Hill Primary School
Whole School Overview
Subject: **Geography**

Cycle A	Autumn 2	Spring 2	Summer 2
EYFS (repeat every year)	**Understanding the World** The school environment – finding our way around	**Understanding the World** The Local environment – a walk to the shops and library	**Understanding the World** The Wider World – look at similarities and differences in the world
Year 1 (repeat every year)	**The UK** **Big Question:** Where is the UK?	**Weather and Climate** **Big Question:** Where is it hot and where is it not?	**Antarctica** **Big Question:** Where is Antarctica and what is it like there? *Plane ticket to Antarctica – stunning start*
Year 2 (repeat every year)	**Europe** **Big Question:** Where did Florence Nightingale travel?	**Foodtastic** **Big Question:** Where does our food come from? *Food tasting from across the world.*	**Castles around the UK** **Big Question:** How do castles compare through different parts of the UK? *Trip to Framlingham Castle*
LKS2	**North America** **Big Question:** How is America different to the UK?	**India** **Big Question:** How does India compare to the UK? *Indian food tasting experience*	**The UK** **Big Question:** What are the regions of the UK? *Seeds to citizenship – orienteering at Holywells Park*
UKS2	**East Anglia** **Big Question:** Why do people want to live in East Anglia?	**Scandinavia** **Big Question:** How does Scandinavia compare to the UK?	**Rivers** **Big Question:** What is a river? *Tide Mill Museum, Woodbridge* *Year 6 – Big Camp @ Britannia – limited spaces.*

Cultural Capital

Cycle B	Autumn 2	Spring 2	Summer 2
EYFS (repeat every year)	**Understanding the World** The school environment – finding our way around	**Understanding the World** The Local environment – a walk to the shops and library	**Understanding the World** The Wider World – look at similarities and differences in the world
Year 1 (repeat every year)	**The UK** **Big Question:** Where is the UK?	**Weather and Climate** **Big Question:** Where is it hot and where is it not?	**Antarctica** **Big Question:** Where is Antarctica and what is it like there? *Plane ticket to Antarctica – stunning start*
Year 2 (repeat every year)	**Europe** **Big Question:** Where did Florence Nightingale travel?	**Foodtastic** **Big Question:** Where does our food come from? *Food tasting from across the world.*	**Castles around the UK** **Big Question:** How do castles compare through different parts of the UK? *Trip to Framlingham Castle*
LKS2	**France** **Big Question:** What is it like to live in France? *French Café – invite parents*	**The Environment** **Big Question:** How do we look after our Earth?	**Ipswich and the surrounding areas** **Big Question:** How is life different in Ipswich to other areas? *Seeds to citizenship – orienteering at Holywells Park*
UKS2	**Extreme Earth** **Big Question:** What causes the Earth to be extreme?	**Brazil** **Big Question:** What is life like in Brazil?	**Oceans** **Big Question:** Why should we protect our seas and oceans? *Visit from wildlife conservation expert* *Year 6 – Big Camp @ Britannia – limited spaces.*

Cultural Capital

	Year 1						Year 2					
KS1	A1	A2	Sp 1	Sp 2	S1	S2	A1	A2	Sp 1	Sp 2	S1	S2
Locational Knowledge: To name and locate the world's seven continents and five oceans.				✓		✓				✓		
Locational Knowledge: To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		✓										✓
Place Knowledge: To 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.		✓				✓				✓		
Human and Physical: To 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.				✓		✓		✓		✓		
Human and Physical: To 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.		✓				✓		✓				✓
Human and Physical: To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		✓				✓		✓				✓
Geographical Skills: To 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.		✓		✓		✓		✓		✓		✓
Geographical Skills: To 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.						✓				✓		
Geographical Skills: To 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.		✓		✓		✓						✓
Geographical Skills: To 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.		✓						✓				✓

	Cycle A						Cycle B					
LKS2	A1	A2 NA	Sp 1	Sp 2 I	S1	S2 UK	A1	A2 F	Sp 1	Sp 2 E	S1	S2 I
Locational Knowledge: To 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.		✓		✓		✓		✓				✓
Locational Knowledge: To 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.						✓						✓
Locational Knowledge: To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		✓		✓		✓		✓		✓		
Place Knowledge: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.		✓		✓		✓		✓				✓
Human and Physical: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		✓		✓		✓		✓		✓		
Human and Physical: To describe and understand key aspects of 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.		✓		✓		✓		✓				✓
Geographical Skills: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		✓		✓		✓		✓				✓
Geographical Skills: To use the eight points of a compass, four and 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.						✓						✓
Geographical Skills: To 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.						✓						✓

	Cycle A						Cycle B					
UKS2	A1	A2 EA	Sp 1	Sp 2 S	S1	S2 R	A1	A2 EE	Sp 1	Sp 2 B	S1	S2 O
Locational Knowledge: To 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.		✓		✓		✓				✓		✓
Locational Knowledge: To 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.		✓				✓						✓
Locational Knowledge: To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).				✓				✓		✓		✓
Place Knowledge: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.		✓		✓		✓				✓		
Human and Physical: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		✓		✓		✓		✓		✓		✓
Human and Physical: To describe and understand key aspects of 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.		✓		✓						✓		
Geographical Skills: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		✓		✓		✓				✓		✓
Geographical Skills: To use the eight points of a compass, four and 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.		✓								✓		✓
Geographical Skills: To 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.		✓								✓		✓