

# HEAP BRIDGE VILLAGE PRIMARY SCHOOL



## Geography

Long Term Curriculum Planning

&

Assessment Arrangements



# Geography – National Curriculum Implementation Plan & Knowledge Organiser

## Geography in the EYFS

The aim of this document is to help all subject leaders understand how the EYFS framework links to the National Curriculum. The EYFS is set out very differently to the National Curriculum, in the way that the EYFS is made up of 7 areas of learning, rather than subjects.

The National Curriculum sets out the stages and core subject's children will be able to be taught during their time at school; The Early Years Foundation Stage sets standards for the development, learning and care of children from birth. Although not named 'geography' within the EYFS, children receive the opportunity for developing their geographical skills through the EYFS areas of learning: **Mathematics** and **Understanding the World**.

The EYFS states: "Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension."

## What 'geography' looks like in the EYFS: Understanding the World

### Statements from the EYFS:

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

### How we learn throughout the year:

- Through interactions talking about what they did yesterday, last week, last year.
- Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.
- Learning about the family traditions of children in class from different cultural backgrounds.

Geography		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	Understanding the World	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
ELG	Understanding the World	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

Development Matters	Early Learning Goal	How this achieved in EYFS	By the end of EYFS the children will know...
<p><b>Reception:</b></p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p><b>People and Places:</b></p> <p>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.</p> <p><b>The Natural World:</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>Autumn Term:</b></p> <p>Look at where we live, describe features we see on the way to school.</p> <p>Draw my route to school.</p> <p>Explore the school, where are the different rooms in relation to one another. What happens in each room?</p> <p>Explore the school grounds, look at features of our school environment.</p> <p>Look at maps of explore and discuss the features found on local maps.</p> <p>Discussing where we were born and where our extended family live using world maps/globes for support.</p> <p>Exploring school's grounds and observing seasonal changes in the Autumn.</p> <p>Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.</p> <p>Explore harvest time in the UK and farming at harvest time.</p> <p>Observe seasonal weather changes and longer nights in the autumn compared to the summer.</p> <p><b>Spring Term:</b></p> <p>Exploring schools' grounds and observing seasonal changes in the winter/spring.</p> <p>Explore compare/contrast our environment with polar regions.</p> <p>Observe seasonal weather changes in the winter/spring (ice exploration)</p> <p>Observe, question and draw spring plants/spring growth.</p> <p>Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</p> <p>Conduct Winter/Spring walk around School grounds.</p> <p>Exploring food from around the world using world maps and Google.</p> <p>Discover, compare and contrast food produce/grown in different climates around the world.</p> <p>Explore, observe and identify UK mini beasts.</p> <p><b>Summer Term:</b></p> <p>Exploring schools' grounds and observing seasonal changes in the summer.</p> <p>Observe seasonal weather changes in the summer.</p> <p>Noticing changes in environments; farm land and towns/cities.</p> <p>Comparing animal habitats; farms and jungle environments.</p>	<p><b>Knowledge:</b></p> <p>I know where I live, (Heywood/Bury)</p> <p>I know some of the features of my immediate environment.</p> <p>I know the name of my school and can say some of the things I pass on my way to school.</p> <p>I know some of the people who work in my community and what they do.</p> <p>I know the names of the four seasons.</p> <p>I know the main features of the weather in each of the seasons.</p> <p>I know that not all places in the world are the same.</p> <p>I know some of the animals and plants that live and grow around me.</p> <p>I know that different foods are grown around the world.</p> <p>I know that London is the capital of England.</p> <p>I know some animals from different parts of the world.</p> <p><b>Key Vocabulary:</b></p> <p>Heywood, Bury, United Kingdom, Great Britain, World, country, town, city, London, capital, near, far, Africa</p> <p>Road, map, motorway, street, under, over, forwards, backwards, right, left, turn</p> <p>Harvest, seasons, Autumn, Winter, Spring, Summer, weather</p> <p>Farm, beach, countryside, moors</p>

# Geography – National Curriculum Implementation Plan & Knowledge Organiser

## Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

## Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. **Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.**

LONG TERM PLANNING FOR GEOGRAPHY			
Yr. Gp	TERM ONE	TERM TWO	TERM THREE
YEAR 1	My Local Area	The United Kingdom	Contrasting areas My local area V seaside
YEAR 2	The world around me	Hot and cold places	Contrasting areas Let’s go on Safari (Kenya)

## Key stage 1

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

### Locational knowledge

- name and locate the world’s seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Geography Curriculum – Overview: Key Stage 1 (Year 1)

Content for Knowledge Organisers				
National curriculum links/coverage	Geographical vocabulary	Geographical skills and fieldwork	Developing geographical knowledge <i>Locational knowledge, Place knowledge, Human and physical geography</i>	Application of knowledge, enquiry skills & key questions
<p><i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</i></p> <p><i>use basic geographical vocabulary to refer to key physical and human features directional language [for example, near and far, left and right], to describe the location of features and routes on a map</i></p> <p><i>use aerial photographs devise a simple map; and use and construct basic symbols in a key</i></p> <p><i>use simple fieldwork and observational skills to study the geography of their school and its grounds</i></p>	<p>Local area Environment Address Route Human/ physical features</p>	<p>To use simple fieldwork and observation skills to study the school in the context of children’s own locality/school.</p> <ul style="list-style-type: none"> <li>I can observe (look at) the school environment. To devise a simple map</li> <li>I can draw a simple map</li> </ul> <p>To use simple fieldwork &amp; observational skills to study the surrounding environment in the context of children’s own locality.</p> <ul style="list-style-type: none"> <li>I can observe what my local area is like.</li> <li>I can describe where things are on a map.</li> </ul>	<ol style="list-style-type: none"> <li>Where do I Live? Ariel views / street maps I can understand where I live in the local area. I know my home address.</li> <li>Where is Our school? Ariel views I can locate our school in our local area.</li> <li>How do I get to school? – Draw a route map I can understand the route I take to school. I can draw a simple map of the route I take</li> <li>What is the area like around my school? This could include traffic survey, shops buildings etc I can understand what our local area is like.</li> <li>What are houses and homes like in my local area? I can understand different types of housing in the local area</li> <li>What jobs are there in my local area? I can name the types of jobs people do in our local area</li> </ol> <p><b>Key Knowledge:</b> Our school is called Heap Bridge Village Primary School and is in Heywood. My home address is ----- . When I come to school I go passed ----- Features of the classroom and school e.g. carpet, role play area, office, hall, canteen Features of the familiar places .e.g park, shop, types of houses, jobs Different types of environments e.g. land and water, farmland and woods,</p>	<p><b>Our local area</b> Where do I Live? Ariel views / street maps Where is Our school? Ariel views How do I get to school? – Draw a route map What is the area like around my school? This could include traffic survey, shops buildings etc What are houses and homes like in my local area? What jobs are there in my local area?</p>
<p><i>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>identify seasonal and daily weather patterns in the United Kingdom</i></p> <p><i>use basic geographical vocabulary to refer to key physical and human features</i></p> <p><i>use world maps, atlases and globes to identify the United Kingdom and its countries,</i></p>	<p>United Kingdom Capital city Human/ physical features Country</p>	<p>I can locate the United Kingdom on a map and globe</p> <p>I can locate the four countries of the United Kingdom on a map.</p> <p>I can locate the capital cities of the United Kingdom on a map.</p>	<ol style="list-style-type: none"> <li>What is the United Kingdom? I can name the four countries of the United Kingdom.</li> <li>What are the UK’s capital cities? I can name the capital cities of the United Kingdom.</li> <li>What are the UK’s capital cities like? What do I know about a country in the UK? (Explore London) I can describe the characteristics of the countries/capital cities of the United Kingdom.</li> </ol> <p>Weather and seasons</p> <ol style="list-style-type: none"> <li>What is the weather like in the UK? I can identify differences between the types of weather experienced in different seasons in the UK.</li> <li>How can the weather affects different jobs? I can identify how the weather can affect different jobs.</li> <li>How does the weather change in the UK? I can use fieldwork skills to identify weather changes in the UK.</li> </ol> <p><b>Key knowledge</b> The United Kingdom is made up of 4 countries, each country having a capital city; England- London, Wales- Cardiff, Scotland- Edinburgh, Northern Ireland- Belfast. •A key physical feature of London is The River Thames. Well known human features include Tower Bridge, Buckingham Palace, The London Eye, Parliament and St Paul’s Cathedral. There are 4 seasons. The seasons are spring, summer, autumn, and winter.</p>	<p><b>The United Kingdom</b> What is the United Kingdom? What are the UK’s capital cities? What are human and physical features? What are the capital cities like? What do I know about a country in the UK? (Explore London as a capital city)</p> <p>What is the weather like in the UK? How can the weather affects different jobs? How does the weather change in the UK?</p>
<p><i>To use basic geographical vocabulary, in the context of coastal/ seaside locations and locations relevant to the children themselves</i></p> <p><i>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, in the context of coastal/ seaside locations</i></p> <p><i>To use basic geographical vocabulary to refer to human and physical features, in the context of coastal/seaside locations.</i></p>	<p>Resort Human/ physical features Coastline</p>	<p>. To use aerial photographs and to recognise landmarks and basic human and physical features, in the context of coastal/seaside locations.</p> <p>I can observe aerial photographs of seaside locations.</p> <p>To use locational and directional language to describe the location of features and routes on a map, in the context of the seaside town of Blackpool</p>	<ol style="list-style-type: none"> <li>What are human and physical features? I can explain what a physical feature is. I can explain what a human feature is.</li> <li>Where are the seascides in the UK? I can use a map to find seaside locations.</li> <li>What are the features of the seaside? I can use key words to describe seaside locations and describe a seaside town in the UK.</li> <li>Can we follow a route around a seaside resort? I can describe places and routes on a map using locational and directional language.</li> </ol> <p><b>Key knowledge</b> Blackpool is a town and seaside resort in the North West of England. Blackpool’s coastline is on the Irish Sea. Blackpool is the most popular seaside resort in the UK with many visitors that go there for holidays or days out. Significant physical features of Blackpool are the Irish Sea and the beach on the coastline. Blackpool has many famous human features such as Blackpool Tower, The Pleasure Beach, Blackpool Zoo, piers, trams and the illuminations.</p>	<p><b>Heywood V seaside (Blackpool)</b> Where are the seascides in the UK? What are the features of the seaside? What does a seaside town look like? Can we follow a route around a seaside resort?</p>

## Geography Curriculum – Overview: Key Stage 1 (Year 2)

Content for Knowledge Organisers				
National curriculum links/coverage	Geographical vocabulary	Geographical skills and fieldwork	Developing geographical knowledge <i>Locational knowledge, Place knowledge, Human and physical geography</i>	Application of knowledge, enquiry skills & key questions
<p>name and locate the world's 7 continents and 5 oceans use world maps, atlases and globes to identify the countries, continents and oceans studied use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	Continent The Arctic	<p>Where are the world's continents? I can locate on a map and globe the seven continents. I can locate the seven continents on a map. Where are the world's oceans? I can locate the five oceans on a map.</p>	<p><b>Where in the world am I?</b> I can locate where in the world I live (Y1 recap). <b>Where are the world's continents?</b> I can name the seven continents. <b>Where are the world's oceans?</b> I can name the five oceans. <b>Where are the different continents located?</b> I can name the seven continents and locate the seven continents on a map <b>What are the main features of each continent?</b> I understand the difference between human and physical features. I can identify the physical features of a continent in contrast to one other continent. (Europe and Africa) I can identify the human features of a continent in contrast to one other continent. (Europe and Africa) <b>What is special about each continent?</b> I can share a fact about the continent of Africa, Antarctica, Australia and Asia. I can identify what animals live in 4 continents. (Africa, Antarctica, Australia and Asia)</p> <p><b>Key knowledge</b> The world is made up of 7 continents; North America, South America, Europe, Asia, Africa, Antarctica and Australia. Asia is the biggest continent. We live in the continent of Europe. •There are 5 main oceans; The Arctic Ocean, The Atlantic Ocean, The Pacific Ocean, The Indian Ocean and The Southern Ocean. The Pacific Ocean is the biggest. Lions and elephants live in the African continent. Polar animals live in the Antarctica continent.</p>	Our World <ol style="list-style-type: none"> <li>Where in the world am I?</li> <li>Where are the world's continents?</li> <li>Where are the world's oceans?</li> <li>Where are the different continents located?</li> <li>What are the main features of each continent?</li> <li>What is special about each continent?</li> </ol>
<p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	Continent Climate Equator The Arctic Icebergs Glaciers Industrial sites Harbours	<p>Where are the world's hot and cold places? Identify hot and cold places and locate them on a map. I can locate the Equator and the North and South Poles on a map or globe.</p>	<p><b>Where are the world's hot and cold places on a map?</b> I can identify 5 hot and 5 cold places and locate them on a map. I can locate the Equator and the North and South Poles on a map or globe. <b>What is it like in the world's hot and cold places?</b> I can recognise 3 features of a hot place. I can recognise 3 features of a cold place. <b>Where can I find out about a hot or cold place (desert, rainforest or Antarctica)?</b> I can recognise 3 features of a hot place. I can recognise 3 features of a cold place. <b>How do animals adapt to hot and cold places?</b> I can identify 4 animals that live in a hot place. I can identify 4 animals that live in a cold place. I can explain how an animal adapts to living in a hot place. I can explain how an animal adapts to living in a cold place. <b>What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place?</b> I can compare a pack list for a trip to a hot place with a list for a cold place. <b>How can I describe what it is like in a hot or cold place?</b> I can describe what I would see in a hot or cold place.</p> <p><b>Key knowledge</b> Antarctica is the coldest continent. The hottest places in the world are located close to the equator and the coldest close to the North and South Poles. Know where the north and south poles are and where the equator is. Know what different animals live in the north pole compared to hot countries. Key physical features of the Arctic/Antarctica include mountains, hills, icebergs, glaciers, sea ice, rivers and lakes. There also many human features such as houses, roads, industrial sites and harbours.</p>	Hot and cold places <ol style="list-style-type: none"> <li>Where are the worlds hot and cold places?</li> <li>What is it like in the worlds hot and cold places?</li> <li>What can I find out about a hot and cold place?</li> <li>What would I pack for a hot / cold place?</li> <li>How do animals adapt to hot / cold places?</li> </ol>
<p>use simple compass directions (north, south, east and west) understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	Compass Valley Vegetation Coast National parks Continent Maasai Culture	<p>Where is Kenya? .To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya). • I can locate Kenya on a world map. Let's Explore To devise simple maps in the context of Africa (Kenya). • I can draw a simple map To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps. • I can use compass directions to describe places on a map</p>	<p><b>Where is Kenya?</b> I can understand where Kenya is in the world. <b>What is Kenya like?</b> I can name 3 human and 3 physical features of Kenya. <b>How is Kenya different to Heywood?</b> I can list 2 similarities and 2 differences from a small area of the United Kingdom (Heywood), and of a small area in a contrasting non-European country (Kenya). I can use basic geographical vocabulary to refer to key physical and human features of Kenya. I understand what a national park is. African Animals I can name 5 of the main animals which live in Kenya. <b>What is The Marvellous Maasai?</b> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of Kenya (Maasai). • I can understand what Maasai culture is like. My Day, Your Day I can observe photographs and ask questions to find out about a place. • I can compare my life to a child's life from Kenya.</p> <p><b>Key knowledge</b> Africa is a continent and is the hottest continent in the world. Know where Kenya is in relation to the continents, countries and equator. Know some similarities and differences between life and the climate of Kenya and England. •Key physical features of Africa include The Sahara Desert, The River Nile which is the longest river in the world, Mount Kilimanjaro and Lake Victoria. The largest mammals on the planet live in Africa including elephants, giraffes and cheetahs.</p>	Safari (non-European country) <ol style="list-style-type: none"> <li>Where is Kenya?</li> <li>What is Kenya like?</li> <li>What is it like to live with wild animals?</li> <li>What is the Maasai culture like?</li> <li>What does a typical day look like in Kenya? Houses / food/ school etc</li> </ol>

## Key stage 2

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

Pupils should be taught to:

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

LONG TERM PLANNING FOR GEOGRAPHY		
Yr. Gp	In-depth Study (long unit) Full term	Short unit Half term
YEAR 3	The United Kingdom	Climate zones and Biomes around the world
YEAR 4	European country study	Local area (jobs)
YEAR 5	Extreme Earth – earthquakes and volcanos	North America country study
YEAR 6	South America county study	Rivers

## Geography Curriculum – Overview: Lower Key Stage (Year 3)

Content for Knowledge Organisers					
National curriculum links/coverage	Geographical vocabulary	Geographical skills and fieldwork	Developing geographical knowledge <i>Locational knowledge, Place knowledge, Human and physical geography</i>		Application of knowledge, enquiry skills & key questions
<p><b>The UK</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>country, county, city, town, prime meridian, immigration, immigrants, Great Britain, landmark, landscape, life expectancy, population.</p>	<p><b>What are the countries and cities of the UK?</b> I can locate the UK on a world map I can name and locate the countries that make up the UK on a map I can name the capital of each country <b>What are some of the physical and human features of the countries of the UK?</b> I can place some of the well-known physical and human features of the UK on a map. <b>What are the counties and regions of the UK?</b> I can locate the county of Greater Manchester on a map and the 9 regions of England <b>What are some of the major cities in the UK?</b> I can label significant cities in the UK on a map <b>Planning a route around the capital – what are the sights?</b> I can find London on world and UK maps I can use the 8 compass directions to find a location on a map . I can use a 6-point reference grid to state the location of places. <b>What are the rivers and seas of the UK?</b> I can find the names of rivers on a map <b>What are the mountains and hills of the UK?</b> I can find areas of higher ground on a map of the UK</p>	<p><b>What are the countries and capital cities of the UK?</b> <b>I can name the 4 countries of the UK</b> I can name the capital cities of the countries of the UK (KS! Revision) <b>What are some of the physical and human features of the countries of the UK?</b> I can identify 4 physical and 4 human features from across the countries of the UK <b>What are the counties and regions of England?</b> I know there are 9 regions and we live in the North West I know we live in the county of Greater Manchester and I can name some counties local to Greater Manchester <b>What are some of the major cities in the UK?</b> I can name 3 significant cities in the North West <b>What are the rivers and seas of the UK?</b> I can name the seas surrounding the UK I can name the 2 longest rivers in the UK I can find the names of seas on map</p> <p><b>Key Knowledge required</b> <b>The countries of the UK are Scotland, England, Northern Ireland and Wales. The capital cities of the UK are Edinburgh, London, Belfast and Cardiff. Throughout the UK there are many human features such as bridges, buildings such as palaces, stadiums and statues. There are also many physical features like rivers, lochs and mountains. There are 9 regions in England, we live in the North West. There are many counties within each region. We live in Greater Manchester which is surrounded by Cheshire, Cumbria, Lancashire and Merseyside, all in the North West. The longest rivers in the UK are River Severn and the River Thames. The river Roach is our closest river The main seas around the UK are English Channel, North Sea, Irish Sea and Atlantic Ocean. Tallest mountains in the UK are Ben Nevis in Scotland, and Scar fell Pike in the North West. London is a capital city and Heywood is a small town. Many significant human features are found in London like Big Ben, Buckingham palace, London eye. There is also the river Thames and parks such as Hyde Park. The population of London is much bigger than that of Heywood and much more varied in terms of Ethnicity. The population of the UK has increased vastly over the last 100 years. This is due to better life expectancy due to better healthcare but also through immigration. The climate of the UK is a temperate climate. In general, this means that Britain gets cool, wet winters and warm, wet summers. It rarely features the extremes of heat or cold, drought or wind that are common in other climates. The weather conditions are also very changeable. Our Climate is changing though due to climate change with more flooding in areas and warmer winters and summers.</b></p>	<p><b>What are the mountains and hills of the UK?</b> I can name the tallest mountain in the UK and other significant mountains in the North West. <b>What are the similarities and differences of physical and human features of the UK – London V Heywood?</b> I can discuss how London and Heywood differ in germs of physical features such as population and human features such as landmarks. I can name 3 physical and 3 human features within London. <b>How has the population of the UK Changed?</b> <i>I can describe how the UK population has changed over time.</i> <i>I can tell you where some immigrants to the UK came from.</i> <b>What is the climate like in the UK?</b> I can identify the climate zone of the UK and relate this knowledge to the weather in the local area. I can suggest ways to help reduce climate change</p>	<ol style="list-style-type: none"> <li>What are the countries and capital cities of the UK?</li> <li>What are some of the physical and human features of the countries of the UK?</li> <li>What are the regions of England?</li> <li>What are the counties of England and which are local to us?</li> <li>What are some of the major cities within the UK?</li> <li>What are the rivers and seas of the UK?</li> <li>What are the mountains and hills of the UK?</li> <li>What are the human and geographical features of London?</li> <li>What are the similarities and differences of physical and human features of the UK – London V Heywood?</li> <li>Planning a route round the capital – what are the sights?</li> <li>How has the population of the UK changed?</li> <li>What is the climate like in the UK?</li> <li>How can climate change impact our country?</li> </ol>
<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>continents, biomes, climate zone, mega-diverse, agriculture, biodiversity, megadiversity, endemic.</p>	<p><b>What are the climate zones of the world?</b> I can name and locate the 7 continents of the world on a map (KS1 revision) I can identify the climate zones on a world map I can link climate zones to equator and lines of tropics.</p> <p><b>What are biomes and where are they located around the world?</b> I can identify major biomes around the world on a map.</p>	<p><b>What are the climate zones of the world?</b> I can identify the different climate zones across the world <b>What are the key physical features of the world climate zones?</b> I can explain a key physical feature of each climate zone. I can explain how climates around the world affect which plants can grow in different areas. I can describe some of the ways in which plants and animals have adapted in order to survive in extreme climates.</p> <p><b>Key Knowledge:</b> There are six major climate regions in the world which are polar, temperate, arid, tropical, Mediterranean and tundra. <b>Temperate</b> = seasons, warmer summers, colder winters, rain throughout <b>Polar</b> = cold, lots of snow, mostly below freezing <b>Tropical</b> = high temperatures and rain fall <b>Arid</b> = very dry and hot (little rain) <b>Mountain</b> = range of temperatures – altitude <b>Mediterranean</b> = mild winters, hot summers (holidays) Animals and plants adapt to each climate ie polar bear to polar, cacti to desert etc Our climate is changing due to global warming. We are getting Warmer temperatures over time that are changing weather patterns and disrupting the usual balance of nature. Ways we can help are reducing energy, turning off lights, electrics etc. <b>A biome is a large community of vegetation and wildlife adapted to a specific climate. The five major types of biomes are aquatic, grassland, forest, desert, and tundra. Tropical forests are found near the equator in Central and South America, parts of Africa and Asia where the climate is tropical. Deserts are the driest and hottest of areas and the world's largest desert is the Sahara in North Africa. Grasslands include the Puszta in Hungary, the Veldt in South Africa, the Pampas in Argentina and the Prairies in the USA. Coniferous forests, containing evergreen trees, are found in Scandinavia, Russia and Canada. They have a cool climate with moderate rainfall called cool temperate. Tundra surrounds the North and South poles. They have an extremely cold climate, with limited numbers of plants and animals able to survive there.</b></p>	<p><b>How is our climate changing and what is the impact for us?</b> I can explain what climate change is. I can identify some of the effects of climate change ie flooding, ice caps melting. I can give some ways in which we can help fight against climate change. <b>What are biomes and where are they located around the world?</b> I can understand and explain what a biome is. I can name and describe some of the major biomes around the world. <b>How are biomes and climate zones related?</b> I know that Biomes are areas of the planet with similar climates, landscapes, animals and plants.</p>	<ol style="list-style-type: none"> <li>What are the climate zones of the world?</li> <li>What are the human / physical features of the world climate zones?</li> <li>How is our climate changing and what is the impact for us?</li> <li>What are biomes and where are they located around the world?</li> <li>How are biomes and climate zones related?</li> </ol>

## Geography Curriculum – Overview: Lower Key Stage (Year 4)

Content for Knowledge Organisers					
National curriculum links/coverage	Geographical vocabulary	Geographical skills and fieldwork	Developing geographical knowledge <i>Locational knowledge, Place knowledge, Human and physical geography</i>		Application of knowledge, enquiry skills & key questions
<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	continents, countries, cities, currencies, landscape, time zone, climate.	<p><b>What are the continents of the world?</b> I can name and locate the world's seven continents.</p> <p><b>What are some of the countries within Europe?</b> I can use world maps, atlases and globes to identify the Europe and its countries. I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>What are some of the countries within Europe?</b> I can match our 5 neighbouring European countries to their flags (Spain, France, Germany, Italy, Ireland) I can explain that there are a variety of currencies in Europe, including the Euro. I can describe ways in which our 5 neighbouring European countries are different from each other. (flags/currency/language)</p> <p><b>What are the capitals of the countries of Europe?</b> I can describe what a capital city is. I can identify landmarks belonging to our 5 neighbouring European capital cities (Madrid, Paris, Berlin, Rome and Dublin) I can use a variety of sources to find out about the geographical features of those capital cities.</p> <p><b>How is the landscape of Eastern Europe different to the UK?</b> I can describe the landscape of an Eastern European country (Russia). I can describe the landscape of the UK. I can compare these two different landscapes, identifying similarities and differences.</p> <p><b>Why do we have different time zones to Europe?</b> I can explain what a time zone is. I can explain why the UK has different time zones to Europe.</p> <p><b>How is the climate in Moscow different to the UK?</b> <b>What is human / physical geography of Moscow like compared to the UK?</b> I can compare and contrast Moscow with a city in the UK (Manchester).</p>	<ol style="list-style-type: none"> <li>What are the continents of the world?</li> <li>What are some of the countries within Europe?</li> <li>What are the capitals of the countries of Europe?</li> <li>How is that landscape of Eastern Europe different to the UK?</li> <li>Why do we have different time zones to Europe?</li> <li>How is the climate in Moscow different to the UK?</li> <li>What is the human / physical geography of Moscow like compared to the UK?</li> </ol>	
<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	job, roles, business, industry, economy, sector, living, employment, unemployment, manufacture, trade, government support, occupation.	<p><b>What are the main industries of business and which of these are present in the UK?</b> I can identify main areas of industry of the UK on a map.</p> <p><b>How do people earn a living in other parts of the world?</b> I can identify main areas of industry on a map of the world.</p> <p><b>How do people earn a living in Heywood?</b> I can identify the main areas of industry on a map of Heywood. I can use different sources of evidence to investigate the levels of employment in the UK and Heywood.</p>	<p><b>What is a job and why is it important?</b> I can explain some of the reasons why people work. I can identify a variety of different jobs and their roles. I can describe which jobs I would and wouldn't like to do. I understand that not all jobs are paid equally.</p> <p><b>What are the main job sectors?</b> I can identify the main job sectors. I can match a variety of jobs to their sectors.</p> <p><b>What do the terms 'business', 'industry' and 'economy' mean?</b> I can explain what the economy is.</p> <p><b>What are the main industries of business and which of these are present in the UK?</b> I can name some of the main industries in the UK. I can explain why different parts of the world have different industries.</p> <p><b>Key knowledge:</b> A job is a paid position of regular employment. A job is important because if you earn money, you can buy things you need, pay your bills, have a place to live, and basically do things you want to do. Without money, you can't do much! Jobs can be part time or full time. Some people volunteer but this means they are not paid for the work that they do. The main job sectors include finance, education, manufacturing, healthcare, and transport. People earn a living in Heywood through transportation of goods. Other places in the world have the same industries and some different. This could be determined by its geographical location and climate. Jamaica Some of the reasons that people might be unemployed are due to ill health, lack of jobs or raising a family. Business is a person's regular occupation, profession or trade. Industry are specific groups of types of businesses and jobs. E.g the finance industry would including banking and accountancy. The word economy describes how a country or place is doing in making good and how much money it has. The amount a country sells and makes is called economic activity.</p>	<p><b>How do people earn a living in other parts of the world?</b> I can describe some of the ways in which people in other countries earn a living. (Bangor, Sicily and Jamaica) I understand that a lot of jobs involve the manufacture and trade of items.</p> <p><b>What are some of the reasons why some adults are unemployed?</b> I can explain reasons why some adults are unemployed. I can describe some of the effects unemployment has on people. I understand that the government supports unemployed people financially.</p>	<ul style="list-style-type: none"> <li>What is a job and why is it important?</li> <li>What are the main job sectors?</li> <li>What do the terms 'business', 'industry' and 'economy' mean?</li> <li>What the main industries of business and which of these are present in the UK?</li> <li>How do people earn a living in other parts of the world?</li> <li>How do people earn a living in Heywood?</li> <li>What are some of the reasons why some adults are unemployed?</li> </ul>



## Geography Curriculum – Overview: Upper Key Stage (Year 5)

Content for Knowledge Organisers					
National curriculum links/coverage	Geographical vocabulary	Geographical skills and fieldwork	Developing geographical knowledge <i>Locational knowledge, Place knowledge, Human and physical geography</i>		Application of knowledge, enquiry skills & key questions
<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>Countries, capitals, human geography, physical geography, human features, physical features, time zones, climate, region, language, population, equator, longitude, latitude.</p>	<p><b>What are the countries and capitals of North America?</b> I can locate the continent of North America on a world map. I can locate the 3 largest North American countries on a map. I can identify North American capital cities of the 3 largest countries and match them to their countries using a map.</p> <p><b>What are the human and physical geography of a particular North American country?</b> I can identify and describe some geographical features of North America. I can locate human and natural features on a map of North America.</p> <p><b>What are the various time zones of North America and how these compare to other time zones around the world?</b> I can calculate the time at 3 different locations in North America based on GMT. I can calculate corresponding times within 3 different locations in North America.</p>	<p><b>What are the countries and capitals of North America?</b> I can name 3 of the largest countries of North America and their capital cities. I can explore the features of the three largest countries (USA, Mexico and Canada) and their capital cities, such as language and population</p> <p><b>What are the different climates like in North America?</b> I can identify 3 different climate zones in North America (alpine/rainforest/desert). I can use sources to investigate the climate of a particular area. I can compare the features of 2 climates in North America.</p> <p><b>What are some of the famous features of North America, including natural features, human features and landmarks?</b> I can compare the physical geography of the North West of England and Nevada. I can compare the human geography of the North West of England and Nevada.</p> <p><b>Key Knowledge:</b> <b>There are 23 countries in North America including Antigua, Barbados, Canada, Mexico and the United States. Some of the capitals are Ottawa, Washington DC and Mexico City. Some of the most famous features include Statue of Liberty, Mt. Rushmore, Grand Canyon, Golden Gate Bridge and Niagara Falls. There are six time zones in North America:</b></p>	<p><b>What are the human and physical geography of a particular North American country?</b> I understand the difference between human and physical geographical features. I can describe how certain geographical features are formed such as the Grand Canyon.</p> <p><b>What are the various time zones of North America and how these compare to other time zones around the world?</b> I can explain why different parts of the world have different time zones.</p> <p><b>How does New York compare to my own home area?</b> I can use a variety of sources of information to find out about the human and physical geography of New York. I can compare human and physical features of New York to Heywood. I can select appropriate facts, figures and images to include in my work. I can present geographical information in a variety of ways.</p>	<ol style="list-style-type: none"> <li>What are the countries and capitals of North America?</li> <li>What are the different climates like in North America?</li> <li>What are some of the famous features of North America, including natural features, human features and landmarks?</li> <li>What are the various time zones of North America and how these compare to other time zones around the world?</li> <li>How does New York compare to my own home area?</li> <li>What are the human and physical geography of a particular North American country?</li> </ol>
<ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>volcano, core, plates, mantle, tectonic, crust, boundaries, continent, effect, rubble, short-term, long-term, drill, aid, survival kit, preparation, Venn diagram, human, features, map, magma, central vent, ash cloud, eruption, lava, eye-witness, impact, Pacific ring of fire.</p>	<p><b>What lies beneath the surface of the Earth?</b> I can describe the properties of the earth's layers and know the name of them.</p> <p><b>What happens when the Earths plates meet?</b> I can explain what happens when the Earth's plates move and label a map of them.</p> <p><b>What can we learn from some famous earthquakes?</b> I can locate where 3 famous earthquakes have occurred on a map</p> <p><b>What can I find out about real volcanoes?</b> I can locate a 4 famous volcanos and use online research to find out key facts about the volcano.</p>	<p><b>What can we learn from some famous earthquakes?</b> I can identify 3 key facts about famous earthquakes.</p> <p><b>How do earthquakes affect people and places?</b> <b>What could you do if an earthquake happened?</b> <b>What do people need before and after earthquake?</b> I can name 4 different effects of earthquakes on people and land. I can explain what to do in the event of an earthquake and give advice to people who may have been affected by an earthquake. I can identify 2 reasons why an earthquake and volcano are linked.</p> <p><b>What goes on inside a volcano?</b> I can identify the key features of a volcano</p> <p><b>Key knowledge:</b> <b>The Earth is made up of different layers: the core at the centre; the mantle, which is mainly rock and the crust, which is the part we can see. The crust (together with the upper layer of the mantle) is made up of different pieces, called plates. These plates fit together like a jigsaw and are moving at a rate of a few centimetres a year, in different directions and at different speeds. Some plates slide past each other, others move away from each other and some bump into each other. Sometimes these plates lock together when they meet causing an earthquake. If the earthquake is beneath the ocean, it can create a series of huge waves, called a tsunami. There are thousands of earthquakes across the world each day and some are so small that they can only be detected by specialist equipment. Others can be so intense that they can create lots of damage and destroy towns and cities. The Richter magnitude scale is used to measure the size of earthquakes.</b></p> <p><b>A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape. Volcanoes can look like mountains or small hills, depending on what type they are. Magma is molten rock - rock that is so hot it has turned into liquid. When magma reaches the surface of the Earth it is called lava and comes out of the volcano as a volcanic eruption, along with gases and ash. Eruptions from volcanoes can be very dangerous. They can produce:</b> pyroclastic flows - fast moving clouds of hot ash, gas and rock ash clouds - small pieces of rock and glass that can be carried in the air for many kilometres volcanic bombs - large bits of very hot rock blown out of a volcano Volcanoes can, however, help people living near them earn money by bringing in tourists to the area and improving the soil so that crops can be grown.</p>	<p><b>What happens when a volcano erupts?</b> I can explain the effects of a specific volcanic eruption.</p> <p><b>What can I find out about real volcanoes?</b> <b>What would it be like to live near a volcano?</b> I can explain 2 advantages and 2 disadvantages of living near a volcano.</p> <p><b>What causes Tsunamis and how do they affect people?</b> I can explain how a tsunami is formed. I can describe what effect it has on people.</p> <p><b>What causes tornadoes and what effect do they have?</b> I understand what causes a tornado. I can describe what effect they have on both people and the surrounding area.</p>	<ol style="list-style-type: none"> <li>What lies beneath the surface of the Earth?</li> <li>What happens when the Earths plates meet?</li> <li>What can we learn from some famous earthquakes?</li> <li>How do earthquakes affect people and places?</li> <li>What could you do if an earthquake happened?</li> <li>What do people need before and after earthquake?</li> <li>What goes on inside a volcano?</li> <li>What happens when a volcano erupts?</li> <li>What can I find out about real volcanoes?</li> <li>What would it be like to live near a volcano?</li> <li>What causes Tsunamis and how do they affect people?</li> <li>What causes tornadoes and what effect do they have?</li> </ol>

## Geography Curriculum – Overview: Upper Key Stage (Year 6)

Content for Knowledge Organisers					
National curriculum links/coverage	Geographical vocabulary	Geographical skills and fieldwork	Developing geographical knowledge <i>Locational knowledge, Place knowledge, Human and physical geography</i>		Application of knowledge, enquiry skills & key questions
<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	natural vegetation, climate zone, topographic features, latitude, longitude, meridians, prime meridian, equator, northern hemisphere, southern hemisphere, population density, exports, trade.	<p><b>What are the countries of South America and where are they located?</b> I can locate the continent of South America on a world map. I can identify the countries of South America on a map.</p> <p><b>What is the climate like in South America?</b> I can name and locate some of the different climates in South America.</p> <p><b>What are the major mountain ranges of South America?</b> I can locate the Andes on a map of South America.</p> <p><b>Where is the Amazon?</b> I can locate the Amazon rainforest on a map.</p>	<p><b>What are the countries of South America and where are they located?</b> I know there are 12 countries in South America and can name at least 3 of them.</p> <p><b>What is the climate like in South America and how does it compare to North America?</b> I can explain why different parts of the world have different climates. I can describe two of the climates in South America (tropical, temperate, arid and cold) I can identify similarities and differences between the climates in North and South America.</p> <p><b>What are the major mountain ranges of South America?</b> I can explain that the Andes run the length of South America. I can describe how the Andes were formed. I can explain one way in which the Andes are used (agriculture, livestock and mining).</p> <p><b>What are the main human geographical features of South America?</b> I can name one key human feature and explain some key facts.</p> <p><b>Key Knowledge:</b> <b>There are 14 countries that make up South America: the 4 biggest are Brazil, Argentina, Peru and Columbia. Suriname is the smallest. South America is the fourth-largest continent.</b> <b>The Amazon River is the second-longest river in the world. The highest South American mountain is Aconcagua, located in Argentina. Spanish is the most commonly spoken South American language.</b> <b>Most of South America has a tropical climate. In the tropical rainforests of the north and east, it is hot and rainy year-round. Parts of central South America have generally warm summers and cool winters, with plenty of rain. There are also several desert areas, including the coast of Peru and north-western Argentina.</b></p>	<p><b>What are some of the biggest exports of South America?</b> <b>What are some of the strongest industries of South America?</b> I understand what world trade is. I can name two of the biggest exports of South America (food and plant products, fuels and raw materials).</p> <p><b>What makes up a rainforest and what are the main features?</b> I can identify and explain the main features of the rainforest (high rainfall and temperatures, nutrient-poor soil and high levels of biodiversity).</p> <p><b>Why does the Amazon rainforest matter?</b> I can identify and explain some of the reasons why the Amazon rainforest is so important for animals and humans.</p> <p><b>Why are the rainforests being cut down?</b> I can describe why rainforests are being cut down.</p> <p><b>Why does the Amazon need protecting?</b> I can explain why the Amazon needs protecting. I can explain how to protect the Amazon.</p>	<ol style="list-style-type: none"> <li>What are the countries of South America and where are they located?</li> <li>What is the climate like in South America?</li> <li>How does this climate compare to the North of America?</li> <li>What are the major mountain ranges of South America?</li> <li>What are the main human geographical features of South America?</li> <li>What are some of the biggest exports of South America?</li> <li>What are some of the strongest industries of South America?</li> <li>Where is the Amazon?</li> <li>What makes up a rainforest and what are the main features?</li> <li>Why does the Amazon rainforest matter?</li> <li>Why are the rainforests being cut down?</li> <li>Why does the Amazon need protecting?</li> </ol>
<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time</li> <li>describe and understand key aspects of physical geography, including: the water cycle</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	source, tributary, confluence, river, meander, delta, estuary, channel, mouth, erosion, transportation, deposition, journey, water cycle, evaporation, condensation, precipitation.	<p><b>How do rivers erode, transport and deposit materials?</b> I can locate rivers using a map.</p>	<p><b>What is the water cycle?</b> I can explain the definition of evaporation, condensation and precipitation. I can explain the steps involved in the water cycle.</p> <p><b>How do rivers erode, transport and deposit materials?</b> I can explain that a river is a moving body of water that drains the land and flows with the force of gravity into another body of water. I can identify and define some of the features of a river. I can explain the processes of erosion, transportation and deposition.</p> <p><b>Why are rivers important?</b> I can describe some river uses and explain why rivers are important for animals and humans.</p> <p><b>Key knowledge:</b> <b>Water on Earth is constantly moving. It is recycled over and over again. This recycling process is called the water cycle.</b> <b>1. Water evaporates into the air: 2. Water vapour condenses into clouds: 3. Water falls as precipitation: 4. Water returns to the sea:</b> <b>Erosion - the wearing away of the land and the stones carried in the river.</b> <b>Transport - the movement of rocks, sand, and silt by the river.</b> <b>Deposition - the dumping of rocks, sand and silt wherever the river slows down.</b> <b>Rivers are important for:</b> <b>Water: Rivers carry water and nutrients to areas all around the earth. Habitats: Rivers provide excellent habitat and food for many of the earth's organisms.</b> <b>Transport: Rivers provide travel routes for exploration, commerce and recreation.</b> <b>Farming: River valleys and plains provide fertile soils. Energy: Rivers are an important energy source.</b> <b>Water pollution is when waste, chemicals, or other particles cause a body of water (i.e. rivers, oceans, lakes) to become harmful to the fish and animals that need the water to survive. Natural Causes of Water Pollution: volcanoes, algae blooms, animal waste, and silt from storms and floods.</b> <b>Human Causes of Water Pollution: sewage, pesticides and fertilizers from farms, waste water and chemicals from factories, silt from construction sites, and people littering.</b></p>	<p><b>What are the causes of river pollution and what effect does it have on the environment?</b> I understand some of the causes of water pollution. I understand the effect water pollution has on the environment. I can describe water pollution on local and global scales.</p> <p><b>How did people in the past or today use rivers?</b> I can investigate how rivers were used in the past. I can identify how rivers are used today. I can make comparisons between the uses of rivers in the past and today, identifying similarities and differences.</p> <p><b>How can flooding affect an area?</b> I can describe the impact of flooding of an area. I can identify the positives and negatives of flooding</p>	<ul style="list-style-type: none"> <li>What is the water cycle?</li> <li>How do rivers erode, transport and deposit materials?</li> <li>Why are rivers important?</li> <li>What are the causes of river pollution and what effect does it have on the environment?</li> <li>What journeys do rivers make?</li> <li>How did people in the past or today use rivers?</li> <li>How can flooding affect an area?</li> </ul>

## Geography Curriculum – Progression of Knowledge & Skills – EYs & KS1

	People and Places:		The Natural World:	
<b>Reception</b> <i>(links to EYFS)</i>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.</li> </ul>		<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<b>Year 1</b>	<p><u>Around our school unit.</u></p> <ol style="list-style-type: none"> <li>Know where our school is including address and post code</li> <li>Know where they live including address and postcode</li> </ol> <p><u>The UK unit</u></p> <ul style="list-style-type: none"> <li>Use maps and globes to locate the UK.</li> <li>Be able to identify the 4 countries and label the capital cities.</li> <li>To know the surrounding seas of the UK</li> </ul>	<p><u>Heywood v seaside unit</u></p> <ul style="list-style-type: none"> <li>Study information books/pictures/videos of a locality and ask geographical questions e.g. what is it like to live in this place? How is this place different to where I live?</li> <li>Express own views about a place, people and environment.</li> <li>Draw and label pictures to show how places are different.</li> </ul>	<p><u>The united kingdom unit</u></p> <ul style="list-style-type: none"> <li>Ask questions about the weather and seasons in the UK.</li> <li>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</li> <li>Express opinions about the seasons and relate the changes to changes in clothing and activities.</li> </ul> <p><u>Our local area unit</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocab to refer to key physical features including beach, coast, forest, mountain, sea, river, season, weather.</li> <li>Use basic geographical vocab to refer to key human features, including city, town, village, factory, farm, house and shop.</li> </ul> <p><u>Heywood v seaside (Blackpool) unit</u></p> <ul style="list-style-type: none"> <li>Be able to verbalise about similarities and differences between the features of the two localities.</li> </ul>	<p><u>Map skills</u></p> <ul style="list-style-type: none"> <li>I can use world maps to identify the UK and its seas.</li> <li>I can devise a simple map of a route to school.</li> <li>I can use an aerial floor carpet map to recognise landmarks in my local area.</li> <li>I can describe location features and routes on a map.</li> <li>I can use simple compass directions and directional language to describe the school environment.</li> <li>Create a birds eye view map of classroom using symbols</li> </ul> <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> <li>I can use my observational skills to study geography of the school grounds.</li> <li>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</li> <li>Children to take photos of interesting things in the local area and explain what the photos show.</li> <li>Look at a simple map of the local area and identify the things they know and have seen.</li> <li>Follow directions (Up, down, left/right, forwards/ backwards)</li> <li>I can use observational skills to study the weather of the UK and the seasons ie looking at trees</li> </ul>
<b>Year 2</b>	<p><u>Our world unit</u></p> <ul style="list-style-type: none"> <li>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</li> <li>Locate the continents on a paper map.</li> <li>Know the continents of the world</li> <li>Know the oceans of the world</li> <li>Know a country within each continent</li> </ul> <p><u>Kenya safari unit</u></p> <ul style="list-style-type: none"> <li>Know where Kenya is in relation to the continents, countries and equator</li> </ul> <p><u>Hot and cold places unit</u></p> <ul style="list-style-type: none"> <li>Know where the north and south poles are.</li> <li>Know what are where the equator is</li> <li>Know the location of hot and cold areas in the world</li> </ul>	<p><u>Kenya / safari unit</u></p> <ul style="list-style-type: none"> <li>Know the differences and similarities between life in Kenya and England</li> <li>Know the similarities and differences between the climate of Kenya and England</li> <li>Know the similarities and differences between their own life including school, their home, clothes etc and life of a child in Kenya</li> </ul>	<p><u>Hot and cold places</u></p> <ul style="list-style-type: none"> <li>Use both maps and globes; identify the coldest places in the world – The North and South Poles.</li> <li>Make predictions about where the hottest places in the world are.</li> <li>Identify the equator and locate the places on the Equator, which are the hottest.</li> <li>Know what animals live in the North pole</li> <li>Know that the temperature is hot near the equator and cold near the poles</li> </ul> <p><u>Kenya and safari</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocab to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Use basic geographical vocab to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>Be able to verbalise and write about similarities and differences between the features of the two localities.</li> <li>Know the seasonal and weather patterns of the uk and compare to Kenya.</li> </ul>	<p><u>Map skills</u></p> <ul style="list-style-type: none"> <li>I can use world maps, globes and atlases to locate the continents and oceans.</li> <li>I can find the equator and the north and south poles on world maps, globes and atlases.</li> <li>I can use simple compass directions to describe the location of continents, countries and oceans.</li> <li>I can locate Kenya on a world map, the continent it is in and the oceans close to it.</li> <li>I can use pictures to recognise landmarks and basic human and physical features of Kenya ie rivers.</li> </ul> <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> <li>Use observational skills to study weather of England and compare to kenya.</li> <li>Draw own maps of local area and compare to kenyan village; begin to understand the need for a key. Use and construct basic symbols in a key. <ul style="list-style-type: none"> <li>Children to make suggestions for the cause of the differences.</li> <li>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</li> </ul> </li> </ul>

## Geography Curriculum – Progression of Knowledge & Skills – Lower KS2

	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Year 3	<p><u>The UK unit</u></p> <ul style="list-style-type: none"> <li>Identify the 4 countries of the UK, capital cities and surrounding seas.</li> <li>Name some of the bigger UK cities in the North West</li> <li>Know that there are 9 regions, which region we live in and which regions surround the North West.</li> <li>Know which county we live in and which counties surround us within the North west</li> <li>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</li> </ul> <p><u>Biomes and climate unit</u></p> <ul style="list-style-type: none"> <li>Use and explain the term 'climate zone' and identify different climate zones around the world using a map.</li> <li>Ask questions and find out what affects the climate.</li> <li>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</li> </ul>	<p><u>UK unit</u></p> <ul style="list-style-type: none"> <li>Compare our region to that of the capital London.</li> <li>Know some similarities and differences between Rochdale and London.</li> </ul>	<p><u>Climate and Biomes unit.</u></p> <ul style="list-style-type: none"> <li>Understand the term 'biome'.</li> <li>Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes.</li> <li>Use photographic evidence to raise questions about the climate and living conditions in a specific country (e.g. Iceland) Make assumptions about life there and the animals which may survive in those conditions.</li> <li>Explain how climate is changing and how we can help</li> <li>Make comparisons between this biome and others.</li> <li>Know what 'vegetation' means and identify different examples.</li> <li>Identify different types of vegetation around the world.</li> <li>Understand what different types of vegetation need to grow and survive.</li> <li>Understand how biomes and vegetation belts are interconnected</li> </ul> <p><u>The UK unit</u></p> <ul style="list-style-type: none"> <li>Know what a mountain is, what the highest is in the UK and in the North West.</li> <li>Know the longest river in the UK, our closest river and rivers in the North West</li> </ul>	<p><u>Map skills</u></p> <ul style="list-style-type: none"> <li>I can use maps and digital mapping to locate counties of the UK and their topographical features including rivers and mountains.</li> <li>I can use ordnance survey maps to locate topographical features of the UK <ul style="list-style-type: none"> <li>Use letter or number coordinates to locate features on a map of London</li> </ul> </li> </ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <li>I can use the language of and the eight points of a compass to relate towns and counties of the UK to each other.</li> <li>I can use the eight points of a compass to build my knowledge of the UK and its features.</li> </ul>
Year 4	<p><u>Europe unit</u></p> <ul style="list-style-type: none"> <li>Identify the different hemispheres on a map.</li> <li>Identify and mark on a map the different countries of Europe including Russia.</li> <li>Identify the major cities in Europe.</li> <li>Locate the mountain ranges, rivers and oceans around Europe.</li> <li>Know what longitude and latitude are and how to use them to find a location.</li> <li>Know the prime / Greenwich meridians</li> <li>Know how time zones work across Europe.</li> </ul>	<p><u>Europe study unit</u></p> <ul style="list-style-type: none"> <li>Make comparisons about life in different parts of Europe.</li> <li>Looking at photographs, children to compare and contrast two differing regions of Europe and the UK – How is landscape, climate different?</li> <li>Study pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and ask geographical questions e.g. what is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</li> <li>Draw pictures to show how places are different and write comparatively to show the difference.</li> </ul> <p><u>Jobs unit – local area</u></p> <ul style="list-style-type: none"> <li>Explain how jobs where I live are different to others around the world.</li> <li>How do people in other countries in the world earn a living?</li> <li>What are the main job sectors in my local area?</li> </ul>	<p><u>Europe unit</u></p> <ul style="list-style-type: none"> <li>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g. Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks ie Buckingham palace in London</li> </ul> <p><u>What is a job unit.</u></p> <ul style="list-style-type: none"> <li>Know what a job and why is it important – ie money, social.</li> <li>Know the main job sectors – what does business, industry and economy mean?</li> <li>Can explain why some adults are unemployed and the effect this has on lifestyle.</li> <li>Know why fair trade is important for poorer countries around the world.</li> </ul>	<p><u>Map work</u></p> <ul style="list-style-type: none"> <li>Build on prior knowledge of UK regions by using maps to locate countries of Europe</li> <li>To learn why map symbols are used and to recognise the OS map symbols.</li> <li>use maps to find out about the local area land use?</li> <li>What is an Ordnance Survey map?</li> <li>How are places, human and physical features represented on OS maps?</li> <li>What symbols are used on OS maps?</li> <li>How can we find places in the local on OS maps?</li> </ul> <p><u>Jobs in local area fieldwork</u></p> <p>Design questions and studies to conduct in the local area.</p> <ul style="list-style-type: none"> <li>Undertake surveys to find out jobs within local area</li> <li>Conduct investigations.</li> <li>Classify buildings.</li> <li>Choose effective recording and presentation methods e.g. tables to collect data.</li> <li>Draw conclusions from the data.</li> </ul> <ol style="list-style-type: none"> <li>Make field notes/observational notes about land features.</li> <li>Visit the area, locate and explain the features.</li> <li>Take photographs to support findings Study pictures of the area in Victorian times and compare and contrast</li> </ol>

## Geography Curriculum – Progression of Knowledge & Skills – Upper KS2

	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<b>Year 5</b>	<p><u>North America</u></p> <ul style="list-style-type: none"> <li>Know what the tropics of cancer and capricorn are</li> <li>Know the main countries of North America and their capital cities</li> <li>Know how the USA is split into states</li> <li>Know the names of National parks in the USA and locate them on a map</li> <li>Locate all the man-made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.</li> <li>Use 6 figure grid references to identify countries and cities in North America, the main mountain ranges and the longest rivers.</li> <li>Explain the climates of given countries in North America and relate this to knowledge of the hemispheres, the Equator and the Tropics</li> <li>Know how the climates can differ between countries in North America</li> </ul> <p><u>Extreme Earth topic</u></p> <ul style="list-style-type: none"> <li>Can use maps to locate fault lines, volcanoes sites and earthquakes.</li> </ul>	<p><u>North America unit</u></p> <ul style="list-style-type: none"> <li>Study photographs of 3 different locations in North America.</li> <li>Can compare similarities and differences to New York city compared to own home area. How is tourism influential.</li> </ul> <p><u>Extreme earth unit</u></p> <ul style="list-style-type: none"> <li>Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? What are the advantages / disadvantages of living near a volcano?</li> </ul>	<p><u>Extreme earth unit</u></p> <ul style="list-style-type: none"> <li>Know the types of natural disasters including volcanoes, earthquakes, tsunamis and how they are caused.</li> <li>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</li> <li>Understand that term 'natural disaster'.</li> <li>Describe and explain the processes that cause natural disasters e.g. earthquakes, tsunamis, volcanic eruptions, hurricanes, tornados, drought, flooding</li> <li>Study photographs of different natural disaster and compare the impact</li> <li>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</li> <li>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</li> <li>Ask and answer questions about the effects of volcanoes.</li> <li>Discuss how volcanoes affect human life e.g. settlements and spatial variation.</li> </ul>	<p><u>Map work</u></p> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital mapping to locate South America.</li> <li>I can use maps, atlases, globes and digital mapping to locate major earthquake sites and volcanoes.</li> <li>I can use an index and contents page within an atlas.</li> <li>What is a contour line?</li> <li>How can we develop our understanding of contour lines and the features they show?</li> <li>How can we plan a trip around New York city.</li> </ul>
<b>Year 6</b>	<p><u>South America</u></p> <ol style="list-style-type: none"> <li>Know the main countries of South America and their capital cities</li> <li>Know where the rainforests are located in South America</li> <li>Know what the climate is like in South America and how it differs between countries of study.</li> <li>Use 6 figure grid references to identify countries and cities in South America, the main mountain ranges and the longest rivers.</li> <li>Explain the climates of given countries in South America and relate this to knowledge of the hemispheres, the Equator and the Tropics</li> </ol> <p><u>Rivers unit</u></p> <ul style="list-style-type: none"> <li>Know the names of some of the world's rivers and locate them on a map</li> <li>Understand how these features may have changed over time.</li> </ul>	<p><u>South America unit</u></p> <ul style="list-style-type: none"> <li>Know what life is like in Brazil or an alternate country in South America.</li> <li>Know the similarities and differences between a child living in the UK and a child living in the slums of Brazil and draw conclusions as to their similarities and differences.</li> </ul>	<p><u>Rivers unit</u></p> <ul style="list-style-type: none"> <li>Know what a river is</li> <li>Know what the sources of a river are</li> <li>Know the course of a river including the lower, middle and upper course and its features.</li> <li>Use the language of rivers e.g. erosion, deposition, transportation.</li> <li>Explain and present the process of rivers.</li> <li>Know the advantages and disadvantages of living near a river</li> <li>Compare how river use has changed over time and research the impact on trade in history.</li> <li>Know the process of the water cycle and how rivers are an important part of this cycle.</li> </ul> <p><u>South America unit</u></p> <ul style="list-style-type: none"> <li>Know that countries are known for their natural resources ie Brazil for fruits.</li> <li>Identify trade links within South America around the world based on a few chosen items e.g. coffee, chocolate, bananas.</li> <li>Discuss and debate fair trade.</li> <li>Know the features of a rainforest including its layers.</li> <li>Know what deforestation is and how we can help stop it.</li> <li>Know what endangered animals live in the rainforest</li> <li>Know how important the Amazon river is to South America</li> <li>Know who lives in the Amazon rainforest</li> </ul>	<p><u>Map work</u></p> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital mapping to locate South America, its countries and capitals.</li> <li>I can use maps to identify trade links</li> <li><i>I can use the correct map for the task ie atlas for a country, google earth for a village.</i></li> <li>I can use an index and contents page within an atlas.</li> </ul>