

Hopton C of E Primary Academy

Geography Subject Overviews

EYFS/KS1

Title	<u>Place knowledge</u> We will be learning about geographical similarities and differences through studying the human and physical features of Hopton to Chitipi in Malawi
Overview of Unit	In this unit, children will explore geographical similarities and differences between their local area (Hopton) and a contrasting location in Malawi (Chitipi). They will develop an understanding that places around the world can be very different in terms of climate, landscape, homes, transport, and daily life. Through photographs, stories, maps, and first-hand accounts, children will compare human and physical features and begin to understand how these influence how people live. They will also begin to express opinions about different places, developing early geographical reasoning and vocabulary.
Key Vocabulary	village, town, country, Malawi, United Kingdom, Hopton, Chitipi, Africa, Europe, map, globe, atlas, human features, physical features, river, hill, mountain, forest, road, school, homes, weather, climate, hot, dry, wet, busy, quiet, local area, similarities, differences, transport, farming, landscape, community, environment
Key Learning Objectives	- I am learning to locate Hopton, the United Kingdom and Malawi on a map and globe. - I am learning to identify human and physical features in Hopton and Chitipi. - I am learning to describe similarities and differences between life in Hopton and Chitipi. - I am learning to compare the weather and environment in the UK and Malawi. - I am learning to use photographs, maps and stories to find out about life in another country. - I am learning to explain which place I prefer and use geographical vocabulary to give reasons why.
Key Knowledge	1. Hopton is a village in England, which is part of the United Kingdom in Europe. 2. Chitipi is a village in Malawi, which is in the continent of Africa. 3. People in Hopton and Chitipi may live, travel and learn in different ways. 4. Human features are made by people and physical features occur naturally. 5. Malawi has a hotter climate than the United Kingdom. 6. Maps and globes help us locate villages, countries and continents.
Skills to be covered EYFS	Nursery ● Begin to notice differences between environments. ● Talk about familiar places and experiences. ● Use simple words to describe weather and outdoor features. ● Explore photographs, stories and small world environments from different places. ● Begin to understand that people live in different places around the world. Reception ● Recognise features of their immediate environment.



	• Describe what they see, hear and feel in different places. • Talk about similarities and differences between life in this country and life in other countries. • Use simple geographical vocabulary such as river, hill, road and house. • Use maps, images and globes with support. • Discuss weather patterns and seasonal changes.
Skills to be Covered KS1	• Know where we live (name of town, country). • Use appropriate physical themed vocabulary (e.g. river, hill, mountain, forest, beach) • Begin to describe and explain the weather. • Recognise that life is different in different parts of both the UK and the world. • Describe particular locations, using words such as quiet, noisy, busy, built-up etc. • List two similarities and two differences between the UK and one other country. • List two similarities and two differences between the UK and one non-European other country. • Begin to suggest reasons for these differences in terms of their physical and human geography. • Express preferences about places. • Begin to use maps, atlases and globes to locate places. • Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world. • - Recognise and describe the local area.
Suggested Learning Experiences	- Go on a local geography walk around Hopton to spot and photograph human and physical features. - Take part in a “Journey to Malawi” immersive classroom experience with music, images and role play. Ask Mrs Rourke to give a talk and show photos of her experience. - Build model villages of Hopton and Chitipi using construction materials, junk modelling or small world resources. - Explore and taste Malawian-inspired foods while discussing farming and daily life. - Create weather reporter videos comparing the climate in Hopton and Chitipi. - Use VR tours, aerial photographs or Google Earth to explore Malawi and the local area. - Complete a suitcase challenge by choosing and explaining what you would pack for a trip to Malawi. - Learn and perform songs, dances or games linked to Malawian culture. - Create large collaborative comparison posters using maps, labels, drawings and photographs. - Take part in a pen pal or postcard activity imagining life in Chitipi village.
End of Assessment Quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Which country is Hopton in? 2. Which continent is Malawi in? 3. Name one human feature you might see in a village. 4. Name one physical feature you might see in the environment. 5. What is one similarity between Hopton and Chitipi? 6. What is one difference between Hopton and Chitipi?

Title	<u>Human and Physical Geography</u>
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	We are learning to identify the location of hot and cold areas of the world in relation to the equator and North and South poles.
Overview of Unit	In this unit, children will explore the idea that the Earth has different climate zones, focusing on hot and cold regions. They will learn how location in relation to the Equator, North Pole and South Pole affects temperature and weather patterns. Through hands-on activities, images, maps and globes, children will develop an understanding of why some places are hot and others are cold. They will also begin to compare environments, animals, and human life in different climates, building early geographical explanation skills.
Key Vocabulary	equator, North Pole, South Pole, globe, atlas, map, continent, ocean, climate, weather, hot, cold, tropical, freezing, north, south, Arctic, Antarctic, temperature, vegetation, forest, mountain, river, valley, beach, city, town, village, farm, house, habitat
Key Learning Objectives	- I am learning to identify the Equator, North Pole and South Pole on a map and globe. - I am learning to describe the difference between the North and South of the world. - I am learning to identify hot and cold places around the world. - I am learning to describe weather and climate in hot and cold countries. - I am learning to compare physical and human features in different climates. - I am learning to use maps, atlases and globes to locate hot and cold areas of the world.
Key Knowledge	1. The Equator is around the middle of the Earth. 2. Places near the Equator are usually hotter. 3. The North Pole and South Pole are very cold places. 4. Different climates have different plants, animals and environments. 5. Weather can change depending on where a place is in the world. 6. Maps and globes help us find hot and cold places.
Skills to be covered EYFS	Nursery • Notice changes in weather and seasons. • Talk about hot and cold in everyday experiences. • Explore books and photographs of different environments. • Begin to recognise that places around the world can look different. Reception • Describe seasonal weather changes. • Recognise similarities and differences between environments. • Use simple geographical vocabulary linked to weather and places. • Explore maps, globes and images with support. • Begin to understand that some places are hotter or colder than others.
Skills to be Covered KS1	• Begin to describe and explain the weather. • Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach) • Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean). • Use human themed vocabulary (eg. town, city, house, farm, village) • List two similarities and two differences between the UK and one other country.



	• Begin to suggest reasons for these differences in terms of their physical and human geography. • Know the difference between North and South • Begin to use maps, atlases and globes to locate places.
Suggested Learning Experiences	- Use globes and atlases to locate the Equator, North Pole and South Pole. - Take part in a “Hot or Cold?” sorting challenge using photographs and objects. - Create Arctic and tropical small world habitats with animals and vegetation. - Explore ice, fans and heat lamps during a weather and climate investigation. - Use VR tours or videos to visit deserts, rainforests and polar regions. - Compare homes, clothing and transport in hot and cold countries. - Make weather reports for different parts of the world using role play and green screen technology. - Create large collaborative maps showing hot and cold areas of the world.
End of unit quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is the name of the imaginary line around the middle of the Earth? 2. Which places are colder – places near the Equator or places near the poles? 3. Name one hot place in the world. 4. Name one cold place in the world. 5. What does climate mean? 6. Name one animal that lives in a cold climate.

Title	<u>Locational Knowledge</u> We are learning to name and locate the world’s seven continents and five oceans
Overview of Unit	In this unit, children will develop their understanding of the wider world by learning to name and locate the seven continents and five oceans. They will begin to build a simple mental map of the Earth, recognising that it is made up of large land masses (continents) and vast bodies of water (oceans). Children will focus on identifying Europe and at least one other continent, as well as the Pacific and Atlantic Oceans. Through maps, globes, songs and games, they will strengthen their early locational knowledge and begin to understand where places are in relation to each other on a world scale.
Key Vocabulary	continent, ocean, Europe, Africa, Asia, North America, South America, Antarctica, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, world, globe, map, atlas, country, Earth
Key Learning Objectives	- I am learning to locate and name the seven continents of the world. - I am learning to identify Europe and at least one other continent on a map and globe. - I am learning to identify and name the Pacific Ocean and the Atlantic Ocean. - I am learning to recognise that the world is made up of continents and oceans. - I am learning to use a globe and map to find continents and oceans. - I am learning to begin to describe where continents and oceans are located in relation to each other.



Key Knowledge	1. The world is divided into seven continents and five oceans. 2. Europe is the continent where the United Kingdom is located. 3. The Pacific Ocean and Atlantic Ocean are two of the world's oceans. 4. Continents are large areas of land surrounded by oceans. 5. Maps and globes help us locate continents and oceans. 6. Different continents have different countries, animals and environments.
Skills to be covered EYFS	Nursery • Begin to explore maps, globes and books about the world. • Notice differences between places and environments. • Talk about familiar places and simple features of the world. • Begin to understand that people live in different parts of the world. Reception • Recognise that the world is made up of different places. • Use simple vocabulary such as world, map and country. • Explore globes and maps with support. • Begin to talk about places they have seen in stories or images. • Recognise that some places are far away and different from their own.
Skills to be Covered KS1	• Name Europe and at least one other continent. • Identify the Pacific and Atlantic Oceans. • Locate and name the seven continent
Suggested Learning Experiences	- Sing continent and ocean songs to help remember names and locations. - Use a large world map and globe daily to locate continents and oceans. - Play "continent and ocean bingo" to reinforce naming and recognition. - Learn and perform songs or rhymes about continents and oceans. - Complete a "world jigsaw" activity assembling continents together. - Match continent names to images of landmarks, animals and flags. - Create salt dough or papier-mâché globes and label continents and oceans. - Take part in a "travel the world" role-play using passports and stamps. - Use interactive maps or digital globes (e.g. Google Earth) to explore the Earth from space. - Sort pictures of animals and environments into the correct continent.
End of unit quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. How many continents are there? 2. Name one continent. 3. How many oceans are there? 4. Name one ocean. 5. Which continent do we live in? 6. Which ocean is bigger – the Atlantic Ocean or the Pacific Ocean?



Title	<u>Geography skills and fieldwork</u> We will be using fieldwork and observational skills to study the geography of the school and its grounds. We will be identifying the key human and physical features in its surrounding areas. We will devise a simple map of the school and its grounds, using and constructing basic symbols in a key. We will be learning to use simple compass directions and locational/directional language to describe routes on a map
Overview of Unit	In this unit, children will develop their understanding of their immediate environment through hands-on fieldwork and observation. They will explore the school and its grounds to identify human and physical features, using real-life experiences to build geographical awareness. Children will begin to represent their findings through simple maps, using basic symbols and keys. They will also develop early mapping skills by learning and using compass directions and positional language to describe routes and locations. This unit helps children connect their everyday surroundings to geographical understanding and builds the foundations for map skills, observation, and enquiry.
Key Vocabulary	map, key, symbol, compass, north, south, east, west, route, direction, location, local area, school grounds, fieldwork, observation, human features, physical features, town, village, house, farm, factory, motorway, station, road, path, playground, field, forest, river, busy, quiet, noisy, built-up, landmark
Key Learning Objectives	- I am learning to identify human and physical features in the school grounds and local area. - I am learning to describe places using geographical vocabulary such as busy, quiet and built-up. - I am learning to carry out fieldwork and record what I observe. - I am learning to recognise landmarks and photographs of the local area. - I am learning to use the four points of a compass to describe location and direction. - I am learning to create a simple map using symbols and a key.
Key Knowledge	1. Maps show places from above. 2. A key explains what symbols mean on a map. 3. The four main compass directions are north, south, east and west. 4. Human features are made by people, such as roads and buildings. 5. Physical features occur naturally, such as rivers, hills and trees. 6. Landmarks help people recognise and locate places in the local area.
Skills to be covered EYFS	Nursery ● Explore the outdoor environment and notice features of familiar places. ● Use simple positional language such as near, far and next to. ● Talk about what they can see in their local environment. ● Follow simple routes and directions. Reception ● Describe features of the immediate environment. ● Use positional and directional language. ● Recognise familiar places and landmarks. ● Draw simple pictures or maps of familiar environments. ● Observe and talk about similarities and differences in places.



Skills to be Covered KS1	● Know where we live (name of town, country). ● Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach) ● Use human themed vocabulary (eg. town, city, house, farm, village) ● Use a wider range of human themed vocabulary to describe places and regions (eg. port, harbour, factory, motorway, station). ● Describe particular locations, using words such as quiet, noisy, busy, built-up etc. ● - Carry out a local study and discuss findings (this could be human or physical & could be recorded with photos). ● - Recognise photographs and landmarks of the local area. ● - Recognise and understand the four points of a compass, and use this language to describe relative positions (eg. Scotland is north of Hopton).
Suggested Learning Experiences	- Go on a geography fieldwork walk around the school grounds and local area. - Take photographs of human and physical features to discuss back in class. - Create simple maps of the classroom, playground or school grounds using symbols and keys. - Complete a compass treasure hunt using north, south, east and west directions. - Use clipboards to record observations and tally different geographical features. - Match photographs of local landmarks to their locations on a map. - Build small world models of the local area using construction materials. - Follow and give directional routes around the playground using geographical language.
End of unit quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What country do we live in? 2. What is the capital city of England? 3. Name one country in the United Kingdom. 4. Name one sea surrounding the UK. 5. Which direction is opposite to south? 6. What is the name of our local town/village?

Title	<u>Locational Knowledge/Geography skills and fieldwork</u> We are learning to use world maps, atlases and globes to identify the United Kingdom and its countries and the seas that surround it.
Overview of Unit	In this unit, children will develop their understanding of the United Kingdom and its position in the wider world. They will learn to use world maps, atlases and globes to locate the UK and identify its four countries, capital cities and surrounding seas. Children will also build early locational awareness by identifying where they live (Hopton) within the UK. They will begin to understand basic directional concepts such as North and South and recognise that life can be different in different parts of the UK and the wider world. Through map work and simple fieldwork, children will develop foundational geographical skills and begin to make connections between place, people and environment.



Key Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, capital city, country, town, village, Hopton, map, atlas, globe, sea, ocean, North Sea, Atlantic Ocean, Irish Sea, English Channel, north, south, location, world, Europe, place
Key Learning Objectives	- I am learning to use maps, atlases and globes to locate the United Kingdom. - I am learning to locate Hopton and the United Kingdom on a map. - I am learning to name and locate the four countries of the United Kingdom. - I am learning to name the capital city of England and other UK capitals. - I am learning to identify the seas surrounding the United Kingdom. - I am learning to describe the difference between North and South. - I am learning to recognise that life is different in different parts of the UK and the world.
Key Knowledge	1. The United Kingdom is made up of England, Scotland, Wales and Northern Ireland. 2. London is the capital city of England. 3. The seas surrounding the UK include the North Sea, Irish Sea and English Channel. 4. Hopton is a village in England where we go to school. 5. North and south are directions used on maps and globes. 6. Life can be different in different parts of the UK and the world.
Skills to be covered EYFS	Nursery • Begin to talk about familiar places such as home and school. • Explore simple maps, books and images of the local area. • Notice differences between places they see or visit. • Begin to understand that they live in a place called a town or village. Reception • Recognise and talk about their local environment. • Begin to use simple language such as country, town and map. • Explore maps and globes with support. • Begin to understand that people live in different places. • Talk about familiar journeys and routes.
Skills to be Covered KS1	• Use a map to locate the UK and Hopton. • Know the difference between North and South • Recognise that life is different in different parts of both the UK and the world. • Know where we live (name of town, country). • Name the capital of England • Locate and name the four countries and capitals of the UK. • Identify the seas surrounding the UK.
Suggested Learning Experiences	- Use atlases and globes daily to locate the UK and its countries. - Create a large floor map of the UK and label countries and capital cities. - Take part in a "UK journey" role-play using passports and travel tickets. - Match UK countries to their flags, landmarks and capital cities. - Identify and label the surrounding seas on blank UK maps. - Use compass directions to describe simple routes (north/south focus). - Compare photographs of different UK regions (city, coast, countryside).



	- Complete a local area walk in Hopton and locate it on a map of the UK. - Play memory games matching countries to capitals and seas. - Create simple fact cards comparing life in different parts of the UK.
End of unit quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is a human feature? 2. What is a physical feature? 3. What do we use a key for on a map? 4. Name one compass direction. 5. What is a landmark? 6. Describe one place using words such as busy, quiet or noisy.

Title	<u>Geographical Skills and Fieldwork</u> We are learning to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in our area and in London. We will be learning to use simple compass directions and locational/directional language to describe routes on a map.
Overview of Unit	In this unit, children will develop their fieldwork and map skills by exploring their local area and making comparisons with London. They will use aerial photographs, simple maps and plan perspectives to identify human and physical features such as rivers, parks, roads, buildings and landmarks. Children will begin to understand how places can be represented from above and how maps help us navigate and describe locations. They will also develop early directional language and use compass points to describe simple routes. Through observation, discussion and comparison, children will build geographical vocabulary and begin to express preferences about different places.
Key Vocabulary	map, atlas, globe, aerial photograph, plan, landmark, route, direction, compass, north, south, east, west, city, town, village, London, capital city, river, hill, mountain, forest, beach, house, farm, factory, motorway, station, port, harbour, busy, quiet, noisy, built-up, local area, human features, physical features
Key Learning Objectives	- I am learning to recognise and describe features of my local area using geographical vocabulary. - I am learning to identify landmarks and features in the local area and in London using photographs and aerial images. - I am learning to use maps, atlases and globes to locate places such as London and my local area. - I am learning to describe routes using simple compass directions and positional language. - I am learning to use human and physical geography vocabulary to describe places. - I am learning to compare different places and express preferences about them.



Key Knowledge	1. London is the capital city of England. 2. Aerial photographs show places from above. 3. Cities and villages can look different from each other. 4. Human features include roads, buildings and bridges. 5. Physical features include rivers, hills and parks. 6. Maps, photographs and globes help us learn about places.
Skills to be covered EYFS	Nursery • Talk about familiar places such as home, school and local environment. • Explore outdoor spaces and notice simple features. • Use simple positional language such as near, far, up and down. • Begin to recognise pictures of familiar places. Reception • Describe features of their immediate environment. • Talk about journeys and places they know. • Use simple geographical vocabulary such as house, road and park. • Explore maps, photographs and images of places. • Begin to understand that places can be represented in different ways.
Skills to be Covered KS1	• Name the capital of England • Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach) • Use human themed vocabulary (eg. town, city, house, farm, village) • Use a wider range of human themed vocabulary to describe places and regions (eg. port, harbour, factory, motorway, station). • Describe particular locations, using words such as quiet, noisy, busy, built-up etc. • Express preferences about places. • Begin to use maps, atlases and globes to locate places. • Recognise photographs and landmarks of the local area. • Recognise and describe the local area.
Suggested Learning Experiences	- Explore aerial photographs of the local area and London and identify key landmarks. - Go on a local fieldwork walk to record human and physical features. - Create simple maps of the school or local area using symbols and keys. - Compare photographs of Hopton and London (busy vs quiet, rural vs city). - Use compass directions to follow and give simple classroom or playground routes. - Match landmarks to their locations on maps of the UK and London. - Build small world city and village models using construction materials. - Create "London vs Local Area" comparison posters using geographical vocabulary. - Role-play travel routes (e.g. travelling from Hopton to London). - Express opinions about places through speaking, drawing or writing ("I like... because...").

End of unit quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is the capital city of England? 2. What is an aerial photograph? 3. Name one human feature you might see in London. 4. Name one physical feature you might see in the local area. 5. Which place is usually more busy – London or Hopton? 6. Name one compass direction you could use on a map.
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