

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.





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



			Primary School			
Statutory	LOCATIONAL	LOCATIONAL KNOWLEDGE	LOCATIONAL	LOCATIONAL	LOCATIONAL	LOCATIONAL KNOWLEDGE
Requirem	<u>KNOWLEDGE</u>	Begin to identify the	<u>KNOWLEDGE</u>	<u>KNOWLEDGE</u>	<u>KNOWLEDGE</u>	Begin to describe locations
ents	Begin to identify the	locations of their home and	Begin to describe	Begin to describe	Begin to describe	using simple locational
	locations of their home	school and other familiar	locations using	locations using simple	locations using simple	and directional language.
	and school and other	places.	simple locational and	locational and	locational and	PLACE KNOWLEDGE
	familiar places. For	Begin to describe locations	directional language.	directional language.	directional language.	Discuss and begin to
	example, St. John's	using simple locational and	Begin to ask and	PLACE KNOWLEDGE	Begin to ask and answer	describe own significant
	Church.	directional language.	answer simple	Understand that places	simple geographical	places such as home and
	Begin to describe	Begin to ask and answer	geographical	can have similarities and	questions linked to	school.
	locations using simple	simple geographical	questions linked to	differences.	location e.g. Where is?	Begin to identify the main
	locational and	questions linked to location	location e.g. Where	HUMAN AND PHYSICAL	PLACE KNOWLEDGE	geographical features of
	directional language.	e.g. Where is?	is?	<u>GEOGRAPHY</u>	Understand that places	their immediate
	Begin to ask and	PLACE KNOWLEDGE	PLACE KNOWLEDGE	Make observations of	can have similarities and	environment
	answer simple	Discuss and begin to	Understand that	the local environment	differences.	HUMAN AND PHYSICAL
	geographical questions	describe own significant	places can have	and begin to understand	HUMAN AND PHYSICAL	<u>GEOGRAPHY</u>
	linked to location e.g.	places such as home and	similarities and	why some things occur	<u>GEOGRAPHY</u>	Begin naming
	Where is?	school.	differences.	and/or change.	Identify and begin to	features/familiar places
	PLACE KNOWLEDGE	Begin to identify the main	HUMAN AND	Identify and begin to	describe the daily	within the local
	Discuss and begin to	geographical features of	PHYSICAL	describe the daily	weather and seasons	environment e.g. school,
	describe own	their immediate	<u>GEOGRAPHY</u>	weather and seasons	using basic vocabulary	home, house, road, park
	significant places such	environment	Identify similarities	using basic vocabulary.		Make observations of the
	as home and school.	Understand that places can	and differences	Identify similarities and		local environment and
	Develop a basic,	have similarities and	between familiar	differences between		begin to understand why
	personal	differences.	places using basic	familiar places using		some things occur and/or
	understanding of the	Develop a basic, personal	vocabulary	basic vocabulary.		change
	term 'place', linked to	understanding of the term				
	own homes, own	'place', linked to own				
	classrooms and areas	homes, own classrooms and				
	they use regularly,	areas they use regularly,				
	showing an awareness	showing an awareness of				
	of where things belong	where things belong and of				
	and of the people	the people within the				
	within the school and	school and at home				
	at home	HUMAN AND PHYSICAL				
	HUMAN AND PHYSICAL	GEOGRAPHY Design persons				
	<u>GEOGRAPHY</u>	Begin naming				
		features/familiar places				



			Primary School			
	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				
Skills covered	Begin to use secondary s FIELDWORK ENQUIRY AN Make basic observations Use everyday language t ACADEMIC SKILLS:	and label features of familiar e ources (e.g. photographs, ske	tches or films) to find out luding identifying some s tive positions (behind, ne	about places imilarities and differences b	-	
End Point	 Begin to ask and answer Begin to understand the concept of a location using school and home as familiar examples. Begin to explore the human and physical features of their immediate environment and begin to use basic vocabulary to identify these. 	 Develop their sense of 'place' by beginning to describe their immediate environment and its geographical features, including some similarities and differences between familiar places. 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 	 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. 	 Children can identify how the daily weather and seasonal changes affect their immediate environment. Children begin develop an understanding of the process and changes associated with weather and seasons. Children make observations of and 	 Introduced to the world map, begin to recognise the location of the Poles. Understand that physical features (e.g. weather) in some places in the world contrast with those found in their own environments. Understand that some places in the world are colder than the place that they 	 Develop locational awareness using simple/own maps. 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. Introduce children to simple positional vocabulary and begin



	Community Primary School		
 Begin to identify and describe the features of familiar places. Begin to develop a sense of 'place', beginning with their home and school Begin to explore the human and physical features of their immediate environment and begin to use basic vocabulary to identify these. Learn what a map is and what they are used for using age- appropriate examples. Begin to make observations, discuss and ask and answer questions about familiar environments. Begin to make observations, discuss and ask and answer questions about familiar environments. 	 Identify some of the human and physical features in a contrasting location (London) and compare it to where they live. Begin to build their und compare it to where they live. Begin to build their understanding of the city and can identify some of the key geographical features that can be found there. Continue to develop their ability to use secondary al sources to find out about nent. Continue to develop their ability to use secondary al sources to find out about nent. Describe and draw examples of city features on maps of London. 	 Describe some of the features of these cold places. Understand that physical features (e.g. weather) in some places in the 	0



		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	Where do I live?	What is it like to live in hot places	How can we use maps to investigate
concept		of the world?	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 village farm office factory port/harbour ocean beach cliff coast sea	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
	Town County	ocean river	Asia Australia



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



		Community Primary School	
	Name and locate the seas surrounding the UK. Identify geographical characteristics of the four countries and capital cities of the UK <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. <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.	PLACE KNOWLEDGE 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.	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. <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.
Skills covered	GRAPHACY SKILLS 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.	GRAPHACY SKILLS Use a globe and world map and locate continents and oceans. Use basic symbols in a key Begin to follow routes on prepared maps	GRAPHACY SKILLS Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.



		Thinkiy School	
	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		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
	compass directions/directional language to describe features and routes.		FIELDWORK ENQUIRY SKILLS Engage in simple, teacher-led fieldwork
	Understand what a compass is and begin to use		enquiries
	one for simple navigation.		*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.
	ACADEMIC SKILLS		· · · · ·
	Ask and answer simple questions when prompted a		
	Understand that we can find out about the world f Present information using age-related tables, graph		actives posters and diagrams
End Point	I can recognise the UK on maps of different	I can name and locate the world's seven	I can use an atlas to locate places studied
	scales.	continents, five oceans, and Northern and	in the UK.
	I know where my home is on a map of the United Kingdom.	Southern Hemispheres on a globe and on a world map.	I can begin to recognise the UK on small scale and larger scale maps.
	I know what village/town, county and country	I can recognise the seven continents and five	I can use simple compass directions,
	that I live in.	oceans as globally significant places.	including North, South, East, West.
	I can recall the name of the closest city to my	I can begin to develop an understanding of	I can use a plan view of a map.
	location.	physical features in the wider world and use	I can name, locate and more confidently
	I can identify and describe where places are, extending my knowledge from my home	basic vocabulary (e.g. ocean, sea, continent) to identify these.	recall the world's seven continents, five oceans, and Northern and Southern
	location.	I can develop my understanding of world	Hemispheres on a globe and on a world
	I understand how to investigate my school	maps and globes and use them to locate the	map.
	grounds to make observations (sketch maps,	seven continents and five oceans.	I can use a range of stories, non-fiction
		I can identify hot and cold areas of the world.	texts, maps, pictures, aerial photographs



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



		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,



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



	Primary School		
North Pole	human (feature)	farm	
South Pole	similarity	office	Comparative language
Arctic	difference	factory	
	landmark	port/harbour	
Significant		coast	
Similarity/difference	desert	beach	
Human (feature)	valley	cliff	
Physical (feature)	vegetation	forest	
Source	island	mountain	
Patterns	national park	ocean	
		weather (+ weather vocab)	
Equator	symbol	temperature	
Northern Hemisphere	key	season/seasonal + (names of	
Southern Hemisphere	digital map	seasons)	
North America	satellite photo		
South America		significant	
Europe/ Non-European	beyond	locality	
Asia		European	
Australia	compass direction/point	physical (feature)	
Africa	North/South /East/West	human (feature)	
		similarity	
Globe	source	difference	
Global	patterns	landmark	
International	similarity/difference	airport	
Locality		university	
world map		border	
atlas		symbol	
aerial photo		key	
symbol, key		atlas	
grid, grid reference		digital map	
digital map		satellite photo	
satellite photo		beyond	
direction		compass	
near/far/further		compass direction/point	
left/right		North/South /East/West	
high/higher		source	
compass		patterns	



		Primary School		
	compass direction/point		similarity/difference	
	North/South /East/West		Key physical features, including -	
	landmark		beach, cliff, coast, forest, hill,	
	desert		mountain, sea, ocean, river, soil,	
	valley		valley, vegetation, season and	
	vegetation		weather	
	island		Key human features, including	
	national park		city, town, village, factory, farm,	
	habitat		house, office, port, harbour and	
	life cycle		shop	
	Comparative language			
Statutory	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE
Requirements	Describe some geographical similarities	Identify, locate and name the	Identify and locate the United	Identify and locate Wilmslow,
	and differences between the continents	world's seven continents and	Kingdom and its four countries on a	and its surrounding towns, as
	of the world based on their locations.	five oceans accurately.	range of maps.	well as the County of Cheshire
	Identify and locate places studied	Describe some geographical	PLACE KNOWLEDGE	on a range of maps.
	(Cheshire, Canada) on a range of maps.	similarities and differences	Investigate characteristics of each	PLACE KNOWLEDGE
	PLACE KNOWLEDGE	between the continents of the	country of the UK in physical form,	Explain the difference between
	Identify reasons why the places studied	world based on their locations.	seasons and weather, location of	human and physical
	are significant and the groups who they	Identify and locate continents	cities and presence of surrounding	geographical features with
	are significant for, with a focus on owls.	that have significant hot or	seas.	reference to the local area.
	Understand and explain the meaning of	cold areas and link to	Observe and describe some	HUMAN AND PHYSICAL
	the term 'non-European country'.	Poles/Equator.	geographical similarities and	<u>GEOGRAPHY</u>
	Observe and describe some	Identify and locate the	differences between countries of	Explain the main differences
	geographical similarities and differences	Equator, Arctic Circle and	the United Kingdom.	between human and physical
	between locations studied.	Antarctic Circle as lines of	Explain the similarities and	geographical features.
	Explain the similarities and differences	latitude.	differences in the lives of people in	Make simple comparisons
	in the locations studied.	PLACE KNOWLEDGE	the countries of the United	between the key human and
	HUMAN AND PHYSICAL FEATURES	Explain the difference between	Kingdom.	physical features of the locality.
	Explain the main differences between	human and physical	Explain the difference between	Express a range of opinions on
	human and physical geographical	geographical features.	human and physical geographical	the features of the local
	features.	HUMAN AND PHYSICAL	features.	environment and suggest
	Understand and use a range of basic	FEATURES	HUMAN AND PHYSICAL FEATURES	improvements that could be
	geographical vocabulary to identify key	Express a range of opinions on	Make simple comparisons between	made.
	human and physical features of the	the locations studies with	the key human and physical	
	places studied.	consideration of the homes	features of the four countries of the	
		they provide for owls.	United Kingdom.	



		Primary School		
	Make simple comparisons between the key human and physical features of	Discuss where in the world is hot and cold in relation to the	Express a range of opinions on the geographical features studied and,	
	places studied.	Northern and Southern	where relevant, suggest	
		Hemispheres, Equator, Arctic	improvements that could be made	
		and Antarctic Circles and North		
		and South Poles.		
Skills covered	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:
	Use world maps, globes and atlases to	Use world maps, globes and	Use world maps, globes and atlases	Use world maps, globes and
	identify locations studied.	atlases to identify locations	to identify locations studied.	atlases to identify locations
	Use basic symbols in a key.	studied.	Devise a simple map of a place in	studied.
	Begin to recognise and identify basic OS		the local area.	Devise a simple map of a place
	symbols.		Use and construct basic symbols in a	in the local area.
	Use simple grid references (e.g. A1, D7)		key.	Use and construct basic
	to locate squares on a map.		Begin to recognise and identify basic	symbols in a key.
	Use aerial/satellite photos and plan		OS symbols.	Begin to recognise and identify
	perspectives to locate and identify local landmarks and features.		Use simple grid references (e.g. A1,	basic OS symbols.
			D7) to locate squares on a map.	Use simple grid references (e.g.
	FIELDWORK ENQUIRY SKILLS Use simple locational and directional		Zoom in/out and begin to highlight/annotate digital maps	A1, D7) to locate squares on a
	language and compass directions to		Use aerial/satellite photos and plan	map. Use aerial/satellite photos and
	describe features and routes (e.g.		perspectives to locate and identify	plan perspectives to locate and
	left/right from own perspective, NSEW).		local landmarks and features.	identify local landmarks and
	leit/light hom own perspective, NSEW).		local landinarks and reactives.	features.
				FIELDWORK ENQUIRY SKILLS
				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



features and routes (e.g.
left/right from own
perspective, NSEW).

	ACADEMIC SKILLS			
	Confidently ask and answer questions abo	out what has been observed.		
	Start to make selections from or within so			
	Identify ways in which Geography is prese	ented and represented (e.g. fiction	, non-fiction, images, maps, digitally, th	rough history)
	Present information using age-related tab			
	presentations.			0 0
End Point	I can confidently identify and locate my	I can name and locate the	I can identify and locate the United	I can describe the navigation of
	home location by street, town, county	world's seven continents and	Kingdom and its countries on a	a route around the local area
	and country on maps of the United	five oceans.	variety of world maps, atlases and	using locational and directional
	Kingdom and of the world, and on maps	I can use maps, globes, atlases	globes of differing scales.	language, including simple
	of different scales.	of different sizes, scales and	I can identify and locate the four	compass directions.
	I can identify and locate Canada on a	representations to recognise	countries within the United	I can use simple compass
	map of the world.	and locate these.	Kingdom and	directions (N, E, S, W) and
	I can use a range of atlases, globes,	I can use maps, globes, atlases	begin to identify the boundaries of	apply these when following a
	maps and digital maps to identify	of different sizes, scales and	the countries of the United Kingdom	route on a map of the local
	Cheshire and the UK, and Canada.	representations to investigate	when exploring maps of differing	area.
	I can name and locate the seven	other boundaries identified	scales.	I can understand how to use a
	different continents of the world, using	around the world.	I can recognise and identify human	key when following a route
	this to identify the continents that	I can identify and describe	and physical characteristics of each	from a map.
	Canada and the United Kingdom belong	where studied countries,	country and use them to make	I can devise a sketch map of a
	to.	landmarks, areas are around	simple comparisons.	real place in the locality,
	I can use appropriate geographic	the world.	I can investigate a bird's eye view of	devising symbols and
	vocabulary to identify and describe	I can make links between	the United Kingdom to recognise	establishing a key/legend.
	human and physical features of	related areas of the world	and identify geographic	I can add detail to my map
	Cheshire and Canada.	according to owls' habitats.	characteristics, human and physical.	from other sources.
	I can understand similarities and		I can name and locate the cities	I can investigate aerial
	differences in the human features of		within, and seas surrounding, the	photographs and plan
	Canada compared to Cheshire.		United Kingdom.	perspectives of the local area
	I can understand similarities and		I can identify seasonal and daily	and use them to identify
	differences in the physical features		weather patterns in the United	landmarks and basic human
	identified in Canada compared to		Kingdom.	and physical features of known
	Cheshire.		I can identify and locate the world's	places.
			seven continents and five oceans,	



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



		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
Big question/key concept	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?
Prior knowledge	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.
Prior Skills	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



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



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	Primary School		
			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
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			West/South East
			Region
			economic activity
			, culture
			trade
			finance
			arable/pastoral/mixed farming
			waste
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			environment/environmental
			atmosphere
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Statutory RequirementsLOCATIONAL KNOWLEDGE LOCATIONAL KNOWLEDGELOCATIONAL KNOWLEDGE LOCATIONAL KNOWLEDGECATONAL KNOWLEDGE LOCATIONAL KNOWLEDGEWest region Describe the locations of the geographical regions of the UK, including costal regions of the UK, cities and human and physical geographical features of the UK locations studied (dentify the locations of some of the key human and physical geographical features of the UK.Next Spin PLACE KNOWLEDGE Investigate and identify the key the costal regions of the UK, of the continent of furope. Hoterstand the land use geographical regions of the UK.Next Spin PLACE KNOWLEDGE (dentify the locations of some of the key human and physical geographical regraphical the UK North and physical geographical regraphical features of the UK.Next Spin PLACE KNOWLEDGE (dentify and locate the North and physical geographical regraphical features of the UK.Next Spin PLACE KNOWLEDGE (dentify and locate the North and physical geographical regraphical features of the UK.Next Spin PLACE KNOWLEDGE (dentify and locate the Spin Numan and physical geographical regraphical features of the Spin processes and human activity.Next Spin PLACE KNOWLEDGE (dentify and locate the Spin Spin South Poles and the North and the physical geographical features of the Spin PLACE KNOWLEDGENext Spin PLACE KNOWLEDGE (dentify and locate the Spin Spin Spin Spin Spin Spin Spin Spin			Community Primary School		
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		terms 'physical geography' (the	rivers (including the River Bollin) and		



		Community Primary School		
	study of the natural features of	understand how their features and		
	the Earth) and 'human	uses have changed over time.		
	geography' (the study of how	Begin to understand what a volcano		
	human activity affects or is	is and describe how a volcano can		
	influenced by the Earth's surface	impact the human and physical		
	and environment).	geography of a place.		
	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.			
Skills covered	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:
	Begin to use a wider range of	Begin to use a wider range of maps	Begin to use a wider range of maps	Begin to use a wider range of
	maps (including OS maps) as well	(including OS maps) as well as	(including OS maps) as well as	maps (including OS maps) as
	as atlases, globes and digital	atlases, globes and digital mapping	atlases, globes, and digital mapping	well as atlases, globes and digital
	mapping to locate Manchester,	to locate countries and describe	to locate countries and describe	mapping to locate rivers and
	North West region and describe	features studied.	features studied.	describe features studied.
	features studied.	Begin to understand more complex	Begin to understand more complex	Create a simple sketch map e.g.
	Begin to understand more	keys (e.g. wider range of OS symbols,	keys.	of a short route followed, with
	complex keys (e.g. wider range of	size of symbol for quantity)	Know that four-figure grid	symbols and a key
	OS symbols, size of symbol for	On digital maps, begin to identify	references can be used to identify	Work out simple distances on
	quantity)	scale and annotate with text and	locations and begin to use them.	maps and digital maps (e.g.
	Work out simple distances on	labels.	Begin to understand the	aerial distance or along a
	maps and digital maps (e.g. aerial		purpose/reliability of different	straight road)
	distance or along a straight road)		image types	



	Primary School	
Begin to understand the use of	Begin to understand the	Begin to understand the use of
scale on maps.	purpose/reliability of different image	scale on maps.
Know that four-figure grid	types.	On digital maps, begin to
references can be used to		identify scale and annotate with
identify locations and begin to		text and labels
use them.		Begin to understand the
On digital maps, begin to identify		purpose/reliability of different
scale and annotate with text and		image types.
labels.		FIELDWORK ENQUIRY SKILLS:
Begin to understand the		Engage in guided enquiries and
purpose/reliability of different		begin to suggest own questions
image types.		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.
ACADEMIC SKILLS		
-	vers in geographically valid ways (e.g. linked to similaritie	s and differences or change over time)
Select information according to re		
	e between primary and secondary data.	
	nt ways to represent geographical information and that th	
•••	ted tables, graphs and charts, maps and plans, drawings	and perspectives, posters and diagrams and digital
presentations.		



		Community Primary School		
End Point	I can name and locate the	I can name and locate key	I can locate a range of countries,	I can name and locate the major
	regions, local counties and major	topographical features of the UK,	regions and cities in Europe as well	world rivers and rivers of the UK,
	cities of the UK as well as the	including coast, hills, mountains, the	as examples of human and physical	our region and local area.
	locations of some of its key	water cycle and rivers.	characteristics.	I can identify the location of the
	human and physical features.	I can recognise and describe key	I can develop an understanding of	source and mouth of the River
	I can compare and contrast	rivers from around the world as well	Europe as the continent that the	Bollin.
	areas/regions of the United	as those in my own locality (River	UK is located in, and can describe	I can explain the effects of rivers
	Kingdom with consideration of	Bollin).	some aspects of its human and	on the human and physical
	their similar or different human	I can recognise and describe key	physical geography.	geography of the places they
	and physical features.	mountain ranges around the world.	I can use a range of maps and other	flow through, with a focus in
	I can identify how land use has	I can use a range of sources to	sources to locate countries of the	depth on the River Bollin and its
	changed over time and the	understand the water cycle and	world and their key features,	impact on the North West
	impact of this on the location of	present information on this in	investigating geographical	region.
	some of these features.	diagrams and graphs.	questions, presenting information	I can use observation, map and
	I can recognise physical features	I can understand the water cycle, its	and making comparisons in a range	questioning skills to investigate
	associated with coastal regions in	associated processes and some of its	of ways.	the significance and uses of the
	contrast to mainland regions.	effects on Earth's geography.	I can identify the equator, Northern	River Bollin over time.
	I can develop my understanding	I can understand how key aspects of	and Southern hemisphere and the	I can observe, collect and record
	of UK mapping, including	physical geography have changed	countries of the world that lie	evidence to analyse and draw
	identifying regions, counties,	over time.	within them.	conclusions, for example make
	cities and key features.	I can use atlases to research	I can use atlases to find out about	comparisons with two locations
	With a focus on the North West	locations and physical features	other features of places studied	using photos, temperatures.
	region, I can begin to measure	studied.		I can draw a sketch of a simple
	simple distances between	I can use non-fiction books, stories,		feature from an observation or
	locations and begin to	maps, pictures, photos and the		photo.
	understand the concept of scale	internet as sources of information to		I can make a map of a short
	on maps and digital maps.	support my geographic		route experienced (in the
	I can begin to use eight compass	understanding.		correct order) with geographical
	points – North, East, South,			features marked on.
	West, North East, North West,			I can start to draw plan views.
	South East, South West, to			I can begin to use eight compass
	describe and locate areas of the			points, North, East, South, West,
	United Kingdom.			North East, North West, South
	I can use symbols and a			East, South West.
	key/legend to identify and locate			I can describe a route on larger
	places on a map, including large			scale maps.
	scale OS maps.			



		Primary School		
	I can use lettered or numbered			I can draw maps based on
	coordinates to locate features on			descriptions using complex keys
	a map.			and understand how contour
	I can use atlases to investigate			lines are used on maps showing
	other features of places studied.			the Bollin.
	I have experience of aerial			I can use four-figure grid
	photographs and can use these			references and eight compass
	to identify and locate known			points to identify and describe
	places.			locations and begin to draw to
	I can use non-fiction books,			scale, using scale bars and digital
	stories, maps, pictures, photos			tools to estimate distances.
	and the internet as sources of			I can identify how rivers are
	information to support my			linked to the water cycle and
	geographic understanding.			understand the key features and
				uses of rivers and how these
				have changed over time, with a
				focus on the River Bollin.
Future Learning:	Y4 - Identifying, describing, and	Y5 - Children identify and locate the	Y4 - Identifying climate zones	Y5 & Y6 – Children identify and
-	comparing the locations of the	major rivers of North America.	found within continents. Studying	locate the major rivers of the
	UK's hills, mountains, coasts, and	Y6 – Children identify and locate the	the human and physical features of	Americas and of Brazil. Children
	rivers through a specific focus on	major rivers of South America and of	a region of a European country	learn about the impacts of rivers
	Mam Tor.	Brazil. Children describe the impact	(Bay of Naples) in depth.	on the human and physical
	Comparing our region (human	of rivers on places studied.	Y5 - Identifying the locations of	geography of the regions
	and physical) with the Bay of		countries, cities within North	studied in the Americas.
	Naples in Italy.		America. Investigating mapping,	
			including thematic maps.	
			Y6 - Identifying the locations of	
			countries, cities within South	
			America. Identifying biomes found	
			within continents. Investigating	
			mapping, including	
			thematic/distribution maps.	



		Primary School		
		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 revea 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.	Builds on: 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. Builds on: Y6 Unit 2 – Children have an understanding of how different types of mountains can affect the human and physical geography of places. Builds on: 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.



		Primary School		1
Key vocabulary	Eastern Africa – Rwanda, Uganda,	Major cities of Italy (by population)	Mexico/ Volcanoes and	Mam Tor
	Congo Mountain Gorillas		<u>Earthquakes</u>	Derbyshire
	Western/Central Africa - Congo-	Bay of Naples	Mexico City + other major cities	Geology
	Lowland Gorillas	Gulf	(by population), rivers, mountains	National park
	economic activity	Sorrento, Pompeii, Herculanean	(including volcanoes) and location	Peak District
	culture	Amalfi coast, Mediterranean sea	of major earthquakes.	Castleton
	trade	rivers and mountains, including		Summit
	finance	Mount Vesuvius	Ring of Fire + other	Soil
	arable/pastoral/mixed farming	North & South Hemispheres	volcanoes/earthquakes in each	Hill
	waste	Lines of latitude, including the	continent	Fort
	pollution	Equator and the Tropics of Cancer &	sedimentary/igneous/	Landslide
	environment/environmental	Capricorn	metamorphic rock	Manchester
	atmosphere	Compare/contrast	alpine	Sheffield
	climate (climate change)	Pattern/trend	types of mountain: fold, dome	compare
	climate zones (polar, temperate	effect	and fault-block	contrast
	tropical and desert, mountain and	impact	crust	pattern
	Mediterranean)	evaluate	mantle	effect
	vegetation belt	cause and effect	core	impact
	volcano, lava, magma	connection/contrast	plate	physical geography
	peninsula strait	physical geography	tectonic	human geography
	contents/index (of atlas)	human geography	vent	contents/index (of atlas)
	contour lines	economic activity	crater	contour lines
	scale-bars	culture	dormant	scale-bars
	oblique view	trade	extinct	linear/non-linear
	purpose	finance	geothermal	oblique view
	reliability	environment/environmental	earthquake	purpose
	linear and non-linear	atmosphere	fault line	reliability
	oblique	volcano	epicentre	four-figure grid references
	time graphs	lava	landslide	coordinates
	eight compass points	magma	avalanche	easting
	North-East/South-East/North-	peninsula	Richter Scale	eight compass points
	West/South-West	strait	tsunami	North-East/South-
	evaluate	contents/index (of atlas)	aftershock	East/North-West/South-
	cause and effect	contour lines	tremor	West
	connection	scale-bars		evaluate
	contrast	oblique view		cause and effect
	trend	purpose		connection



		reliability		contrast
		four-figure grid references		trend
		coordinates		
		easting/westing		
		eight compass points		
		North-East/South-East/North-		
		West/South-West		
Statutory	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE
Requirements	Name and locate the world's climate	Identify and locate the Bay of Naples	Identify the location of Mexico	Identify and locate Mam Tor
•	zones using a world map.	and compare to the location of our	and its major cities on a range of	using maps and compare to
	Name and locate the world's	region.	maps.	the location of our region.
	vegetation belts using a world map.	PLACE KNOWLEDGE	PLACE KNOWLEDGE	PLACE KNOWLEDGE
	Locate the position of the Tropics of	Make comparisons between some of	Describe some of the effects of	Investigate, describe and
	Cancer and Capricorn as lines of	the physical and human geographical	distribution of natural resources	make comparisons between
	latitude.	features of a European country	on the people who live in the	some of the physical and
	Identify and locate Eastern and	(Italy) and the UK.	places studied.	human geographical features
	Western/Central regions and	Investigate and describe the human	Explain how human and physical	of Mam Tor.
	countries of Africa using maps and	and physical geography of the	features and processes interact	HUMAN AND PHYSICAL
	compare to the location of our region.	European region studied in depth	and cause change over time.	FEATURES
	PLACE KNOWLEDGE	(Bay of Naples).	HUMAN AND PHYSICAL FEATURES	Explain the differences
	Understand some of the effects of	Identify geographical similarities and	Understand the key features of	between the terms 'human
	climate on the human and physical	differences between a region in	and the physical processes	geography' and 'physical
	geography of places.	Europe (Bay of Naples) and a region	involved in the formation of	geography'.
	HUMAN AND PHYSICAL FEATURES	of the UK (North West).	volcanoes and earthquakes.	
	Explain the differences between the	HUMAN AND PHYSICAL FEATURES	Describe, compare and evaluate	
	terms 'human geography' and	Explain the differences between the	some of the effects/impacts of	
	'physical geography'.	terms 'human geography' and	volcanoes and earthquakes on	
	Use a wide geographical vocabulary	'physical geography'.	the human and physical	
	(see vocabulary section of this grid) to	Use a wide geographical vocabulary	geography of the locations	
	identify, describe and compare the	to identify, describe and compare	studied.	
	human and physical features of the	the human and physical features of		
	countries and regions studied.	the countries and regions studied.		
	Describe and understand the concept	Begin to understand what a volcano		
	of climate.	is and describe how a volcano can		
	Identify the key features of the	impact the human and physical		
	world's climate zones and vegetation	geography of a place (focus on		
	belts.	Mount Vesuvius in Bay of Naples)		



		Primary School	•	
		Describe and explain the economic activity of the location studied (Bay		
Skills covered	GRAPHICACY SKILLS: 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 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	of Naples). <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	GRAPHICACY SKILLS: 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.	GRAPHICACY SKILLS:Use a wider range of maps(including OS maps at varyinscales) as well as atlases,globes and digital mapping tlocate and describe featuresstudied.Draw a map (includingsymbols and key)from adescription and compare toother maps.Use complex keys (e.g.making estimates based onsize of symbols)Understand the purpose ofcontour lines on maps.Use scales to estimatedistances e.g. along aroad/river.Use four-figure gridreferences to identify anddescribe locations.On digital maps, accuratelymeasure distances andannotate with markers, text,photographs, hyperlinks, etcUnderstand and explain thepurpose/reliability ofdifferent image types.FIELDWORK ENQUIRY SKILLSEngage in guided enquiriesand suggest own questions



				Evaluate own observations and compare them with others Use the eight points of a compass to follow and describe routes and identify locations Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales).
1	ACADEMIC SKILLS:	1	1	- /
	Ask and answer geographically valid que			
	Identify connections, contrasts and tren			
	Recognise that geographical 'facts' can	vary depending on the source and begin	to suggest reasons for this.	
	Present information using age-related ta	ables, graphs and charts, maps and plans	s, drawings and perspectives, posters	and diagrams and digital
	presentations.			
End Point	I can locate the world's climate zones	I can identify regions within Italy	I can name and locate states and	I can identify and locate the
	and vegetation belts as environmental	(including the Bay of Naples) and can	main cities of South America,	village of Mam Tor and the
	regions of the world.	identify and compare the location of	focusing on Mexico.	Peak District National Park
	I can explain the significance and	the Bay of Naples with the location	I can name and locate volcanoes	and compare to previous
	location of the Tropic of Cancer and	of the north-west region of the UK.	in Mexico and around the Ring of	locations studied.
	Tropic of Capricorn.	I can develop my comparison skills	Fire.	I can make a range of
	I can identify on world maps similar	further by comparing two	I can identify the locations of	comparisons between the
	places according to their	contrasting regions – my home	earthquakes in Mexico using	human and physical features
	environmental regions.	region and the region of the Bay of	thematic maps.	of the significant site studied.
	I can develop my understanding of	Naples in Italy.	I can describe and evaluate in	I can describe and compare
	the concept of climate and can begin	I can identify and describe a range of	detail the impact of volcanoes	some of the effects of
	to explain the links between the	similarities and differences in the	over time on the human and	economic activity and
	climate of places and their human and	human and physical geography of	physical geography of Mexico and	distribution of resources in
	physical features (studying the	each region.	other significant places.	the places studied.
	topography of these places).	I can develop my understanding of	I can describe the human and	I can use a range of maps at
	I can identify the key features of	the human and physical geography	physical and geography of Mexico	varying scales to investigate
	world's climate zones and vegetation	of the North Wast region and of the	with a focus on its earthquakes	change over time at Mam
	belts.	region of the Bay of Naples in Italy	and volcanoes and their impact.	Tor.
				1 -



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



Primary School					
		Year Five	1		
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? HISTORY FOCUSED TERM	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	



AlaskaKnutsfordMountainsDevelopmentIocalCheshireHighest peaks on each continent: MountDensity/sparsityIocaltrendeight compass pointsVinson, Mont Blanc, Elbrus, Puncak Jaya,trendrepresentationNorth-East/South-Mount Kosciuszkorepresentationphysical processEast/North-West/South-+ UK mountain ranges + examples ofphysical process/ activityhuman process/ activityWestfold, dome and fault-blockhuman process/ activity	
IocalIocalEverest, Aconcagua, Denali, Kilimanjaro, Vinson, Mont Blanc, Elbrus, Puncak Jaya, representationIocalrepresentationNorth-East/South-Mount Kosciuszkorepresentation representationphysical processEast/North-West/South-+ UK mountain ranges + examples of physical process	
trendeight compass pointsVinson, Mont Blanc, Elbrus, Puncak Jaya,trendrepresentationNorth-East/South-Mount Kosciuszkorepresentationphysical processEast/North-West/South-+ UK mountain ranges + examples ofphysical process	
representationNorth-East/South-Mount Kosciuszkorepresentationphysical processEast/North-West/South-+ UK mountain ranges + examples ofphysical process	
physical process East/North-West/South- + UK mountain ranges + examples of physical process	
human process/activity West fold, dome and fault-block human process/activity	
population distribution mountains/mountain ranges population distribution	
population density Earthquakes population density	
fair/ethical trading Volcanoes fair/ethical trading	
production Mountains energy	
federation Hills production	
state Mountain range economy	
municipality Fold mountain GDP	
favela Summit natural resource	
economy Peak renewable/non-renewable	:
GDP Snow line energy	
desert Land use perspective	
thematic maps Valley purpose	
area measuring tool Plateau significance	
six-figure grid references Ridge reliability	
easting/northing Slope relevance	
perspective Face conclusions	
purpose Ascent/descent trend	
significance Foot	
reliability Tree line Location, place, space, per	sonal,
relevance Economic activity empathetic	
conclusions Tectonic plates	
trend Trade Countries/cities in contine	nts
Location, place, space, personal, Environment & its regions not covered that are of int	erest
empathetic Temperate regions to the children/in the new	5
Location, place, space, personal,	
empathetic	
Latitude	
Longitude	



		Primary School		
Statutory	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE
Requirements	Locate the countries of North and	Understand the location of Cheshire and its towns as within	Locate and compare major mountain	Name and locate counties and
-	South America and use maps to	the North West region.	ranges of the world and the UK.	cities of the United Kingdom,
	identify major regions, cities and	PLACE KNOWLEDGE	Investigate and compare the locations of	geographical regions and their
	human and physical characteristics	Describe some of the effects of	major earthquakes and volcanoes within	identifying characteristics.
	of North America.	economic activity (HISTORIC) and distribution of natural resources on	Mexico and around the world and	Locate and identify key human
	PLACE KNOWLEDGE	the people who live in the places	understand how these link to the	and physical characteristics of
	Make comparisons between the	studied.	location of the world's tectonic plates.	the UK and how they have
	human and physical geography of		PLACE KNOWLEDGE	changed over time.
	the continent of North Americas and		Explain how human and physical	Identify key topographical
	Europe.		features and processes interact and	features of the UK, including
	Investigate and describe the human		cause change over time.	hills, mountains, coasts and
	and physical geographical features of		HUMAN AND PHYSICAL FEATURES	rivers.
	the regions in North America studied		Understand the key features of and the	Identify land use patterns of the
	and compare to other regions		physical processes involved in the	UK and understand how some of
	previously studied.		formation of mountains, volcanoes and	these aspects have changed
	Suggest and evaluate reasons for		earthquakes.	over time.
	geographical similarities and		Describe, compare and evaluate some of	PLACE KNOWLEDGE
	differences between locations.		the effects/impacts of mountains,	Describe some of the effects of
	HUMAN AND PHYSICAL FEATURES		volcanoes and earthquakes on the	economic activity and
	Begin to understand the links		human and physical geography of the	distribution of natural resources
	between the human and physical		locations studied.	on the people who live in the
	geography of the places studied.			places studied.
	Secure and further develop the use			Identify and describe
	of a wide geographic vocabulary to			geographical links
	identify, describe and compare the			(interconnections) between the
	human and physical features of the			range of places and processes
	continents, countries and regions			studied.
	studied.			Explain how human and physical
	Understand the impact of climate			features and processes interact
	zones on the physical geography of			and cause change over time.
	North America.			Suggest ways in which the
	Identify, explain and compare the			human and physical geography
	economic activity, land use and			of places studied may change in
	distribution of natural resources in			the future based on a range of
	the locations studied.			sources.



		Primary School		
				HUMAN AND PHYSICAL
				<u>FEATURES</u>
				Secure understanding of the
				links between the human and
				physical geography of the places
				studied.
				Confidently use a wide
				geographic vocabulary to
				identify, describe and compare
				the human and physical features
				of all of the locations studied.
				Identify how the physical and
				human geographical features of
				an area have an impact on
				economic activity and suggest
				ways in which the local
				economy/services could be
				improved.
				Evaluate the impacts of trade
				links and the distribution of
				natural resources (energy, food,
				minerals and water) around the
				world.
				Investigate the future
				sustainability of the planet in
				the future and suggest ways in
				which sustainability could be
				improved.
Skills covered	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:
	Use a wide range of maps (including	Use a wide range of maps	Use a wide range of maps (including OS	Use a wide range of maps
	OS maps at varying scales) as well as	(including OS maps at	maps at varying scales and thematic	(including OS maps at varying
	atlases, globes and digital mapping	varying scales and thematic	maps) as well as atlases, globes and	scales and thematic maps) as
	to locate countries and describe	maps) as well as atlases,	digital mapping to locate countries and	well as atlases, globes and
	features studied.	globes and digital mapping	describe features studied	digital mapping to locate
	Compare and evaluate maps with	to locate countries and	Explain ideas using a thematic map for	countries and describe features
	different scales.	describe features studied.	reference	studied



		Primary School		
	Begin to create own complex keys	Begin to use six-figure grid	Draw to scale from given	Compare and evaluate maps
	using mathematical concepts.	references to identify and	measurements/using observations and	with different scales
	Begin to use six-figure grid	describe locations.	compare to other maps.	Begin to create own complex
	references to identify and describe		Compare and evaluate maps with	keys using mathematical
	locations.		different scales.	concepts (e.g. size of symbol for
	On digital maps, use linear and area		Begin to use six-figure grid references to	quantity)
	measuring tools and start to use and		identify and describe locations.	
	contrast digital maps at different		FIELDWORK ENQUIRY AND PRACTICAL	
	scales.		SKILLS:	
	Compare images that have been		Complete enquiries based on own	
	altered using digital technologies and		suggested questions and offer	
	explain the impact that this has (e.g.		suggestions for future enquiries based	
	reliability).		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).	
	ACADEMIC SKILLS:			
			, reliability, relevance and perspective)	
	Explain the usefulness, reliability, and i			
	Begin to understand how geographical			
		tables, graphs and charts, maps	s and plans, drawings and perspectives, post	ers and diagrams and digital
	presentations.			
End Point	I can identify the locations of a range	I can locate countries and	I can identify the location of key	I can describe and understand
	of countries in North America and	cities of the United	mountains and mountain ranges in	key aspects of human
	can locate major cities, regions, and	Kingdom.	countries not previously studied	geography, possibly including
	physical and human characteristics.	I can use a database to	(including the location of Mount Everest	types of settlement and land
	I can describe the key human and	interrogate and amend data	as the world's highest mountain).	use, or economic activity,
	physical geographical features of the	collected.	I can investigate the effects of	including trade links and
	North America and compare these		mountains on other physical and human	distribution of natural resources



	Primary School		
with the features of Europe		geographical features in a range of	I can draw on all of my previous
previously studied.		places around the world.	locational knowledge and
I can apply my knowledge of the		I can identify the key features of	awareness to describe how
human and physical geography		mountains and understand the physical	locations might change over
previously studied to a study of the		processes that lead to their formation,	time and identify locations that
North America.		including an understanding of plate	are key to the sustainability of
I can use four and six figure grid		tectonics.	the planet in the future.
references to identify and locate		I can evaluate some of the impacts (both	I can evaluate how places might
landmarks of Alaska, as a region.		positive and negative) of mountains on	change in the future by applying
I can identify the impact of climate		human activity, with a focus on Mount	my knowledge about the
zones and rivers on life in the		Everest.	interdependence of human and
Americas and understand how these		I can begin to understand the idea of	physical features and processes
and other factors can affect		'tertiary' sources/data and use examples	and how these have impacted
population distribution and density.		to research how different types of	on the range of places studied.
I can begin to use a wider range of		mountains are formed and the physical	I can examine the distribution of
maps (thematic/distribution maps)		processes involved.	natural resources including
to investigate and describe the		I can suggest my own geographical	energy, food, minerals and
human and physical geography of		questions to investigate as part of a	water around the planet and
North America.		study of the physical processes and	give opinions and suggestions
I can compare images and other		human activity that have an impact on	on sustainability in the future.
sources linked to North America and		the goyt valley.	I can investigate the
begin to understand how these can		Following first –hand observations, I can	sustainability of the planet and
be interpreted in different ways.		present findings in a range of ways,	the distribution of natural
		including drawing scale maps of areas	resources around the world.
		with complex keys and using linear and	I can ask and answer perceptive
		area measuring tools on digital maps of	questions and suggest ways to
		different scales.	answer these using maps,
		I can begin to use six-figure references	images and other sources.
		to identify and describe locations and	I can learn to explain how
		can use eight compass points to give	different types of maps can be
		directions or describe routes.	used to show different
			perspectives.
			I can begin to support my ideas
			about the future sustainability
			of the planet.



		Filmary School		
Future Learning	Y6 – Children study the human and	Y6 -	 Studying the interaction between 	Y6 – Studying the impact of
Link:	physical regions in South America in	hur	man and physical processes in more	human decisions and actions on
	depth, developing an understanding	der	pth. Developing the use of a range of	regions of the world, including
	of regions in South America using a	sou	urces to inform opinions and offer	biomes, and specific locations of
	range of maps and geographical	geo	ographical conclusions. Explaining	South America (Brazil and Rio de
	sources.	hov	w human and physical features and	Janeiro), as well as the local
		pro	ocesses interact and how the	area.
		geo	ography of places might change in the	
		futi	cure.	



	Primary School 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? HISTORY FOCUSED TERM	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.	



	_	Primary Sch		
Key vocabulary	Europe	Latitude	<u>Brazil</u>	Lindow
	United Kingdom	Longitude	Brasilia	Wilmslow
	Germany	Parallels/horizontals	Rio De Janeiro	Cheshire
	Japan	Degrees	Sao Paolo + other major cities (by	Urban
	Italy	Minutes	population), regions, rivers and	Rural
	France	Seconds	mountains	Rural-urban fringe
	Poland	Landscape	Lines of Latitude, including the	Transport
	China	Мар	equator, Tropic of Cancer and	North-West
	America	Globe	Capricorn	Region
	Soviet Union (Russia)	World	Lines of longitude including the	England
	United Nations	Lines of latitude	Prime/ Greenwich Meridian	Site
	Leadership	The equator	trend	Lindow peat bogs
	Healthcare	Tropic of Cancer	representation	Lindow Common
	Rural	Tropic of Capricorn	physical process	Site of Special Scientific Interest
	Urban	Longitude	human process	Carbon
	Island	Prime/Greenwich meridian	tourism	Carbon sink
	Border	Navigate	urbanisation	Soil
	Mainland	Locate	push factors	Preservation
	North, East, South, West	Measure	pull factors	Conservation
	North East, North West,	Time zones	trade	Pollution
	South East, South West	Northern hemisphere	weather, climate, biome	Air quality
	Кеу	Southern hemisphere	population distribution	Building type
	Legend	International Date Line	population density	Retail
	Cartographer	Greenwich, London	fair/ethical trading	Commercial
	Compare/contrast	Greenwich Observatory	energy	Residential
	Evaluate	Ecosystems	production	Property
	Analyse	Flora	government	bias
	Trade	Fauna	economy	subjective/subjectivity
	Import	Climate	GDP	interconnection
	Export	Biome	rainforest	interaction
		Features	forest floor/understory	dynamic
		Continents	canopy/emergent layer	production/distribution/
		Impact	deforestation	consumption of natural resources
		Diverse	wildfire	sustainability
		Cartographer	plains	climate change
		biomes: tropical rainforest,	Amazon jungle	demographic
		temperate broadleaf forest,	River Amazon	infrastructure



		Primary Sch	ool	
		grassland savannah, desert (hot and	thematic maps	desertification
		polar), taiga and tundra (Arctic and	area measuring tool	globalisation
		alpine)	perspective	perception
		deciduous	purpose	bias
		coniferous/evergreen	significance	data
		day	reliability	perspective
		night	relevance	purpose
		sustainability	conclusions	significance
		weather (+weather vocabulary)	trend	reliability
		seasons	Location, place, space, personal,	relevance
		permafrost	empathetic	conclusions
		interconnection		trend
		interaction		Quality of life
		dynamic		Location, place, space, personal,
		production/distribution/		empathetic
		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		
Statutory	LOCATIONAL	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE	LOCATIONAL KNOWLEDGE
Requirements	KNOWLEDGE	Name and locate the world's climate	Locate the countries of South	Locate Lindow on a range of maps of
	Locate the countries of	zones using a world map.	America and use maps to identify	various scales and perspectives.
	Europe and use maps to	Name and locate the world's major	major regions, cities and human and	Describe, compare and evaluate the
	identify Europe's major	biomes and vegetation belts using a	physical characteristics.	land use of Lindow over time.
	regions, cities, and	world map.	Locate position of time zones within	PLACE KNOWLEDGE
1	1		South America.	1



	Primary Sch	lõi	
human and physical	Locate the position of the Tropics of	Identify and locate Rio de Janeiro	Make a range of comparisons between
characteristics.	Cancer and Capricorn as lines of	using maps and compare to the	the area studied (Lindow) and other
Identify the locations of	latitude.	location of other regions (our region	locations studied.
some of the key human	Identify lines of longitude on a world	and the Bay of Naples)	Explain how human and physical
and physical features of	map, including the Prime/Greenwich	Locate major mountain ranges of the	features and processes interact and
the UK.	Meridian.	world (Andes).	cause change over time.
Understand that land	Locate position of time zones	PLACE KNOWLEDGE	Suggest ways in which the human and
use patterns in the UK	(including day and night).	Make comparisons between the	physical geography of places studied
have changed over time.	PLACE KNOWLEDGE	human and physical geography of	may change in the future based on a
	Identify and describe geographical	the continents of the Americas and	range of sources.
	links (interconnections) between the	Europe.	HUMAN AND PHYSICAL FEATURES
	range of places and processes	Investigate and describe the human	Identify how the physical and human
	studied.	and physical geographical features of	geographical features of Lindow have
	Explain how human and physical	the regions in South America studied	an impact on economic activity and
	features and processes interact and	(Rio and the Amazon Rainforest) and	suggest ways in which the local
	cause change over time.	compare to other regions previously	economy/services could be improved.
	Suggest ways in which the human	studied.	
	and physical geography of places	Suggest and evaluate reasons for	
	studied may change in the future	geographical similarities and	
	based on a range of sources.	differences between locations.	
	HUMAN AND PHYSICAL FEATURES	Identify and describe geographical	
	Describe and understand the concept	links (interconnections) between the	
	of a biome.	range of places and processes	
	Identify the key features of the	studied.	
	world's climate zones, biomes and	Suggest ways in which the human	
	vegetation belts.	and physical geography of places	
	Understand the impact of climate	studied may change in the future	
	zones and biomes on the human and	based on a range of sources.	
	physical geography of the world.	HUMAN AND PHYSICAL FEATURES	
	Identify and understand the impacts	Begin to understand the links	
	over time of key environmental	between the human and physical	
	issues in the locations studied (e.g.	geography of the places studied.	
	deforestation, wildfires).	Secure and further develop the use	
	Confidently use a wide geographic	of a wide geographic vocabulary to	
	vocabulary to identify, describe and	identify, describe and compare the	
	compare the human and physical	human and physical features of the	



		Commun Primary Sch	lool	
		features of all of the locations	continents, countries and regions	
		studied.	studied.	
		Investigate the future sustainability	Understand the impact of climate	
		of the planet in the future and	zones and biomes on the human and	
		suggest ways in which sustainability	physical geography of South	
		could be improved.	America.	
			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.)	
			Identify and understand the impacts	
			over time of key environmental	
			issues in the locations studied (e.g.	
			deforestation, wildfires)	
Skills covered	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:	GRAPHICACY SKILLS:
	Use a wide range of	Use a wide range of maps (including	Use a wide range of maps (including	Use a wide range of maps as well as
	maps (including OS	OS maps at varying scales and	OS maps at varying scales and	atlases, globes and digital mapping to
	maps at varying scales)	distribution/thematic maps) as well	distribution/thematic maps) as well	locate countries and describe features
	as well as atlases,	as atlases, globes, and digital	as atlases, globes and digital	studied.
	globes, and digital	mapping to locate countries and	mapping to locate countries and	Explain how types of map give different
	mapping to locate	describe features studied.	describe features studied	perspectives.
	countries and describe	Confidently use distribution/thematic	Compare and then carefully select	Create scale-bars on maps and draw to
	features studied.	maps to illustrate an idea or	images for a purpose (e.g. as	scale for maps/sketches, comparing
	Explain how types of	discussion.	evidence or to show reliability)	own drawing to other maps and
	map give different	Use six figure grid references to		evaluating accuracy
	perspectives/show	identify and describe locations.		Create own complex keys using
	prejudice (e.g. Historical	Use latitude and longitude		mathematical concepts (e.g. size of
	maps).	coordinates to identify and describe		symbol for quantity, using
		locations.		metric/imperial equivalents)
		On digital maps, use linear and area		Compare and then carefully select
		measuring tools confidently to		images for a purpose (e.g. as evidence
		illustrate ideas and make appropriate		or to show reliability)
		selections from maps to inform		FIELDWORK ENQUIRY SKILLS:
		research.		Complete enquiries based on own
				suggested questions and offer



		Primary Sch	1001	
	Thoughtfully organise info	Explain how types of map give different perspectives/show prejudice (e.g. Peter's Projection).	alid ways ue information provided by a range of so	
End Point		age-related tables, graphs and charts, m I can identify the position and significance of latitude and longitude. I can identify and explain the impact of time zones across the world, referring to the Prime/Greenwich Meridian. I can locate countries relative to these significant lines of latitude and longitude to comment upon the impact upon their weather and biome. I can recognise and describe features of biomes and vegetation belts around the world. I can compare and contrast biomes around the world.		



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