



GEOGRAPHY

INTENDED CURRICULUM

Our planning of the geography curriculum has been planned so the curriculum organises and repeats **procedural**, **substantive** and **disciplinary knowledge**.



Key Geographical Themes & Disciplinary Knowledge

- **Space & place:** How is a space used? How is the place different to other places?
- **Scale:** Looking at places both at a local and global level (zooming in and out).
- **Human & physical processes:** Thinking about the differences between the natural and human made world - how do they connect and impact each other?



How geographers think

- **Map & spatial skills:** Interpret maps, globes and atlases as well as aerial photography, satellite imagery and digital mapping.
- **Graphs & charts:** There are some that are specific to geography, such as cross sections and population pyramids.
- **Geographical enquiry skills:** Identify questions/issues; to collect, interpret and analyse data; draw conclusions and present these to others; identify further questions to investigate.
- **Geography fieldwork skills:** Data collection, including observation, photography, sketching, interviewing as well as analysing such things.



How geographers work & find out
(Procedural Knowledge)

- **Understanding cultural diversity & appreciating differences**
- **Environmental impact & sustainability**
- **Interdependence:** How the world is connected and the impact of events locally/globally.



How to make use of geography in the real world

Nursery

UNDERSTANDING THE WORLD □ **People, Culture & Communities** (Links to KS1: Human Geography) □ **Natural World** (Links to KS1: Physical Geography)

Educational Programme: 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.

Autumn		Spring		Summer	
Learning Priorities: Linked to Development Matters 2023					
Autumn 1 It's Good to be Me	Autumn 2 Let's Explore	Spring 1 Splashing About	Spring 2 Animals in Hot Countries	Summer 1 My Garden	Summer 2 Near and Far
Different Occupations <ul style="list-style-type: none">Identify and talk about the different roles and occupations of people who are familiar to them		Different Occupations <ul style="list-style-type: none">Be able to talk about the key features of the Zoo		Different Occupations <ul style="list-style-type: none">Re-enact different occupations within role play	
Local Environment <ul style="list-style-type: none">Talk about where they liveTalk about who lives in their homeDescribe the location of special events e.g. <i>parks, cinema, beach</i>		Local Environment <ul style="list-style-type: none">Develop an awareness of different settingsDescribe the features of farm.Build their own farm and include key features for animal homes.Build their own farm and include key features for animal homes.		Local Environment <ul style="list-style-type: none">Talk about their journey to schoolKnow our school is based in Warrington which is in England.Can name some significant places in Warrington - Park, swimming, Shopping etc.Name a variety of different homes such as barn, castle, tent caravan, flat, detached	
Natural World <ul style="list-style-type: none">Participate in Forest School, getting to know key features of the learning spaceExplore all learning spaces with increasing independenceSay what they like and dislike about indoor and outdoor environments		Natural World <ul style="list-style-type: none">Participate in Forest School, exploring the similarities and differences of different natural objectsTalk about the habitats of some winter animalsTalk about the habitats of some wild animals in hot climates		Natural World <ul style="list-style-type: none">Participate in Forest School, identifying the importance of respecting nature and our surrounding environmentBegin to understand the need to respect and care for the natural environment and all living things.Explain why we see plants and flowers growing in the spring and the Summer.Explain the best places for flowers, and vegetables to grow and explain why.	

Different Countries <ul style="list-style-type: none"> ○ Talk about places they have visited 	Different Countries <ul style="list-style-type: none"> ○ Find out about animals that live in different countries/climates 	Different Countries <ul style="list-style-type: none"> ○ Know the names of some other countries and begin to talk about some differences
Natural Phenomena <ul style="list-style-type: none"> ○ Talk about the key features of Autumn 	Natural Phenomena <ul style="list-style-type: none"> ○ Talk about the key features of Winter ○ Talk about the key features of Spring 	Natural Phenomena <ul style="list-style-type: none"> ○ Explore and talk about the different forces they can feel ○ Talk about the key features of Summer
Technology <ul style="list-style-type: none"> ○ Explore different toys in role play such as telephones, cameras, keyboards. ○ Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets ○ With practitioner support explore the Interactive White Board 	Technology <ul style="list-style-type: none"> ○ Understands that we can search for information on 'google' by typing in a word to find out more. ○ Can use a simple I board touch programme to draw a picture by changing tools and colours using the on-screen options ○ Complete simple programmes using the Interactive White Board ○ Begin to know that they shouldn't use devices without supervision – E-Safety 	Technology <ul style="list-style-type: none"> ○ Can operate simple games on the iPad and know to open and end a programme. ○ Can type their name on a keyboard by finding the letters of their name. ○ Complete increased range of programmes using the Interactive White Board
<p>Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. □ Trips to the farm and the zoo will be used to enhance children experiences of animals and class experience of hatching our own chicks</p>		

Reception

UNDERSTANDING THE WORLD □ People, Culture & Communities (Links to KS1: Human Geography) □ Natural World (Links to KS1: Physical Geography)					
Educational Programme: 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					
Early Learning Goals:					
ELG: UW/ The Natural World: Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons					
Autumn		Spring		Summer	
Learning Priorities: Linked to Development Matters 2023					
Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Animals in Winter	Spring 2 Wonderful Water / Rainforest	Summer 1 Growing	Summer 2 Near and Far
Different Occupations <ul style="list-style-type: none">Describe the jobs people do in our community to help to protect it.		Different Occupations		Different Occupations <ul style="list-style-type: none">Describe some actions which people in their own community do that help to maintain the area they live in.	
Local Environment <ul style="list-style-type: none">Know own address.Describe homeKnow school is in Warrington.		Local Environment <ul style="list-style-type: none">Use a BeeBot to plan a route and explain direction.Plan a route from home to school.		Local Environment <ul style="list-style-type: none">Talk about significant places in Warrington.	
Natural World <ul style="list-style-type: none">Explore and describe the school grounds including, trim trail, playground, field, and forest.Describe similarities and differences between the different locations around school.		Natural World <ul style="list-style-type: none">Talk about the best places to plant in the school grounds and why.Draw a map of where and what is planted in our outdoor area.Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions		Natural World <ul style="list-style-type: none">Talk about the impact of human activity- Recycling. The impact on animals and the environment.Describe the environment and what we see on photographs	
Different countries <ul style="list-style-type: none">Name different building people go to worship, church, temple, synagogue.		Different countries <ul style="list-style-type: none">Recognise some similarities & differences between life in this country & life in other countries		Different countries <ul style="list-style-type: none">Name the 4 different countries in the UK and spot these on a map when looking at homes around the world.	

Natural Phenomena

- Examine seasonal change over time

Natural Phenomena

Natural Phenomena

- Describe the seasonal changes and what we have observed.

Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. □ Timeline of events to be placed up on class walls so children can continually retrieve prior learning. □ Class floor books to be used to showcase a learning journey over time of significant events

Year 1

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
My School, My Area	<p>Know that a map helps us to find our way.</p> <p>Know how to use different maps to locate features and places.</p> <p>Know how to make a simple map and construct basic symbols for a key.</p> <p>Know how to use 4 compass points and directional language.</p> <p>Know that human features are made or built by humans; buildings, roads, town, farms.</p> <p>Know that physical features are natural; sea, river, brook, wood, forest, hill, mountains.</p> <p>Be able to classify some human and physical features in Warrington.</p> <p>Know that fieldwork is going outside in real-World environments to answer questions about the real World by</p>	<p>Space & place – <i>Know that Bruche is in Warrington.</i> <i>Know the different types of weather in Warrington.</i> <i>Understand that the climate in Warrington usually has a warm summer, cold winter and rainfall year-round.</i> <i>Discuss the difference between weather here and in different places.</i> <i>Discuss whether they like living in Warrington and why.</i></p> <p>Scale – <i>Know that Warrington is a town.</i></p> <p>Human and physical processes – <i>Know the difference between physical and human features.</i></p> <p>Map & spatial skills – <i>Know that a map shows a place and can help us find where we are or how to get to another place.</i> <i>Create a simple map with basic symbols.</i> <i>Know that a compass is used to find directions.</i> <i>Label the 4 compass points.</i> <i>Use the 4 compass points and directional language.</i> <i>Locate features/places on a map.</i></p> <p>Geography fieldwork skills – <i>Know what fieldwork is.</i> <i>Sketch a map.</i></p>

	<p>observing or collecting and analysing data.</p> <p>Know that the weather tells us what it is like outside each day.</p> <p>Know that climate is the weather in one place over a long period.</p> <p>Know there are hot and cold places in the World.</p>	<p><i>Observe the weather for a set amount of time e.g. a week.</i></p> <p>Environmental impact & sustainability – <i>Know what littering is and how it impacts Warrington.</i></p> <p>Interdependence – <i>Understand how one person act of littering can have a big impact on others (including animals).</i></p>
The UK and 4 Countries	<p>Know that Warrington is in England.</p> <p>Know the 4 countries that make up the UK.</p> <p>Know the UK is an island and what this means (it is surrounded by water).</p> <p>Know the 3 seas that surround the UK – the English Channel, the North Sea and the Irish Sea.</p> <p>Know the 4 capital cities in the UK: London, Edinburgh, Belfast, Cardiff.</p> <p>Know how the weather is different in the UK.</p>	<p>Space & place – <i>Know that the UK is made up of 4 countries.</i> <i>Know that we live in the country of England.</i> <i>Know that each country has a capital city.</i> <i>Understand why the UK is considered an island.</i> <i>Talk about if they like living in England and why.</i> <i>Know that the weather is slightly different in each country e.g. In Edinburgh, the weather is usually colder than in London because Scotland is in the north of the country and London is in the south of the country.</i></p> <p>Scale – <i>Know that Warrington is in England.</i> <i>Know that England is in the UK.</i> <i>Know that Warrington is much smaller than England.</i> <i>Know that England is the largest country in the UK and that Northern Ireland is the smallest.</i></p> <p>Human and physical processes – <i>Name some physical and human features in all 4 countries.</i></p>

	<p>Know typical cultural characteristics of each country: flag, national symbol, food, music, language.</p> <p>Know some physical and human features of the UK.</p>	<p>Map & spatial skills – <i>Locate the UK on a World map.</i> <i>Label the 4 countries on a blank map of the UK.</i> <i>Label the seas that surround the UK.</i> <i>Use compass points to describe which country is North, East, South and West.</i></p> <p>Geography fieldwork skills – <i>Recap what fieldwork is.</i> <i>Go on a local area walk to collect data about human/physical features.</i></p> <p>Environmental impact & sustainability – <i>After fieldwork, discuss how our local area could be improved.</i> <i>After fieldwork, discuss how the human features (e.g. the roads) have an impact on the physical features.</i></p> <p>Interdependence – <i>Discuss how food, music and languages help us to connect to the world.</i></p>
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<p><u>Experiences</u> Chester Zoo Project Fieldwork – local walk Eco warriors</p>	<p><u>SMSC</u> Cultural – exploring cultures that have had an impact on the local area Social and cultural – children are taught about similarities and differences between life in this country and life in other countries in the UK.</p>	<p><u>British Values</u> Rule of law – children are taught about capital cities and how that is where the government is located. Respect and tolerance of other cultures and their values.</p>	<p><u>WPAT Values</u> Humility is taught when the children are working as part of a team. Responsibility is taught when discussing how to care for the environment.</p>
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	<p>Spiritual – Comparing their lives with others living in other parts of the UK.</p> <p>Spiritual – Imagining what it might be like to live in other parts of the UK/world.</p> <p>Moral – children are taught how to look after the environment and why it is important.</p>	<p>Individual liberty - children are taught to begin to express their feelings and understanding of people and places.</p> <p>Respect is taught when children are working collaboratively together.</p>	
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Year 2

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
Comparative Study – Thembisa vs Warrington	<p>Know that Warrington is a town in the UK.</p> <p>Know that Thembisa is a township in South Africa.</p> <p>Know that Thembisa is warmer than Warrington because it is closer to the Equator.</p> <p>Know what transportation is.</p> <p>Know some similarities and differences between Warrington and Thembisa's schools, transportation and cultures.</p> <p>Be able to compare two places and explain their preference.</p>	<p>Space & place – <i>Know that there are towns around the World.</i> <i>Know that these places can be very different to Warrington where we live.</i> <i>Compare Thembisa to Warrington.</i></p> <p>Scale – <i>Know that a town and township are very similar in scale.</i> <i>Know that Warrington is 4 times larger than Thembisa.</i></p> <p>Human and physical processes – <i>Know that both Thembisa and Warrington have human and physical features.</i> <i>Compare some of these features e.g. transportation, schools, aerial images.</i></p> <p>Map & spatial skills – <i>Compare aerial images of Thembisa and Warrington.</i></p> <p>Geography fieldwork skills – <i>Conduct fieldwork in the local area looking at transportation in Warrington.</i> <i>Use the ClassVRs to 'visit' Pretoria (a city near to Thembisa) to see the difference between the city and Thembisa.</i></p> <p>Environmental impact & sustainability – <i>Understand that some transportation is better for the environment than others.</i></p>

		<p>Interdependence – <i>Understand how places around the world may be similar but also different.</i> <i>Look at the culture of people from Thembisa and how it differs to ours.</i></p>
<p>Continents & Oceans</p>	<p>Name and locate the 7 continents of the world – Asia, Africa, North America, South America, Antarctica, Europe and Australia/Oceania.</p> <p>Know that the UK is in Europe.</p> <p>Name and locate the 5 oceans of the World: Pacific, Atlantic, Indian, Arctic, Southern.</p> <p>Know how to use the compass points to describe locations.</p> <p>Know that nearer the Equator it is hot and further away from the Equator it is cold.</p> <p>Know that the climate of a continent can be very different due to their vast size and location of the countries in relation to the Equator.</p> <p>Locate the hot and cold places of the World.</p>	<p>Space & place – <i>Know that there are 7 continents in the world.</i> <i>Know that we live in Europe.</i> <i>Know that we live above the equator.</i> <i>Know which continents are above/below the equator.</i> <i>Know that because the UK is further away from the equator that we are colder than other countries like Spain.</i></p> <p>Scale – <i>Know that a continent is a large area of land that contains lots of countries.</i></p> <p>Human and physical processes – <i>Name key physical and human features in the different continents.</i></p> <p>Map & spatial skills – <i>Label the 7 continents on a world map.</i> <i>Identify the Equator on a world map.</i> <i>Locate hot and cold places on a world map because of its place in comparison to the equator.</i></p> <p>Geography fieldwork skills – <i>Use the ClassVR's to 'visit' different landmarks across the continents to classify them in physical and human.</i></p> <p>Environmental impact & sustainability –</p>

	Know different wildlife in hot and cold places of the World.	<p><i>Begin to understand how the environment impacts what food we can grow.</i></p> <p>Interdependence – <i>Begin to understand how trade helps us e.g. we cannot grow bananas from a hot country.</i></p>
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<p><u>Experiences</u> Fieldwork – local walk Chester Zoo Project Eco Warriors</p>	<p><u>SMSC</u> Cultural – exploring cultures that have had an impact on the local area (diversity between continents and countries in Europe). Cultural awareness and diversity – Warrington/South Africa Social and cultural – children are taught about similarities and differences between life in Warrington and life in South Africa. Spiritual – Comparing their lives with others living in South Africa. Spiritual – Imagining what it might be like to live in South Africa. Moral – children are taught how to look after the environment and why it is important.</p>	<p><u>British Values</u> Respect is taught when learning about other cultures and respect their way of life. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together. Democracy (English link) – countries right to rule themselves.</p>	<p><u>WPAT Values</u> Humility is taught when the children are working as part of a team. Responsibility is taught when discussing how to care for the environment.</p>
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	Moral (English link) – conquering other countries, right or wrong?		
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Year 3

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
UK regions, counties & cities	<p>Know the 4 different settlements: hamlet, village, town and city.</p> <p>Name and locate UK cities – Manchester, Liverpool, Chester, Birmingham, London, Edinburgh, Cardiff, Belfast, Newcastle, York.</p> <p>Identify similarities and differences between cities Manchester and London.</p> <p>Name and locate some UK counties local to the area – Cheshire, Merseyside, Greater Manchester, Cumbria, Lancashire.</p> <p>Name and locate UK geographical regions - Northwest, Yorkshire and Humber, East Midlands, West Midlands, Southeast, Southwest, Northeast, East of England, London, Scotland, Wales, Northern Ireland.</p> <p>Identify the North West region, its key human and physical features.</p>	<p>Space & place – <i>Know that there are 12 regions in the UK.</i> <i>Know that we live in the North West region.</i> <i>Know some local counties.</i> <i>Know that we live in Cheshire.</i> <i>Know some cities in the UK.</i> <i>Know that we live near to Manchester, Chester and Liverpool.</i> <i>Know that London is our capital city.</i></p> <p>Scale – <i>Know that a geographical region is an area of land with common features – they can cross countries.</i> <i>Know that a county is a smaller area with its own governing body that looks at things like transport, education, and policing.</i></p> <p>Human and physical processes – <i>Know that renewable and non-renewable energy sources come from natural resources (physical).</i> <i>Know key physical and human features of the North West.</i></p> <p>Map & spatial skills – <i>Name and locate the 12 geographical regions.</i> <i>Name and locate some counties.</i> <i>Name and locate some UK cities.</i> <i>Understand how to use an 8-point compass.</i></p>

	<p>Know that resources are materials or assets that people can make use of.</p> <p>Know that renewable energy comes from natural resources that are naturally replenished.</p> <p>Know that non-renewable energy comes from resources that are not naturally replenished.</p> <p>Name and understand non-renewable (coal, oil, natural gas, nuclear) and renewable energy sources (solar, wind, wave and tidal energy).</p> <p>Know why we sometimes use renewable energy and why sometimes we use non-renewable energy – storage, cost, lack of wind/sun.</p>	<p>Geography fieldwork skills – <i>Use the ClassVRs to ‘visit’ non-renewable and renewable energy sources.</i> <i>Look at data to compare how energy sources were used in the past compared to the present, and the plans for the future.</i></p> <p>Environmental impact & sustainability – <i>Know the environmental impact of using renewable and non-renewable resources.</i> <i>Know that renewable resources are sustainable because they will never run out.</i></p> <p>Interdependence – <i>Know how our use of renewable/non-renewable resources can impact the wider world e.g. jobs, wildlife, economy.</i></p>
Rivers	<p>Know and explain the features of the water cycle.</p> <p>Know and label the main features of a river – upper course, middle course, lower course.</p> <p>Use a key in an atlas to find rivers.</p>	<p>Space & place – <i>Know that rivers are found all over the world.</i> <i>Know that rivers usually travel down hills.</i> <i>Know that the River Mersey flows through Warrington.</i></p> <p>Scale – <i>Know that rivers can be short and long.</i> <i>Know that the River Nile is the longest river in the world.</i></p>

	<p>Know the name and location of the UK's longest rivers – Severn, Thames, Trent, Great Ouse, Wye.</p> <p>Know the name and location of the world's longest rivers - Nile, Amazon, Yangtze, Mississippi, Yenisei.</p> <p>Know the source, mouth, length and some tributaries of each river named.</p> <p>Know what rivers are used for and the potential impact on their location.</p> <p>Understand why the Manchester Ship Canal was created.</p> <p>Know the effect that rivers can have on the land around them.</p> <p>Know how to use four-figure grid references.</p>	<p>Human and physical processes – <i>Know that rivers are physical features.</i> <i>Know that canals are human features.</i></p> <p>Map & spatial skills – <i>Use an index in an atlas to find rivers.</i> <i>Name and locate rivers in the UK.</i> <i>Label key features of a river (e.g. source, mouth etc).</i> <i>Use a map to locate the source and mouth of a river.</i> <i>Find tributaries on a map of a river.</i></p> <p>Geography fieldwork skills – <i>Using photos of the River Mersey sketch the upper, middle and lower course.</i></p> <p>Environmental impact & sustainability – <i>Know the impact of pollution (e.g. littering) on rivers.</i> <i>Know that rivers erode the land (oxbow lakes?).</i></p> <p>Interdependence – <i>Know that rivers can be used for trade.</i> <i>Know that each part of the water cycle impacts each other.</i></p>
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<p><u>Experiences</u> Chester Zoo Project Eco Warriors Use the ClassVRs to visit renewable and non-renewable energy sources.</p>	<p><u>SMSC</u> Spiritual – developing a sense of place and belonging in the local area.</p>	<p><u>British Values</u> Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different</p>	<p><u>WPAT Values</u> Humility is taught when the children are working as part of a team.</p>
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	<p>Spiritual – awe and wonder of human and physical features of North West.</p> <p>Spiritual – making links with History – why landscape has changed.</p> <p>Moral – effects of humans on the environment – changes in land use. Cultural – changes in land use and impact, understanding of historical development of settlements.</p> <p>Social – land use, changing landscape and use of natural resources and sustainability.</p> <p>Cultural – why do people choose to live near to a river?</p>	<p>viewpoints. Individual liberty - children are taught to begin to express their feelings and understanding.</p> <p>Respect is taught when children are working collaboratively together.</p>	<p>Responsibility is taught when discussing how to care for the environment.</p>
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Year 4

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
Mountains, Volcanoes and Earthquakes	<p>Know the physical geography of a mountain: landscape, topography and weather.</p> <p>Name and locate the highest mountains in the world.</p> <p>Know how to use contour lines, topography maps and four/six figure grid references.</p> <p>Know how mountains are formed.</p> <p>Know that there are different types of mountains and how they are formed – fold mountain, fault block mountain, dome mountain.</p> <p>Know how volcanoes are formed and why volcanoes erupt.</p> <p>Know why people choose to live in volcanic zones.</p> <p>Know why earthquakes occur.</p>	<p>Space & place – <i>Know that mountains and volcanoes can be found all around the World including under the sea.</i> <i>Know that earthquakes happen all around the World and usually happen near to tectonic plate boundaries.</i> <i>Understand why earthquakes and volcanoes happen near to plate boundaries.</i></p> <p>Scale – <i>Know that most geologists classify mountains as being over 1,000ft (300m).</i> <i>Know that the highest mountain in the UK is Ben Nevis at 1,345m.</i> <i>Know that the highest mountain in the World is Mount Everest at 8,849m.</i> <i>Know that volcanic eruptions and earthquakes can devastate large areas and impact a large population of people.</i></p> <p>Human and physical processes – <i>Know that volcanoes and earthquakes are physical geography.</i></p> <p>Map & spatial skills – <i>Use four and six figure grid references.</i> <i>Use contour lines to identify topography.</i></p> <p>Geography fieldwork skills – <i>Use the ClassVRs to ‘visit’ volcanoes around the World.</i></p>

	<p>Identify the world's largest and most significant earthquakes.</p>	<p>Environmental impact & sustainability – <i>Understand the positive and negatives are living near to a volcano and the impact eruptions may have on the surrounding environment.</i></p> <p>Interdependence – <i>Understand how earthquakes and volcanoes can impact peoples lives, including others from outside of the area e.g. supporting with donations.</i></p>
Europe	<p>Know that Europe is a continent made up of approximately 50 countries.</p> <p>Name and locate of major European countries.</p> <p>Know the key geographical features of Europe – population, landmarks, cultural diversity, languages.</p> <p>Know that Europe has 4 climate zones: Temperate, Mediterranean, Polar and mountain.</p> <p>Know that a biome is a region that shares a similar climate and is home to similar vegetation and animals.</p>	<p>Space & place – <i>Know that we live in Europe.</i> <i>Know that Europe is above the Equator.</i> <i>Know that Europe is in the Northern Hemisphere.</i> <i>Know that countries close to the Equator have a different biome compared to those further away.</i></p> <p>Scale – <i>Know that Europe is one of the smallest continents.</i> <i>Know that Europe's population makes up for 10% of the World.</i> <i>Know that Russia is the largest country in Europe and is a part of both Europe and Asia.</i></p> <p>Human and physical processes – <i>Name key human and physical features of Europe.</i></p> <p>Map & spatial skills – <i>Name and locate major countries in Europe.</i></p> <p>Geography fieldwork skills – <i>Explore the different biomes using the ClassVRs.</i></p> <p>Interdependence –</p>

	<p>Know that Europe has different biomes: temperate forests, mountains, wetlands, grasslands and polar.</p> <p>Know key physical and human features of Europe.</p>	<p><i>Learn about how countries within one continent can be similar but also very different (currencies, languages, royal families).</i></p>
<p>Comparison study – North West (UK) vs Attica Region (Greece)</p>	<p>Know the location of Greece on a map of Europe.</p> <p>Know that Athens is the capital city of Greece.</p> <p>Know the seas that surround Greece: Aegean Sea, Mediterranean Sea and Ionian Sea.</p> <p>Know some geographical features of the North West and Attica Region.</p> <p>Know some similarities and differences of the North West and Attica Region.</p>	<p>Space & place – <i>Know that we live in the North West of England. Know that Attica is a region in Greece. Know that Greece is in the Northern Hemisphere. Know that Greece is close to the Equator. Compare the difference between the North West and Attica region.</i></p> <p>Scale – <i>Know that Greece (including its islands) is roughly the same size as England.</i></p> <p>Human and physical processes – <i>Research and compare key human and physical features of the North West and Attica Region.</i></p> <p>Map & spatial skills – <i>Name and locate Greece and the Attica region.</i></p> <p>Geography fieldwork skills – <i>When researching climate, use data loggers to collect temperature, light and sound.</i></p> <p>Interdependence – <i>Compare how to places in the World can be similar but different.</i></p>

<p><u>Experiences</u></p> <p>Chester Zoo project Eco Warriors Using data loggers to collect temperature, light and sound Explore Use the ClassVRs to visit different biomes</p>	<p><u>SMSC</u></p> <p>Spiritual – developing a sense of place and belonging in the local area. Spiritual – awe and wonder of physical geography – mountains, volcanoes, earthquakes, rivers. Moral – effects of humans on the environment – agriculture, trade, settlements. Cultural/Social – why do people choose to live in volcanic/earthquake zones? Social – changes that have happened in different regions</p>	<p><u>British Values</u></p> <p>Respect and tolerance of other cultures and their values by learning about places and people in the UK. Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.</p>	<p><u>WPAT Values</u></p> <p>Humility is taught when the children are working as part of a team. Humility – listening to others viewpoints, being grateful for what you have and where you live. Responsibility is taught when discussing how to care for the environment.</p>
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Year 5

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
North America	<p>Know the vast area that the North American continent covers.</p> <p>Knows that there are five imaginary lines around the Earth – Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.</p> <p>Locate North America on a map and the main countries and cities.</p> <p>Know that Canada, Mexico and USA make up the largest part of the continent.</p> <p>Know that North America has different climate zones.</p> <p>Know the biomes that can be found in North America – Tundra, Temperate Grassland, Deciduous Forest, Coniferous Forest, Mediterranean, Desert, Polar Desert, Alpine.</p> <p>Know the physical and human geography, trade, settlements and climate of Canada, Mexico and USA.</p>	<p>Space & place – <i>Know that North America covers a vast amount of space on the world map.</i> <i>Know that 23 countries make up North America.</i> <i>Know that North America is to the west of the UK and Europe.</i> <i>Know that North America is across the Atlantic Ocean from the UK.</i> <i>Know that the Great Lakes are in North America.</i> <i>Know that Niagara Falls is in North America.</i> <i>Know that North America is above the equator.</i> <i>Know that the imaginary lines of the Tropic of Cancer and Arctic Circle run through North America.</i></p> <p>Scale – <i>Know that North America is the 3rd largest continent.</i> <i>Know that because of North America's size, there are different biomes/climates.</i> <i>Know that the Great Lakes are called 'great' due to their size and volume.</i> <i>Know that the Great Lakes cover an area of land larger than the UK.</i> <i>Know that the Lake District is much smaller than the Great Lakes.</i></p>

	<p>Know that the Great Lakes are five giant lakes between Canada and the USA. Together they contain 20% of all fresh water in the world.</p> <p>Know that Niagara Falls is a group of three waterfalls on the border between Canada and the USA. It is part of the Niagara River, which carries water from Lake Erie to Lake Ontario.</p> <p>Know that Niagara Falls supports two different industries – hydroelectricity and tourism.</p> <p>Know the key similarities and differences between the Great Lakes and Niagara region in North America and the Lake district in England.</p>	<p><i>Know that Horseshoe Falls is the largest waterfall in Niagara Falls.</i></p> <p>Human and physical processes – <i>Know some physical and human features in North America.</i> <i>Know that the Great Lakes are a physical feature.</i> <i>Know that Niagara Falls is a physical feature.</i></p> <p>Map & spatial skills – <i>Locate North America on a World map.</i> <i>Name and locate countries in North America.</i> <i>Name and locate the Great Lakes on a map of North America.</i> <i>Name and label the 3 waterfalls that make up Niagara Falls on a map of the Niagara Region - American Falls, Horseshoe Falls, Bridal Veil Falls.</i> <i>Label the five imaginary lines on a world map - Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.</i> <i>Know that Niagara Falls and the Great Lakes cross the border of Canada and USA.</i> <i>Know what country borders are and why we have them.</i></p> <p>Geography fieldwork skills – <i>Use the ClassVRs to ‘visit’ places in North America and classify them into physical and human features.</i> <i>Use the ClassVRs to ‘visit’ Niagara Falls.</i></p>
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Central America & Global Trade	<p>Know where Central America is located in the world.</p> <p>Know that Central America consist of seven countries Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.</p> <p>Know that Central America is a tropical forest biome.</p> <p>Know the main exports for trading in Central America are coffee and bananas, cotton and sugar.</p>	<p>Space & place – <i>Know that Central America is a group of countries in the southern part of North America.</i> <i>Know that 7 countries make up Central America.</i> <i>Know that the Panama Canal is in Central America (Panama).</i> <i>Know that Central America lies between the Tropic of Cancer and the Equator.</i> <i>Know that due to its place near to the Equator that Central America is a tropical forest biome.</i> <i>Know that Central America lies on the Ring of Fire.</i></p> <p>Scale –</p>

	<p>Know that global trade is the buying and selling of goods internationally.</p> <p>Know how improved transportation, transport links and technology helped trade become global.</p> <p>Know how the Panama Canal supports global trade.</p> <p>Know where our food comes from and how location, natural resources and climate determine what types of food a country can export.</p> <p>Know the three stages of the global supply chain: primary, secondary and tertiary.</p> <p>Know the main exports for trading in the UK are cars, petrol, gas and gold.</p> <p>Know that fair trade is designed to help disadvantaged workers and farmers.</p>	<p><i>Know that Central America is larger than the UK.</i></p> <p><i>Know that Central America is a region of North America NOT a continent.</i></p> <p><i>Know that Panama was chosen for the location of a canal because it is the thinnest country.</i></p> <p><i>Know that the different stages of the global supply chain can happen in different countries.</i></p> <p>Human and physical processes –</p> <p><i>Know that the Ring of Fire is a physical feature.</i></p> <p><i>Know that the Panama Canal is a human feature.</i></p> <p>Map & spatial skills –</p> <p><i>Locate Central America on a World map.</i></p> <p><i>Locate the 7 countries that make up Central America.</i></p> <p><i>Locate the Panama Canal on a map of Central America.</i></p> <p><i>Plot trade routes from the Panama Canal.</i></p> <p><i>Locate where different food comes from on a World map.</i></p> <p>Geography fieldwork skills –</p> <p><i>Research where our food comes from around the world.</i></p> <p><i>Research and compare the carbon dioxide emissions that would be produced from food miles.</i></p> <p><i>Create digital graphs showing the relationship between food miles and carbon dioxide emissions.</i></p> <p>Environmental impact & sustainability –</p> <p><i>Understand the importance of fair trade.</i></p>
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<p><u>Experiences</u> Chester Zoo Project Eco Warriors Use the ClassVRs to visit human and physical geography in North America, including Niagara Falls.</p>	<p><u>SMSC</u> Spiritual – awe and wonder of human and physical geography in North/Central America Moral – effects of humans on the environment – food miles and climate change. Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable. Fair trade.</p>	<p><u>British Values</u> Respect and tolerance of other cultures and their values by learning about places and people in North/Central America. Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.</p>	<p><u>WPAT Values</u> Humility is taught when the children are working as part of a team. Humility – listening to others viewpoints, being grateful for what you have and where you live. Responsibility – the importance of becoming more energy efficient and moving away from a disposable lifestyle. Responsibility – global citizens – personal impact on the environment.</p>
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Year 6

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
South America – The Amazon	<p>Know that there are five imaginary lines around the Earth – Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.</p> <p>Locate South America on a map and its 12 countries.</p> <p>Know that a biome is an area with certain plants and animals that have adapted to the climate there.</p> <p>Know the biomes that can be found in South America – Temperate Grassland, Deciduous Forest, Mediterranean, Desert, Alpine, Tropical Rainforest, Savannah.</p> <p>Know that South America has different climate zones.</p> <p>Know that Brazil has different climate zones because of its vastness.</p> <p>Know that urbanisation of Brasilia is caused by push and pull factors</p>	<p>Space & place – <i>Know that South America covers a vast amount of space on the world map.</i> <i>Know that 12 countries make up South America.</i> <i>Know that South America is to the west of the UK and Europe.</i> <i>Know the surrounding oceans of South America: Atlantic and Pacific Ocean.</i> <i>Know that the imaginary lines of the Equator and the Tropic of Capricorn runs through South America and Brazil.</i> <i>Know that South America (including Brazil) is found in the Northern and Southern Hemisphere.</i></p> <p>Scale – <i>Know that because of South America's vastness, there are different biomes/climates.</i> <i>Know that the Amazon Rainforest is the largest rainforest in the World.</i> <i>Know that Brazil is the largest country in South America and could fit 35 UK's inside of it.</i></p> <p>Human and physical processes – <i>Know that the Amazon Rainforest is a physical feature.</i></p>

	<p>Describe push factors that encourage people to leave areas like the Caatinga.</p> <p>Describe pull factors that encourage people to move to cities like Brasilia.</p> <p>Know the differences/similarities of the temperate and tropical forest biomes.</p> <p>Locate the Amazon rainforest on a map of South America.</p> <p>Know that the Amazon is the World's largest rainforest.</p> <p>Know that over half of the Amazon rainforest is situated in Brazil.</p> <p>Know that the Amazon is the most bio-diverse place on Earth.</p> <p>Know that the Amazon Rainforest is described as the Earth's lungs.</p> <p>Know that rainforests are a local and global resource.</p> <p>Know that burning fossil fuels for electricity production increases pollution and carbon dioxide levels in the Atmosphere.</p> <p>Know the impact of deforestation.</p>	<p><i>Know that people are leaving the rural area of the Caatinga and are being pulled towards the ever-growing capital city of Brasilia in a process called urbanisation (human feature).</i></p> <p>Map & spatial skills – <i>Locate South America on a World map. Name and locate countries in South America using Geoguessr. Name and locate the Amazon Rainforest on a map of South America. Label the five imaginary lines on a world map - Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.</i></p> <p>Geography fieldwork skills – <i>Record rainfall and compare to the Amazon Rainforest. Use the ClassVRs to 'visit' the Amazon Rainforest. Analyse rainfall and average temperatures in a variety of regions/cities across Brazil to highlight the diversity of the climate and the vastness of Brazil.</i></p> <p>Environmental impact & sustainability – <i>Know why the Amazon Rainforest is described as the Earth's lungs. Know that burning fossil fuels increases the carbon in the Earth's atmosphere. Know what deforestation is and how this has an impact.</i></p>
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	<p>Know ways in which rainforests can be protected.</p> <p>Know ways in which we can save energy.</p> <p>Know that using renewable energy sources will reduce carbon footprints.</p>	<p><i>Know how reforestation and afforestation can restore a balance to carbon levels in the Earth's atmosphere.</i></p> <p>Interdependence – <i>Know why the Amazon Rainforest is important locally and globally – it produces oxygen and removes carbon dioxide from the atmosphere. Know that the levels of biodiversity are being impacted by humans. Know that plants of the Amazon Rainforest are vital as producers producing energy at a massive scale using the process of photosynthesis (without plants there would be no human life).</i></p>
Climate change	<p>Know that the Arctic is a cold desert located at the northernmost part of the planet.</p> <p>Know that Antarctica is located at the southernmost part of the planet.</p> <p>Know that Antarctica is an ice-covered continent surrounded by the Southern Ocean.</p> <p>Identify key physical and human features in Antarctica.</p> <p>Know what climate change is.</p> <p>Identify activities which create climate change.</p> <p>Know the effects of climate change on the World.</p> <p>Know the impact of climate change.</p>	<p>Space & place – <i>Know that the Arctic is at the North Pole. Know that Antarctica is in the South Pole. Know that both are cold places because they are away from the Equator.</i></p> <p>Scale – <i>Know that the Arctic is slightly larger than Antarctica.</i></p> <p>Human and physical processes – <i>Know some human and physical features in Antarctica/Arctic.</i></p> <p>Map & spatial skills – <i>Locate Antarctica and Arctic on a World map.</i></p> <p>Geography fieldwork skills –</p>

	<p>Know how climate change will affect our lives.</p> <p>Understand how the Amazon and the Poles are linked in relation to climate change.</p> <p>Know ways of managing climate change.</p> <p>Know that we have a shared responsibility. Know that evergreen trees have leaves all year round and so are efficient at reducing carbon dioxide.</p> <p>Know how to identify and use contour lines, six figure grid references and topography on a map.</p>	<p><i>Investigate deciduous and evergreen trees and how they help combat climate change.</i></p> <p>Environmental impact & sustainability – <i>Understand how climate change is having an impact on the World.</i> <i>Know that because evergreen plants keep their leaves all year that they are better at collecting carbon dioxide than deciduous plants.</i></p> <p>Interdependence – <i>Know that we could not live without plants and how they benefit us.</i> <i>Understand how our actions can impact others.</i></p>
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<p><u>Experiences</u></p> <p>Chester Zoo Project Eco Warriors Use ClassVRs to visit the Amazon Rainforest. Compare Todmorden to Warrington. Investigate the school grounds whether plants are coniferous or evergreen – how this effects climate change. Analyse data from solar panels.</p>	<p><u>SMSC</u></p> <p>Spiritual – awe and wonder of human and physical geography in South America. Moral – effects of humans on the environment – agriculture, trade, settlements – particularly with regards to the Poles and their importance in alleviating the impact of global warming. Cultural/Social – urbanisation and impact in Brazil.</p>	<p><u>British Values</u></p> <p>Respect and tolerance of other cultures and their values by learning about places and people in South America. Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints. Individual liberty - children are taught to begin to</p>	<p><u>WPAT Values</u></p> <p>Humility is taught when the children are working as part of a team. Humility – listening to others viewpoints, being grateful for what you have and where you live. Responsibility is taught when discussing how to care for the environment. Responsibility – global citizens – personal impact on the environment.</p>
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	<p>Cultural – comparing the UK and South America.</p> <p>Moral – the importance of caring for habitats and helping to reduce biodiversity loss.</p>	<p>express their feelings and understanding.</p> <p>Respect is taught when children are working collaboratively together.</p>	
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