



Hillcross Primary Geography Curriculum

EYFS

Links to sustainability and Eco.

Reception							
Natural World - Geography focus							
		Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2: Whole School Topic
Natural World (Geography focus)	Progression of skills EYFS Statutory Framework Birth To five matters Development Matters	Explore the natural world around them, making observations and drawing pictures of plants <ul style="list-style-type: none"> • Maps- walk to school/ around the school/ story maps • Autumn pictures/ collages Notices features of objects in the environment (Range 4) <ul style="list-style-type: none"> ○ <i>Autumn walk in School environment Link to Science- Seasons - Autumn-</i> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4yrs)	Know some similarities and differences between the natural world around them and contrasting environments <ul style="list-style-type: none"> ○ Our local world- Morden/ school/ home- walk to school Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (Range 4 & 5) Draw information from a simple map. (Reception) <ul style="list-style-type: none"> ○ opportunities to choose to draw simple maps of in the immediate environment. 	Understand some important processes and changes in the natural world around them <ul style="list-style-type: none"> ○ Seasons - Explore the natural world== <u>Winter</u> ○ <u>Weather focus</u> - different types of weather Explore the natural world around them, making observations and drawing pictures of animals and plants <ul style="list-style-type: none"> • Provide opportunities to observe things closely through a variety of means (Range 5) <ul style="list-style-type: none"> ○ Animals around the world- grouping naming and awareness of why they live where they do 	<ul style="list-style-type: none"> • Compare & Contrast- Difference between Natural & human constructed natural environments- <ul style="list-style-type: none"> ○ Focus on habitats and minibeast/ animals ○ Compare & Contrast- Seasons -Spring to Winter/ Autumn • Use the local area for exploring both the built and the natural environment <ul style="list-style-type: none"> ○ Materials in our local world - Recycling • Discuss how we care for the natural world around us (Reception) <ul style="list-style-type: none"> ○ Name and describe some plants and animals 	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world and contrasting environments. Our place in the world- town/ city/ country/ Earth <ul style="list-style-type: none"> ○ Maps - building on maps for all purposes ○ Use appropriate words, e.g. town, village, path, house, flat, • Recognise some similarities and differences between life in this country and life in other countries. <ul style="list-style-type: none"> → Teach children about places in the world that contrast with locations they know well.(Reception) 	ELG Know some similarities and differences between the natural world & contrasting environments. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature -(Range 6) • Recognise some environments that are different from the one in which they live. (Reception) <ul style="list-style-type: none"> ○ Name specific features of the world, both natural and made by people.
	Vocabulary	Natural environment, Map, forward, backward,	Natural environment, Human constructed, Town, Road Similarities & Differences. Map, forward, backward,	Natural environment, Human constructed, Town, Road Similarities & Differences. Map, forward, backward,	Natural environment, Human constructed, Town, Road Similarities & Differences. Map, forward, backward, left. right	Natural environment, Human constructed, Town, Road, country, world, Similarities & Differences. Map, forward, backward, left. right	Natural environment, Human constructed, Town, Road, country, world, Similarities & Differences. Map, forward, backward, left. right
	Field Trip	<u>Local environment- School Field and allotments</u> - Natural features focus Autumn link - Natural features V Human made. (Observations/ Maps of schoolwork samples) <i>Adult to take photos of field in Autumn</i>	<u>Walk to Morden (Library visit)</u> - Physical features focus. Human constructed V Natural similarities and differences between Morden town centre to school field - photos as visuals taken on trip (Observations- group work- link to C&L)	<u>Local Environment- School Field and Allotments- Spring</u> Spring link - Natural features V Human made. (Observations/ Maps -work samples) <i>Adult to take photos of field in Spring to compare with Autumn</i>	<u>Farm visit</u> - Focus on Natural and Human constructed features (Observations/ Maps of the arm we visit) <i>Adult to take photos of field in Summer to compare with Autumn</i>		
	Outcome (To be completed across topic)			Double Bubble - compare and contrast Winter to Autumn - Use of photos and visit to field to compare and contrast (Work sample- C&L observations)	Maps- (use of Beebots - link to ICT)- Children to create own map and also follow maps to solve challenges. (Work sample- UW/ICT/Maths observations)		
	Progression of tools and materials (CP Provision)	Photos of local shops/ buildings/ homes in Construction <u>Activities to use all the senses</u> hearing, smell, touch, seeing & hearing - <ul style="list-style-type: none"> • Feely box- Natural materials 	<u>Maps</u> in Construction area Social stories/ maps of journeys- Photos of Morden/ Sutton. Wimbledon- main features- Link to RE and special places.	<u>Season Focus- Winter</u> - clothing and weather linked to season. Changes in Natural world <u>Weather forecast station</u> - ongoing weather	<u>Season Focus- Spring</u> Link to ICT Bee Bots and Remote-control cars on maps. <u>The world</u> - investigating the world and countries/ people/ animals	<u>The World - Construction area</u> - photos and images/ books for different buildings around the world.	<u>Recap on Animals</u> - Babies and adults/ habitats/ fact files - Animals from around the world



Hillcross Primary Geography Curriculum

KS1

	Year 1			Year 2		
Topic	Autumn 2: Carnival of the Animals	Summer 1: Fe Fi Fo Fum	Summer 2: Whole School Topic	Autumn 1: London Landmarks	Spring 1: Under the sea	Summer 1: Journey to discovery
Geographical concepts	<ul style="list-style-type: none"> Local Place Space 	<ul style="list-style-type: none"> Regional Place Space Environment 	<ul style="list-style-type: none"> National Place Space Environment 	<ul style="list-style-type: none"> Regional/International Place Space Scale 	<ul style="list-style-type: none"> Regional/International Place Space Scale 	<ul style="list-style-type: none"> International Interconnections
NC: Locational Knowledge		<ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. 	<ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> To locate Kenya on a world map. To locate the equator, North and South poles on a map.
Hillcross Progression		<ul style="list-style-type: none"> To locate England and London on a map of the British Isles. 	<ul style="list-style-type: none"> To locate England, Wales, Scotland, Northern Ireland, their capital cities and the surrounding seas on a map of the British Isles. 	<ul style="list-style-type: none"> To recall the location of London in the British Isles. To identify characteristics of London 	<ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans 	
NC: Place Knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. 		<ul style="list-style-type: none"> 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.
Hillcross Progression	<ul style="list-style-type: none"> To compare the geographical features of Morden and Hillcross. 	<ul style="list-style-type: none"> To compare the geographical features of a town, city and country in England 	<ul style="list-style-type: none"> To compare the geographical features of England, Scotland, Wales and Northern Ireland. 	<ul style="list-style-type: none"> To identify the geographical features of London. 		<ul style="list-style-type: none"> To identify human and physical features in London To identify human and physical features in Kenya To compare human and physical features in London and Kenya
NC: Human and Physical Geography	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, river, soil, vegetation, season and weather key human features, including town, house, office and shop. 	<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 and weather key human features, including city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including river, vegetation, season and weather key human features, including city, town, village, house, office, factory and shop 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns across the world 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"> 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. 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 key human features, including city, town, village, factory, farm, house, office, port, harbour and shop



						<ul style="list-style-type: none"> To make comparisons in climate between London and Cape Town relating them to their location. (links to Year 1) To locate hot and cold areas of the world.
Hillcross Progression	<ul style="list-style-type: none"> To understand the human and physical geography in the local area (Morden and Hillcross) To use basic geographical vocabulary when observing my school and Morden. 	<ul style="list-style-type: none"> To understand the human and physical geography in the local area (Morden, London and England). To recognise key features of England (city, country, village and town) To use basic geographical vocabulary when describing places in England. 	<ul style="list-style-type: none"> To identify the season and compare weather patterns of the countries in the British Isles. 	<ul style="list-style-type: none"> To identify and discuss key landmarks and basic human and physical features in London. 	<ul style="list-style-type: none"> To compare the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	
NC: Geographical Skills and Fieldwork	<ul style="list-style-type: none"> 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 Devise a simple map. To use locational and directional language to describe the location of features on a map (near and far; left and right). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 	<ul style="list-style-type: none"> Use atlases to identify the United Kingdom and its countries, 	<ul style="list-style-type: none"> Use atlases to identify the United Kingdom and its countries Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple compass directions (North, South, East and West). Devise a simple map; and use and construct basic symbols in a key 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 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 	<ul style="list-style-type: none"> use world maps, atlases and globes to identify countries, continents and oceans use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 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 To use maps to locate areas studied.
Hillcross Progression	<ul style="list-style-type: none"> To observe the school grounds and my local area (Hillcross/Morden) To use directional language (left, right and near, far) when on their fieldwork. To devise simple maps to describe the location using plan perspective. 	<ul style="list-style-type: none"> To use an atlas (British Isles) to identify England, London and Morden. 	<ul style="list-style-type: none"> To use an atlas (British Isles) to identify England, Wales, Scotland, Northern Ireland and their capital cities. To use aerial photographs to recognise landmarks and basic geographical features. 	<ul style="list-style-type: none"> To use aerial photographs to recognise landmarks (House of Parliament, Big Ben, Buckingham Palace, The Shard, St Pauls Cathedral, The Royal Albert Hall, O2, The River Thames, Tower of London, London Eye and Tower Bridge) To devise a simple map of our journey to London using basic symbols in a key. To use simple compass directions (North, South, East and West) to describe features on a map To visit London and use simple fieldwork and observational skills to study the key human and physical geography. 	<ul style="list-style-type: none"> To use aerial photographs to identify physical characteristics of hot and cold areas. To devise a simple map of the world using a key with symbols. 	
New Key Vocabulary- to be taught within the lesson and explained	river, soil, vegetation, season, weather, town, house, shop, office, left, right, near, far, human and physical geography. (For Knowledge Organiser use pictures as definitions).	beach, cliff, coast, forest, hill, mountain, sea, ocean, valley. city, village, factory, farm, port, harbour, human and physical geography. (For Knowledge Organiser use pictures as definitions).	London, England, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, British Isles, United Kingdom (For Knowledge Organiser picture with labels)	North, South, East, West (For Knowledge Organiser use picture of Compass). symbols, key, map, compass, directions	Europe, Asia, Africa, Oceania, North America, South America, Antarctica, Atlantic, Pacific, Indian, and Arctic oceans (For Knowledge use World Map with labels)	Climate, human and physical features. Europe, Africa equator, north pole, south pole, temperate, mediterranean, tropical (For Knowledge use World Map with labels)



			map, weather patterns		World, continent, oceans, atlas, globe, sea, ocean, weather, climate	
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Hillcross Primary Geography Curriculum

Lower KS2

	Year 3			Year 4		
Topic	Autumn 1: Supermarket Sweep	Spring 2: Secret Garden	Summer 2: Whole School Topic	Autumn 2: Journey over Europe	Summer 1: Natural Disasters	Summer 2: Whole School Topic
Geographical concepts <ul style="list-style-type: none"> Place (where?) Space (what's it like?) Scale (local, regional, global, national and international) Environment/ human and physical (sustainability/ how events affect the world) Interconnections (resources) 	<ul style="list-style-type: none"> Place Space International/Global Physical 	<ul style="list-style-type: none"> Place Space Local/National Environment Interconnections 	<ul style="list-style-type: none"> Place Space National Environment Interconnections 	<ul style="list-style-type: none"> Place International Space 	<ul style="list-style-type: none"> Space International Environment Interconnections 	<ul style="list-style-type: none"> Place Space International/Regional Environment Interconnections
NC: Locational Knowledge When discussing where countries or continents are, you must discuss the location in relation to: <ul style="list-style-type: none"> Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic circle Prime and Greenwich time zones. Oceans surrounding it. Neighbouring countries 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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, 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) 		<ul style="list-style-type: none"> 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,), and land-use patterns; and understand how some of these aspects have changed over time
Hillcross Progression	<ul style="list-style-type: none"> To locate the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, longitude and latitude. To understand the significance of time zones. 	<ul style="list-style-type: none"> To locate major rivers (physical characteristics) in the United Kingdom. To identify key topographical features of a rivers. To identify key human land-use patterns near rivers. To understand how key geographical characteristics have changed over time. 	<ul style="list-style-type: none"> To name and locate counties and cities of the United Kingdom. 	<ul style="list-style-type: none"> To locate different countries in Europe and the capital cities. To investigate different countries in Europe, looking at their physical geography including the relationship to the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, longitude and latitude. 		<ul style="list-style-type: none"> To name and locate different mountain regions across the world.
NC: Place Knowledge			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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
Hillcross Progression			<ul style="list-style-type: none"> To identify key geographical 			<ul style="list-style-type: none"> To identify key geographical



			similarities and differences through study of human and physical geography between counties/cities in the United Kingdom.			similarities and differences through study of human and physical geography between different mountain ranges across the world.
NC: Human and Physical Geography		<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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
Hillcross Progression		<ul style="list-style-type: none"> To describe and understand the key physical aspects (including flooding) of rivers. To describe and understand the key human aspects (including land-use) of rivers. 	<ul style="list-style-type: none"> To describe key aspects of physical and human geography throughout the United Kingdom. 	<ul style="list-style-type: none"> To discuss the physical (rivers, mountains, volcanoes and earthquakes) and human (settlement and land use, economic activity) geographical features of three different European countries. 	<ul style="list-style-type: none"> To describe and understand how volcanoes are formed. To describe and understand how earthquakes are formed. To discuss why people may live near volcanoes. (natural resources, settlements and land use) To discuss earthquakes' impact on the landscape and people affected. 	<ul style="list-style-type: none"> To describe and understand key aspects of the water cycle. To describe and understand key aspects of a mountain. To describe and understand types of settlement, land use and economic activity near mountains. To discuss how tourism, economic activity and land use has affected these places over time.
NC: Geographical Skills and Fieldwork	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To use the 4 compass points (North, South, East and West) to describe the position of counties in UK. 	<ul style="list-style-type: none"> 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. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> 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 		<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, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Hillcross Progression	<ul style="list-style-type: none"> To use atlases, globes and maps. To use 4 compass points. 	<ul style="list-style-type: none"> To use fieldwork to observe, measure, record and present the features of a local river using sketch map. 	<ul style="list-style-type: none"> To use maps and digital/computing mapping to locate counties and cities in the United Kingdom. 	<ul style="list-style-type: none"> To use four compass directions to explain the location of different countries. To use maps, atlases, globes and digital mapping to locate different European countries. 		<ul style="list-style-type: none"> To locate mountain ranges using digital and OS map with symbols. To use the eight compass points to describe the location of mountain ranges. To use a OS map to build on their knowledge of mountains.



<p>Key Vocabulary- to be taught within the lesson and explained</p>	<p>Latitude, Longitude, Tropics of Cancer, Tropics of Capricorn, Time Zones, Greenwich Mean Time, Northern and Southern Hemisphere, Arctic and Antarctic Circle. North, East, South, West. (For Knowledge use World Map/Pictures with labels)</p>	<p>Mouth, source, meander, tributary, downstream and upstream (For Knowledge use pictures with labels)</p> <p>observe, fieldwork, sketch map, human and physical geography.</p>	<p>County, city, human features, physical features.</p>	<p>Latitude, Longitude, Tropics of Cancer, Tropics of Capricorn, Time Zones, Greenwich Mean Time, Northern and Southern Hemisphere, Arctic and Antarctic Circle. North, East, South, West. (For Knowledge use World Map/Pictures with labels)</p>	<p>Europe, Settlement, Community, Landscape, contour, distribution, natural disaster, natural resources. Eruption, tectonic plates, mountain, volcano, ring of fire, magma, lava, core, avalanche, pumice.</p>	<p>Eruption, volcano, mountain, economic, tourism, hotel, zip wires, slate mines, quarry, farming, fertile, settlement, Community, Landscape,</p>
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Hillcross Primary Geography Curriculum Upper KS2

	Year 5			Year 6		
Topic	Autumn 1: We're the kids in America	Spring 2: Oh I do like to be beside the seaside.	Summer 2: Whole School Topic	Autumn 2: A Class Act	Spring 2: Peace at last	Summer 2: Whole School Topic
Geographical concepts <ul style="list-style-type: none"> Place (where?) Space (what's it like?) Scale (local, regional, global, national and international) Environment/ human and physical (sustainability/ how events affect the world) Interconnections (resources) 	<ul style="list-style-type: none"> Place International Space 	<ul style="list-style-type: none"> Place Space Regional Environment 	<ul style="list-style-type: none"> Space Local, Regional, International, National Global Environmental Interconnections 	<ul style="list-style-type: none"> Place International Space 	<ul style="list-style-type: none"> Space Local, Regional, International, National Global Environmental Interconnections 	<ul style="list-style-type: none"> Place Local Environment
NC: Locational Knowledge When discussing where countries or continents are, you must discuss the location in relation to: <ul style="list-style-type: none"> Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic circle Prime and Greenwich time zones. Oceans surrounding it. Neighbouring countries 	<ul style="list-style-type: none"> 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, 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) 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 		<ul style="list-style-type: none"> 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, 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) 		<ul style="list-style-type: none"> 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
Hillcross Progression	<ul style="list-style-type: none"> To locate North America on a world map. To locate Canada and Arizona in North America. To describe the location of North America in relationship to 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) 	<ul style="list-style-type: none"> To locate Birling Gap/Cuckmere Haven/Seven Sisters country Park. To identify human and physical characteristics including key topographical features (hills, coasts and cliffs) and land-use patterns. To understand how the key topographical features (hills, coasts and cliffs) and land-use patterns have changed over time. 		<ul style="list-style-type: none"> To locate South America on a world map. To locate Brazil and Galapagos Islands in South America. To describe the human and physical geographical features of Brazil and the Galapagos Islands. To describe the location of South America in relationship to latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones (including day and night) 		<ul style="list-style-type: none"> To locate Wimbledon. To identify how key human and physical characteristics in Wimbledon have changed over time.



NC: Place Knowledge	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 		
Hillcross Progression	<ul style="list-style-type: none"> To identify and compare human and physical characteristics Canada and Arizona. 			<ul style="list-style-type: none"> To identify and compare human and physical characteristics Brazil and Galapagos Islands. . 		
NC: Human and Physical Geography	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Hillcross Progression	<ul style="list-style-type: none"> To discuss which vegetation belts there are in North America in the places they are focussing on. To compare the physical and human characteristics in North America. To understand trade links and how they affect us. 	<ul style="list-style-type: none"> To describe and understand key physical features in and around Eastbourne. To describe and understand key human features in and around Eastbourne. 	<ul style="list-style-type: none"> To describe and understand the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> To compare the physical and human characteristics in South America. To understand trade links and how they affect us. To discuss which vegetation belts there are in South America in the places they are focussing on. Galapagos: Dry steppe Peru: Tropical rainforest Brazil: Tropical rainforest Paraguay: Subtropical Falklands: Temperate steppe To discuss which climate zones there are in South America in the places they are focussing on. Galapagos: Tropical Peru: Mountains Brazil: Tropical Paraguay: Temperate Falklands: Arid To discuss types of settlement and economic activity focussing on the Galapagos. 	<ul style="list-style-type: none"> To describe and understand the key aspects of climate zones, vegetation belts and land-use and how they are human geography is impacting on this. 	<ul style="list-style-type: none"> To describe and understand key physical features in and around Wimbledon/Merton. To describe and understand key human features in and around Wimbledon/Merton.
NC: Geographical Skills and Fieldwork	<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 figure grid 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present 		<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, six-figure grid 	<ul style="list-style-type: none"> 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. 	<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, six figure grid references, symbols



	<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>	<p>the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> • use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 		<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>		<p>and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>
Hillcross Progression	<ul style="list-style-type: none"> • To use atlases, globes, maps and digital mapping to locate North America, • To use maps to identify key geographical features of North America. • To use 8 compass directions to describe the location of different countries. 	<ul style="list-style-type: none"> • To locate Birling Gap, Cuckmere Haven, The Seven Sisters and Eastbourne using a map. • To use 4 figure grid references. • To use an Ordnance Survey map to build on their knowledge of Eastbourne and its surrounding area. 		<ul style="list-style-type: none"> • To use atlases, globes, maps and digital mapping to locate South America, • Use maps to identify key geographical features of South America. • To use 8 compass directions to describe the location of different countries. 	<ul style="list-style-type: none"> • To observe, measure, record and present the human features in the local area using graphs. 	<ul style="list-style-type: none"> • To use 6 figure grid references to locate key features of Wimbledon on an OS map. • To use maps and atlases to locate Wimbledon and Merton.
Key Vocabulary- to be taught within the lesson and to be explained	<p>Biome, Vegetation Belts, North America, Trade Links, Terrain, State</p> <p>Latitude, Longitude, Tropics of Cancer, Tropics of Capricorn, Time Zones, Greenwich Mean Time, Northern and Southern Hemisphere, Arctic and Antarctic Circle. North, East, South, West. Climate Zone, Population</p>	<p>Ordnance Survey, distance, scale, grid reference, symbols, renewable, erosion, sustainable, coast, weathering, rocks, stack, arch, force, cave, wind farm.</p>	<p>Sustainable, eco, water energy, wind energy, solar power, sustainable farming.</p>	<p>Biome, Vegetation Belts, South America, Trade Links, Terrain, State</p> <p>Latitude, Longitude, Tropics of Cancer, Tropics of Capricorn, Time Zones, Greenwich Mean Time, Northern and Southern Hemisphere, Arctic and Antarctic Circle. North, East, South, West. Climate Zone, Population</p>	<p>Pollution, forest fires, drought, water pollution, air pollution</p>	<p>HS2, Wimbledon, economy, Championships, environmental issues, sustainability, renewable, residential, agricultural, recreation transportation and commercial,</p>