

Hipswell Geography mapping

Year group	Topic	Understanding the World	Coverage (knowledge and skills)	Sequencing and progression	Knowledge and Skills
EYFS	Title: Getting to know me. (All about me) Enquiry Question: Who am I and where do I come from? Wows:	Who do we love? Family customs and traditions Our World (homes) Our bodies and how they work. Autumn walk in the local environment. Simple map work plotting a sequence with photographs and objects. Talk about Autumn			
	Title: Keep me Posted (people who help) Enquiry Question: Who will help me? Wows: Christmas Stay and Play Santa Visit Buddy the Elf	Shows interest in different occupations and ways of life. Learn more about the role of a post person. Operate simple equipment: electronic scales and machines. Talk about Winter.	Looking at the changes to the trees and the weather from September to October for the Autumn walk and then winter time.		
	Title: Once Upon a Time (Tell me a story) Enquiry Question: I wonder? Wows: Visits from family members as secret story tellers Library Visit	Special times and events. Family customs and traditions at home and around the world. Complete a simple program. Cooking and tasting. Seasonal changes: moving into Spring.			

	<p>Title: Spring has Sprung (growth and change) Enquiry Question: What can grow? Wows: Mother's Day afternoon tea</p>	<p>What grows in our garden? What can we grow for food? Oliver's Vegetables Talk about Spring</p>	<p>Seasonal changes-Building on what the trees, plants and weather was like in Autumn, winter and now Spring.</p>
	<p>Title: All Creatures Great and Small (Animals and new life) Enquiry Question: How can we care for living creatures? Wows: Hatching butterflies/ladybirds Visit to Foxglove Covert Nature Reserve</p>	<p>Check growth of vegetables and maintain the plot. Dig up and eat the food we grow. Observe the changes that take place in a life cycle Seasonal changes: moving into Summer.</p>	<p>Seasonal changes-Building on what the trees, plants and weather was like in Autumn, winter and now Summer.</p>
	<p>Title: Oh, I do like to be Beside the Seaside! Enquiry Question: What will we see - at the beach and in the sea? Wows: Visit to the seaside or from marine experts. End of year celebration.</p>	<p>Finding out about our world, and the places that we have visited on our holidays. We will make comparisons to the place we live. Talk about Summer</p>	<p>Building on the wider world from the local area and children's real life experiences. Looking at the local area and comparing it to a coastal area.</p>

Year group	Topic	National Curriculum objectives	Coverage (knowledge and skills)	Sequencing and progression	Enquiry	Place Knowledge	Physical	Human	Location Knowledge
1	Down Under	To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Key physical features: beach, cliff, coast, hill, mountain, sea, ocean, season and weather. Key human features: city, town, village, farm, house, shop.	Link to the places the children have visited on holidays. Build on the work completed on making and using simple maps from EYFS. Identify Australia on a world map and compare to the location of the UK.	Name physical features: beach, cliff, coast, hill, mountain, sea, ocean, season and weather.				
		To 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.	Compare the physical geography of Hipswell and Australia. Compare the human geography of Hipswell and Australia. Understand that the UK is north of the Equator and Australia is south of the Equator.		Name the key features associated with a town or village: farm, house, shop, church.				
					Find and identify Australia on a globe and world map.				
					Compare the physical geography of Hipswell and Australia.				
					Compare the human geography of Hipswell and Australia.				
					Identify the 4 countries making up the UK.				
					Identify on a map that the UK is north of the equator and Australia is south of the equator.				
					Use aerial photographs to recognise Australian landmarks.				
		To use aerial photographs and plan	Use aerial photographs to						

		perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	recognise Australian landmarks (natural such as Ayers Rock, man-made such as the Harbour Bridge). Create a simple map using concrete objects.		Create a simple map using concrete objects.
Go Wild!		To name and locate the world's seven continents and five oceans.	To name and locate some of the world's seven continents including Europe, Arctic, Antarctica and Africa. Name some of the five oceans including Arctic Ocean, Southern Ocean and Atlantic Ocean.	When studying weather patterns/Equator/Poles, refer back to the previous learning during the topic 'Down Under' and the position of Australia in relation to the Equator.	Name and locate some of the world's seven continents including Europe, Arctic, Antarctica and Africa.
		To 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.	To 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 (teach all of the objective as only covered in Y1).		Name some of the five oceans including Arctic Ocean, Southern Ocean and Atlantic Ocean.
		To use world maps, atlases and globes to	Use globes and maps to identify the		To 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, North and South Poles
					Explain what they might wear if they live in a hot or cold place.
					Use globes and maps to identify: <ul style="list-style-type: none"> the United Kingdom and its countries.

		identify the United Kingdom and its countries, as well as the counties, continents and oceans studied at this key stage.	United Kingdom and its countries. Identify Europe, Arctic, Antarctica and Africa. Identify the Arctic Ocean, Southern Ocean and Atlantic Ocean.		Use globes and maps to identify: <ul style="list-style-type: none"> Europe, Arctic, Antarctica and Africa. 			
					Use globes and maps to identify: <ul style="list-style-type: none"> the Arctic Ocean, Southern Ocean and Atlantic Ocean. 			
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2	Land Ahoy!	To name and locate the world's seven continents and five oceans.	To name and locate all of the world's seven continents and five oceans.	Refer to Year 1 topic of <i>Go Wild</i> in which some of the continents, oceans, the UK and its countries were identified. Consolidate and further develop this knowledge. Refer to <i>Down Under</i> topic and understand that Australia (<i>Down Under</i>) is a continent. Develop geographical vocabulary, using and adding to language previously learnt.	To name and locate all of the world's seven continents and five oceans.			
		To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Key physical features: beach, cliff, coast, hill, mountain, sea, ocean, vegetation, season and weather. Key human features, including: city, town, village, house, port, harbour and shop.		Describe key physical features using maps, sketch maps, photographs: beach, cliff, coast, hill, mountain, sea, ocean, vegetation, season and weather.			
		To use simple compass directions (North, South, East and West) and	Cover entire objective on whole world level (using physical		Describe key human features using maps, sketch maps, photographs: city, town, village, house, port, harbour and shop.			
					Use compass directions (North, South, East and West)			

		locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	resources and world map).		Use locational and directional language to describe features and routes on a map.
		To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the counties, continents and oceans studied at this key stage.	To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the counties, continents and oceans studied at this key stage. Cover all including counties (North Yorkshire, County Durham, Northumberland, Essex, Devon, Kent and others where the children may have lived or visited).		Identify countries of the UK and capital cities.
					Identify some significant counties of the England.
Street Detectives		To 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.	Cover whole objective as not covered previously.	'Home in' on local geography. Build on the use of compass directions - more detail for specific mapping. Links to the Autumn walk in EYFS. Consolidate and further develop geographical vocabulary, using and adding to language previously learnt.	Find out about a locality by using different sources of evidence.
		To 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.	Build upon prior learning of this objective (Land Ahoy) to apply the whole objective to mapping in the local area.		Accurately use compass directions (North, South, East and West) Accurately use locational and directional language to describe features and routes on a map.

		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.	Use aerial photographs and plan perspectives (maps) to recognise local physical and human features and landmarks (Hipswell School). Create their own map of the local area using basic symbols in a key.		Use aerial photographs and plan perspectives (maps) to recognise local physical and human features and landmarks (Hipswell School).			
		To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Key physical features: forest, hill, mountain, river, soil, valley, vegetation, season and weather. Key human features: city, town, village, factory, farm, house, office, shop.		Draw a simple map with basic symbols and a key			
					Describe key physical features using maps, sketch maps, photographs: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather			
					Describe key human features using maps, sketch maps, photographs: city, town, village, factory, farm, house, office, port, harbour and shop			
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3	Vicious Vikings	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a	To understand geographical similarities and differences through the study of human and physical geography of a region of the United	Re-visit continents. Locate Europe. Locate the UK within Europe.	Use a map or globe to identify and locate Europe, the UK and Scandinavian countries.			
					Describe the physical geographical similarities and differences of a region in the UK and a region in Norway.			
					Describe the human geographical similarities and differences of a region in the UK and a region in Norway.			

		European country, and a region within North or South America.	Kingdom and a region in a European country (Scandinavia).		
		To describe and understand key aspects of 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.	To describe and understand key aspects of human geography, including types of settlement and land use.		Use maps and photographs to describe and understand types of settlement and land use.
We Will Rock You!	To 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.	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.	Study the Yorkshire Dales and the specific characteristics which make it a region such as lime stone and valleys. Link learning to science - rocks and soils.	To name and locate counties and cities of the United Kingdom such as Malham in North Yorkshire in the Yorkshire Dales	
				Identify human characteristics, key topographical features and land use patterns.	
	To describe and understand key aspects of physical geography, including:	To describe and understand key aspects of physical geography, including:		Identify physical characteristics, key topographical features and land use patterns.	
				Understand how some of these aspects have changed over time.	
				Describe how volcanoes are created.	
				Describe how earthquakes are created.	

		climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	mountains, volcanoes and earthquakes.		Locate and name some of the world's most famous volcanoes.			
					Describe how volcanoes have an impact on people's life.			
	Poles Apart	To 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).	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.	Refer back to KS1 learning on the Equator during Down Under and Go Wild topics. Build upon this knowledge when locating hemispheres and Arctic and Antarctica. Further extend learning on rivers from We Will Rock You topic.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.			
		To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	To describe and understand key aspects of physical geography, including: rivers and the water cycle.		Explain why many cities of the world are situated by rivers.			
					Explain why people are attracted to live by rivers.			
					Explain the key features of a river.			
					Explain how the water cycle works.			
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4	Children at war	To describe and understand key aspects of 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.	To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links.	Refer back to previous learning of the UK in Y2 'Land Ahoy' topic. Discuss regions and counties, progressing to major cities within those counties. Introduction of human geography such as basic economy and trade during WWII. Types of settlement changed and grew as a result of economic activity (hamlet, town, city, port). Settlement and land use was covered in Y3 during Vicious Viking.	Describe the main features of a well-known city.
		To 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.	To name and locate counties and cities of the United Kingdom. Ensure coverage of major cities within counties studied.		Describe the main features of a village.
					Describe the main physical differences between cities and villages.
					Name and locate counties and cities of the United Kingdom.
					Carry out a survey to discover features of cities and villages.

	Tomb Raiders	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. For digital/computer mapping learn how GPS is used for direction and precision when travelling.	Refer back to the previous learning on: continents, equator, hemisphere. Where does Egypt fit in? GPS - how is it used effectively to travel? How far is it from....to....?	Use maps, atlases and globes to locate countries and describe physical geographical regions (desert).
		To 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.	To use the eight points of a compass.		Accurately use the eight points of a compass.
					Plan a journey using compass points and maps and atlases.

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5	Eco-Army!	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. For digital/computer mapping learn how GPS is used for direction and precision when travelling.	Build on learning in Y4 to: Use Google maps to view the Great Pacific Garbage patch. How is physical geography changing as a result of humans? Refer to Year 4 topic Poles Apart and work on natural disasters.	Use maps to locate the Great Pacific Garbage Patch.			
					Describe the main physical changes to the environment as a result of human behaviour.			
		To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.		Describe climate zones, biomes and vegetation belts and locate them on a map.			
	Final Frontier	To identify the position and significance of latitude, longitude, Equator, Northern	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern	Refer back to Y3 Poles Apart topic. Use science learning to explain the physical geography of time zones.	Identify on a world map 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.			

		Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		Use and understand and time zones.			
					Use science learning to explain the physical geography of time zones.			
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6	Behind Enemy Lines	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.	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. Cover whole objective as not taught elsewhere.	Build on learning from Y4. Link Children at War topic but on a whole world scale. Overview of worldwide countries (Allied/Axis). Re-visit counties/cities. Put compass work into practice on the school field.	Locate the world's countries, using maps to focus on Europe (WW2) and North and South America, concentrating on their: <ul style="list-style-type: none"> • environmental regions, • key physical and human characteristics, • countries, and • major cities. 			
		To use the eight points of a compass, four and six-figure grid references, symbols and key (including the	To use the eight points of a compass, four and six-figure grid references, symbols and key		Accurately use compass points on the school field and with maps and atlases.			
					Use OS maps to plot 4 and 6-figure grid references.			

		use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		Use an OS map to identify symbols and key.
		To 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.	To name and locate counties and cities of the United Kingdom.		Name and locate counties and cities of the UK.
					Identify topographical features and land use patterns.
					Understand how some topographical features and land use patterns have changed over time.
	Drink of the Gods	To 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.	To understand geographical similarities and differences through the study of human and physical geography of a region within South America.	Re-visit world map and continents. Where is South America? How does it contrast to the UK? Why is cocoa grown there?	Use maps, atlases and aerial photographs to understand similarities and differences between the human geography of South America and England.
					Use maps, atlases and aerial photographs to understand similarities and differences between the physical geography of South America and England.

	Riotous Romans	<p>To 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.</p>	<p>To 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. Cover entire objective.</p>	<p>In Year 3 children learnt how the Vikings impacted on Britain in particular settlement and land use. Apply this knowledge to deduce how the Romans have impacted. In Year 4 children learnt about trade and the economy during Children at War topic. Consolidate and develop this knowledge through Romans.</p>	<p>Name and locate counties and cities of the UK.</p>
					<p>Identify topographical features and land use patterns.</p>
		<p>To describe and understand key aspects of 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>To describe and understand key aspects of 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. Must cover whole objective. 'distribution of natural resources</p>		<p>Understand how some topographical features and land use patterns have changed over time.</p>
					<p>Describe and understand key aspects of human geography: the distribution of natural resources including energy, food, minerals and water.</p>

			including energy, food, minerals and water' has not been covered previously.					
	Catterick Garrison	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.	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.	Build on previous learning of local studies in KS1/Y3. Progress to advanced mapping using digital technologies.	Choose the best way to collect information needed and decide the most appropriate units of measure.			
					Make careful measurements and use the data.			
					Create sketch maps and maps using symbols and a key.			
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Year 5/6 Residential	Low Mill, Askrigg, Residential Visit	To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including		Build on previous learning of local studies in KS1/Y3. Progress to advanced mapping using digital technologies. Apply field work skills and geographical	Understand topographical features and land use patterns and how some have changed over time.			

		<p>sketch maps, plans and graphs, and digital technologies.</p>		<p>knowledge to their experience in the Yorkshire dales. Use maps for orienteering activities and navigation on the night walk. Use OS maps-grid references Experience and understand the Yorkshire Dales and the physical geographical features-limestone (Year 3 We will rock you) landscapes. Understand that local materials were mined and used to build houses etc. Understand arable and livestock farming.</p>	<p>Create annotated sketch maps</p> <hr/> <p>Use OS maps and grid references for orienteering activities.</p>
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