Hallaton Primary School – Topic Overview for Geography

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Hallaton is a village in England. Market Harborough is a town in England. Leicester and London are cities in England. Local Features of Hallaton: including Church, Village Hall, Pub, park. Maps – Market Harborough and Hallaton are "in the middle" of England. The Globe / The Earth / The World. Identify physical landscape features from images including hill /mountain, sandy desert, sea/ coast/ocean, river/stream, forest/wood, field. Great Britain is an island and is surrounded by sea. Use language associated with the weather and seasons in their experience.	The United Kingdom: - England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Capitals, National Symbols, Flags, Coasts, Seas, Oceans. - Our School: - School Surroundings, The School Environment, Getting to School Where We Live: - Local Features, Our Local Environment, Houses and Shops (Compare and Contrast Hallaton and a village in Japan and the Arctic) Routes and Journeys (Everyday) Local Routes A Contrasting non-European Country: - Japan - The Galapagos Islands - Hot & Cold Places: - Polar Climates, Desert Climates, & Rainforests, Equatorial Climates (Link to Habitats in Science). Continents & Oceans: - The Globe, Continents, Oceans, World Maps, Images of the World (Maps and Mapping year B) Weather & Seasons: - Recording & Forecasting, Seasonal Change, Extreme Weather YearA Mountains, Rivers & Coasts: - Mountains, Rivers, Coastal Sights.	Rainforests: - Lines of latitude, hemispheres and climate zones. - Layers of the rainforest. - Effects of / reasons for deforestation including palm oil (industry) - Indigenous people (population & ethnicity). - Climate change. - Using atlases & maps. Extreme Earth: - Ring of fire, tectonic plates and fault lines. - Mountains, volcanoes and earthquakes. - Bodies of water, tsunamis and hurricanes. - Hurricane-proof housing, devastation & survival. - Transport link disruption & effects. Using atlases & maps. The following **Geographical Components (Location, Human features, Physical features and Techniques)** will also be covered though other subjects: **Science** [States of Matter, Living Things, Rocks and Soil]; and **History** [Romans, WW2, Anglo-Saxons & Vikings, Ancient Egyptians, Stone age & Iron age]: - Counties, continents, regions, oceans, capitals, cities, leisure, roads, baths. - Land use (incl. farming), tube stations, cities. - Urban vs rural (evacuees and population).	Frozen World: - Countries, continents, oceans, biomes, climate zones, hemispheres, lines of latitude & longitude - Biomes, ice formations, bodies of water, natural resources. - Weather-proof settlements, use of available resources. - Population density, indigenous peoples (ethnicity), migration. - Ocean circulation - Climate change and pollution - Tourism, transport, trade (imports & exports) - Using atlases & maps, data gathering & graphs (temperature). Local Area Study: - Map symbols, key, contour lines & rivers, create own maps. - Urban / built-up areas and life vs rural areas. - Complex grid references, map reading (Ordnance Survey), and eight-point compass. Rivers: - UK rivers & world rivers, longest vs biggest - Features e.g. meanders, ox-bow lakes, estuary, delta, source, mouth. - Man-made altered course, dams & reservoirs, flood defences, canals. - Erosion & deposition, water cycle. - Transport, tourism, pollution.

		- Water cycle, desert vs fertile, trade, industry, transport, jobs, settlement. - Using atlases & maps, weather / sunshine data and simple grid references (Europe then vs now, London vs countryside) - Human impact (positive & negative e.g. litter, fire, tree planting etc.) - Natural resources, identify & classify types of rock (e.g. Stonehenge and Pyramids), quarrying, resources & transport. - Climate & importance of the River Nile - Settlement vs migration vs refugees.	- Google Earth & Google maps, measuring & recording The following **Geographical Components (Location, Human features, Physical features and Techniques)** will be covered though other subjects: **Science** [Evolution & Inheritance, Living things and their habitats, Properties and Changes of Materials]; and **History** [Ancient Greece, Benin, WW1, English Civil War] - Counties, continents, regions, capitals, political borders. - Biomes and climate zones including climate diversity (adaptation to suit environment). - Bodies of water (Aegean sea, Mediterranean) - Mountains (e.g. Mount Olympus), deserts, rivers, Savannah & Sahel. - Cities, temples & monuments, settlement, farming and arable land, trade routes (e.g. between Europe and Benin), travel (e.g. Marathon, Olympics). - Poverty, slavery, population density / change over time. Using atlases & maps, lines of latitude and longitude, map reading, symbols, compass points.

Hallaton Primary School – End Points for Geography

R	Y1 and Y2	Y3 and Y4	Y5 and Y6
Geographical Enquiry			
Talk about the features of their immediate environment or a familiar place such as their home and school.	Identify and describe features in the local environment, e.g. house, farm, church.	Know and locate the countries that are in Western Europe: France, Spain and Portugal. Know and locate the seven continents of the world.	Know and locate the countries that make up Western Europe, Central Europe and Eastern Europe. Know and locate the seven continents of the world, including some countries within those continents.
Talk about simple similarities and differences between familiar places or places in pictures and stories.	Use photos, pictures and simple maps to locate places in the school and local environment Use photos, maps and interactive street maps to name and describe physical features of places not in their locality (e.g. Japan, Polar Regions).	Name, locate on a map and compare a county and urban area (Kent / Dover) in the South with Shropshire / Shrewsbury; include some key human and physical characteristics. Know the name for some rivers in those counties and say how they have changed over time.	Know the names for some counties in the UK and which region they are in, locating them on a map and compare these. Know some of their key human and physical characteristics e.g. longest river, percentage use of land for urban/agriculture etc. highest populated town and say how they have changed over time.
Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world	Name and describe physical and human features in the school and local environment and discuss if they are liked or disliked.	Identify the position and significance of the Equator and Northern and Southern Hemispheres, Tropics of Cancer and Capricorn.	Identify the position and significance of the lines of the five main lines of latitude. Identify the position and significance of time zones across the world.
	Describe similarities, differences and patterns when comparing their lives with those of children in other places and environments.		

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
Diversity			
Understand that Hallaton is a village in England and that the nearest town is Market Harborough (and understand concepts of size).	Understand the similarities and differences for human and physical geography for a small village in the U.K and one in a non-European country (Hallaton, Iqaluit, Shiiba) and know that and the nearest city to school is Leicester.	Know geographical similarities and differences through the study of human and physical geography of the UK and South America.	Know geographical similarities and differences through the study of human and physical geography of the UK and Africa and the polar regions.
Human and Physical Features and Processes			
Name the seasons.	Identify local seasonal and daily weather patterns.	Describe and understand key aspects of volcanoes, earthquakes, water cycle and mountains.	Describe and understand key aspects of climate zones, biomes and vegetation belts, and rivers.
Understand the vocabulary village, town, city, house, farm, shop, leisure centre, station.	Understand the vocabulary: season, weather, beach, coast, cliff, sea, ocean, factory, railway, forest, hill, mountain, river, soil, valley, vegetation, canal, port, harbour.	Look at types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water (in the context of rainforests, WW2 and Egyptians).	Look at types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water (in the context of polar regions, rivers, Benin and WW1).
	Identify the location of hot and cold areas in the world, in relation to the Equator and North & South poles.		

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Techniques			
	Use a map of the UK to roughly locate Hallaton and Leicester (middle of England) and London (further South East).	Use maps, atlases, globes and digital/computer mapping to locate countries and features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and features studied.
Use locational & directional language (near/far, up/down, to describe a location.	Use maps, atlases, globes to identify the countries of the U.K. as well as Japan, Galapagos Islands and the Arctic and Antarctic.		Know and use the 8 points of a compass, locating features on a map.
Use aerial photos of Clipston to identify human and physical features such as the school, church, village hall, Haddon Fields, Rec, hill and stream.	Use aerial photos and plan perspectives to recognise human & physical features and landmarks around Leicester and in Japan (Tokyo)	Know and use 2 figure grid references on simple maps and atlases of the UK and the wider world.	Use 4 and 6 figure grid references to find/place symbols using a key from OS (Ordnance Survey) maps of the UK.
Play imaginatively using maps and symbols to locate e.g. treasure.	Devise a simple imaginary map using given symbols.		Identify some symbols from a key on an OS (Ordnance Survey) map.
	Devise a simple real map using and constructing symbols in a key.	Use fieldwork to observe, measure and present the human and physical features in the local area using a range of methods, including sketch maps, drawing own plans pie charts and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including detailed labelled sketch maps and plans, graphs and digital technologies.
Observe geographical features of the school grounds.	Use simple fieldwork and observational skills to study the human and physical geography of the school's surrounding environment.		
	Use compass points NSEW to describe locations or features on a map.		