world look in the future?
	Extraordinary gardener Geography "Topic: Seasons Enquiry Question: What are the seasons?	Walk on the wild side Geography; Animals and their Habitats	Fit and Fab Geography; Climate & Weather Enquiry Question: Why is climate important?	? "Geography; Rivers and the Water Cycle Enquiry Question: Where does the rain come from?"	Persuade the dragons "Geography; Journeys: Trade Enquiry Question: Where does all our stuff come from?"	Where in the world "Geography; South America: The Amazon Enquiry Question: What is life like in the Amazon?

Disciplinary Knowledge

Geographical concepts

EYFS ● How family members across generations live differently ● Describe memories of key events in lives ● Describe patterns and change over time of people, natural world ● Can sequence events in their life ● Use language of time – night day, month year season, after, before. ● Use ordinal numbers to sequence events (maths)

Year groups	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The UK and Local Area The World and Continents	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Develop knowledge of the human and physical geography of a small area of the United Kingdom. Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> 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, the 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). 	<ul style="list-style-type: none"> Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time. 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. Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time. 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. Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time. 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. Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time. 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. Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).
	<ul style="list-style-type: none"> Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans. Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas. 	<ul style="list-style-type: none"> Can identify and name the relevant continents. Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK. 	<ul style="list-style-type: none"> Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude. Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night. 	<ul style="list-style-type: none"> Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. 	<ul style="list-style-type: none"> Can describe key physical and human characteristics and environmental regions of Europe. Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season). Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA and describe the route). Can use a map to locate some states of the USA (e.g. California). Can use a map or atlas to locate some countries and cities in Europe or North and South America. Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator) 	<ul style="list-style-type: none"> Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can identify and locate a national or international environmental issue and explain why it is an issue. Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future. Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.

Colour coding shows which national objectives fit best with which project as titled in the top row.

Substantive Knowledge

EYFS; With help, locate London on a map ● Explores the natural world around him/her, making observations and drawing pictures of animals and plants. Understand there are different places on the globe (land and water) ● Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class. ● Is able to explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. Begin to describe some features of local environment (Clapham Common, Richmond Park, parks etc). ● Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter. ● Explores the natural world around him/her, making observations and drawing pictures of animals and plants. ● Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class.

Understand there is a range of transport available locally ● Understand different transport serves different purposes ● Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Themes	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. 		<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle. 	

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	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle. 			
	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> Describe and understand key aspects of human geography, including types of settlement and land use. 	<ul style="list-style-type: none"> Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 		
	<p>Show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns.</p>	<p>Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind).</p>	<p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).</p> <p>Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.</p>	<p>Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).</p> <p>Can describe key physical and human characteristics and environmental regions of Europe. Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it Can describe key physical and human characteristics and environmental regions of Europe</p>	<p>Can describe key physical and human characteristics and environmental regions of Europe. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources.</p> <p>Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).</p> <p>Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Link to all units</p> <p>Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).</p>

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	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. Deepen an understanding of the interaction between physical and human processes. 			
Place Knowledge	<p>Can describe in some detail the local area and distant locations' features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</p>	<p>Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary. -Link to all units.</p>	<p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).</p>	<p>Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and their management, such as avalanches in mountain regions.</p>	<p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK.</p> <p>Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and</p>	<p>Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).</p>

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					physical characteristics, differences and similarities).		
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Disciplinary Knowledge							
Geographical concepts							
EYFS; Make comparisons of oral accounts, observation over time							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Geographical skills and fieldwork	<ul style="list-style-type: none"> 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. Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 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. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area. 	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area. 	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area. 	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area.
	<p>Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Can use a wall map or atlas to locate and identify countries taught in the unit. Links to all units</p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate language when talking about maps and locations. Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p>	<p>Can locate the UK and name the countries of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK. Can use atlas, map or globe to locate some wonders (of the world).</p> <p>Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</p> <p>Can use and understand basic weather symbols. Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features. Correctly use most of the key vocabulary given in the unit.</p> <p>Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</p>	<p>Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map. Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Links to all units</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can use directional language and grid references when talking about locations.</p> <p>Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.</p>	<p>Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from.</p> <p>Links to all units</p> <p>In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).</p> <p>Can give direction instructions up to eight compass points. Can make a map of a route with features in the correct order and in the correct places.- The America</p> <p>Links to all units</p> <p>Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).</p> <p>Links to all units</p>	<p>Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).</p> <p>Links to all units</p> <p>Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).</p> <p>Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported.</p> <p>Links to all units</p>	<p>Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.</p> <p>Links to all units</p> <p>Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Can make sketch maps of the local area using symbols, a key and a scale.</p> <p>Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.</p> <p>Links to all units</p>	
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