



Hillcross Primary Geography Curriculum

| | Year 1 | | | Year 2 | | |
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| 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 | | To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. | To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | To name and locate the world's seven continents and five oceans | To locate Kenya on a world map. To locate the equator, North and South poles on a map. |
| Hillcross Progression | | To locate England and London on a map of the British Isles. | To locate England, Wales, Scotland, Northern Ireland, their capital cities and the surrounding seas on a map of the British Isles. | To recall the location of London in the British Isles. To identify characteristics of London | To name and locate the world's seven continents and five oceans | |
| NC: Place Knowledge | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. | | 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 | To compare the geographical features of Morden and Hillcross. | To compare the geographical features of a town, city and country in England | To compare the geographical features of England, Scotland, Wales and Northern Ireland. | To identify the geographical features of London. | | 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 |

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| NC: Human and Physical Geography | <p>Use basic geographical vocabulary to refer to: key physical features, river, soil, vegetation, season and weather</p> <p>key human features, including: town, house, office and shop.</p> | <p>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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | Identify seasonal and daily weather patterns in the United Kingdom. | <p>Use basic geographical vocabulary to refer to: key physical features, including: river, vegetation, season and weather</p> <p>key human features, including: city, town, village, house, office, factory and shop</p> | 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. | <p>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.</p> <p>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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>To make comparisons in climate between London and Capetown relating them to their location. (links to Year 1)</p> <p>To locate hot and cold areas of the world.</p> |
| Hillcross Progression | <p>To understand the human and physical geography in the local area (Morden and Hillcross)</p> <p>To use basic geographical vocabulary when observing my school and Morden.</p> | <p>To understand the human and physical geography in the local area (Morden, London and England).</p> <p>To recognise key features of England (city, country, village and town)</p> <p>To use basic geographical vocabulary when describing places in England.</p> | To identify the season and compare weather patterns of the countries in the British Isles. | To identify and discuss key landmarks and basic human and physical features in London. | 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 | <p>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</p> <p>Devise a simple map;</p> <p>To use locational and directional language to describe the location of features on a map (near and far; left and right).</p> <p>Use aerial photographs and plan perspectives to recognise</p> | <p>Use atlases to identify the United Kingdom and its countries,</p> | <p>Use atlases to identify the United Kingdom and its countries</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> | <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Use simple compass directions (North, South, East and West).</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>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</p> | <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> | <p>use world maps, atlases and globes to identify countries, continents and oceans</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>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</p> <p>To use maps to locate areas studied.</p> |

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| | landmarks and basic human and physical features; | | | | | |
| Hillcross Progression | <p>To observe the school grounds and my local area (Hillcross/Morden)</p> <p>To use directional language (left, right and near, far) when on their fieldwork.</p> <p>To devise simple maps to describe the location using plan perspective.</p> | To use an atlas (British Isles) to identify England, London and Morden. | <p>To use an atlas (British Isles) to identify England, Wales, Scotland, Northern Ireland and their capital cities.</p> <p>To use aerial photographs to recognise landmarks and basic geographical features.</p> | <p>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)</p> <p>To devise a simple map of our journey to London using basic symbols in a key.</p> <p>To use simple compass directions (North, South, East and West) to describe features on a map</p> <p>To visit London and use simple fieldwork and observational skills to study the key human and physical geography.</p> | <p>To use aerial photographs to identify physical characteristics of hot and cold areas.</p> <p>To devise a simple map of the world using a key with symbols.</p> | |



Hillcross Primary Geography Curriculum

| | Year 3 | | | Year 4 | | |
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| 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 | 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) | 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 | 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 | 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) | | 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 | To locate the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, longitude and latitude. To understand the significance of time zones. | 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. | To name and locate counties and cities of the United Kingdom. | 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. | | To name and locate different mountain regions across the world. |
| NC: Place Knowledge | | | understand geographical similarities and differences through the study | | | understand geographical similarities and differences through the study of human |

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| | | | 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 | | | 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 | | | To identify key geographical similarities and differences through study of human and physical geography between counties/cities in the United Kingdom. | | | To identify key geographical similarities and differences through study of human and physical geography between different mountain ranges across the world. |
| NC: Human and Physical Geography | | 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 | 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 | 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 | 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 | 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 | | 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. | To describe key aspects of physical and human geography throughout the United Kingdom. | To discuss the physical (rivers, mountains, volcanoes and earthquakes) and human (settlement and land use, economic activity) geographical features of three different European countries. | 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. | 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 | 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 | 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 | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | 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 | | 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 |

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| | | countries and describe features studied. | | | | |
| Hillcross Progression | To use atlases, globes and maps. To use 4 compass points. | To use fieldwork to observe, measure, record and present the features of a local river using sketch map. | To use maps and digital/computing mapping to locate counties and cities in the United Kingdom. | 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.. | | 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. |
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Hillcross Primary Geography Curriculum

| | Year 5 | | | Year 6 | | |
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| 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 | 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) | 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 | | 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) | | 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 | 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 | 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. | | 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, | | To locate Wimbledon. To identify how key human and physical characteristics in Wimbledon have changed over time. |

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| | Prime/Greenwich Meridian and time zones (including day and night) | | | 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) | | |
| NC: Place Knowledge | 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 | | | 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 | To identify and compare human and physical characteristics Canada and Arizona. | | | To identify and compare human and physical characteristics Brazil and Galapagos Islands. . | | |
| NC: Human and Physical Geography | <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> |
| Hillcross Progression | <p>To discuss which vegetation belts there are in North America in the places they are focussing on.</p> <p>To compare the physical and human characteristics in North America.</p> <p>To understand trade links and how they affect us.</p> | <p>To describe and understand key physical features in and around Eastbourne.</p> <p>To describe and understand key human features in and around Eastbourne.</p> | <p>To describe and understand the distribution of natural resources including energy, food, minerals and water.</p> | <p>To compare the physical and human characteristics in South America.</p> <p>To understand trade links and how they affect us.</p> <p>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</p> <p>To discuss which climate zones there are in South America in the places they are focussing on.</p> | <p>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.</p> | <p>To describe and understand key physical features in and around Wimbledon/Merton.</p> <p>To describe and understand key human features in and around Wimbledon/Merton.</p> |

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| | | | | <p>Galapagos: Tropical Peru: Mountains Brazil: Tropical Paraguay: Temperate Falklands: Arid</p> <p>To discuss types of settlement and economic activity focussing on the Galapagos.</p> | | |
| NC: Geographical Skills and Fieldwork | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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 wider world</p> | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p> <p>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> | | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p> | <p>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.</p> | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> |
| Hillcross Progression | <p>To use atlases, globes, maps and digital mapping to locate North America,</p> <p>To use maps to identify key geographical features of North America.</p> <p>To use 8 compass directions to describe the location of different countries.</p> | <p>To locate Birling Gap, Cuckmere Haven, The Seven Sisters and Eastbourne using a map.</p> <p>To use 4 figure grid references.</p> <p>To use an ordnance survey map to build on their knowledge of Eastbourne and its surrounding area.</p> | | <p>To use atlases, globes, maps and digital mapping to locate South America,</p> <p>Use maps to identify key geographical features of South America.</p> <p>To use 8 compass directions to describe the location of different countries.</p> | <p>To observe, measure, record and present the human features in the local area using graphs.</p> | <p>To use 6 figure grid references to locate key features of Wimbledon on an OS map.</p> <p>To use maps and atlases to locate Wimbledon and Merton.</p> |