

Hawley Primary School

Geography Long Term Overview Cycle A and B



Locational Knowledge

Place Knowledge

Human and physical geography

Geographical skills and fieldwork

EYFS: Development Matters

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.

Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Statutory Content Coverage

Geography in Key Stage 1

During Key Stage 1 children should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Geography in Key Stage 2

During Key Stage 2 children should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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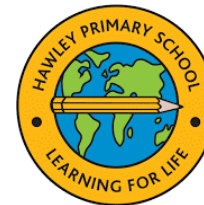
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| Cycle A (2025-26) | | | | | | |
|-------------------|---|---|---|---|--|--------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | Is There Room on a Broom for a Gruffalo? | In with a Bang Celebrating You | Once Upon a Time | Eggcellent! | It's a Bug's Life | Join Our Journey |
| Skills | To comment about aspects of the familiar world To begin to ask questions about aspects of the familiar world | To recognise a globe and map of a world. To use basic directional language. To draw simple maps using their imaginations. | To talk about similarities and differences between places. To talk about the features of their immediate environment. | To use vocabulary including beach, hill, forest, mountain, sea. To use vocabulary including town, farm, house, shop To comment on the daily weather. To draw simple maps using knowledge about a specific place. To ask and answer questions about features and environments. | To recognise a globe and map of a world. | |
| Year 1/2 Topic | Out of Africa | Fire! Fire! | Rumble in the Jungle | Marvellous Medicine! | Under the Sea | Treasure Adventure |
| Skills | To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | Identify seasonal and daily weather patterns in the UK (talk about daily/weekly to ensure it is covered regularly throughout the year). | Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. Understand that a world map shows all the countries in the world. Identify the UK and the countries where crocodiles live (topic related). Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. | To name and locate the world's five oceans. To name, locate and identify the seas surrounding the UK. To use key physical feature vocabulary- | Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. To understand geographical similarities and differences through studying the human and | |

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| | | | <p>Identify the human and physical features of the two localities studied.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK (where Roald Dahl was born – wales or buried Buckinghamshire village?) and of a small area in a contrasting non-European country – <i>Australia perhaps – crocodile related?</i></p> <p>Identify seasonal and daily weather patterns in the UK (talk about daily/weekly to ensure it is covered regularly throughout the year).</p> | | <p>beach, cliff, coast, sea, ocean, river, port, harbour</p> <p>To use world maps, atlases and globes to identify oceans they have studied.</p> | <p>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (a different location to the one studied before - Japan perhaps?)</p> <p>Identify the human and physical features of the two localities studied.</p> |
| Year 3/4 Topic | The Rolling Stone Age | Local Legacy (WWII) | At Water's Edge | Natural Wonder | The Land of Roar | Sporting Heroes |
| Skills | To describe and understand key aspects of types of settlement and land use. | Study of local land and settlements pre and post war compared to modern day. | <p>To describe and understand key aspects of rivers and the water cycle.</p> <p>To 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>To identify the position and significance of the Equator, latitude, longitude, Northern and Southern hemispheres, Arctic and Antarctic circle, the Tropics of Cancer and Capricorn and Greenwich Meridian and time zones (including day and night).</p> <p>To name and locate the counties and cities of the UK.</p> <p>To describe and understand physical geography, including: climate zones, biomes vegetation belts.</p> | <p>Study how human Geography has changed over time (These can all be covered in one or two lessons of each history topic).</p> | <p>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> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> |

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| Year 5/6 Topic | Reach for the Stars | Our Heroes | Oh Maya! | Boom! | Eureka |
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| Skills | Know the significance of the Prime/Greenwich Meridian and time zones (including day and night). | Study of local land and settlements pre and post war compared to modern day. | <p>Use 6-figure grid references.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>On a world map locate the main countries in Central America. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Children to be able to identify main capital cities/oceans etc.</p> <p>Understand the significance of Latitude and longitude.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in Central America.</p> | <p>To describe and understand physical geography, including: mountains, volcanoes and earthquakes.</p> <p>Study of volcanoes – causes, effects etc. Do a short study of the Pacific Ring of Fire and compare to Sicily.</p> | <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe and describe features studied.</p> |

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| Cycle B (2026-2027) | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | Is There Room on a Broom for a Gruffalo? | In with a Bang Celebrating You | Once Upon a Time | Eggcellent! | It's a Bug's Life | Join Our Journey |
| Skills | To comment about aspects of the familiar world To begin to ask questions about aspects of the familiar world | To recognise a globe and map of a world. To use basic directional language. To draw simple maps using their imaginations. | To talk about similarities and differences between places. To talk about the features of their immediate environment. | To use vocabulary including beach, hill, forest, mountain, sea. To use vocabulary including town, farm, house, shop To comment on the daily weather. To draw simple maps using knowledge about a specific place. To ask and answer questions about features and environments. | To recognise a globe and map of a world. | |
| Year 1/2 Topic | Hooray for Hawley! | Up, up and away | Victorious Victorians | Into the Toy Box | To the rescue | Going for Gold! |
| Skills | To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical | Identify seasonal and daily weather patterns in the UK (talk about daily/weekly to ensure it is covered regularly throughout the year). | | | Identify seasonal and daily weather patterns in the UK (talk about daily/weekly to ensure it is covered regularly throughout the year). | To name and locate the world's seven continents. To name, locate and identify characteristics of the four countries and capital cities of the UK. |

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| | <p>features of its surrounding environment.</p> <p>To use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</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 e.g. note taking, videoing, data collection, sketches, observations.</p> <p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map (superhero powers – birds-eye view)</p> <p>Draw own maps of the local area; use and construct basic symbols in a key (needed so the superheroes do not get lost).</p> | <p>To use key human feature vocabulary- city, town, village, factory, farm, house, office, shop, forest, hill, mountain, soil, valley and vegetation</p> <p>To identify seasonal and daily weather patterns in the UK</p> <p>To use key physical feature vocabulary- season and weather.</p> <p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries and continents they have studied.</p> |
| Year 3/4 Topic | The Power of Words | Were the Romans really rotten? | Walk like an Egyptian | Lights, Camera, Action! | |
| Skills | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries and describe features studied. | Understand the 8 compass points and 4-figure grid references. Use them to explain/identify points on a map to build their knowledge of the United | To use the 8 points of a compass, 4 and 6-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. To understand trade in the UK. | Study how human Geography has changed over time (These can all be covered in one or two lessons of each history topic). Identifying human geography including settlements and land use. Compare a human feature such as a theatre to modern day theatres. | |

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| | | <p>Kingdom and the wider world.</p> <p>Use maps with symbols and key.</p> <p>Name and locate the counties and cities of the UK.</p> | <p>To understand trade between the UK and Europe and ROW.</p> <p>To understand fair/unfair distribution of resources (Fairtrade).</p> | <p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Make connections between the Equator, the tropics and Africa.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Africa.</p> <p>Use 4-figure grid references to read maps.</p> |
| Year 5/6 | Sensational Shang – The First Chinese Superpower | I'm a Geographer! | We Rule! | Ever Evolving |
| Skills | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate China. Use the 8 points of a compass and 4-figure grid references to read maps.</p> | <p>To name and locate 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.</p> <p>To describe and understand human geography, including: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> | <p>Study how human Geography has changed over time (These can all be covered in one or two lessons of each topic).</p> | <p>To use 6-figure grid references.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Fieldwork – Children can choose to argue for or against a theme park being built on the common land.</p> <p>Before the children can apply for or protest against the new theme park they have to carry out a survey on the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:</p> <ul style="list-style-type: none"> • Residential: houses, flats, hotels, hostels • Retail: food, clothing, footwear, sports, toys, furniture, etc. |

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| | | | | <ul style="list-style-type: none">• Professional/ Commercial: solicitors, banks, building societies, company offices etc.• Industrial and Storage: machine tools, engineering, factories, warehouses• Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes• Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools• Other: vacant property, car parking, open spaces, development sites <p>Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed. Undertake a survey of buildings and materials. Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work. Compare shops in the local area with the nearest city centre. Interview/question people who use the shops about the services/types of shop provided/ shopping habits. Would they like a theme park to be built in the area? Pros and cons.</p> |
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Human and physical geography

Geographical skills and fieldwork