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| **Year**  **Group** |  | **Autumn**  **Local Geography - Why was the Dream created near our school?** |  | **Spring**  **The Weather - How does the weather affect our lives?** |  | **Summer**  **Countries and their capitals of the UK (compare e.g. London to another capital city in a non-European country)** |
| **1** | **Knowledge** | *Locational Knowledge*  Name and locate the world’s 7 continents and 5 oceans.  *Human & Physical Geography*  Use basic geographical vocabulary to refer to key physical & human features (refer to National Curriculum for vocabulary) | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  *Human & Physical Geography*  Identify seasonal and daily weather patterns in the United Kingdom.  Identify 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 key physical & human features (refer to National Curriculum for vocabulary) | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  *Place Knowledge*  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom to a small area in a contrasting non-European country.  Use basic geographical vocabulary to refer to key locational and place knowledge (refer to NC for vocab) |
| **Skills** | *Geographical skills & Field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Use aerial photographs to recognise landmarks and basic human and physical features.  Use basic symbols in a key.  Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features.  Use plan perspectives to recognise landmarks and basic human and physical features.  Devise a simple map/plan.  Construct basic symbols in a key. | **Skills** | *Geographical skills & Field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Recording weather patterns using observation and measurements from the weather station. | **Skills** | *Geographical skills & Field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Use world maps, atlases and globes to identify the United Kingdom and its countries |

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| **Year**  **Group** |  | **Autumn**  **Local Geography - Why was the Dream created near our school?** |  | **Spring**  **Sensational Safari** |  | **Summer**  **What do we find at places where land meets sea?** |
| **2** | **Knowledge** | *Location Knowledge*  (Name and locate the world’s 7 continents and 5 oceans.  *Human & Physical Geography*  Use basic geographical vocabulary to refer to key physical & human features. | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s seven continents and five oceans.  *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 & Physical Geography*  Use basic geographical vocabulary to refer to:   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 | **Knowledge** | *Locational Knowledge*  (recap) 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.  *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 (Australia).  *Human & Physical Geography*  Identify 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:   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 |
| **Skills** | *Geographical skills & Field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the counties, continents and oceans studied at this key stage.  Use aerial photographs to recognise landmarks and basic human and physical features.  Use basic symbols in a key.  Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features.  Use plan perspectives to recognise landmarks and basic human and physical features.  Devise a simple map/plan.  Construct basic symbols in a key. | **Skills** | *Geographical skills & field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage. | **Skills** | *Geographical skills & field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; |

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| **Year**  **Group** |  | **Autumn**  **Local Geography – Why did the colliery close and what effect did this have on the local area?** |  | **Spring**  **National Parks – Should people be going on holiday in The Lake District? Why?** |  | **Summer**  **Rainforests – Why do Orangutans need our help?** |
| **3** | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  To name types of settlement in modern Britain – villages, towns, cities.  To name types of settlement in modern Britain – villages, towns, cities.  To link types of settlement to History e.g. Why did people choose to live in Sutton Manor 100 years ago?  *Human Geography:*  To explain why the colliery closed.  To empathise with how the local people felt about the closure.  To compare and contrast Sutton Manor now with the past.  To explain why they prefer to live in Sutton Manor now/in the past?  Use basic geographical vocabulary to refer to key locational and human geography knowledge (refer to NC for vocab) | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Compare 2 different regions in UK e.g. Lake District/Merseyside  *Human & Physical Geography*  Describe and understand key aspects of human geography including e.g. erosion of footpaths due to walkers.  .  Use geographical vocabulary to refer to key locational, human and physical knowledge (refer to NC for vocab). | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Locate the main countries South America. Locate and name principal cities.  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  *Place Knowledge*  Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences. E.g. Delamere Forest  *Human & Physical Geography*  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.  Use geographical vocabulary to refer to key locational, place, human and physical knowledge (refer to NC for vocab). |
| **Skills** | *Geographical skills and field work*  Use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage.  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Be able to navigate using a map.  Know the eight points of a compass. Orientate a map using compass points.  Know and use directional language to describe the position of features and routes on map.  Know and understand 4-figure grid references. Use knowledge of grid references to locate and draw objects on a map.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Be able to navigate using a map.  Use digital/computer mapping (Google Earth) to locate countries studied.  Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  Use aerial photographs/historical maps to recognise landmarks and basic human and physical features.  (KS1) | **Skills** | *Geographical skills & field work*  Use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage.  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  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 | **Skills** | *Geographical skills & field work*  Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps. |

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| **Year**  **Group** |  | **Autumn**  **Local Geography – Why did the colliery close and what effect did this have on the local area?** |  | **Spring**  **Water Cycle** |  | **Summer**  **Mountains** |
| **4** | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  To name types of settlement in modern Britain – villages, towns, cities.  To name types of settlement in modern Britain – villages, towns, cities.  To link types of settlement to History e.g. Why did people choose to live in Sutton Manor 100 years ago?  *Human Geography:*  To explain why the colliery closed.  To empathise with how the local people felt about the closure.  To compare and contrast Sutton Manor now with the past.  To explain why they prefer to live in Sutton Manor now/in the past?  Use geographical vocabulary to refer to key locational and human knowledge (refer to NC for vocab). | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Identify the position and significance of  Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  *Human & 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.  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.  Use geographical vocabulary to refer to key locational, place, human and physical knowledge (refer to NC for vocab). | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Identify highest mountains in the world. Compare with UK.  *Place Knowledge*  Compare a mountainous region of the UK with a region in Europe, eg. Snowdonia & Alps. Link with Science, rocks.  *Human & Physical Geography*  Describe and understand key aspects of physical geography including:  Mountains.  Use geographical vocabulary to refer to key locational, place, human and physical knowledge (refer to NC for vocab). |
| **Skills** | *Geographical skills and field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Know the eight points of a compass. Orientate a map using compass points.  Know and use directional language to describe the position of features and routes on map.  Know and understand 4-figure grid references. Use knowledge of grid references to locate and draw objects on a map.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Be able to navigate using a map.  Use digital/computer mapping (Google Earth) to locate countries studied.  Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  Use aerial photographs/historical maps to recognise landmarks and basic human and physical features.  (KS1) | **Skills** | *Geographical skills & field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Use fieldwork to observe, measure and record the human and physical features (e.g. rainfall) in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  Use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage. | **Skills** | *Geographical skills & field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Use world maps, atlases/globe digital/computer mapping (Google Earth) to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage. |

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| **Year**  **Group** |  | **Autumn**  **Local Geography – How has the colliery been restored and redeveloped since it closed? What do local people think about the changes?** |  | **Spring**  **Where would you go on holiday to within Spain? Why?** |  | **Summer**  **How and why has Llandudno changed?** |
| **5** | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Linking with local History, map how land use has change in local area over time.  To name types of settlement in modern Britain – villages, towns, cities.  To link types of settlement to History e.g. Why did people choose to live in Sutton Manor (& other coal mining villages) 100 years ago?  *Human & Physical Geography*  To study the distribution of natural resources focussing on coal.  To begin to understand how trade between UK, Europe and ROW affected the coal mining industry.  To carry out an investigation into the human impact of *Dream* being built – positive and negative effect.  To measure and record the human uses of *Dream* and record using a range of methods.  To empathise with how people feel about the changes in the local area.  To summarise the results of the survey.  To evaluate the effect of *Dream* being built.  To reach informed conclusions about the effect on the local community.  To hypothesise about what could be done to improve the local area.  Use geographical vocabulary to refer to key locational, place, human and physical knowledge (refer to NC for vocab). | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Locate the main countries of Europe inc. Russia. Locate and name principal cities.  Identify capital cities of Europe.  *Place Knowledge*  Compare a region of the UK with a region in Europe (region in spain), eg. local hilly area with a flat one or under sea level.  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.  Use geographical vocabulary to refer to key locational and place (refer to NC for vocab). | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Linking with History, compare land use maps of UK from past with the present, focusing on land use.  Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.  Compare 2 different regions in UK rural/urban  *Human & Physical Geography*  Describe and understand key aspects of physical geography including:  rivers and the water cycle.  Use geographical vocabulary to refer to key locational, place, human and physical knowledge (refer to NC for vocab). |
| **Skills** | *Geographical skills & field work*  Know and understand four-figure and six-figure grid references.  Use knowledge of grid references to locate and draw objects on a map.  Be able to understand and use a range of symbols and keys on OS maps.  Be able to relate compass points to an OS map.  Understand the scale of a map and measure straight line distances.  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to navigate using a map  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Use world maps, atlases/globe digital/computer mapping (Google Earth) to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage.  Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **Skills** | *Geographical skills & field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Use world maps, atlases/globe digital/computer mapping (Google Earth) to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage. | **Skills** | *Geographical skills & field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Use world maps, atlases/globe digital/computer mapping (Google Earth) to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage.  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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |

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| **Year**  **Group** |  | **Autumn**  **Local Geography – How has the colliery been restored and redeveloped since it closed? What do local people think about the changes?** |  | **Spring**  **WW1 & WW2** |  | **Summer**  **How is climate change affecting the world? (include north/south pole)** |
| **6** | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Linking with local History, map how land use has change in local area over time.  To name types of settlement in modern Britain – villages, towns, cities.  To link types of settlement to History e.g. Why did people choose to live in Sutton Manor (& other coal mining villages) 100 years ago?  *Human & Physical Geography*  To study the distribution of natural resources focussing on coal.  To begin to understand how trade between UK, Europe and ROW affected the coal mining industry.  To carry out an investigation into the human impact of *Dream* being built – positive and negative effect.  To measure and record the human uses of *Dream* and record using a range of methods.  To empathise with how people feel about the changes in the local area.  To summarise the results of the survey.  To evaluate the effect of *Dream* being built.  To reach informed conclusions about the effect on the local community.  To hypothesise about what could be done to improve the local area.  Use geographical vocabulary to refer to key locational, place, human and physical knowledge (refer to NC for vocab). | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Locate the main countries of Europe inc. Russia. Locate and name principal cities.  Identify capital cities of Europe.  *Place Knowledge*  Compare a region of the UK with a region in Europe (region in spain), eg. local hilly area with a flat one or under sea level.  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.  Use geographical vocabulary to refer to key locational and place knowledge (refer to NC for vocab). | **Knowledge** | *Locational Knowledge*  (recap) Name and locate the world’s 7 continents and 5 oceans.  Linking with History, compare land use maps of UK from past with the present, focusing on land use.  Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.  Compare 2 different regions in UK rural/urban what effects climate has had on these areas.  *Human & Physical Geography*  Describe and understand key aspects of physical geography including:  rivers and the water cycle and how this effected by climate change.  Use geographical vocabulary to refer to key locational, place, human and physical knowledge (refer to NC for vocab). |
| **Skills** | *Geographical skills & field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Know and understand four-figure and six-figure grid references.  Use knowledge of grid references to locate and draw objects on a map.  Be able to understand and use a range of symbols and keys on OS maps.  Be able to relate compass points to an OS map.  Be able to navigate using a map.  Understand the scale of a map and measure straight line distances.  Use world maps, atlases/globe digital/computer mapping (Google Earth) to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage.  Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **Skills** | *Geographical skills & field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Use world maps, atlases/globe digital/computer mapping (Google Earth) to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage. | **Skills** | *Geographical skills & field work*  **Orienteering** (school grounds) – planning and resources in Geography cupboard.  Be able to understand and use a range of symbols and keys and relate compass points on OS maps.  Use world maps, atlases/globe digital/computer mapping (Google Earth) to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage.  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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |