



HIGH HESKET C of E SCHOOL (VC)

## Whole School Overview /Coverage

| <b>Year Group</b>       |   |  |  |   |  |
|-------------------------|---|--|--|---|--|
| <p><b>Nursery</b></p>   | <p><b>Locational knowledge</b></p> <p>Talks about where they live using simple geographical language.</p> | <p><b>Place knowledge</b></p> <p>Begins to remember their way around familiar environments, e.g. knows where to find their favourite toy.</p> <p>Know that there are different countries in the world and talk about the differences that they have experienced or seen in photos.</p> | <p><b>Physical geography</b></p> <p>Notices detailed features of objects in their environment.</p>   | <p><b>Human geography</b></p> <p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>   | <p><b>Geographical skills and fieldwork</b></p> <p>Responds to spatial and positional language when used in conversation, e.g. pointing things out.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like in front of and behind.</p>  |
| <p><b>Reception</b></p> | <p><b>Locational knowledge</b></p> <p>Knows where they live.</p>  | <p><b>Place knowledge</b></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Knows how to investigate the local area.</p>   | <p><b>Physical geography</b></p> <p>Questions why things happen and gives explanations, e.g. asks who, what, when, how.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Knows how to identify seasonal and daily weather patterns within the local area.</p> | <p><b>Human geography</b></p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Begins to understand the effect their behaviour can have on the environment.</p> <p>Enjoys joining in with family customs and routines. Knows about similarities and differences between themselves and others, and</p> | <p><b>Geographical skills and fieldwork</b></p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p> <p>Draws information from a simple map.</p> <p>Knows how to explore maps and globes and understands what they are for.</p> <p>Responds to and uses language of position and direction including in front of, behind, on, under, up and</p> |



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|  |  |  |  | among families, communities and traditions. | <p>down.</p> <p>Follows and gives simple directions.</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices.</p> <p>Knows how to investigate and explore the local school environment.</p> <p>Draws simple maps based on real and imaginary places.</p> |
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| Year Group    | Autumn  | Spring  | Summer   |
|---------------|---|---|--|
| <b>Year 1</b> | <p><b>What are our homes and buildings like?</b></p> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul> | <p><b>Why does it matter where my food comes from?</b></p> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>Use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</li> </ul> | <p><b>Why do we love being by the seaside?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> |



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|                      | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> | <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>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.</li> </ul>  | <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, river, harbour, season and weather.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>  |
| <p><b>Year 2</b></p> |  | <p><b>What is my journey to school like compared to someone at Mrawi Primary School?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul> <p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries,</li> </ul> | <p><b>In your opinion, what was Beatrix Potter's greatest achievement?</b></p> <p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>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.</li> </ul> |



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|                      |   | <p>as well as the countries, continents and oceans studied at this key stage.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>   |
| <p><b>Year 3</b></p> | <p><b>Where are we located?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries.</li> <li>• Name and locate counties and cities of the United Kingdom.</li> <li>• Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world.</li> </ul> | <p><b>Why do volcanoes and earthquakes happen where they do?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, concentrating on their environmental regions and key physical characteristics.</li> <li>• Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p>   | <p><b>What is the best place in High Hesket school?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> </ul> <p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> |



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|                      |   | <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, symbols and key to build their knowledge of the wider world.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> </ul>  |
| <p><b>Year 4</b></p> | <p><b>Why are rainforests so wet?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, symbols and key (including the use of Ordnance</li> </ul> | <p><b>Why do so many people in the world live in megacities?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key human characteristics, countries and major cities.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> | <p><b>What is a river?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions and key physical characteristics.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers) and understand how some of these aspects have changed over time.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul> <p><b>Human and physical geography:</b></p> |



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|                      | <p>Survey maps) to build their knowledge of the wider world.</p> | <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</li> </ul>   | <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: rivers and the water cycle.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> </ul> |
| <p><b>Year 5</b></p> |  | <p><b>Study of a region in a European country</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul> <p><b>Place knowledge:</b></p> | <p><b>Earth, space and us: friends or foes?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns and understand how some of these aspects have changed over time.</li> </ul> <p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul> <p><b>Human and physical geography:</b></p>                      |



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|                      |  | <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</li> <li>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.</li> </ul> |
| <p><b>Year 6</b></p> |  | <p><b>What are the similarities and differences between our location and Mexico?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</li> </ul>  | <p><b>The Lake District is a distinctive place – why?</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills and mountains) land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Place knowledge:</b></p>   |



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|  |  | <p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Place knowledge:</b></p> <ul style="list-style-type: none"><li>• Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</li></ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li></ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of physical geography, including: mountains.</li></ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul> |
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