



## Long Term Progression in Geography Overview 2021-2022

To see how Geography will be taught to each year group at Lindow Community Primary School in 2021/22 please click on the appropriate button.

**Reception**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

“It’s our responsibility to do **EVERYTHING** within our **POWER** to create a planet that provides a HOME not just for US, *but* for all **LIFE** on **EARTH**.” *Sir David Attenborough*

Reception						
Term & theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question/ key concept	Where is Lindow? Where do I live?	Our local area and its features	What is it like in the city?	Autumn, Winter, Spring and Summer	Where are the cold places in the world? Where do animals live (garden or safari)?	Using maps/making maps
<b>Key vocabulary</b>	Lindow Upcast Lane Own street name  Wilmslow Cheshire England  school playground home/house road/street park shop field  same different  Where/ Where is...?	Lindow Upcast Lane Own street name  Wilmslow Cheshire England  school playground home/house road/street park shop field hedge  Where/ Where is...?	hill river place city transport bus train buildings  Where/ Where is...?	place feature same different hill beach river sea hot/cold <i>weather + weather vocab</i> <i>season (Introduce – will be developed in KS1)</i>	<i>North Pole</i> <i>South Pole (Introduce – will be developed in KS1)</i>  place feature same different  sea hot/cold <i>weather + weather vocab</i> <i>season (Introduce – will be developed in KS1)</i>  Where/ Where is...?	Lindow Upcast Lane Own street name Wilmslow Cheshire England <i>North Pole</i> <i>South Pole (Introduce – will be developed in KS1)</i> map behind/in front of next to above below inside outside along around up down left right (Introduce – will be developed in KS1)

<b>Statutory Requirements</b>	<u>LOCATIONAL KNOWLEDGE</u> Begin to identify the locations of their home and school and other familiar places. For example, St. John's Church. Begin to describe locations using simple locational and directional language. Begin to ask and answer simple geographical questions linked to location e.g. Where is...? <u>PLACE KNOWLEDGE</u> Discuss and begin to describe own significant places such as home and school. Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home <u>HUMAN AND PHYSICAL GEOGRAPHY</u>	<u>LOCATIONAL KNOWLEDGE</u> Begin to identify the locations of their home and school and other familiar places. Begin to describe locations using simple locational and directional language. Begin to ask and answer simple geographical questions linked to location e.g. Where is...? <u>PLACE KNOWLEDGE</u> Discuss and begin to describe own significant places such as home and school. Begin to identify the main geographical features of their immediate environment Understand that places can have similarities and differences. Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home <u>HUMAN AND PHYSICAL GEOGRAPHY</u> Begin naming features/familiar places	<u>LOCATIONAL KNOWLEDGE</u> Begin to describe locations using simple locational and directional language. Begin to ask and answer simple geographical questions linked to location e.g. Where is...? <u>PLACE KNOWLEDGE</u> Understand that places can have similarities and differences. <u>HUMAN AND PHYSICAL GEOGRAPHY</u> Identify similarities and differences between familiar places using basic vocabulary	<u>LOCATIONAL KNOWLEDGE</u> Begin to describe locations using simple locational and directional language. <u>PLACE KNOWLEDGE</u> Understand that places can have similarities and differences. <u>HUMAN AND PHYSICAL GEOGRAPHY</u> Make observations of the local environment and begin to understand why some things occur and/or change. Identify and begin to describe the daily weather and seasons using basic vocabulary. Identify similarities and differences between familiar places using basic vocabulary.	<u>LOCATIONAL KNOWLEDGE</u> Begin to describe locations using simple locational and directional language. Begin to ask and answer simple geographical questions linked to location e.g. Where is...? <u>PLACE KNOWLEDGE</u> Understand that places can have similarities and differences. <u>HUMAN AND PHYSICAL GEOGRAPHY</u> Identify and begin to describe the daily weather and seasons using basic vocabulary	<u>LOCATIONAL KNOWLEDGE</u> Begin to describe locations using simple locational and directional language. <u>PLACE KNOWLEDGE</u> Discuss and begin to describe own significant places such as home and school. Begin to identify the main geographical features of their immediate environment <u>HUMAN AND PHYSICAL GEOGRAPHY</u> Begin naming features/familiar places within the local environment e.g. school, home, house, road, park Make observations of the local environment and begin to understand why some things occur and/or change
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	Begin naming features/familiar places within the local environment e.g. school, home, house, road, park Identify similarities and differences between familiar places using basic vocabulary	within the local environment e.g. school, home, house, road, park Make observations of the local environment and begin to understand why some things occur and/or change Identify similarities and differences between familiar places using basic vocabulary				
<b>Skills covered</b>	<p><u>GRAPHICACY SKILLS:</u> Identify a map. Begin to make attempts at drawing a map Make attempts to draw and label features of familiar environments and imaginary places Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places</p> <p><u>FIELDWORK ENQUIRY AND PRACTICAL SKILLS:</u> Make basic observations of familiar environments, including identifying some similarities and differences between places. Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p><u>ACADEMIC SKILLS:</u> Begin to ask and answer simple questions about what has been observed.</p>					
<b>End Point</b>	<ul style="list-style-type: none"> <li>Begin to understand the concept of a location using school and home as familiar examples.</li> <li>Begin to explore the human and physical features of their immediate environment and begin to use basic vocabulary to identify these.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of 'place' by beginning to describe their immediate environment and its geographical features, including some similarities and differences between familiar places.</li> <li>Identify key human and physical features of their local area and begin to understand how some of these have changed and begin to identify some</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of city locations outside their immediate environment (Manchester) and also London, as our capital city, being immersed in this as much as possible through related experiences, or even visits.</li> </ul>	<ul style="list-style-type: none"> <li>Children can identify how the daily weather and seasonal changes affect their immediate environment.</li> <li>Children begin to develop an understanding of the process and changes associated with weather and seasons.</li> <li>Children make observations of and</li> </ul>	<ul style="list-style-type: none"> <li>Introduced to the world map, begin to recognise the location of the Poles.</li> <li>Understand that physical features (e.g. weather) in some places in the world contrast with those found in their own environments.</li> <li>Understand that some places in the world are colder than the place that they</li> </ul>	<ul style="list-style-type: none"> <li>Develop locational awareness using simple/own maps.</li> <li>Make attempts at designing/drawing/ making their own maps of familiar or imaginary places and use age-appropriate vocabulary to describe their maps and their features.</li> <li>Introduce children to simple positional vocabulary and begin</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to identify and describe the features of familiar places.</li> <li>• Begin to develop a sense of 'place', beginning with their home and school environments.</li> <li>• Begin to explore the human and physical features of their immediate environment and begin to use basic vocabulary to identify these.</li> <li>• Learn what a map is and what they are used for using age-appropriate examples.</li> <li>• Begin to make observations, discuss and ask and answer questions about familiar environments.</li> </ul>	<p>similarities and differences between these features/places.</p> <ul style="list-style-type: none"> <li>• Begin to identify locations of familiar geographical features within their immediate environment.</li> <li>• Learn about a range of geographical features in their environment and draw and make attempts to label examples of these.</li> <li>• Describe the location/position of some of these features using age-appropriate vocabulary (e.g. behind, next to).</li> <li>• Identify how the daily weather and seasonal changes affect their immediate environment.</li> <li>• Develop an understanding of the process and changes associated with weather and seasons.</li> <li>• Make observations of and begin to record changes/similarities/differences between the seasons and ask and answer questions about their observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the human and physical features in a contrasting location (London) and compare it to where they live.</li> <li>• Begin to build their understanding of the city and can identify some of the key geographical features that can be found there.</li> <li>• Continue to develop their ability to use secondary sources to find out about new/unfamiliar places.</li> <li>• Describe and draw examples of city features on maps of London.</li> </ul>	<p>begin to record changes/similarities/differences between the seasons and ask and answer questions about their observations.</p> <ul style="list-style-type: none"> <li>• Children are introduced to simple positional vocabulary and begin to relate these to maps.</li> </ul>	<p>live in (focusing on the Poles).</p> <ul style="list-style-type: none"> <li>• Describe some of the features of these cold places.</li> <li>• Understand that physical features (e.g. weather) in some places in the world contrast with those found in their own environments.</li> <li>• Children have been introduced to the world map and the locations of the Poles.</li> </ul> <p>Begin to use secondary sources to find out about new/unfamiliar places.</p>	<p>to relate these to maps.</p>
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Year One			
Term & theme	Autumn 1 – All Around Us	Spring 1 – Take A Walk on the Wild Side	Summer 1 – Where Would You Travel To?
Big question/key concept	Where do I live?	What is it like to live in hot places of the world?	How can we use maps to investigate the world?
Prior knowledge	Children will be familiar with the names of the places they live in, specifically Lindow and Wilmslow. They will recognise familiar places around them, such as their journey to school and the school grounds. They will have used 'Welly Wednesdays' to embrace the outdoors in the locality and to walk to nearby locations, like the local church, library, community garden.	In EYFS, children will have been introduced to the world map and have located some hot or cold places. Children will have developed an understanding of the geographical features of their immediate environment and begun to recognise features of places beyond their immediate environment..	In EYFS, children have been introduced to the world map. They will have developed an understanding of what 'cold' means in terms of temperature, weather, feelings and experiences, clothing.
Prior Skills	Children will have begun to use appropriately the language of near and far and other expressions of direction/proximity.	Children will be able to identify daily weather conditions using basic vocabulary and recognise some seasonal patterns/changes. Children will have begun to recognise that physical features in some places in the world are different from those in their own environment. Children will have experience of using maps and plans of the school grounds/immediate local area maps of the UK and world maps	Children will have investigated what cold places might look like in photographs and on the map. They will have located some cold places of the world and they will begin to recognise the location of the poles. They will have further developed their map skills by using simplistic maps and plans of the school grounds/immediate local area or maps of their own.
Key vocabulary	Lindow Upcast Lane Wilmslow Knutsford Cheshire Manchester England Home Address Nature Village Town County	town village farm office factory port/harbour ocean beach cliff coast sea ocean river	United Kingdom England, Wales, Scotland, Northern Ireland, Republic of Ireland London, Cardiff, Edinburgh, Belfast, Dublin British Isles Great Britain North Sea Irish Sea English Channel Compass – north, east, south, west Europe Africa Asia Australia

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	Country City United Kingdom England, Wales, Scotland, Northern Ireland, Republic of Ireland London, Cardiff, Edinburgh, Belfast, Dublin British Isles Great Britain North Sea Irish Sea English Channel Compass – north, east, south, west Postcode Local Fieldwork North Pole South Pole Key physical features, including - forest, hill, mountain, river, soil, valley, vegetation, season and weather Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	soil valley vegetation season weather forest hill mountain Europe Africa Asia Australia North America South America Antarctica Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean Northern Hemisphere Southern Hemisphere location local national area point building landscape community physical/human similarity/difference (introduce) capital city weather (+ weather vocab)	North America South America Antarctica Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean (Learn the continents song to the tune of 'I'm a little teapot') location local national area point building landscape community physical/human similarity/difference (introduce) (capital) city town village farm office house shop factory port/harbour coast beach cliff forest hill
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		temperature journey abroad globe world map atlas aerial photo route plan symbol key (Introduce) Compass – north, east, south, west	mountain valley vegetation sea ocean river soil weather (and descriptive weather vocabulary) temperature season season/seasonal – Spring, Summer, Autumn, Winter journey abroad globe world map atlas aerial photo route plan Introduce (to be developed in Year 2) – symbol, key direction near/far/further left/right high/higher compass Introduce (to be developed in Year 2)- compass direction/point North/South /East/West
<b>Statutory Requirements</b>	<a href="#">LOCATIONAL KNOWLEDGE</a> Name and locate the four countries of the UK and their capital cities.	<a href="#">LOCATIONAL KNOWLEDGE</a> Name and locate the seven continents and five oceans of the world.	<a href="#">LOCATIONAL KNOWLEDGE</a> Name and locate the four countries of the UK and their capital cities.

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	<p>Name and locate the seas surrounding the UK. Identify geographical characteristics of the four countries and capital cities of the UK</p> <p><u>PLACE KNOWLEDGE</u> Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. Know that places can be compared in many ways e.g. size, amenities, transport, location or weather. Observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Lindow and Wilmslow as an area.</p> <p><u>HUMAN AND PHYSICAL GEOGRAPHY</u> Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season. Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features. Use some basic geographical vocabulary to identify key human and physical features of places studied. Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment. Begin to express opinions on the features of the immediate local environment.</p>	<p><u>PLACE KNOWLEDGE</u> Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. *know that places can be compared in many ways e.g. size, amenities, transport, location or weather. Observe and describe some geographical similarities and differences. <u>HUMAN AND PHYSICAL GEOGRAPHY</u> Recognise the difference between physical and human features. Begin to understand that geographical features can change over time. Use some basic geographical vocabulary to identify key human and physical features of places studied.</p>	<p>Name and locate the seas surrounding the UK. Identify geographical characteristics of the four countries and capital cities of the UK Name and locate the seven continents and five oceans of the world.</p> <p><u>PLACE KNOWLEDGE</u> Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. Know that places can be compared in many ways e.g. size, amenities, transport, location or weather. <u>HUMAN AND PHYSICAL GEOGRAPHY</u> Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</p>
<b>Skills covered</b>	<p><u>GRAPHACY SKILLS</u> Use a globe and a range of maps to locate the UK and to identify its countries, capitals and surrounding seas. Use basic symbols in a key.</p>	<p><u>GRAPHACY SKILLS</u> Use a globe and world map and locate continents and oceans. Use basic symbols in a key Begin to follow routes on prepared maps</p>	<p><u>GRAPHACY SKILLS</u> Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.</p>

	<p>Draw own maps and plans by drawing around shapes/using own symbols. Use tallies and simple tables (<i>Maths NC</i>). Begin to use aerial/satellite photos and plan perspectives to recognise familiar features. <u>FIELDWORK ENQUIRY SKILLS</u> Begin to use simple locational (e.g. near/far) and compass directions/directional language to describe features and routes. Understand what a compass is and begin to use one for simple navigation.</p>		<p>Begin to follow routes on prepared maps Use basic symbols in a key Draw own maps and plans by drawing around shapes/using own symbols Begin to use aerial/satellite photos and plan perspectives to recognise familiar features <u>FIELDWORK ENQUIRY SKILLS</u> Engage in simple, teacher-led fieldwork enquiries *Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences. Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.</p>
	<p><u>ACADEMIC SKILLS</u> Ask and answer simple questions when prompted about what has been observed. Understand that we can find out about the world from a range of sources (link to History NC) Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams.</p>		
<b>End Point</b>	<p>I can recognise the UK on maps of different scales. I know where my home is on a map of the United Kingdom. I know what village/town, county and country that I live in. I can recall the name of the closest city to my location. I can identify and describe where places are, extending my knowledge from my home location. I understand how to investigate my school grounds to make observations (sketch maps,</p>	<p>I can name and locate the world's seven continents, five oceans, and Northern and Southern Hemispheres on a globe and on a world map. I can recognise the seven continents and five oceans as globally significant places. I can begin to develop an understanding of physical features in the wider world and use basic vocabulary (e.g. ocean, sea, continent) to identify these. I can develop my understanding of world maps and globes and use them to locate the seven continents and five oceans. I can identify hot and cold areas of the world.</p>	<p>I can use an atlas to locate places studied in the UK. I can begin to recognise the UK on small scale and larger scale maps. I can use simple compass directions, including North, South, East, West. I can use a plan view of a map. I can name, locate and more confidently recall the world's seven continents, five oceans, and Northern and Southern Hemispheres on a globe and on a world map. I can use a range of stories, non-fiction texts, maps, pictures, aerial photographs</p>

	<p>using directional language and compass points, map symbols).</p> <p>I can begin to understand ways that humans influence our local area through travel, jobs and housing.</p> <p>I can express what I like and dislike about my locality.</p> <p>I can answer some questions using different resources, such as photographs.</p> <p>I can think of a few relevant questions to ask about my locality.</p>	<p>I know where the equator is and how near/far hot and cold areas of the world are.</p> <p>I can identify and locate the North and South Pole.</p> <p>I can use a range of sources to find out more about these features and ask and answer questions about them.</p> <p>I can make simple comparisons between features studied using the appropriate terminology for different places.</p> <p>I can recognise that places can change over time.</p> <p>I can use simple locational and directional language to describe features on the world map.</p>	<p>and the internet as sources of information to support my geographical understanding.</p> <p>I can follow a journey to describe places that could be visited, features that could be seen, and equipment that I may need.</p>
<b>Future Learning Link</b>	<p>Y2 – Identifying, naming and locating towns of Cheshire and building locational awareness of this as a part of England, recognising some of the similarities and differences between other cities/towns/regions within the UK and compared to Canada.</p>	<p>Y2 – Identifying and describing the locations of a wider range of hot and cold places linked to knowledge of continents, using globes and maps. Using the world map to locate countries and regions studied and developing knowledge of compass points and locational and directional language.</p>	<p>Y2 – fieldwork investigation of the local area and how it has changed over time.</p>

Year Two				
Term & theme	Autumn 1 – This is Me!	Autumn 2 – Fighting Fears	Spring 1 – Incredible Inventions	Summer 1 – We are a Community Hero
Big question/key concept	Can we compare Cheshire with Canada? (Canada chosen as another location where owls live)	Which continents do owls call home?	What can we learn about our island home?	What can we investigate about woodlands in our Wilmslow home?
Prior knowledge	In Year 1, children will know the vocabulary needed to identify their school/home location and wider area, including their nearest town, their county, and their nearest city. Children will know where their home is on a map of the United Kingdom and recognise the United Kingdom on maps of different scales. They will have begun to develop knowledge of human impact.	Children have, in Year 1 and A2 Year 2, continued to secure their ability to name the seven continents and five oceans correctly in addition to recognising their own home nation, country, county, town. They have acquired knowledge of hot and cold regions of the world and can associate this with the North and South Poles and the equator. In Year 1, they have developed knowledge of what life in a hot location is like. In Year 2, they have used a comparative study to support their knowledge of similarities and differences in milder regions – Canada and Cheshire.	Children have developed knowledge of their home and of the appropriate geographic terminology to describe its location, building out from the street/house name on a local, regional, national and global level. Children know and understand a range of vocabulary related to human features of their locality and the United Kingdom and likewise physical features. Children can name the four countries of the United Kingdom and their respective capital cities. Children have been introduced to the names of the surrounding seas and will be able to identify the continent that the UK belongs to.	In EYFS and Year 1, children have begun to be lead by the teacher to investigate the school grounds to follow journeys and make simple observations about what is seen in the buildings (human features) there alongside the natural elements of weather, vegetation (physical features). They have built their understanding of language to describe their school location appropriately and also their home address, as well as to label and describe what they can observe and know.
Prior Skills	Children will have used their map skills to identify and describe where places are, building always from their home/school location. They will have spent time investigating the geographical features of their locality, being introduced to map symbols and compass points. They will have begun	Children have developed knowledge in EYFS, Year 1 and Autumn term 1 of Year 2 of world maps on a range of different scales – on paper, and digitally. They can name and locate the seven continents of the world and	Children can recognise and locate the UK on maps of different scales. They know how to broadly locate their home on a map of the UK, naming their village/town, county, nearest city, and country of home.	Children have used maps of the UK to locate their school/home and to recognise landmark features of Cheshire and Manchester. They have followed a simple map and been introduced to directional language to describe a journey,

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	to develop their enquiry skills - expressing opinions, vocalising questions.	five oceans and have begun to think about describing their location according to the descriptors of the four compass points.		devising and creating simplistic maps of their own.
<b>Key vocabulary</b>	<p>Lindow Upcast Lane, Knutsford Road, Gravel Lane (and further surrounding roads) Wilmslow Knutsford Cheshire Manchester England United Kingdom England, Wales, Scotland, Northern Ireland, Republic of Ireland London, Cardiff, Edinburgh, Belfast, Dublin British Isles Great Britain North Sea Irish Sea English Channel Compass – north, east, south, west Postcode Local</p> <p>Village Town City County Country</p> <p>Continents Oceans Canada</p>	<p>Continents Oceans</p> <p>Equator Northern Hemisphere Southern Hemisphere North America South America Europe/ Non-European Asia Australia Africa <i>Alternatives:</i> Australasia, Oceania, Eurasia, Afro-Eurasia</p> <p>Atlantic Ocean Pacific Ocean Southern Ocean Indian Ocean Arctic Ocean</p> <p>North Pole South Pole Arctic Circle Antarctic Circle Equator</p> <p>significant global international locality physical (feature)</p>	<p>Lindow Upcast Lane, Knutsford Road Wilmslow Knutsford Cheshire Manchester England United Kingdom England, Wales, Scotland, Northern Ireland, Republic of Ireland London, Cardiff, Edinburgh, Belfast, Dublin British Isles Great Britain North Sea Irish Sea English Channel Island Europe Atlantic Ocean</p> <p>location local national area point building landscape community (capital) city town village</p>	<p>Woodland Vegetation Trees Forest soil Weather (+ weather vocabulary) Seasons Function Land use Community</p> <p>significant locality physical (feature) human (feature) similarity difference</p> <p>symbol key digital map satellite photo beyond</p> <p>compass direction/point North/South /East/West</p> <p>Observe source patterns similarity/difference</p>

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<p>North Pole South Pole Arctic</p> <p>Significant Similarity/difference Human (feature) Physical (feature) Source Patterns</p> <p>Equator Northern Hemisphere Southern Hemisphere North America South America Europe/ Non-European Asia Australia Africa</p> <p>Globe Global International Locality world map atlas aerial photo symbol, key grid, grid reference digital map satellite photo direction near/far/further left/right high/higher compass</p>	<p>human (feature) similarity difference landmark</p> <p>desert valley vegetation island national park</p> <p>symbol key digital map satellite photo</p> <p>beyond</p> <p>compass direction/point North/South /East/West</p> <p>source patterns similarity/difference</p>	<p>farm office factory port/harbour coast beach cliff forest mountain ocean weather (+ weather vocab) temperature season/seasonal + (names of seasons)</p> <p>significant locality European physical (feature) human (feature) similarity difference landmark airport university border symbol key atlas digital map satellite photo beyond compass compass direction/point North/South /East/West source patterns</p>	<p>Comparative language</p>
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	<p>compass direction/point North/South /East/West landmark desert valley vegetation island national park habitat life cycle Comparative language</p>		<p>similarity/difference 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</p>	
<b>Statutory Requirements</b>	<p><u>LOCATIONAL KNOWLEDGE</u> Describe some geographical similarities and differences between the continents of the world based on their locations. Identify and locate places studied (Cheshire, Canada) on a range of maps. <u>PLACE KNOWLEDGE</u> Identify reasons why the places studied are significant and the groups who they are significant for, with a focus on owls. Understand and explain the meaning of the term 'non-European country'. Observe and describe some geographical similarities and differences between locations studied. Explain the similarities and differences in the locations studied. <u>HUMAN AND PHYSICAL FEATURES</u> Explain the main differences between human and physical geographical features. Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied.</p>	<p><u>LOCATIONAL KNOWLEDGE</u> Identify, locate and name the world's seven continents and five oceans accurately. Describe some geographical similarities and differences between the continents of the world based on their locations. Identify and locate continents that have significant hot or cold areas and link to Poles/Equator. Identify and locate the Equator, Arctic Circle and Antarctic Circle as lines of latitude. <u>PLACE KNOWLEDGE</u> Explain the difference between human and physical geographical features. <u>HUMAN AND PHYSICAL FEATURES</u> Express a range of opinions on the locations studies with consideration of the homes they provide for owls.</p>	<p><u>LOCATIONAL KNOWLEDGE</u> Identify and locate the United Kingdom and its four countries on a range of maps. <u>PLACE KNOWLEDGE</u> Investigate characteristics of each country of the UK in physical form, seasons and weather, location of cities and presence of surrounding seas. Observe and describe some geographical similarities and differences between countries of the United Kingdom. Explain the similarities and differences in the lives of people in the countries of the United Kingdom. Explain the difference between human and physical geographical features. <u>HUMAN AND PHYSICAL FEATURES</u> Make simple comparisons between the key human and physical features of the four countries of the United Kingdom.</p>	<p><u>LOCATIONAL KNOWLEDGE</u> Identify and locate Wilmslow, and its surrounding towns, as well as the County of Cheshire on a range of maps. <u>PLACE KNOWLEDGE</u> Explain the difference between human and physical geographical features with reference to the local area. <u>HUMAN AND PHYSICAL GEOGRAPHY</u> Explain the main differences between human and physical geographical features. Make simple comparisons between the key human and physical features of the locality. Express a range of opinions on the features of the local environment and suggest improvements that could be made.</p>

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	Make simple comparisons between the key human and physical features of places studied.	Discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.	Express a range of opinions on the geographical features studied and, where relevant, suggest improvements that could be made	
<b>Skills covered</b>	<p><u>GRAPHICACY SKILLS:</u> Use world maps, globes and atlases to identify locations studied. Use basic symbols in a key. Begin to recognise and identify basic OS symbols. Use simple grid references (e.g. A1, D7) to locate squares on a map. Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features.</p> <p><u>FIELDWORK ENQUIRY SKILLS</u> Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).</p>	<p><u>GRAPHICACY SKILLS:</u> Use world maps, globes and atlases to identify locations studied.</p>	<p><u>GRAPHICACY SKILLS:</u> Use world maps, globes and atlases to identify locations studied. Devise a simple map of a place in the local area. Use and construct basic symbols in a key. Begin to recognise and identify basic OS symbols. Use simple grid references (e.g. A1, D7) to locate squares on a map. Zoom in/out and begin to highlight/annotate digital maps Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features.</p>	<p><u>GRAPHICACY SKILLS:</u> Use world maps, globes and atlases to identify locations studied. Devise a simple map of a place in the local area. Use and construct basic symbols in a key. Begin to recognise and identify basic OS symbols. Use simple grid references (e.g. A1, D7) to locate squares on a map. Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features.</p> <p><u>FIELDWORK ENQUIRY SKILLS</u> Engage in teacher-led/guided enquiries. Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units. Use a compass (four compass points) to follow and describe routes Use simple locational and directional language and compass directions to describe</p>



				features and routes (e.g. left/right from own perspective, NSEW).
	<p><u>ACADEMIC SKILLS</u></p> <p>Confidently ask and answer questions about what has been observed.</p> <p>Start to make selections from or within sources of information.</p> <p>Identify ways in which Geography is presented and represented (e.g. fiction, non-fiction, images, maps, digitally, through history)</p> <p>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>			
<b>End Point</b>	<p>I can confidently identify and locate my home location by street, town, county and country on maps of the United Kingdom and of the world, and on maps of different scales.</p> <p>I can identify and locate Canada on a map of the world.</p> <p>I can use a range of atlases, globes, maps and digital maps to identify Cheshire and the UK, and Canada.</p> <p>I can name and locate the seven different continents of the world, using this to identify the continents that Canada and the United Kingdom belong to.</p> <p>I can use appropriate geographic vocabulary to identify and describe human and physical features of Cheshire and Canada.</p> <p>I can understand similarities and differences in the human features of Canada compared to Cheshire.</p> <p>I can understand similarities and differences in the physical features identified in Canada compared to Cheshire.</p>	<p>I can name and locate the world's seven continents and five oceans.</p> <p>I can use maps, globes, atlases of different sizes, scales and representations to recognise and locate these.</p> <p>I can use maps, globes, atlases of different sizes, scales and representations to investigate other boundaries identified around the world.</p> <p>I can identify and describe where studied countries, landmarks, areas are around the world.</p> <p>I can make links between related areas of the world according to owls' habitats.</p>	<p>I can identify and locate the United Kingdom and its countries on a variety of world maps, atlases and globes of differing scales.</p> <p>I can identify and locate the four countries within the United Kingdom and begin to identify the boundaries of the countries of the United Kingdom when exploring maps of differing scales.</p> <p>I can recognise and identify human and physical characteristics of each country and use them to make simple comparisons.</p> <p>I can investigate a bird's eye view of the United Kingdom to recognise and identify geographic characteristics, human and physical.</p> <p>I can name and locate the cities within, and seas surrounding, the United Kingdom.</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can identify and locate the world's seven continents and five oceans,</p>	<p>I can describe the navigation of a route around the local area using locational and directional language, including simple compass directions.</p> <p>I can use simple compass directions (N, E, S, W) and apply these when following a route on a map of the local area.</p> <p>I can understand how to use a key when following a route from a map.</p> <p>I can devise a sketch map of a real place in the locality, devising symbols and establishing a key/legend.</p> <p>I can add detail to my map from other sources.</p> <p>I can investigate aerial photographs and plan perspectives of the local area and use them to identify landmarks and basic human and physical features of known places.</p>

	<p>I can interpret geographical information presented in a range of ways (beyond maps – stories, data, images).</p> <p>I can use interpreted geographical information to support my comparisons, recognising information as a source.</p>		<p>recognising and locating the continent that the United Kingdom belongs to.</p> <p>I can use simple compass directions (N, E, S, W), applying this understanding to follow a route on a map of the United Kingdom.</p> <p>I can use a range of sources to support my growing understanding of the United Kingdom, including stories, non-fiction, pictures, photographs and digital.</p>	<p>I can use observational skills to begin to collect and record evidence from the local area with support.</p> <p>I can investigate similarities and differences in local habitats.</p> <p>I can gather data about specific habitats.</p> <p>I can appropriately (link) label correct features on plans, maps, and photographs of the local area.</p> <p>I can create simple scale drawings.</p>
<b>Future Learning Link</b>	<p>KS2 – Developing an understanding of ‘place’ by studying a range of contrasting places outside the UK and comparing with our home location.</p>	<p>Y3 - Identifying the location of countries within the continent of Europe.</p> <p>Y4 - Understanding the concept of ‘climate’ and its effect on the human and physical geography of the world. Identifying the location of the world’s climate zones.</p>	<p>KS2 – Comparing the human and physical geography of a range of places outside the UK with our home location.</p>	<p>Y3 - Identifying the location of Cheshire within the North West region and the UK. Identifying the physical and human geography of these locations, including how elements of these have changed over time.</p>

Year Three				
Term & theme	Autumn 1 – The Grand Tour	Autumn 2 – River Deep! Mountain High!	Spring 2 – Where in the World?	Summer 1 – Voyages & Discoveries
<b>Big question/key concept</b>	How can we use maps to learn about the UK?	Why is water important in our world?	Where in the world...?	Why are rivers important?
<b>Prior knowledge</b>	Building on year 1 and 2 learning, children can locate the four countries and capital cities of the UK and its surrounding seas. Children have been introduced to the capital cities of the UK and have identified some geographical similarities and differences between them. Children have an understanding of some of the key human and physical features of the UK.	Children can locate the countries, capital and major cities, regions and counties of the UK and have identified key physical features of these with the understanding that rivers are a physical feature.	From KS1, Children have a secure understanding of the seven continents of the world and know about some of the hot and cold places in the world. Children are aware of some of the key human and physical features of a range of locations around the world.	Building upon prior learning in KS1, children can locate the countries, capital and major cities, regions, and immediate counties (of the locality) of the UK. They have identified key physical features of each of the countries of the United Kingdom and, within Y3 Autumn 2, they have identified and compared key physical features of regions of the United Kingdom, including Cheshire and a coastal region. They have developed an understanding of the water cycle and of rivers and have begun to identify some of the most significant rivers in the UK and Europe.
<b>Prior Skills</b>	Children understand the UK map and can identify key features of the UK, physical and human. Children have been introduced to a range of map symbols and a key/legend. They have developed an understanding of coordinates to locate specific features on a map.	Children understand the UK map and can identify key features of the UK. Children can identify key physical features of the UK on maps of different scales and using the key/legend to support their understanding.	Children have had experience of working with a range of maps depicting continents and countries beyond the UK and asking and answering questions about these locations.	Children understand that rivers are a physical geographical feature and have identified examples in the UK and Europe on maps of different kinds, scales. In Year 2, a fieldwork study of the local area means children have experience of using OS maps, devising sketch maps, following a route, and using the four compass

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				points/directional language to describe features. They recognise the skills required of a fieldwork enquiry -planning, observing, presenting results and interpreting features/patterns/similarities.
<b>Key vocabulary</b>	<p>Cheshire + major surrounding areas</p> <p><u>UK Regions:</u> North West, North East, West Midlands, East Midlands, Yorkshire and the Humber, East Anglia, (Greater) London South East, South West</p> <p><u>Local counties/authorities</u> Greater Manchester Chester Shropshire Staffordshire Merseyside Lancashire Yorkshire + other significant UK counties by population/area authority council borough</p> <p><u>Major UK cities</u> (by population) region rural urban effect/impact compare/contrast pattern/trend physical geography</p>	<p>Cheshire + major surrounding areas North West Manchester</p> <p>Major UK cities (by population)</p> <p>River Bollin Major UK rivers - Severn, Thames, Trent, Wye, Tay, Clyde, Spay Tweed, Bann</p> <p>Major rivers of the world - Nile, Amazon, Yangtze, Mississippi, Yenisei, Yellow, Volga</p> <p>Major mountains of the world – Kilimanjaro, Everest Coast tide/tidal coastal management hills mountain mountain range lake summit source mouth river bank river bed sea level</p>	<p>Continents Oceans Equator Northern Hemisphere Southern Hemisphere North America South America Europe Asia Australia Africa <i>Alternatives:</i> Australasia, Oceania, Eurasia, Afro-Eurasia Atlantic Ocean Pacific Ocean Southern Ocean Indian Ocean Arctic Ocean North Pole South Pole Arctic Circle Antarctic Circle Equator Latitude Tropic of Cancer Tropic of Capricorn Ordnance Survey (map) size quantity scale</p>	<p>River Bollin Source Mouth Stream Tributary Channel River bank/River bed Flood/Floodplain Meander Delta Up/downstream Toot hill (source) River Mersey Macclesfield forest Manchester Ship Canal High Force Estuary Volume Body of water upper/middle/lower course erosion/deposition water cycle contents/index (of atlas) contour lines scale-bars purpose reliability <u>Other local rivers</u> Goyt Valley, Weaver, Dane, Dee, Lune, Irwell, Mersey</p>

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	<p>human geography</p> <p>suburb</p> <p>settlement</p> <p>land use</p> <p>retail</p> <p>industry/industrial</p> <p>leisure</p> <p>tourism</p> <p>business</p> <p>motorway</p> <p>employment</p> <p>land border</p> <p>Ordnance Survey (map)</p> <p>size</p> <p>quantity</p> <p>scale</p> <p><i>four-figure grid reference</i></p> <p><i>eight compass points</i></p> <p><i>North-East/South-East/North-West/South-West</i></p> <p>primary and secondary data</p> <p>perspective</p> <p>purpose</p> <p>reliability</p> <p>evaluate</p>	<p>natural resources</p> <p>region</p> <p>rural</p> <p>urban</p> <p>county</p> <p>effect/impact</p> <p>compare</p> <p>contrast</p> <p>pattern</p> <p>physical geography</p> <p>human geography</p> <p>settlement</p> <p>land use</p> <p>tourism</p> <p>economic activity</p> <p>culture</p> <p>environment/environmental</p> <p>atmosphere</p> <p>body of water</p>	<p>coordinates</p> <p>eight compass points</p> <p>North-East/South-East/North-West/South-West (Introduce – will be developed in Year 4)</p> <p>distance</p> <p>primary and secondary data</p> <p>perspective</p> <p>purpose</p> <p>reliability</p> <p>evaluate</p> <p>contents/index (of atlas)</p> <p>purpose</p> <p>reliability</p> <p>eight compass points</p> <p>North-East/South-East/North-West/South-West</p> <p>latitude</p> <p>evaluate</p> <p>cause and effect</p> <p>connection</p> <p>contrast</p>	<p><u>Other UK rivers</u></p> <p>Severn, Thames, Trent</p> <p>Wye, Tay, Clyde, Spay</p> <p>Tweed, Bann</p> <p><u>World rivers</u></p> <p>Nile, Amazon, Yangtze, Mississippi, Yenisei, Yellow, Volga</p> <p>Cheshire</p> <p>Manchester</p> <p>Liverpool</p> <p>England</p> <p>United Kingdom</p> <p>England, Wales, Scotland, Northern Ireland, Republic of Ireland</p> <p>London, Cardiff, Edinburgh, Belfast, Dublin</p> <p>British Isles</p> <p>Great Britain</p> <p>North Sea</p> <p>Irish Sea</p> <p>English Channel</p> <p>Compare/contrast</p> <p>Similar/different</p> <p>Significant</p> <p>Human features/geography</p> <p>Physical features/geography</p> <p>Pattern/trend</p> <p>Outlier</p> <p>Effect</p> <p>Impact</p> <p>evaluate</p> <p>cause and effect</p> <p>connection</p> <p>Equator</p> <p>Northern Hemisphere</p>
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				Southern Hemisphere North America South America Europe/ Non-European Asia Australia Africa Globe Global International Locality world map atlas aerial photo symbol, key grid, grid reference digital map satellite photo direction near/far/further left/right high/higher compass compass direction/point North/South/East/West North West/North East/South West/South East Region economic activity culture trade finance arable/pastoral/mixed farming waste pollution environment/environmental atmosphere
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<p><b>Statutory Requirements</b></p>	<p><u>LOCATIONAL KNOWLEDGE</u> Understand the location of Manchester as within the North West region. Describe the locations of the geographical regions of the UK, including coastal regions, our nearby counties and major UK cities. Identify the locations of some of the key human and physical features of the UK. Understand that land use patterns in the UK have changed over time. <u>PLACE KNOWLEDGE</u> Make simple comparisons between some human and physical geographical features of the UK. Describe how land use has changed over time in the UK locations studied (Manchester and the North West region). Investigate and identify the key human and physical geographical features of the UK locations studied. Identify geographical similarities and differences between our local region and town and other UK coastal regions and towns/cities. <u>HUMAN AND PHYSICAL FEATURES</u> Begin to explicitly understand the terms 'physical geography' (the</p>	<p><u>LOCATIONAL KNOWLEDGE</u> Locate and compare the major rivers of the world, the UK, and our locality. <u>PLACE KNOWLEDGE</u> Investigate and identify the key human and physical geographical features of the UK locations studied and of the continent of Europe. Understand some of the ways in which rivers (including the River Bollin) affect the human and physical geography of places. Understand some of the effects of climate on the human and physical geography of places. Understand some of the ways in which coastal areas and coastal features are affected by physical processes and human activity. <u>HUMAN AND PHYSICAL FEATURES</u> Begin to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment). Identify, describe and compare the human and physical features of the places studied. Understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth. Describe the key features and uses of rivers (including the River Bollin) and</p>	<p><u>LOCATIONAL KNOWLEDGE</u> Locate the countries of Europe (including Russia) and use maps to identify Europe's major regions, cities and human and physical characteristics. Recognise and Europe as one of the world's seven continents, naming the remaining six and the world's five oceans. Identify and locate the North and South Poles and the Northern and Southern Hemispheres. Identify and locate the Equator, Arctic Circle and Antarctic Circle and the position of the Tropics of Cancer and Capricorn as lines of latitude. Identify countries that lie within these lines of latitude. <u>PLACE KNOWLEDGE</u> Understand some of the effects of climate on the human and physical geography of places.</p>	<p><u>LOCATIONAL KNOWLEDGE</u> Locate and compare the major rivers of the world, the UK, and our locality. <u>PLACE KNOWLEDGE</u> Understand some of the ways in which rivers (including the Bollin) affect the human and physical geography of places. <u>HUMAN AND PHYSICAL FEATURES</u> Use a wide geographical vocabulary (see vocabulary section of this grid) to identify, the physical features of rivers. Describe the key features and uses of rivers (including the Bollin) and understand how their features and uses have changed over time.</p>
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	<p>study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment). Identify, describe and compare the human and physical features of the places studied using the appropriate vocabulary. Identify types and sizes of settlement found in the UK and describe the some of the characteristics of different settlements. Identify and describe land use in the UK and understand how this has changed over time in the locations studied (Manchester and the North East region) Identify some examples of the economic activity of the locations studied.</p>	<p>understand how their features and uses have changed over time. Begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of a place.</p>		
<b>Skills covered</b>	<p><u>GRAPHICACY SKILLS:</u> Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate Manchester, North West region and describe features studied. Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity) Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road)</p>	<p><u>GRAPHICACY SKILLS:</u> Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity) On digital maps, begin to identify scale and annotate with text and labels.</p>	<p><u>GRAPHICACY SKILLS:</u> Begin to use a wider range of maps (including OS maps) as well as atlases, globes, and digital mapping to locate countries and describe features studied. Begin to understand more complex keys. Know that four-figure grid references can be used to identify locations and begin to use them. Begin to understand the purpose/reliability of different image types</p>	<p><u>GRAPHICACY SKILLS:</u> Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate rivers and describe features studied. Create a simple sketch map e.g. of a short route followed, with symbols and a key Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road)</p>



	<p>Begin to understand the use of scale on maps. Know that four-figure grid references can be used to identify locations and begin to use them. On digital maps, begin to identify scale and annotate with text and labels. Begin to understand the purpose/reliability of different image types.</p>	<p>Begin to understand the purpose/reliability of different image types.</p>		<p>Begin to understand the use of scale on maps. On digital maps, begin to identify scale and annotate with text and labels Begin to understand the purpose/reliability of different image types. <u>FIELDWORK ENQUIRY SKILLS:</u> Engage in guided enquiries and begin to suggest own questions for enquiry. Begin to evaluate own observations and compare them with others. Understand the eight compass points and begin to use them to follow routes. Apply age –appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales). Secure use of left/right from any perspective and use eight compass points to describe routes.</p>
	<p><u>ACADEMIC SKILLS</u> Begin to frame questions and answers in geographically valid ways (e.g. linked to similarities and differences or change over time) Select information according to relevance. Begin to understand the difference between primary and secondary data. Understand that there are different ways to represent geographical information and that these might inform opinions/beliefs. Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>			

<p><b>End Point</b></p>	<p>I can name and locate the regions, local counties and major cities of the UK as well as the locations of some of its key human and physical features. I can compare and contrast areas/regions of the United Kingdom with consideration of their similar or different human and physical features. I can identify how land use has changed over time and the impact of this on the location of some of these features. I can recognise physical features associated with coastal regions in contrast to mainland regions. I can develop my understanding of UK mapping, including identifying regions, counties, cities and key features. With a focus on the North West region, I can begin to measure simple distances between locations and begin to understand the concept of scale on maps and digital maps. I can begin to use eight compass points – North, East, South, West, North East, North West, South East, South West, to describe and locate areas of the United Kingdom. I can use symbols and a key/legend to identify and locate places on a map, including large scale OS maps.</p>	<p>I can name and locate key topographical features of the UK, including coast, hills, mountains, the water cycle and rivers. I can recognise and describe key rivers from around the world as well as those in my own locality (River Bollin). I can recognise and describe key mountain ranges around the world. I can use a range of sources to understand the water cycle and present information on this in diagrams and graphs. I can understand the water cycle, its associated processes and some of its effects on Earth's geography. I can understand how key aspects of physical geography have changed over time. I can use atlases to research locations and physical features studied. I can use non-fiction books, stories, maps, pictures, photos and the internet as sources of information to support my geographic understanding.</p>	<p>I can locate a range of countries, regions and cities in Europe as well as examples of human and physical characteristics. I can develop an understanding of Europe as the continent that the UK is located in, and can describe some aspects of its human and physical geography. I can use a range of maps and other sources to locate countries of the world and their key features, investigating geographical questions, presenting information and making comparisons in a range of ways. I can identify the equator, Northern and Southern hemisphere and the countries of the world that lie within them. I can use atlases to find out about other features of places studied</p>	<p>I can name and locate the major world rivers and rivers of the UK, our region and local area. I can identify the location of the source and mouth of the River Bollin. I can explain the effects of rivers on the human and physical geography of the places they flow through, with a focus in depth on the River Bollin and its impact on the North West region. I can use observation, map and questioning skills to investigate the significance and uses of the River Bollin over time. I can observe, collect and record evidence to analyse and draw conclusions, for example make comparisons with two locations using photos, temperatures. I can draw a sketch of a simple feature from an observation or photo. I can make a map of a short route experienced (in the correct order) with geographical features marked on. I can start to draw plan views. I can begin to use eight compass points, North, East, South, West, North East, North West, South East, South West. I can describe a route on larger scale maps.</p>
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	<p>I can use lettered or numbered coordinates to locate features on a map.</p> <p>I can use atlases to investigate other features of places studied.</p> <p>I have experience of aerial photographs and can use these to identify and locate known places.</p> <p>I can use non-fiction books, stories, maps, pictures, photos and the internet as sources of information to support my geographic understanding.</p>			<p>I can draw maps based on descriptions using complex keys and understand how contour lines are used on maps showing the Bollin.</p> <p>I can use four-figure grid references and eight compass points to identify and describe locations and begin to draw to scale, using scale bars and digital tools to estimate distances.</p> <p>I can identify how rivers are linked to the water cycle and understand the key features and uses of rivers and how these have changed over time, with a focus on the River Bollin.</p>
<b>Future Learning:</b>	<p>Y4 - Identifying, describing, and comparing the locations of the UK's hills, mountains, coasts, and rivers through a specific focus on Mam Tor.</p> <p>Comparing our region (human and physical) with the Bay of Naples in Italy.</p>	<p>Y5 - Children identify and locate the major rivers of North America.</p> <p>Y6 – Children identify and locate the major rivers of South America and of Brazil. Children describe the impact of rivers on places studied.</p>	<p>Y4 - Identifying climate zones found within continents. Studying the human and physical features of a region of a European country (Bay of Naples) in depth.</p> <p>Y5 - Identifying the locations of countries, cities within North America. Investigating mapping, including thematic maps.</p> <p>Y6 - Identifying the locations of countries, cities within South America. Identifying biomes found within continents. Investigating mapping, including thematic/distribution maps.</p>	<p>Y5 &amp; Y6 – Children identify and locate the major rivers of the Americas and of Brazil. Children learn about the impacts of rivers on the human and physical geography of the regions studied in the Americas.</p>

Year Four				
Term & theme	Autumn 1 – Place in this World	Spring 2 – Angry Earth	Summer 1 – Save Our Environment	Summer 2 – Mam Tor
Big question/key concept	How does climate affect life on earth?	How does living in the Bay of Naples compare to living in the north-west of England?	How do volcanoes and earthquakes affect life in Mexico?	What can Mam Tor reveal about the geography of Derbyshire?
Prior knowledge	From prior learning, children understand the terms and can locate the Equator, Northern/Southern Hemispheres and the Arctic/Antarctic Circles. From Years 1 and 2, children understand the effects of weather and the seasons (as physical processes) on the geography of familiar/local places. Children can describe some of the geographical features of hot and cold places around the world. and understand some of the similarities and differences between those features.	In Year 2, children have had experience of comparing two contrasting locations according to their human and physical features. From prior learning in Year 3, children understand the concept of 'region' and can locate the regions of the UK to describe and compare some of the geographical features of these regions of the UK and also of countries of Europe.	<u>Builds on:</u> Y4 Unit 2, and Y6 Unit 1 – Children have identified the location of Mount Etna in Sicily and have located mountains and mountain ranges in a range of countries around the world. <u>Builds on:</u> Y6 Unit 2 – Children have an understanding of how different types of mountains can affect the human and physical geography of places. <u>Builds on:</u> Y4 Unit 2 and Y6 Unit 2 – Children have a basic understanding of what a volcano is and have studied some of the impacts of one volcano (Mount Etna) on its surrounding area.	Building upon locational awareness of the local area and region gained in Year 3, children are confident in their understanding of Cheshire as a county and of its key physical and human features. From their learning in Autumn 1, they are aware of counties surrounding Cheshire.
Prior Skills	Children can identify the locations of the Poles, the Arctic and Antarctic Circles and the Northern and Southern Hemispheres on world maps and globes and understand how the location of places can affect temperature.	In Year 3, children have used maps and a range of sources to compare geographical features of our region with areas/regions of the coast in the UK, and beyond.		In Year 3, children have used maps and a range of sources to compare geographical features of our region with areas/regions of the coast in the UK, and beyond. They have used fieldwork enquiry skills to investigate local rivers, considering how an enquiry is structured, planned, carried out and analysed.

<b>Key vocabulary</b>	<p>Eastern Africa – Rwanda, Uganda, Congo Mountain Gorillas Western/Central Africa - Congo- Lowland Gorillas economic activity culture trade finance arable/pastoral/mixed farming waste pollution environment/environmental atmosphere climate (climate change) climate zones (polar, temperate tropical and desert, mountain and Mediterranean) vegetation belt volcano, lava, magma peninsula strait contents/index (of atlas) contour lines scale-bars oblique view purpose reliability linear and non-linear oblique time graphs eight compass points North-East/South-East/North- West/South-West evaluate cause and effect connection contrast trend</p>	<p><u>Major cities of Italy</u> (by population)  <u>Bay of Naples</u> Gulf Sorrento, Pompeii, Herculanean Amalfi coast, Mediterranean sea rivers and mountains, including Mount Vesuvius North &amp; South Hemispheres Lines of latitude, including the Equator and the Tropics of Cancer &amp; Capricorn Compare/contrast Pattern/trend effect impact evaluate cause and effect connection/contrast physical geography human geography economic activity culture trade finance environment/environmental atmosphere volcano lava magma peninsula strait contents/index (of atlas) contour lines scale-bars oblique view purpose</p>	<p><u>Mexico/ Volcanoes and Earthquakes</u> Mexico City + other major cities (by population), rivers, mountains (including volcanoes) and location of major earthquakes.  Ring of Fire + other volcanoes/earthquakes in each continent sedimentary/igneous/ metamorphic rock alpine types of mountain: fold, dome and fault-block crust mantle core plate tectonic vent crater dormant extinct geothermal earthquake fault line epicentre landslide avalanche Richter Scale tsunami aftershock tremor</p>	<p>Mam Tor Derbyshire Geology National park Peak District Castleton Summit Soil Hill Fort Landslide Manchester Sheffield compare contrast pattern effect impact physical geography human geography contents/index (of atlas) contour lines scale-bars linear/non-linear oblique view purpose reliability four-figure grid references coordinates eastings eight compass points North-East/South- East/North-West/South- West evaluate cause and effect connection</p>
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		reliability four-figure grid references coordinates easting/westing eight compass points North-East/South-East/North-West/South-West		contrast trend
<b>Statutory Requirements</b>	<u>LOCATIONAL KNOWLEDGE</u> Name and locate the world's climate zones using a world map. Name and locate the world's vegetation belts using a world map. Locate the position of the Tropics of Cancer and Capricorn as lines of latitude. Identify and locate Eastern and Western/Central regions and countries of Africa using maps and compare to the location of our region. <u>PLACE KNOWLEDGE</u> Understand some of the effects of climate on the human and physical geography of places. <u>HUMAN AND PHYSICAL FEATURES</u> Explain the differences between the terms 'human geography' and 'physical geography'. Use a wide geographical vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the countries and regions studied. Describe and understand the concept of climate. Identify the key features of the world's climate zones and vegetation belts.	<u>LOCATIONAL KNOWLEDGE</u> Identify and locate the Bay of Naples and compare to the location of our region. <u>PLACE KNOWLEDGE</u> Make comparisons between some of the physical and human geographical features of a European country (Italy) and the UK. Investigate and describe the human and physical geography of the European region studied in depth (Bay of Naples). Identify geographical similarities and differences between a region in Europe (Bay of Naples) and a region of the UK (North West). <u>HUMAN AND PHYSICAL FEATURES</u> Explain the differences between the terms 'human geography' and 'physical geography'. Use a wide geographical vocabulary to identify, describe and compare the human and physical features of the countries and regions studied. Begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of a place (focus on Mount Vesuvius in Bay of Naples)	<u>LOCATIONAL KNOWLEDGE</u> Identify the location of Mexico and its major cities on a range of maps. <u>PLACE KNOWLEDGE</u> Describe some of the effects of distribution of natural resources on the people who live in the places studied. Explain how human and physical features and processes interact and cause change over time. <u>HUMAN AND PHYSICAL FEATURES</u> Understand the key features of and the physical processes involved in the formation of volcanoes and earthquakes. Describe, compare and evaluate some of the effects/impacts of volcanoes and earthquakes on the human and physical geography of the locations studied.	<u>LOCATIONAL KNOWLEDGE</u> Identify and locate Mam Tor using maps and compare to the location of our region. <u>PLACE KNOWLEDGE</u> Investigate, describe and make comparisons between some of the physical and human geographical features of Mam Tor. <u>HUMAN AND PHYSICAL FEATURES</u> Explain the differences between the terms 'human geography' and 'physical geography'.

		Describe and explain the economic activity of the location studied (Bay of Naples).		
<b>Skills covered</b>	<p><u>GRAPHICACY SKILLS:</u> Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied. Use the contents/index of an atlas Use complex keys (e.g. making estimates based on size of symbols) Use scales to estimate distances e.g. along a road/river On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc. Understand and explain the purpose/reliability of different image types, including oblique views</p>	<p><u>GRAPHICACY SKILLS:</u> Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied. Use the contents/index of an atlas Draw a map (including symbols and key) from a description and compare to other maps. Use complex keys (e.g. making estimates based on size of symbols) Understand the purpose of contour lines on maps. Use four-figure grid references to identify and describe locations. On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc. Understand and explain the purpose/reliability of different image types, including oblique views</p>	<p><u>GRAPHICACY SKILLS:</u> Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied. Use the contents/index of an atlas. Understand the purpose of contour lines on maps. Use scales to estimate distances e.g. along a road/river.</p>	<p><u>GRAPHICACY SKILLS:</u> Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate and describe features studied. Draw a map (including symbols and key) from a description and compare to other maps. Use complex keys (e.g. making estimates based on size of symbols) Understand the purpose of contour lines on maps. Use scales to estimate distances e.g. along a road/river. Use four-figure grid references to identify and describe locations. On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc. Understand and explain the purpose/reliability of different image types. <u>FIELDWORK ENQUIRY SKILLS:</u> Engage in guided enquiries and suggest own questions for enquiry</p>

				<p>Evaluate own observations and compare them with others</p> <p>Use the eight points of a compass to follow and describe routes and identify locations</p> <p>Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales).</p>
<p><u>ACADEMIC SKILLS:</u></p> <p>Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference)</p> <p>Identify connections, contrasts and trends in observations or information selected</p> <p>Recognise that geographical 'facts' can vary depending on the source and begin to suggest reasons for this.</p> <p>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>				
<b>End Point</b>	<p>I can locate the world's climate zones and vegetation belts as environmental regions of the world.</p> <p>I can explain the significance and location of the Tropic of Cancer and Tropic of Capricorn.</p> <p>I can identify on world maps similar places according to their environmental regions.</p> <p>I can develop my understanding of the concept of climate and can begin to explain the links between the climate of places and their human and physical features (studying the topography of these places).</p> <p>I can identify the key features of world's climate zones and vegetation belts.</p>	<p>I can identify regions within Italy (including the Bay of Naples) and can identify and compare the location of the Bay of Naples with the location of the north-west region of the UK.</p> <p>I can develop my comparison skills further by comparing two contrasting regions – my home region and the region of the Bay of Naples in Italy.</p> <p>I can identify and describe a range of similarities and differences in the human and physical geography of each region.</p> <p>I can develop my understanding of the human and physical geography of the North West region and of the region of the Bay of Naples in Italy</p>	<p>I can name and locate states and main cities of South America, focusing on Mexico.</p> <p>I can name and locate volcanoes in Mexico and around the Ring of Fire.</p> <p>I can identify the locations of earthquakes in Mexico using thematic maps.</p> <p>I can describe and evaluate in detail the impact of volcanoes over time on the human and physical geography of Mexico and other significant places.</p> <p>I can describe the human and physical and geography of Mexico with a focus on its earthquakes and volcanoes and their impact.</p>	<p>I can identify and locate the village of Mam Tor and the Peak District National Park and compare to previous locations studied.</p> <p>I can make a range of comparisons between the human and physical features of the significant site studied.</p> <p>I can describe and compare some of the effects of economic activity and distribution of resources in the places studied.</p> <p>I can use a range of maps at varying scales to investigate change over time at Mam Tor.</p>

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	<p>I can understand how climate can change over time and some of the effects that climate change can have.</p> <p>I can ask and answer geographically valid questions about the concept of climate and vegetation belts.</p> <p>I can investigate the concept of climate change, including how this is represented in different ways by different sources.</p> <p>I can recognise how human actions can improve or destroy climates and environments and why people may seek to manage environments more sustainably.</p> <p>I can begin to discuss the reliability of these sources.</p>	<p>and compare and contrast the two regions, with a focus on physical features and economic activity.</p> <p>I can understand what a volcano is and how geographical features like volcanoes affect where people settle.</p> <p>I can use a range of sources to investigate the human and physical geography of the Bay of Naples and suggest my own ideas for geographical comparisons that can be made between the Bay of Naples and the North West and identify a range of similarities and differences between the two regions.</p> <p>I can use four figure grid references to locate places on maps.</p>	<p>I can develop an understanding of the key features and processes involved in earthquakes and volcanoes and draw on their previous learning to evaluate the impact on human activity, including settlement patterns.</p>	<p>I can use four-figure grid references and the eight-point compass to describe locations and follow routes.</p> <p>I can draw maps to scale, comparing drawings to original maps.</p> <p>I can organise and present findings in a range of ways.</p>
<b>Future Learning</b>	<p>Y5– Developing understanding of the effects of climate change on the future sustainability of the planet. Children can apply their knowledge of the effect of climate on places around the world to places studied in North America, including the human and physical geography.</p> <p>Y6 – Developing understanding of the biomes of the world. Developing understanding of the use of maps to illustrate ideas or opinions. Children can apply their knowledge of the effect of climate on places around the world to places studied in South America, including the human and physical geography.</p>	<p>Y6–Identifying, describing and comparing a region in Brazil to our local region. Describing the human and physical geography of a region in Brazil and making comparisons with our local region as well as evaluating the usefulness and reliability of a range of sources in doing so.</p>	<p>Y5 – Investigating mountain ranges of the world and their physical features to understand their location, their impact on the local area, their importance to the wider world.</p>	<p>Y5 &amp; Y6 – Investigating further the local area by understanding the richness of physical features found in the Peak District and in Lindow itself. Comparing and contrasting an understanding of physical features in this area with previous fieldwork studies, furthering observational and analysis skills.</p>

Year Five				
Term & theme	Autumn 1 – Awesome America	Spring 1 – Raiders or Traders?	Spring 2 – To Infinity & Beyond	Summer 1 – Enough for Everyone
Big question/key concept	North America: a continent of contrasts?	How did UK countries and cities get their names? <b>HISTORY FOCUSED TERM</b>	Why do mountains matter?	Into the future - is our planet sustainable?
Prior knowledge	Y3 and Y4 – Children’s locational knowledge of UK and Europe is secure and focus moves to more geographically distant locations.	From LKS2, children’s locational knowledge of UK and its countries, counties and regions is secure.	Children have identified the location of mountains and mountain ranges as key physical features in a range of countries. Children have used a range of sources of increasing complexity to study a range of physical features and processes, including mountains, hills, valleys and rivers.	Children have had experience of comparing contrasting locations. They know that some locations are richer in their physical geography than others and they understand that people’s decisions and actions can impact on an area now and in the future. From Year 3, they understand that land use can change over time and that this can have a positive or negative impact for people and for the planet.
Prior Skills	Children have had experience of using maps of Europe as a continent to investigate geographical questions and identify geographical features.	Children have used a range of maps, digital and on paper, and of varying scales to investigate towns, cities, regions of the UK – coastal and mainland. They have begun to use the eight compass points and four figure grid references to describe their locations.	Children have used a range of sources of increasing complexity to study a range of physical features and processes in building their understanding of the topography of the world.	Children have interpreted a range of different maps and geographic sources to investigate changes to a location in terms of its physical and human features.
Key vocabulary	<u>North America</u> Countries + major capital cities + other major cities (by population) + major rivers and mountains Great Basin, Mohave, Chihuahuan, Sonoran	Over Peover, Lower Peover, Peover Superior Nantwich Northwich Middlewich Sandbach	Earth Latitude Longitude Equator Hemispheres Tropics of Cancer/Capricorn	Sustainability Quality of life Poverty Resources Environment Economy

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	<u>Alaska</u>  local trend representation physical process human process/ activity population distribution population density fair/ethical trading production federation state municipality favela economy GDP desert thematic maps area measuring tool six-figure grid references easting/northing perspective purpose significance reliability relevance conclusions trend Location, place, space, personal, empathetic	Knutsford Cheshire  eight compass points North-East/South- East/North-West/South- West	<u>Mountains</u> <u>Highest peaks on each continent:</u> Mount Everest, Aconcagua, Denali, Kilimanjaro, Vinson, Mont Blanc, Elbrus, Puncak Jaya, Mount Kosciuszko + UK mountain ranges + examples of fold, dome and fault-block mountains/mountain ranges Earthquakes Volcanoes Mountains Hills Mountain range Fold mountain Summit Peak Snow line Land use Valley Plateau Ridge Slope Face Ascent/descent Foot Tree line Economic activity Tectonic plates Trade Environment & its regions Temperate regions Location, place, space, personal, empathetic Latitude Longitude	Development Density/sparsity local trend representation physical process human process/ activity population distribution population density fair/ethical trading energy production economy GDP natural resource renewable/non-renewable energy perspective purpose significance reliability relevance conclusions trend  Location, place, space, personal, empathetic  Countries/cities in continents not covered that are of interest to the children/in the news
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<p><b>Statutory Requirements</b></p>	<p><u>LOCATIONAL KNOWLEDGE</u> Locate the countries of North and South America and use maps to identify major regions, cities and human and physical characteristics of North America. <u>PLACE KNOWLEDGE</u> Make comparisons between the human and physical geography of the continent of North America and Europe. Investigate and describe the human and physical geographical features of the regions in North America studied and compare to other regions previously studied. Suggest and evaluate reasons for geographical similarities and differences between locations. <u>HUMAN AND PHYSICAL FEATURES</u> Begin to understand the links between the human and physical geography of the places studied. Secure and further develop the use of a wide geographic vocabulary to identify, describe and compare the human and physical features of the continents, countries and regions studied. Understand the impact of climate zones on the physical geography of North America. Identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied.</p>	<p><u>LOCATIONAL KNOWLEDGE</u> Understand the location of Cheshire and its towns as within the North West region. <u>PLACE KNOWLEDGE</u> Describe some of the effects of economic activity (HISTORIC) and distribution of natural resources on the people who live in the places studied.</p>	<p><u>LOCATIONAL KNOWLEDGE</u> Locate and compare major mountain ranges of the world and the UK. Investigate and compare the locations of major earthquakes and volcanoes within Mexico and around the world and understand how these link to the location of the world's tectonic plates. <u>PLACE KNOWLEDGE</u> Explain how human and physical features and processes interact and cause change over time. <u>HUMAN AND PHYSICAL FEATURES</u> Understand the key features of and the physical processes involved in the formation of mountains, volcanoes and earthquakes. Describe, compare and evaluate some of the effects/impacts of mountains, volcanoes and earthquakes on the human and physical geography of the locations studied.</p>	<p><u>LOCATIONAL KNOWLEDGE</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying characteristics. Locate and identify key human and physical characteristics of the UK and how they have changed over time. Identify key topographical features of the UK, including hills, mountains, coasts and rivers. Identify land use patterns of the UK and understand how some of these aspects have changed over time. <u>PLACE KNOWLEDGE</u> Describe some of the effects of economic activity and distribution of natural resources on the people who live in the places studied. Identify and describe geographical links (interconnections) between the range of places and processes studied. Explain how human and physical features and processes interact and cause change over time. Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources.</p>
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<b>Skills covered</b>	<p><u>GRAPHICACY SKILLS:</u></p> <p>Use a wide range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Compare and evaluate maps with different scales.</p>	<p><u>GRAPHICACY SKILLS:</u></p> <p>Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p>	<p><u>GRAPHICACY SKILLS:</u></p> <p>Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Explain ideas using a thematic map for reference</p>	<p><u>GRAPHICACY SKILLS:</u></p> <p>Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied</p>

	<p>Begin to create own complex keys using mathematical concepts. Begin to use six-figure grid references to identify and describe locations. On digital maps, use linear and area measuring tools and start to use and contrast digital maps at different scales. Compare images that have been altered using digital technologies and explain the impact that this has (e.g. reliability).</p>	<p>Begin to use six-figure grid references to identify and describe locations.</p>	<p>Draw to scale from given measurements/using observations and compare to other maps. Compare and evaluate maps with different scales. Begin to use six-figure grid references to identify and describe locations. <u>FIELDWORK ENQUIRY AND PRACTICAL SKILLS:</u> Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results Evaluate own observations, compare them with others and draw conclusions Apply age-appropriate Maths knowledge to understanding of Geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume).</p>	<p>Compare and evaluate maps with different scales Begin to create own complex keys using mathematical concepts (e.g. size of symbol for quantity)</p>
	<p><u>ACADEMIC SKILLS:</u> Ask and answer geographically valid questions (e.g. about significance, reliability, relevance and perspective) Explain the usefulness, reliability, and relevance of information Begin to understand how geographical 'facts' are often interpreted to support opinions Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>			
<b>End Point</b>	<p>I can identify the locations of a range of countries in North America and can locate major cities, regions, and physical and human characteristics. I can describe the key human and physical geographical features of the North America and compare these</p>	<p>I can locate countries and cities of the United Kingdom. I can use a database to interrogate and amend data collected.</p>	<p>I can identify the location of key mountains and mountain ranges in countries not previously studied (including the location of Mount Everest as the world's highest mountain). I can investigate the effects of mountains on other physical and human</p>	<p>I can describe and understand key aspects of human geography, possibly including types of settlement and land use, or economic activity, including trade links and distribution of natural resources</p>

	<p>with the features of Europe previously studied.</p> <p>I can apply my knowledge of the human and physical geography previously studied to a study of the North America.</p> <p>I can use four and six figure grid references to identify and locate landmarks of Alaska, as a region.</p> <p>I can identify the impact of climate zones and rivers on life in the Americas and understand how these and other factors can affect population distribution and density.</p> <p>I can begin to use a wider range of maps (thematic/distribution maps) to investigate and describe the human and physical geography of North America.</p> <p>I can compare images and other sources linked to North America and begin to understand how these can be interpreted in different ways.</p>		<p>geographical features in a range of places around the world.</p> <p>I can identify the key features of mountains and understand the physical processes that lead to their formation, including an understanding of plate tectonics.</p> <p>I can evaluate some of the impacts (both positive and negative) of mountains on human activity, with a focus on Mount Everest.</p> <p>I can begin to understand the idea of 'tertiary' sources/data and use examples to research how different types of mountains are formed and the physical processes involved.</p> <p>I can suggest my own geographical questions to investigate as part of a study of the physical processes and human activity that have an impact on the goyt valley.</p> <p>Following first –hand observations, I can present findings in a range of ways, including drawing scale maps of areas with complex keys and using linear and area measuring tools on digital maps of different scales.</p> <p>I can begin to use six-figure references to identify and describe locations and can use eight compass points to give directions or describe routes.</p>	<p>I can draw on all of my previous locational knowledge and awareness to describe how locations might change over time and identify locations that are key to the sustainability of the planet in the future.</p> <p>I can evaluate how places might change in the future by applying my knowledge about the interdependence of human and physical features and processes and how these have impacted on the range of places studied.</p> <p>I can examine the distribution of natural resources including energy, food, minerals and water around the planet and give opinions and suggestions on sustainability in the future.</p> <p>I can investigate the sustainability of the planet and the distribution of natural resources around the world.</p> <p>I can ask and answer perceptive questions and suggest ways to answer these using maps, images and other sources.</p> <p>I can learn to explain how different types of maps can be used to show different perspectives.</p> <p>I can begin to support my ideas about the future sustainability of the planet.</p>
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<p><b>Future Learning Link:</b></p>	<p>Y6 – Children study the human and physical regions in South America in depth, developing an understanding of regions in South America using a range of maps and geographical sources.</p>		<p>Y6 – Studying the interaction between human and physical processes in more depth. Developing the use of a range of sources to inform opinions and offer geographical conclusions. Explaining how human and physical features and processes interact and how the geography of places might change in the future.</p>	<p>Y6 – Studying the impact of human decisions and actions on regions of the world, including biomes, and specific locations of South America (Brazil and Rio de Janeiro), as well as the local area.</p>
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Year Six				
Term & theme	Autumn 1 – Conflict & Resolution	Autumn 2 – Endangered or Empowered	Spring 2 – Survival of the Fittest	Summer 1 – High Hopes & Daring Dreams
Big question/key concept	Where did WWII impact? <b>HISTORY FOCUSED TERM</b>	Are all biomes equally fragile?	From Rio to the Rainforest: What do we know about life in Brazil?	How has Lindow changed over time and how might it change in the future?
Prior knowledge	Building from Year 2, 3 and 4, children have an understanding of Europe as the continent that the UK is located in and can describe some aspects of its human and physical geography. They can name and locate countries of Europe and with a confidence around the location and knowledge of the Bay of Naples.	Developing knowledge from Years 3 and 4, children know and can name the world's climate zones and are aware of vegetation belts. They can also explain the significance and location of the Tropic of Cancer and Tropic of Capricorn.	Children can compare the human and physical features of contrasting regions of the UK and also between a region of the UK and a region of Europe (Bay of Naples – Italy). Children know how humans can impact on the geography of a place and can use this to consider impact on the future.	Drawing upon locational awareness of the local area and region gained in previous year groups, all previous place knowledge of the locality and region and all previous knowledge and understanding associated with human and physical geography studied in local area units in Years 1 – 6.
Prior Skills	Children have a deeper understanding of the continent of Europe, using a range of maps and other sources to locate countries and key features, investigate geographical questions and present information and make comparisons in a range of ways.	Children know and understand lines of latitude and their connection to hot and cold areas of the world, recognising the equator, Tropic of Cancer and Capricorn, Arctic and Antarctic circle on maps of world. They can use four figure grid references to locate places on maps. They know how to interpret climate maps to consider where climates are located across the globe.	Children can ask and answer questions about, and make a range of comparisons between, our home region and a region in another country, using a range of sources. Children can use a range of maps to identify and describe human and physical geographical features of North America as a continent, including climate and rivers among other topographical features. In Year 5, children have begun to investigate economic activity, land use and distribution of natural resources in locations studied.	All skills covered in fieldwork units in Years 1 – 6 and the understanding of Geography as being an enquiry-based subject of learning.

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<b>Key vocabulary</b>	<p>Europe</p> <p>United Kingdom</p> <p>Germany</p> <p>Japan</p> <p>Italy</p> <p>France</p> <p>Poland</p> <p>China</p> <p>America</p> <p>Soviet Union (Russia)</p> <p>United Nations</p> <p>Leadership</p> <p>Healthcare</p> <p>Rural</p> <p>Urban</p> <p>Island</p> <p>Border</p> <p>Mainland</p> <p>North, East, South, West</p> <p>North East, North West, South East, South West</p> <p>Key</p> <p>Legend</p> <p>Cartographer</p> <p>Compare/contrast</p> <p>Evaluate</p> <p>Analyse</p> <p>Trade</p> <p>Import</p> <p>Export</p>	<p>Latitude</p> <p>Longitude</p> <p>Parallels/horizontals</p> <p>Degrees</p> <p>Minutes</p> <p>Seconds</p> <p>Landscape</p> <p>Map</p> <p>Globe</p> <p>World</p> <p>Lines of latitude</p> <p>The equator</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Longitude</p> <p>Prime/Greenwich meridian</p> <p>Navigate</p> <p>Locate</p> <p>Measure</p> <p>Time zones</p> <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>International Date Line</p> <p>Greenwich, London</p> <p>Greenwich Observatory</p> <p>Ecosystems</p> <p>Flora</p> <p>Fauna</p> <p>Climate</p> <p>Biome</p> <p>Features</p> <p>Continents</p> <p>Impact</p> <p>Diverse</p> <p>Cartographer</p> <p>biomes: tropical rainforest, temperate broadleaf forest,</p>	<p><u>Brazil</u></p> <p>Brasilia</p> <p>Rio De Janeiro</p> <p>Sao Paolo + other major cities (by population), regions, rivers and mountains</p> <p>Lines of Latitude, including the equator, Tropic of Cancer and Capricorn</p> <p>Lines of longitude including the Prime/ Greenwich Meridian trend</p> <p>representation</p> <p>physical process</p> <p>human process</p> <p>tourism</p> <p>urbanisation</p> <p>push factors</p> <p>pull factors</p> <p>trade</p> <p>weather, climate, biome</p> <p>population distribution</p> <p>population density</p> <p>fair/ethical trading</p> <p>energy</p> <p>production</p> <p>government</p> <p>economy</p> <p>GDP</p> <p>rainforest</p> <p>forest floor/understory</p> <p>canopy/emergent layer</p> <p>deforestation</p> <p>wildfire</p> <p>plains</p> <p>Amazon jungle</p> <p>River Amazon</p>	<p>Lindow</p> <p>Wilmslow</p> <p>Cheshire</p> <p>Urban</p> <p>Rural</p> <p>Rural-urban fringe</p> <p>Transport</p> <p>North-West</p> <p>Region</p> <p>England</p> <p>Site</p> <p>Lindow peat bogs</p> <p>Lindow Common</p> <p>Site of Special Scientific Interest</p> <p>Carbon</p> <p>Carbon sink</p> <p>Soil</p> <p>Preservation</p> <p>Conservation</p> <p>Pollution</p> <p>Air quality</p> <p>Building type</p> <p>Retail</p> <p>Commercial</p> <p>Residential</p> <p>Property</p> <p>bias</p> <p>subjective/subjectivity</p> <p>interconnection</p> <p>interaction</p> <p>dynamic</p> <p>production/distribution/ consumption of natural resources</p> <p>sustainability</p> <p>climate change</p> <p>demographic</p> <p>infrastructure</p>
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		grassland savannah, desert (hot and polar), taiga and tundra (Arctic and alpine) deciduous coniferous/evergreen day night sustainability weather (+weather vocabulary) seasons permafrost interconnection interaction dynamic production/distribution/ consumption of natural resources import/export sustainability climate change demographic infrastructure renewable/non-renewable energy desertification alpine crust, mantle, core thematic maps six figure grid references easting/northing Location, place, space, personal, empathetic	thematic maps area measuring tool perspective purpose significance reliability relevance conclusions trend Location, place, space, personal, empathetic	desertification globalisation perception bias data perspective purpose significance reliability relevance conclusions trend Quality of life Location, place, space, personal, empathetic
<b>Statutory Requirements</b>	<u>LOCATIONAL KNOWLEDGE</u> Locate the countries of Europe and use maps to identify Europe's major regions, cities, and	<u>LOCATIONAL KNOWLEDGE</u> Name and locate the world's climate zones using a world map. Name and locate the world's major biomes and vegetation belts using a world map.	<u>LOCATIONAL KNOWLEDGE</u> Locate the countries of South America and use maps to identify major regions, cities and human and physical characteristics. Locate position of time zones within South America.	<u>LOCATIONAL KNOWLEDGE</u> Locate Lindow on a range of maps of various scales and perspectives. Describe, compare and evaluate the land use of Lindow over time. <u>PLACE KNOWLEDGE</u>

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	<p>human and physical characteristics. Identify the locations of some of the key human and physical features of the UK. Understand that land use patterns in the UK have changed over time.</p>	<p>Locate the position of the Tropics of Cancer and Capricorn as lines of latitude. Identify lines of longitude on a world map, including the Prime/Greenwich Meridian. Locate position of time zones (including day and night). <u>PLACE KNOWLEDGE</u> Identify and describe geographical links (interconnections) between the range of places and processes studied. Explain how human and physical features and processes interact and cause change over time. Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources. <u>HUMAN AND PHYSICAL FEATURES</u> Describe and understand the concept of a biome. Identify the key features of the world's climate zones, biomes and vegetation belts. Understand the impact of climate zones and biomes on the human and physical geography of the world. Identify and understand the impacts over time of key environmental issues in the locations studied (e.g. deforestation, wildfires). Confidently use a wide geographic vocabulary to identify, describe and compare the human and physical</p>	<p>Identify and locate Rio de Janeiro using maps and compare to the location of other regions (our region and the Bay of Naples) Locate major mountain ranges of the world (Andes). <u>PLACE KNOWLEDGE</u> Make comparisons between the human and physical geography of the continents of the Americas and Europe. Investigate and describe the human and physical geographical features of the regions in South America studied (Rio and the Amazon Rainforest) and compare to other regions previously studied. Suggest and evaluate reasons for geographical similarities and differences between locations. Identify and describe geographical links (interconnections) between the range of places and processes studied. Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources. <u>HUMAN AND PHYSICAL FEATURES</u> Begin to understand the links between the human and physical geography of the places studied. Secure and further develop the use of a wide geographic vocabulary to identify, describe and compare the human and physical features of the</p>	<p>Make a range of comparisons between the area studied (Lindow) and other locations studied. Explain how human and physical features and processes interact and cause change over time. Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources. <u>HUMAN AND PHYSICAL FEATURES</u> Identify how the physical and human geographical features of Lindow have an impact on economic activity and suggest ways in which the local economy/services could be improved.</p>
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		<p>features of all of the locations studied.</p> <p>Investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved.</p>	<p>continents, countries and regions studied.</p> <p>Understand the impact of climate zones and biomes on the human and physical geography of South America.</p> <p>Identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied (Rio de Janeiro and the Amazon Rainforest in Brazil.)</p> <p>Identify and understand the impacts over time of key environmental issues in the locations studied (e.g. deforestation, wildfires)</p>	
<b>Skills covered</b>	<p><u>GRAPHICACY SKILLS:</u></p> <p>Use a wide range of maps (including OS maps at varying scales) as well as atlases, globes, and digital mapping to locate countries and describe features studied.</p> <p>Explain how types of map give different perspectives/show prejudice (e.g. Historical maps).</p>	<p><u>GRAPHICACY SKILLS:</u></p> <p>Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes, and digital mapping to locate countries and describe features studied.</p> <p>Confidently use distribution/thematic maps to illustrate an idea or discussion.</p> <p>Use six figure grid references to identify and describe locations.</p> <p>Use latitude and longitude coordinates to identify and describe locations.</p> <p>On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research.</p>	<p><u>GRAPHICACY SKILLS:</u></p> <p>Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability)</p>	<p><u>GRAPHICACY SKILLS:</u></p> <p>Use a wide range of maps as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Explain how types of map give different perspectives.</p> <p>Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy</p> <p>Create own complex keys using mathematical concepts (e.g. size of symbol for quantity, using metric/imperial equivalents)</p> <p>Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability)</p> <p><u>FIELDWORK ENQUIRY SKILLS:</u></p> <p>Complete enquiries based on own suggested questions and offer</p>

		Explain how types of map give different perspectives/show prejudice (e.g. Peter's Projection).		<p>suggestions for future enquiries based on results.</p> <p>Evaluate own observations, compare them with others and draw conclusions.</p> <p>Show awareness of the 16-point compass rose and compass quadrant bearings (e.g. <math>103^\circ = S 77^\circ E</math>).</p> <p>Apply age-appropriate Maths knowledge to understanding of Geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume).</p>
<p><u>ACADEMIC SKILLS:</u></p> <p>Regularly ask and answer perceptive questions in geographically valid ways</p> <p>Thoughtfully organise information by relevance and begin to critique information provided by a range of sources</p> <p>Explain how geographical 'facts' are used and interpreted to support opinions and begin to understand the idea of 'tertiary' sources/data.</p> <p>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</p>				
<b>End Point</b>	<p>I can locate countries of Europe involved in the war.</p> <p>I can locate countries of the wider world involved in the war.</p> <p>I can organise and label countries on a world map.</p> <p>I can locate rural and urban area on a map of the UK and comment on their suitability for different purposes/functions.</p>	<p>I can identify the position and significance of latitude and longitude.</p> <p>I can identify and explain the impact of time zones across the world, referring to the Prime/Greenwich Meridian.</p> <p>I can locate countries relative to these significant lines of latitude and longitude to comment upon the impact upon their weather and biome.</p> <p>I can recognise and describe features of biomes and vegetation belts around the world.</p> <p>I can compare and contrast biomes around the world.</p>	<p>I can identify and compare countries of South America with a focus on Brazil, Rio de Janeiro, and the Amazon rainforest.</p> <p>I can compare and contrast Rio de Janeiro with the north-west of the UK and our local area.</p> <p>I can investigate and describe the human and physical features of Rio de Janeiro and the Amazon Rainforest in Brazil and compare these to the features of other regions.</p> <p>I can suggest a range reasons for similarities and differences.</p>	<p>I can describe and locate human and physical features of my local area.</p> <p>I can make a range of comparisons between the human and physical features of the significant local study and other locations studied in KS2.</p> <p>I can recognise local, regional, national and global scales of geography.</p> <p>I can describe and compare some of the effects of economic activity and distribution of resources in the places studied and suggest how the economy of Lindow could be improved.</p> <p>I can use and interpret a range of maps at varying scales (including their own thematic/distribution maps).</p>

		<p>I can research and describe rainforests of the world to investigate why they need to be protected.</p> <p>I can explain the impact of human decisions on sustainability.</p> <p>I can explain how and why landscapes change over time</p> <p>I can research and debate the impact of human action</p> <p>I can predict the impact of human and physical changes on the future</p>	<p>I can describe the human and physical geography of Rio De Janeiro and the Amazon rainforest in Brazil.</p> <p>I can investigate the economic activity, land use and environmental issues in these locations and make comparisons with our region.</p> <p>I can discuss issues linked to the distribution of resources in these areas and understand that human activity and physical processes can have an impact on locations.</p> <p>I can begin to suggest my own questions to investigate when comparing two regions in Brazil (Rio De Janeiro and the Amazon Rainforest) with each other and with our home region.</p> <p>I can compare their findings and observations with others and offer conclusions based on evidence.</p> <p>I can develop my understanding of the reliability of geographical sources, including images, and how geographical 'facts' can be interpreted in different ways.</p>	<p>I can generate enquiries to investigate change over time and economic activity.</p> <p>I can investigate and plan the best route for a fieldwork investigation.</p> <p>I can use six-figure grid references and the eight-point compass confidently to describe locations and follow routes and begin to show an awareness of the sixteen-point compass and quadrant bearings.</p> <p>I can use a range of data collection methods.</p> <p>I can record and analyse data effectively.</p> <p>I can draw maps to scale, comparing drawings to original maps, to ensure accuracy and organise and present their findings in a range of ways.</p> <p>I can interpret data to conclude findings about quality of human and physical geography.</p> <p>I can reflect upon and evaluate the effectiveness of data analysis.</p>
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