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Geography Progression Map

End of EYFS		
Preschool	Understanding the world	<ul style="list-style-type: none"> Explore their immediate environment.
Reception	Understanding the world	<ul style="list-style-type: none"> Look at information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG	Understanding the world	<p><u>People, Culture, Communities</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons.



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KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Locational Knowledge</p> <ul style="list-style-type: none"> 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. <p>Place Knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; <p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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; <p>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.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> 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). <p>Place Knowledge</p> <p>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.</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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; <p>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.</p>



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Intent

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.



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Geography Progression Map

Year 1	Locational Knowledge	Place Knowledge and Human and Physical Geography	Geographical Skills and Fieldwork
<p>Autumn term</p> <p>What is my school like?</p> <p>https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/local-area-how-do-we-read-maps-and-plan-routes/lessons</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Talk about their school and different places in the school grounds and buildings - Find the features of the school grounds on aerial photographs and maps - Use locational language to discuss where things are 	<p>Pupils show their knowledge, skills and understanding in studies at a local scale.</p> <p>Name, locate and identify characteristics of our local area</p> <p><u>Key questions:</u></p> <p>Where is our school? Where is the playground? Where is KS1? Where is KS2? Can I draw a map of a route around our school?</p>	<p>Pupils recognise and make observations about physical and human features of localities. They express their views on features of the environment of the locality.</p> <p>Studying the human and physical geography of a small area of the United Kingdom</p> <p><u>Key questions:</u></p> <p>What can we see from our playground? What can we see around our field? Do you like our school grounds?</p>	<p>They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p> <p>Fieldwork: 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</p> <p><u>Key questions:</u></p> <p>Do all schools look the same? What's the address of our school? What is in our school grounds? What can you see? What do you like about our school area? What could be improved in our school area?</p>
<p>Spring term</p> <p>What is our local area like?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Know the name of the town (Sandbach) where school is located - Investigate the key human features of the town - Investigate the key physical features of the town 	<p>Name, locate and identify characteristics of our local area, our country and surrounding seas</p> <p><u>Key questions:</u></p> <p>Where do we live? What is close to Sandbach?</p>	<p>Studying the human and physical geography of a small area of the United Kingdom</p> <p><u>Key questions:</u></p> <p>Where do we live? Name human features and physical features in Sandbach. What types of buildings are there in Sandbach?</p>	<p>Fieldwork: 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</p> <p><u>Key questions:</u></p>

*Ambition * Sustainability * Perseverance * Imagination * Respect * Empathy*



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<p>- Create a collaborative map of their town, identifying the key landmarks (park, library, church, St Mary's Dell)</p>		<p>What are they used for?</p>	<p>What do the houses look like on Offley Road? Are they all the same? Do they all have front gardens, drives, detached, semis, bungalows?</p>
<p>Summer term What is my country like? https://www.bbc.co.uk/bitesize/topics/zp8r4xs/articles/z2wjqr https://geography.org.uk/resources/barnaby-bear-in-summer/</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Know the 4 countries that make up the UK - Locate the 4 countries on a UK map - Locate the UK on a world map/atlas/globe - Investigate similarities and differences between the four countries - Know the capital cities of the 4 countries - Identify key landmarks of London - Describe weather patterns throughout the year in the UK - Look at places the children have visited in the UK/where family live 	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Key questions:</u></p> <p>Where is the United Kingdom located in the world / within Europe?</p> <p>What are the constituent countries of the UK?</p> <p>What is the difference between the UK, The British Isles and Great Britain?</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p><u>Key questions:</u></p> <p>Give an example of a famous London landmark.</p> <p>Which river runs through London?</p> <p>How does the weather change through the year?</p> <p>Compare similarities and differences between the countries... What is the same about... What is different?</p> <p>What is it like in London, Cardiff, Edinburgh, Belfast?</p> <p>What seas surround the UK?</p> <p>What are the populations of each of the countries of the UK? How have these changed over time?</p> <p>What are the flags, other national emblems and languages?</p>	<p>Use world maps and atlases to identify the United Kingdom and its countries</p> <p><u>Key questions:</u></p> <p>Find the United Kingdom on a world map.</p> <p>What does a typical political map of the UK look like?</p>



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Year 2	Locational Knowledge	Place Knowledge and Human and Physical Geography	Geographical Skills and Fieldwork
<p>Autumn term</p> <p>What are the world's oceans and continents?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Learn what a continent/ocean is - Name the 7 continents and 5 oceans - Locate these on a world map - Look at hot and cold areas of the world - Identify and locate famous mountains and rivers - Locate 7 natural wonders of the world (physical features) - Locate 7 wonders of the world (human features) 	<p>Pupils show their knowledge, skills and understanding in studies at a local and wider scale including world geography.</p> <p>Name and locate the world's seven continents and five oceans</p> <p><u>Key questions:</u></p> <p>How many continents are there? Which continent does UK belong to? How many oceans are there? Which is the largest continent? Which is the coldest continent? Which continents does the equator run through?</p>	<p>They describe physical and human features of places, and recognise and make observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment.</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p><u>Key questions:</u></p> <p>Where is warm in the world? Where is cold in the world? What are the lines of longitude? What do you notice about the countries along the equator?</p>	<p>They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary.</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p><u>Key questions:</u></p> <p>Which continents are South/North of the equator?</p>



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<p>Spring term</p> <p>What is it like in Australia?</p> <p>https://www.rgs.org/schools/resources-for-schools/australia</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Understand that Australia is in the southern hemisphere - Know that it is part of Oceania/Australasia - Understand that their time zone is different to ours - Investigate the landscape and compare to our country - Investigate the weather and climate and compare to our country -Understand migration and which people emigrate to Australia - Look at the human geography of the cities in Australia and compare to our country 	<p>Name and locate the world's seven continents and five oceans</p> <p><u>Key questions:</u></p> <p>Where is Australia located on a world map?</p> <p>Is Australia a country or a continent?</p> <p>Which oceans surround the island Australia?</p> <p>How large is Australia?</p> <p>How does the size of Australia compare to other countries and continents?</p>	<p>Understanding 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</p> <p><u>Key questions:</u></p> <p>What is the difference between the terms 'weather' and 'climate'?</p> <p>What are the different climate zones in Australia and what types of weather do these regions experience?</p> <p>What examples of extreme weather conditions are there affecting Australia?</p> <p>Who were the first people to live in Australia?</p> <p>What is migration? Where have people living in Australia migrated from?</p> <p>Where in the country do most people live and why?</p> <p>Where are Australia's main cities located and why? What is the different between a national capital and a state capital city?</p> <p>What is the physical geography of the city? (Location, landscape, climate).</p> <p>What is the human geography of the city? (Population, nationalities, tourism attractions).</p>	<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p><u>Key Questions</u></p> <p>Where is Australia located on a world map?</p> <p>Is Australia a country or a continent?</p> <p>Which oceans surround the island Australia?</p>
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<p>Summer term</p> <p>Why do tourists visit the coast?</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/zd88qp3</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Learn about the features of the coast - Investigate careers and tourism in coastal towns - Look at the human and physical features of Crosby - Plan a route to Crosby - Create sketch maps of the human/physical features they find while in Crosby 	<p>Name, locate and identify characteristics of the United Kingdom</p> <p>Key questions:</p> <p>Where are the nearest coastlines to us?</p> <p>Which are the most visited coastlines in the UK?</p>	<p>Studying the human and physical geography of a small area of the United Kingdom</p> <p>KS1 Geography: Jobs and tourism in a seaside town - BBC Teach</p> <p><u>Key questions</u></p> <p>What is the coast?</p> <p>Why do we visit the coast?</p> <p>What can we do at the beach?</p> <p>Where might the tourists have come from?</p> <p>What do people need to think about if they live near the coast?</p> <p>What type of jobs might people do here?</p> <p>Where is Crosby in relation to Sandbach?</p> <p>What are the human/physical features of Crosby?</p> <p>How could we improve Crosby beach?</p> <p>Use books such as The Light House Keepers lunch; The Storm Whale; The Dolphin Boy; The Baker by the Sea, etc</p>	<p>Fieldwork: 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</p> <p>Key questions:</p> <p>What does it look like?</p> <p>What are the physical features of the coast?</p> <p>What's our route to get to Crosby?</p> <p>What shops are near the coast?</p> <p>How is it different to the shops near us?</p> <p>What do people do on the beach?</p>
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Year 3	Locational Knowledge	Place Knowledge and Human and Physical Geography	Geographical Skills and Fieldwork
<p>Autumn term</p> <p>What is it like in Brazil?</p> <p>https://www.rgs.org/schools/resources-for-schools/brazil</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Recap continents and locate South America on a world map/globe/atlas - Describe its location in relation to the equator and what this means - Locate the countries and their major cities in South America - Look at human/physical features of Brazil - Locate the Amazon rainforest and which countries it covers - Explain what a biome is and why the Amazon rainforest is one - Describe the features of the rainforest and its climate - Understand the products that come from the rainforest and how they are transported across the globe - Investigate fair trade and the implications that come with economic activity 	<p>Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features.</p> <p>locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Key questions:</u> Where is South America located? Describe its location in relation to the equator. What are the major cities in South America? Where is the Amazon rainforest?</p>	<p>They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments.</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p>describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</p> <p><u>Key questions:</u> How many continents are there in the world? How many of these can you name? Where is South America? How many countries can you locate and name in South America? What is a physical feature? What is a human feature? What is the name of the capital city of Brazil? What is the longest river and highest mountain in Brazil? Which countries border Brazil?</p>	<p>They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key questions:</u> Which hemisphere is South America located in? Which oceans are surrounding South America?</p>



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		<p>Can you identify and locate any of the geographical regions in Brazil? What is a biome? Why is the rainforest classed as a biome? What are the features of the Amazon rainforest? What is the climate like in the Amazon rainforest? How/why is the Amazon rainforest important? Which products/goods come from resources found in tropical rainforests? Where does our food come from? Why is some fruit called tropical fruit?</p>	
<p>Spring term</p> <p>How are our polar regions changing? https://encounteredu.com/teacher-resources/frozen-oceans-x-curric-ages-7-11 https://www.rgs.org/schools/resources-for-schools/discovering-the-weddell-sea-education-for-antarctic-conservation</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - locate the Arctic circle and discuss the places within it - locate Antarctica using maps/atlases/globes/computer mapping - Discuss differences between the Polar regions - Understand what it is like in the Arctic/Antarctic and why the position on Earth affects the temperate/daylight hours - Investigate people who have explored the polar regions - Discuss what is changing in our polar regions 	<p>identify the position and significance of the Arctic and Antarctic Circle</p> <p><u>Key questions:</u></p> <p>What is the Arctic circle? Which countries are within the Arctic circle? Where is Antarctica in relation to the Arctic? Where is the equator in relation to the polar regions?</p>	<p>understand geographical similarities and differences through the study of human and physical geography</p> <p><u>Key questions:</u></p> <p>How are the polar regions similar/different to the UK? Who has explored the polar regions? What did they find? What is different about the Arctic compared to Antarctica?</p>	<p>use maps, atlases, globes and digital/computer mapping to locate Polar regions</p> <p><u>Key questions:</u></p> <p>Which hemisphere is the Arctic circle located in? Which oceans are surrounding the Arctic circle?</p>



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<p>Summer term</p> <p>How can we improve our local area?</p> <p>https://maps.cheshireeast.gov.uk/tithemaps</p> <p style="text-align: center;">/</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Discuss our local area and the human features including Sandbach park - Look at aerial photographs/ digital maps to observe how land is used in Sandbach - Use Cheshire Tithe maps online to see how land use has changed - Look at OS maps of the local area, finding our school and the park - Use 4 figure grid references - Plan a route to the park from school - Plan fieldwork based around who uses Sandbach park - Visit the park and carry out fieldwork, collecting data - Create a sketch map of the park - Discuss ways to improve the park based on fieldwork findings 	<p>Locate places and their key features, including land use patterns and understand how they may have changed over time.</p> <p><u>Key questions:</u></p> <p>Has Sandbach Park always been there?</p> <p>What was the land like before this?</p> <p>How has the land use changed in Sandbach?</p>	<p>Describe and understand key aspects of human geography including types of settlement and land use.</p> <p><u>Key questions:</u></p> <p>How is the land used in Sandbach?</p> <p>Why did they choose that location for Sandbach park? What is nearby?</p>	<p>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 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</p> <p><u>Key questions:</u></p> <p>What is a 4 figure grid reference?</p> <p>Can you locate ... on an OS map using grid references?</p> <p>What do you want to find out about Sandbach park?</p> <p>What will you include in your plan?</p> <p>Are some areas more popular than others?</p> <p>How would you improve the park?</p>
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Year 4	Locational Knowledge	Place Knowledge and Human and Physical Geography	Geographical Skills and Fieldwork
<p>Autumn term</p> <p>How diverse are the landscapes in Europe? https://www.rgs.org/schools/resources-for-schools/the-mediterranean</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Identify what a continent is - Locate Europe on a world map/atlas/globe/digital map - Name the countries that make up Europe - Locate capital cities within Europe - Locate key human features of Europe - Locate physical features of Europe - Identify the countries closest to the UK and how their climates are similar/different - Know that Italy is located in Southern Europe - Look at regions of Italy and their features - Compare cities in Italy to cities in UK - Compare the human/physical geography of Campania, Italy to the North West of England 	<p>locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Key questions:</u></p> <p>Where is Europe on a world map? Which countries are in Europe? What are the capital cities of Europe? Where is Italy? What are the cities within Italy? How does Europe perform as a continent which is not a 'contiguous land mass surrounded by water'?</p> <p>Is there one 'Europe', or are there many 'Europes'?</p> <p>What is the difference between a small sea and a big lake?</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p><u>Key questions:</u></p> <p>What is the climate like in Europe? What are the key human features (landmarks, buildings, bridges) within Europe? What are the key physical features (rivers, mountains etc) within Europe? What are the physical features of Italy? Why is Italy a Mediterranean country? What are the differences between Italian regions? What are the special features of the following cities: Rome, Venice, Naples, Palermo, Milan, Aosta and Florence? How do these cities compare to cities in the UK?</p>	<p>Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key questions:</u></p> <p>Where is Europe on a world map? Which hemisphere is Europe in? Where is Italy in relation to the equator? What is a region? Why might country be divided into regions? Is Italy the only European country divided into regions? What does a regional map of Italy look like?</p>



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	<p>Making sense of seas within seas: the Tyrrhenian, Ligurian, Adriatic, Cretan and Aegean Seas. Is the Black Sea a part of the Mediterranean? What continent is the Mediterranean in?</p>		
<p>Spring term What are plate tectonics? https://www.rgs.org/schools/resources-for-schools/mountains-volcanoes-and-earthquakes https://geography.org.uk/resources/investigating-mountains-and-volcanoes-at-key-stage-1-2/</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Identify the layers of the Earth and understand the plate tectonic model - Understand how mountains are formed - Investigate where there are mountain ranges within Europe - Know that volcanoes are one type of volcano - Understand how an earthquake occurs - Investigate the consequences after an earthquake/volcano erupting - Understand how Mt Vesuvius was formed and why it erupted - Explain why earthquakes in recent Italian history occurred and the consequences for the affected areas eg Lazio 2016 	<p>locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Key questions:</u></p> <p>What and where are the seven highest peaks in each continent? What are the mountains of the UK, and where are they? What is a mountain? Is all high land a mountain? What are some of the major volcanoes in North and South America and the UK and Ireland?</p>	<p>describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes</p> <p><u>Key questions:</u></p> <p>What is the structure of the Earth? What is the role of plate tectonics in forming mountains? Why do volcanoes, in various shapes and sizes, primarily occur at the boundary between tectonic plates? What is the difference between constructive, destructive and transform plate boundaries? Why and how do volcanic eruptions happen? What is the structure of a volcano and how might you recognise this in cross section? What is the role of plate tectonics in the formation of earthquakes? What are the different magnitudes of an earthquake and how do these impact differently? Where/what is the San Andreas Fault?</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key questions:</u></p> <p>What does an Ordnance Survey map represent? How do you locate Snowdon on an OS map? What are the key features of an OS map? Covering: compass directions, the key, four and six-figure grid references, grid squares, scale? How can you use an OS map to answer questions about a locality? Example: Snowdon</p>



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<p>Summer term Why is water important?</p> <p>https://www.rgs.org/schools/resources-for-schools/weather-and-climate-resources-key-stage-two https://geography.org.uk/resources/investigating-rivers-and-the-water-cycle-at-key-stage-1-2/</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Know how water drains from the land into streams, then rivers and back into the oceans/seas/lakes - Use vocabulary such as source and mouth - Understand how important rivers are to humans through history - Recognise the stages of the water cycle - Know how the movement of water in the water cycle defines the weather 	<p>Look at key topographical features including hills, mountains, coasts and rivers</p> <p><u>Key questions:</u> What is topography? How can we see these features on maps? What do they look like on OS maps? What do they look like on computer mapping?</p>	<p>describe and understand key aspects of physical geography, including the water cycle</p> <p><u>Key questions:</u> How does water get into rivers? How does water travel? How do we use rivers? What are the stages of the water cycle? How does the water cycle affect the weather?</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use symbols and keys (including the use of Ordnance Survey maps)</p> <p><u>Key questions:</u> What do these features look like on different maps? How can I use a key to identify different bodies of water on an OS map?</p>
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Year 5	Locational Knowledge	Place Knowledge and Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Pupils show an increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. They use this to describe physical and human characteristics of places within a wider locational and contextual framework.</p>	<p>They describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They describe and begin to explain geographical patterns. They understand some ways that human activities cause environments to change. They demonstrate an awareness of sustainable development and recognise the range of views held about environmental interaction and change.</p>	<p>Drawing on their knowledge and understanding, they suggest relevant geographical questions and use appropriate geographical skills to investigate places and environments. They select and begin to evaluate sources to establish evidence for their investigations. They suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary.</p>
<p>Autumn term</p> <p>How are rivers formed and how can we use them?</p> <p>https://www.rgs.org/schools/resources-for-schools/rivers</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Understand what a river is and how rivers are formed - Identify features of a river's upper, middle and lower course - Identify the benefits of rivers in terms of surrounding land use for agriculture, trade etc - Understand that a vegetation belt is the plant life within a biome and investigate the vegetation belts surrounding rivers in Cheshire - Complete fieldwork surrounding a local river 	<p>Look at key topographical features including hills, mountains, coasts and rivers</p> <p><u>Key questions:</u></p> <p>Can I use an OS map to identify rivers in Cheshire?</p> <p>Can I use computer mapping to identify rivers in Cheshire?</p>	<p>describe and understand key aspects of physical geography, including rivers</p> <p><u>Key questions:</u></p> <p>How are rivers formed?</p> <p>What are the main parts of a river?</p> <p>Why are rivers beneficial?</p> <p>What is a vegetation belt?</p>	<p>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</p> <p><u>Key questions:</u></p> <p>What can we expect to find near a river?</p> <p>What can 'river speed' tell us about a river?</p> <p>How could I measure the speed of a river?</p>



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<p>Spring term</p> <p>How did trade become global? https://www.rgs.org/schools/resources-for-schools/global-trade</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Understand what trade is - Discuss the importance of trade - Identify where we import different items from - Identify what the UK exports - Investigate Fairtrade and why we pay more for Fairtrade products 	<p>locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Key questions:</u></p> <p>What makes trade 'global'? What was trade like during each time period? Where do the products we buy come from? What resources do different regions have? Where do the food products we buy come from?</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Key questions:</u></p> <p>What is 'trade'? Could you live without trade? What different scales can goods be exchanged at? How and why has trade changed through time to become global? Why do we import food? What are imports and exports? What are 'trade links' and 'trade partners'? Does the UK export raw materials or manufactured goods? Why does the UK export this type of goods? What is fairtrade? Do fairtrade products cost more to produce and purchase than non-fairtrade products? Why might fairtrade products cost the consumer more? Why should we pay more for fairtrade products? What is the benefit?</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key questions:</u></p> <p>What do different countries import and export? What products does the UK export to other countries? Which countries does the UK export the most to?</p>
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Summer term

What's it like in North America?

Pupils will:

- Understand that North America is a continent diverse in climates, landscapes, peoples and cultures.
- Identify where North and South America begin and end.
- Locate Mexico in southern North America and understand proximity to equator (including lines of longitude – Tropics of Cancer and Capricorn), neighbouring countries (including those in Central Americas).
- Identify characteristics of Mexico, including capital city of Mexico City, and major human and physical features including historical landmarks (link to History unit).
- Understand that the Yucatan Peninsula has a tropical climate.
- Understand that the peninsula is home to forests (dry and moist), jungles and rainforests: explain how they are different.
- Identify the location of the Yucatan Peninsula and how it spreads across a number of different countries.
- Understand that Mexico is often described as the 'birthplace of chocolate' given the growth of cacao, and it still exports cacao around the world (does not export the majority of global cacao exports).
- Explain the journey of cacao from the Yucatan/Mexico and other similar regions into chocolate we enjoy in the U.K.

locate the world's countries, using maps to focus on North and Central America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Key questions:

- Where is North America?
- What is the difference between North and South America?
- Where is Mexico?
- What other countries are close to Mexico?
- Where is the Yucatan peninsula?

describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains describe and understand key aspects of human geography, including economic activity including trade links

Key questions:

- What is the climate like?
- What are the key physical features of Mexico?
- What are the key human features of Mexico?
- What is trade and what do Mexico trade across the globe?

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key questions:

- Where is Mexico in relation to the equator?
- What are the other lines of longitude? (Tropics of Cancer and Capricorn)



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Year 6	Locational Knowledge	Place Knowledge and Human and Physical Geography	Geographical Skills and Fieldwork
<p>Autumn term</p> <p>Where does our food come from? https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/farms-and-factories-where-does-our-food-come-from/lessons</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Investigate where food comes from - Explain how food production, processing and distribution has changed over time - explain the impact that climatic and seasonal differences have on food availability - explain what food miles are and analyse the positive and negative impacts of both locally produced and imported food. - describe ways in which food systems contribute to climate change and investigate possible actions that can be taken to reduce the carbon footprint of food 	<p>Locate counties and cities of the United Kingdom, geographical regions and their identifying characteristics</p> <p><u>Key questions:</u></p> <p>Which parts of the UK are known for farming?</p> <p>Can I identify farming land on maps including maps from the past (Cheshire Tithe Maps) and how land use has changed over time?</p> <p>Why has the land use changed over time? Why are there less farms now?</p>	<p>describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water</p> <p><u>Key questions:</u></p> <p>Where does food come from?</p> <p>Which food can we get from the UK?</p> <p>Which foods do we import?</p> <p>What is the impact of imported food on the environment?</p> <p>Is farming environmentally friendly?</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p> <p><u>Key questions:</u></p> <p>Where in our local area is there farmland?</p> <p>What does farmland look like on a map?</p> <p>How are the areas for farmland chosen?</p>

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<p>- describe ways in which farming and food production have changed over time and investigate ways of taking action to make food systems fairer and better for our planet and its people</p>			
<p>Spring term</p> <p>How has Cheshire changed since the world wars?</p> <p>https://maps.cheshireeast.gov.uk/tithemaps/</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Situate the U.K. in north-western Europe and have a thorough understanding of its human and physical features - Compare the U.K. to neighbouring countries, including those involved in the wars. - Understand that places change over time in terms of specific physical and human features, and that many of these dynamics can be measured or observed using specific sources of evidence e.g.. data, satellite imagery. - Identify ways in which the U.K. has undergone significant change in terms of population, migration (including languages, cultures etc.), land use and urban growth etc., since the world wars. - Look at Cheshire Tithe Maps to observe how land had changed before/after the war - Identify ways in which these changes can be observed locally e.g. changes to Crewe. - identify and locate Russia in Eurasia, and observe proximity to other great powers in WW2: Japan, U.S.A. - Investigate where children were evacuated to and the features of these places compared to the cities they came from 	<p>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)</p> <p><u>Key questions:</u></p> <p>What is longitude and latitude? What are time zones? Where are the countries located that were involved in the world wars? Why is Russia's location significant?</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Key questions:</u></p> <p>What are the key human and physical features of each country involved in the world wars? How did these features help with the world wars? How has the UK changed since the world wars? How has our local environment changed since the world wars?</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key questions:</u></p> <p>Can I identify the countries that were involved with both World Wars on a map of the world?</p>



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<p>Summer term</p> <p>How is the land used in the Peak District?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Locate counties and regions of the UK - Discuss how the Peak District is close to us yet the topography varies - Use topographical maps to see the height above sea level - Use ordnance survey maps to see contour lines - Locate the Peak District on an Ordnance Survey map - Use 4 figure and 6 figure grid references - Use symbols on an OS map - Draw a sketch map of an area of the Peak District - Complete fieldwork in the Peak District 	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Key questions:</u></p> <p>Where is the Peak District?</p> <p>What is the land like in the Peak District?</p> <p>How is it different to where we live?</p> <p>What are the physical features of the Peak District?</p> <p>How has the land use changed over time in the Peak District?</p>	<p>Describe and understand key aspects of physical geography, including rivers and mountains</p> <p><u>Key questions:</u></p> <p>Are there mountains in the Peak District?</p> <p>What are the rivers called in the Peak District?</p> <p>How are the physical features different to Cheshire?</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps)</p> <p>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</p> <p><u>Key questions:</u></p> <p>How do I use an OS map?</p> <p>What makes a good sketch map?</p> <p>How can I collect data in different ways?</p> <p>How can I present my data?</p>
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Geography long term overview

		Autumn	Spring	Summer
EYFS	Pre-school	Our wild area: sensory walks	People who help me	Messy Maps
	Reception	My home	On the move	Food glorious food
KS1	Year 1	<p>What is my school like?</p> <p>Fieldwork: 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</p>	<p>What is our local area like?</p> <p>Studying the human and physical geography of a small area of the United Kingdom Fieldwork: 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</p>	<p>What is my country like?</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries Identify seasonal and daily weather patterns in the United Kingdom</p>
	Year 2	<p>What are the world's oceans and continents?</p> <p>Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the countries, continents and oceans studied</p>	<p>What's it like in Australia?</p> <p>Understanding 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</p>	<p>Why do people visit the coast?</p> <p>Studying the human and physical geography of a small area of the United Kingdom Fieldwork: 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</p>

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Lower KS2	Year 3	<p>What is it like in Brazil?</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p>describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</p>	<p>How are our polar regions changing?</p> <p>use maps, atlases, globes and digital/computer mapping to locate Polar regions</p> <p>identify the position and significance of the Arctic and Antarctic Circle</p>	<p>How can we improve our local area?</p> <p>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</p> <p>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</p>
	Year 4	<p>How diverse are the landscapes in Europe?</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p>	<p>What are plate tectonics?</p> <p>describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes,</p>	<p>Why is water important?</p> <p>describe and understand key aspects of physical geography, including the water cycle</p>

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Upper KS2	Year 5	<p>How are rivers formed and how can we use them?</p> <p>describe and understand key aspects of physical geography, including rivers 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</p>	<p>How did trade become global?</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>What's it like in North America?</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied locate the world's countries, using maps to focus on North and Central America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains describe and understand key aspects of human geography, including economic activity including trade links</p>
	Year 6	<p>Where does our food come from?</p> <p>describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water</p>	<p>How has Cheshire changed since the world wars?</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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)</p>	<p>How is the land used in the Peak District?</p> <p>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 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</p>



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Progression of Vocabulary to be Mastered

Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Environment, features, place, map, world, cloud, rain, snow, sun, summer, spring, autumn, winter, school, house, station, airport, hot, cold, wet, dry, farm, beach, same, different, similar, difference</p>	<p>Names of the 7 continents, 5 oceans and 4 countries and capital cities of the UK, map, atlas, globe Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, North, East, South, West, near, far, left, right, human features, physical features</p>	<p>Map, atlas, globe, hills, mountains, coasts, rivers, Equator, rainforests, deforestation, Northern Hemisphere, Southern Hemisphere, vegetation, volcanoes, mantle, outer core, inner core, magma, active, dormant, extinct, earthquakes, epicentre, tectonic plates, continental crust, shock wave, magnitude, tsunami, tornado, climate, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, economic trade, natural resources, pollution, settlement, settler, site, need, shelter, food. 8 points of the compass, Europe, European countries, South America, human features, physical features</p>	<p>Hills, mountains, Peak District, coasts, rivers, latitude, longitude Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer Tropic of Capricorn, Arctic, Antarctic Circle, climate zones, biomes, vegetation belt, economic trade/activity, natural resources, energy, food, minerals and water, settlement, land use, trade links, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, 4 and 6 figure grid references, human features, physical features</p>



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Cultural Capital

Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Trip to Sandbach Park following the route on a map.	Trip to the beach to explore coastal features	Visit Sandbach Park to complete fieldwork activities – land use, collect data human activities seen. United Utilities session	Residential to include orienteering	Visit to a river in Cheshire	Trip to Peak District – Poole’s Cavern at Buxton