

# Hopton C of E Primary Academy

## Geography Subject Overviews

### LKS2

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| Title                   | <p style="text-align: center;"><b><u>Geographical Skills and Fieldwork</u></b></p> <p>We are learning to use maps, atlases and digital/computer mapping to locate countries and describe features studied.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Overview of Unit        | <p>In this unit, children will develop their geographical knowledge of the United Kingdom through the use of maps, atlases and digital mapping tools. They will learn to locate cities, counties and regions of the UK and identify key human and physical characteristics. Children will explore major topographical features such as hills, mountains and rivers, and begin to understand how landscapes can change over time through natural processes and human activity. Through map work, enquiry and investigation, children will strengthen their fieldwork and locational skills while developing a broader understanding of the geography of the UK.</p> |
| Key Vocabulary          | <p>United Kingdom, England, Scotland, Wales, Northern Ireland, county, region, city, capital city, atlas, digital map, ordinance survey, landscape, topography, physical features, human features, mountain, hill, valley, river, coastline, settlement, population, transport, land use, erosion, environment</p>                                                                                                                                                                                                                                                                                                                                                 |
| Key Learning Objectives | <ul style="list-style-type: none"> <li>- I am learning to use maps, atlases and digital mapping tools to locate places in the United Kingdom.</li> <li>- I am learning to identify and locate major cities, counties and regions of the UK.</li> <li>- I am learning to identify human and physical geographical features of the UK.</li> <li>- I am learning to describe key topographical features such as rivers, hills and mountains.</li> <li>- I am learning to explain how physical features of the UK have changed over time.</li> <li>- I am learning to compare different regions of the UK using geographical vocabulary and maps.</li> </ul>           |
| Key Knowledge           | <p>The United Kingdom is made up of England, Scotland, Wales and Northern Ireland. Different regions of the UK have different human and physical characteristics. Physical features include mountains, rivers, hills and coastlines. Human features include settlements, roads, bridges and land use. Maps, atlases and digital maps help geographers locate and compare places. Landscapes can change over time through natural processes and human activity.</p>                                                                                                                                                                                                 |
| Skills to be Covered    | <ul style="list-style-type: none"> <li>● Name and locate cities, counties and regions of the UK.</li> <li>● Identify human and physical characteristics of the UK.</li> <li>● Identify geographical regions of the UK and key topographical features (hills, rivers etc.)</li> <li>● Recognise and observe topographical features of the UK and begin to recognise how they have changed over time.</li> </ul>                                                                                                                                                                                                                                                     |



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| Suggested Learning Experiences | <ul style="list-style-type: none"> <li>- Use atlases and digital maps to locate counties, cities and regions of the UK.</li> <li>- Create layered maps showing physical and human features of the UK.</li> <li>- Investigate famous UK landmarks such as rivers, mountains and coastlines.</li> <li>- Compare aerial photographs of different UK regions (urban vs rural).</li> <li>- Use OS-style symbols to interpret simple maps.</li> <li>- Explore how rivers, coastlines or settlements have changed over time using historical images.</li> <li>- Build 3D topographical models of hills, valleys or river systems.</li> <li>- Complete a "Where in the UK?" map challenge using clues and coordinates.</li> <li>- Use Google Earth or digital mapping tools to explore regions of the UK.</li> <li>- Create fact files comparing different UK regions.</li> </ul> |
| End of Unit Quiz               | <p><i>Each quiz should also revisit two questions from previous units</i></p> <ol style="list-style-type: none"> <li>1. What is the difference between a human feature and a physical feature?</li> <li>2. Name one city in the United Kingdom.</li> <li>3. What is a topographical feature?</li> <li>4. Name one physical feature found in the UK.</li> <li>5. Which tool can we use to explore places digitally?</li> <li>6. Give one example of how a landscape might change over time.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                     |

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| Title            | <p style="text-align: center;"><b><u>Fieldwork</u></b></p> <p>We go to Knettishall Heath and use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>                                                                                                                                                                                                                                                                                                                                                                                                             |
| Overview of Unit | <p>In this unit, children will take part in geographical fieldwork at Knettishall Heath to investigate the physical features of the local environment. They will observe, measure, record and present information using a range of geographical methods including sketch maps, plans, graphs, photographs and digital technologies. Children will develop their understanding of rivers and other physical features while exploring how environments can change over time and how human activity can affect the natural world. Through first-hand experiences, pupils will strengthen enquiry, observation and data-handling skills while applying geographical vocabulary in a real-world context.</p> |
| Key Vocabulary   | <p>fieldwork, observation, measurement, data, sketch map, plan, graph, survey, physical features, human features, river, source, mouth, tributary, delta, meander, valley,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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|                                | environment, erosion, habitat, landscape, vegetation, settlement, conservation, digital mapping, satellite image, evidence, geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Key Learning Objectives        | <ul style="list-style-type: none"> <li>- I am learning to identify and describe physical features in the local environment.</li> <li>- I am learning to describe key features of rivers such as the source, tributary and delta.</li> <li>- I am learning to collect and record geographical information during fieldwork.</li> <li>- I am learning to present observations using maps, sketches, graphs and digital technology.</li> <li>- I am learning to explain how physical and human geography interact.</li> <li>- I am learning to recognise how environments can change over time.</li> </ul>                                                                                                                                                                                                                                                          |
| Key Knowledge                  | <ol style="list-style-type: none"> <li>1. Fieldwork helps geographers observe and investigate places.</li> <li>2. Rivers have different features including a source, tributary and mouth.</li> <li>3. Physical features shape the environment and affect how people use the land.</li> <li>4. Information can be recorded using maps, sketches, graphs, photographs and digital technology.</li> <li>5. Human activity can affect and change natural environments.</li> <li>6. Geographers use evidence from different sources to investigate places.</li> </ol>                                                                                                                                                                                                                                                                                                 |
| Skills to be Covered           | <ul style="list-style-type: none"> <li>• Describe key features of <b>rivers</b> (eg. source, tributary, delta).</li> <li>• Describe key features of a wide range of physical features (eg. rivers, mountains, volcanoes, earthquakes, cities, rainforests).</li> <li>• Begin to recognise how the environment can change over time.</li> <li>• Understand interactions between physical and human geography.</li> <li>• Collect information through fieldwork, some of which should take place off-site (eg. making observations of rivers or lakes).</li> <li>• Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data).</li> <li>• Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts.</li> </ul>                                     |
| Suggested Learning Experiences | <ul style="list-style-type: none"> <li>- Visit Knettishall Heath to observe rivers, vegetation and landforms.</li> <li>- Use measuring equipment to collect geographical data during fieldwork.</li> <li>- Create sketch maps and annotated drawings of physical features.</li> <li>- Record findings using photographs, tally charts, graphs and digital devices.</li> <li>- Investigate how humans use and affect the local environment.</li> <li>- Compare satellite images and maps of Knettishall Heath over time.</li> <li>- Complete river studies identifying features such as tributaries and meanders.</li> <li>- Use iPads or digital mapping tools to record and present findings.</li> <li>- Create presentations or reports using fieldwork evidence.</li> <li>- Conduct environmental quality surveys of different areas of the heath.</li> </ul> |
| End of Unit Quiz               | <p><i>Each quiz should also revisit two questions from previous units</i></p> <ol style="list-style-type: none"> <li>1. What is the source of a river?</li> <li>2. What is a tributary?</li> <li>3. Name one way you can record information during fieldwork.</li> <li>4. What is the difference between a human feature and a physical feature?</li> <li>5. Name one physical feature you might see at Knettishall Heath.</li> <li>6. How can humans change the environment over time?</li> </ol>                                                                                                                                                                                                                                                                                                                                                               |



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| Title                   | <p style="text-align: center;"><b><u>Locational Knowledge</u></b></p> <p>We are learning to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>                                                                                                                                                                                                                                                                                                                                                                 |
| Overview of Unit        | <p>In this unit, children will develop their understanding of the world by locating countries and major cities across Europe, North America and South America. Using maps, atlases and digital mapping tools, they will explore environmental regions and identify key physical and human characteristics of different places. Children will investigate how land is used in different ways and begin to understand how physical geography influences human activity, trade and settlement. They will also compare life and environments in the UK, North America and South America, developing a broader understanding of how geography shapes the world around us.</p>                                      |
| Key Vocabulary          | <p>Europe, North America, South America, Russia, continent, country, capital city, region, trade, import, export, Fairtrade, environment, climate, population, settlement, physical features, human features, mountain, rainforest, river, desert, agriculture, industry, land use, economy, resources, atlas, digital map</p>                                                                                                                                                                                                                                                                                                                                                                                |
| Key Learning Objectives | <ul style="list-style-type: none"> <li>- I am learning to locate countries in Europe, North America and South America using maps and atlases.</li> <li>- I am learning to identify and locate major cities and regions in different countries.</li> <li>- I am learning to locate Russia and describe its position in the world.</li> <li>- I am learning to identify physical and human geographical features in different regions.</li> <li>- I am learning to explain why land is used in different ways in different places.</li> <li>- I am learning to compare similarities and differences between the UK, North America and South America.</li> </ul>                                                 |
| Key Knowledge           | <ol style="list-style-type: none"> <li>1. Europe, North America and South America are continents.</li> <li>2. Russia is located across Europe and Asia.</li> <li>3. Countries and cities can be located using maps, atlases and digital maps.</li> <li>4. Physical features such as climate and landscape affect how land is used.</li> <li>5. Trade connects countries around the world.</li> <li>6. The UK, North America and South America have similarities and differences in climate, landscape and settlement.</li> </ol>                                                                                                                                                                              |
| Skills to be Covered    | <ul style="list-style-type: none"> <li>● Name and locate at least six European countries and six in North/South America.</li> <li>● Locate Russia on the map.</li> <li>● Locate major cities and regions in these countries.</li> <li>● Begin to discuss the reasons why a particular place is suited to a particular use.</li> <li>● Identify reasons why land is used in particular ways and link this to physical features</li> <li>● Begin to understand how trade connects places around the world.</li> <li>● Begin to understand how physical geography affects how people live and use land.</li> <li>● Describe similarities and differences between UK, North America and South America.</li> </ul> |



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| Suggested Learning Experiences | <ul style="list-style-type: none"> <li>- Use atlases and digital maps to locate countries, capitals and major cities.</li> <li>- Create labelled continent maps showing key countries and regions.</li> <li>- Investigate how climate and physical features affect land use in different regions.</li> <li>- Compare cities such as London, New York and Rio de Janeiro using photographs and data.</li> <li>- Explore Fairtrade products and investigate where they come from.</li> <li>- Debate how trade can positively and negatively affect communities.</li> <li>- Create travel brochures for different countries in Europe and the Americas.</li> <li>- Use satellite images to compare rainforests, mountains, cities and farmland.</li> <li>- Complete map quizzes and coordinate challenges.</li> <li>- Produce comparison posters between the UK, North America and South America.</li> </ul> |
| End of Unit Quiz               | <p><i>Each quiz should also revisit two questions from previous units</i></p> <ol style="list-style-type: none"> <li>1. Which continent is Russia mainly located in?</li> <li>2. Name one country in Europe.</li> <li>3. Name one country in South America.</li> <li>4. What is the difference between a human feature and a physical feature?</li> <li>5. What does Fairtrade mean?</li> <li>6. Give one reason why land might be used differently in different places.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| Title                   | <p style="text-align: center;"><b><u>Geographical Skills and Fieldwork</u></b></p> <p>We are learning to use the eight points of a compass and four and six grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>                                                                                                                                                                                                                                                                                                                                                                 |
| Overview of Unit        | <p>In this unit, children will develop advanced map-reading and fieldwork skills through the use of maps, atlases, globes and Ordnance Survey maps. They will learn to use the eight points of a compass, map symbols and keys, and four- and six-figure grid references to locate and describe places accurately. Children will build their understanding of scale and distance, recognising how places in the wider world relate to one another geographically. Through practical investigations and navigation activities, pupils will strengthen their ability to interpret a range of maps and apply geographical skills confidently in both local and global contexts.</p> |
| Key Vocabulary          | <p>Ordnance Survey, OS map, grid reference, four-figure grid reference, six-figure grid reference, compass, north, north-east, east, south-east, south, south-west, west, north-west, scale, symbol, key, atlas, globe, location, position, direction, coordinates, map reading, distance, route, geography</p>                                                                                                                                                                                                                                                                                                                                                                  |
| Key Learning Objectives | <ul style="list-style-type: none"> <li>- I am learning to use maps, atlases and globes to locate and describe places.</li> <li>- I am learning to use the eight points of a compass to describe direction and position.</li> <li>- I am learning to understand and use symbols and keys to read maps accurately.</li> <li>- I am learning to use Ordnance Survey maps to identify geographical features.</li> <li>- I am learning to use four-figure and six-figure grid references to locate places.</li> <li>- I am learning to develop a sense of scale and distance between places in the UK and wider world.</li> </ul>                                                     |



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| Key Knowledge                  | <ol style="list-style-type: none"> <li>1. Maps, atlases and globes help geographers locate and describe places.</li> <li>2. Ordnance Survey maps use symbols and keys to represent features.</li> <li>3. The eight compass points help describe direction and position.</li> <li>4. Four-figure grid references locate a general area on a map.</li> <li>5. Six-figure grid references give a more accurate location.</li> <li>6. Scale helps us understand distance between places.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                          |
| Skills to be Covered           | <ul style="list-style-type: none"> <li>• Correctly use maps, atlases and globes to locate places being studied and describe their position.</li> <li>• Use the language of position and direction (eg. compass, north, south, east &amp; west).</li> <li>• Begin to have a sense of scale, recognising how much further away some countries are than others.</li> <li>• Select appropriate maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge.</li> <li>• Understand and use keys and symbols to read maps.</li> <li>• Use the eight points of a compass to describe positions.</li> <li>• Use four- and six-figure grid references to describe and share locations.</li> </ul>                                                                                                                                 |
| Suggested Learning Experiences | <ul style="list-style-type: none"> <li>- Explore Ordnance Survey maps of the local area to identify symbols and landmarks.</li> <li>- Complete compass treasure hunts using the eight compass points.</li> <li>- Practise locating places using four- and six-figure grid references.</li> <li>- Compare map scales to investigate distance between countries and cities.</li> <li>- Create simple routes and navigation challenges using maps.</li> <li>- Use atlases and digital maps to locate global landmarks and regions.</li> <li>- Design and label maps using accurate symbols and keys.</li> <li>- Take part in outdoor orienteering activities around the school grounds.</li> <li>- Use Google Earth and satellite maps to compare map styles and scales.</li> <li>- Solve geographical clue challenges using coordinates and compass directions.</li> </ul> |
| End of Unit Quiz               | <p><i>Each quiz should also revisit two questions from previous units</i></p> <ol style="list-style-type: none"> <li>1. What does OS stand for in OS maps?</li> <li>2. Name the four main compass points.</li> <li>3. What is used on a map to explain symbols?</li> <li>4. What type of grid reference gives a more exact location — four-figure or six-figure?</li> <li>5. What does scale help us understand on a map?</li> <li>6. Name one tool geographers use to locate places around the world.</li> </ol>                                                                                                                                                                                                                                                                                                                                                        |

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| Title | <p style="text-align: center;"><b><u>Locational Knowledge</u></b></p> <p style="text-align: center;">We are learning to name and locate counties and cities of the United Kingdom, geographical regions, 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</p> |
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| Overview of Unit               | In this unit, children will develop their understanding of the geography of the United Kingdom by exploring its counties, cities and regions. They will investigate the human and physical characteristics that make different parts of the UK unique, including hills, mountains, rivers and coastlines. Children will also explore land-use patterns and begin to understand how landscapes and settlements have changed over time due to natural processes and human activity. Through map work, enquiry and comparison activities, pupils will build stronger locational knowledge and deepen their understanding of the relationship between people and the environment.                                                                                                                                                                                                                                      |
| Key Vocabulary                 | county, region, city, settlement, landscape, topography, physical features, human features, mountain, hill, river, valley, coastline, cliff, harbour, land use, agriculture, urban, rural, industry, transport, environment, erosion, tourism, atlas, map, population                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Key Learning Objectives        | <ul style="list-style-type: none"> <li>- I am learning to locate counties, cities and regions of the United Kingdom.</li> <li>- I am learning to identify physical features such as hills, mountains, rivers and coasts.</li> <li>- I am learning to identify human features and land-use patterns in different regions of the UK.</li> <li>- I am learning to compare geographical regions of the UK using maps and geographical vocabulary.</li> <li>- I am learning to recognise how landscapes and settlements can change over time.</li> <li>- I am learning to use maps and atlases to describe the geography of the United Kingdom.</li> </ul>                                                                                                                                                                                                                                                              |
| Key Knowledge                  | <ol style="list-style-type: none"> <li>1. The United Kingdom is divided into regions, counties and cities.</li> <li>2. Different parts of the UK have different landscapes and land-use patterns.</li> <li>3. Topographical features include mountains, rivers, valleys and coastlines.</li> <li>4. Human features include settlements, transport and industry.</li> <li>5. Physical and human features influence how people live and work.</li> <li>6. Landscapes and settlements can change over time.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                |
| Skills to be Covered           | <ul style="list-style-type: none"> <li>• Name and locate cities, counties and regions of the UK.</li> <li>• Identify human and physical characteristics of the UK.</li> <li>• Identify geographical regions of the UK and key topographical features (hills, rivers etc.)</li> <li>• Identify topographical features of the UK and recognise that landscapes can change over time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Suggested Learning Experiences | <ul style="list-style-type: none"> <li>- Use atlases and digital maps to locate UK counties, cities and regions.</li> <li>- Create layered maps showing physical and human features of the UK.</li> <li>- Compare rural and urban land-use patterns using photographs and maps.</li> <li>- Investigate famous UK landscapes such as mountains, rivers and coastlines.</li> <li>- Explore how settlements and landscapes have changed over time using historical maps and images.</li> <li>- Build 3D models of physical features such as river valleys or mountain ranges.</li> <li>- Use OS maps to identify symbols linked to human and physical geography.</li> <li>- Create fact files or presentations about different UK regions.</li> <li>- Compare regions of the UK through climate, population and landscape data.</li> <li>- Complete "mystery region" geography challenges using map clues.</li> </ul> |

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| End of Unit Quiz | <p><i>Each quiz should also revisit two questions from previous units</i></p> <ol style="list-style-type: none"> <li>1. What is the difference between a human feature and a physical feature?</li> <li>2. Name one county or city in the United Kingdom.</li> <li>3. What is a topographical feature?</li> <li>4. Name one physical feature found in the UK.</li> <li>5. What does land use mean?</li> <li>6. Give one example of how a place can change over time.</li> </ol> |
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| Title                   | <p style="text-align: center;"><b><u>Fieldwork</u></b></p> <p>We go to West Stow and use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Overview of Unit        | <p>In this unit, children will investigate human geography through fieldwork at West Stow. They will observe, measure, record and present information about different types of land use and settlement patterns using a range of geographical methods including sketch maps, plans, graphs and digital technology. Children will explore how physical features influence the ways land is used and begin to understand why certain places are suited to particular purposes such as farming, housing or commercial activity. They will also explore why Anglo-Saxon settlers may have chosen West Stow as a suitable location, linking settlement patterns to physical geography. Through practical enquiry and first-hand experiences, pupils will strengthen their geographical investigation, observation and presentation skills.</p> |
| Key Vocabulary          | <p>fieldwork, land use, settlement, urban, rural, residential, commercial, industrial, arable, farming, housing, village, town, city, environment, physical features, human features, agriculture, transport, landscape, sketch map, graph, survey, observation, digital mapping, location, geography</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Key Learning Objectives | <ul style="list-style-type: none"> <li>- I am learning to identify different types of land use in the local area.</li> <li>- I am learning to describe settlements using geographical vocabulary such as urban and rural.</li> <li>- I am learning to explain why some places are suited to particular uses.</li> <li>- I am learning to investigate how physical features influence land use.</li> <li>- I am learning to collect and record geographical information during fieldwork.</li> <li>- I am learning to present fieldwork findings using maps, graphs and digital technologies.</li> </ul>                                                                                                                                                                                                                                   |
| Key Knowledge           | <ol style="list-style-type: none"> <li>1. Land is used in different ways including farming, housing and business.</li> <li>2. Settlements can be described as urban or rural.</li> <li>3. Physical geography can influence where settlements develop.</li> <li>4. Different types of land use can be identified through fieldwork.</li> <li>5. Geographers collect and present information in different ways.</li> <li>6. West Stow was a suitable place for Anglo-Saxon settlement because of its physical features and resources.</li> </ol>                                                                                                                                                                                                                                                                                            |



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| Skills to be Covered           | <ul style="list-style-type: none"> <li>• Describe at least three different types of land use (eg. housing, farms, commercial).</li> <li>• Begin to explain why certain places are used for particular purposes.</li> <li>• Describe different types of land use and settlements, using language such as urban, rural, arable, commercial, residential.</li> <li>• Identify reasons why land is used in particular ways and link this to physical features</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| Suggested Learning Experiences | <ul style="list-style-type: none"> <li>- Visit West Stow to investigate land use and settlement patterns.</li> <li>- Complete land-use surveys identifying residential, commercial and agricultural areas.</li> <li>- Create sketch maps and annotated plans during fieldwork.</li> <li>- Use tally charts and graphs to present fieldwork findings.</li> <li>- Compare rural and urban environments using photographs and maps.</li> <li>- Investigate how rivers, roads or landscape affect where settlements develop.</li> <li>- Use digital maps or tablets to photograph and record observations.</li> <li>- Conduct traffic or environmental quality surveys.</li> <li>- Debate why different areas are used for farming, housing or business.</li> <li>- Create presentations explaining how physical geography affects land use.</li> </ul> |
| End of Unit Quiz               | <p><i>Each quiz should also revisit two questions from previous units</i></p> <ol style="list-style-type: none"> <li>1. What does land use mean?</li> <li>2. Name one type of land use.</li> <li>3. What is the difference between urban and rural?</li> <li>4. Why might farmers choose flat land for farming?</li> <li>5. Name one way you could record information during fieldwork.</li> <li>6. What is a settlement?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                |