



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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Geography Curriculum

Document Control	
Title	Geography Curriculum version 2
Date	January 2024
Supersedes	
Amendments	
Related Policies/Guidance	
All policies can be found on the school web page.	
Review	January 2025

Intent

At Newall Green Primary School, the curriculum that we teach has been planned to develop the **five key skills for life** of: Problem solving, Teamwork, Self-management (initiative, organisation, accountability) Self-belief (confidence, resilience, positive attitude) and Communication. Our school is located in Wythenshawe which is in the top 20% of deprived areas in England which is at the forefront of our curriculum and we intend to open our children's eyes to the world and its people.

The NGPS Geography curriculum (Appendix 1) is designed to teach children the vocabulary, knowledge and skills to be able to explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation

We have planned units of work (Appendix 3) that will inspire children's curiosity and fascination about their local area, the world and its people that will remain with them for the rest of their lives.

Aim:

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.

The National Curriculum outlines the subject content that should be taught as:

Key stage 1

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

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

Human and physical geography

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

Geographical skills and fieldwork

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

Key stage 2

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

Pupils should be taught to:

Locational knowledge

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

Place knowledge

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

Human and physical geography

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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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

We have a progression of skills document (Appendix 2) to ensure progression throughout the year groups. We have made some modifications to the National Curriculum because we believe that our pupils need:

- To have first hand experience of geographical features and for this reason we have planned educational trips that will give our children time spent on a river, up a hill at a castle and at the seaside.
- To have opportunities to develop the **5 key skills for life** of Problem solving, teamwork, self-management, self-belief and communication.
- To know the facts about climate change and their role in reducing carbon emission for future generations.

Impact

The curriculum and teaching pedagogy will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of both the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Through following a clear and comprehensive scheme of work (Appendix 3) in line with the National Curriculum, it is expected that teaching and learning will show progression across all key stages.

At Newall Green Primary School, we are able to measure the impact that Geography has had for all children by:

- Assessments of children's learning in Geography which is done through end of unit quizzes and ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform the support and challenge required.
- Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.
- Using formative assessment of pupil discussions about their learning.

- Interviewing the pupils about their learning (pupil voice).
- Monitoring. The subject leader monitors Geography throughout the year in the form of learning walks, book looks, deep dives with quality assurance officers, staff questionnaires and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place,
- We hold Pupil Progress Meetings (PPM) to discuss and monitor the non-core data to ensure measures are put in place, if necessary, to ensure more children achieve age related expectations in Geography at the end of their cohort year and Key Stage.

National Curriculum Aims

At our school, our curriculum ensures that by the end of Key Stage 2, all pupils:

- develop contextual knowledge of the location of globally significant places (*What a Wonderful World – Year 2, Italy – Year 3, Egypt – Year 4, Cheshire Plain – Year 5, Europe – Year 6, Galapagos Islands – Year 6*) – 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 (*Four seasons, cross-curricular link to Science Summer 1 – Year 1, Crystals – Year 3, Extreme Earth (Volcanoes and Earthquakes – Year 3, Rainforests – Year 4, Rivers – Year 5, Climate Change – Year 6*) 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 (*Four seasons, cross-curricular link to Science Summer 1 – Year 1, Where do we live? – Year 1, Explorers – Year 2, What a Wonderful World – Year 2, Maps – Year 4, Cheshire Plain – Year 5, Rivers – Year 5, Galapagos Islands – Year 6*)



The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

— Barack Obama —

AZ QUOTES

How is the subject content from the National Curriculum covered?

In Key Stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geography skills, including first hand observation to enhance their local awareness.

Locational knowledge

- Name and locate the world's seven continents and five oceans (*Our World – Year 1, Explorers – Year 2*)
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (*Our World – Year 1, Explorers – Year 2, What a Wonderful World – Year 2*)

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 (*Explorers – Year 2*)

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (*Four seasons, cross-curricular link to Science Summer 1 – Year 1*)

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 (*Where do we live? – Year 1, Maps and Seaside Towns – Year 1, What a Wonderful World – Year 2, Countryside or City – Year 2*)
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (*Where do we live? – Year 1, Maps and Seaside Towns – Year 1, What a Wonderful World – Year 2, Countryside or City – Year 2*)

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (*Where do we live? – Year 1, Our World – Year 1, Maps and Seaside Towns – Year 1, Explorers – Year 2, Countryside or City – Year 2*)
- 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 (*Maps and Seaside Towns – Year 1, Explorers – Year 2*).
- 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 (*Where do we live? – Year 1, Explorers – Year 2*)

- 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 ([Four seasons, cross-curricular link to Science Summer 1 – Year 1](#), [Where do we live? – Year 1](#), [Maps and Seaside Towns – Year 1](#), [What a Wonderful World – Year 2](#))

In Key Stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe ([including the location of Russia](#)) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ([Extreme Earth – Year 3](#), [Rainforests – Year 4](#), [Europe – Year 6](#))
- 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 ([Capital Cities in the UK – Year 5](#), [Rivers – Year 5](#))
- 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) ([Rainforests – Year 4](#))

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America ([Italy – Year 3](#), [Rainforests – Year 4](#), [Cheshire Plain – Year 5](#), [Rivers – Year 5](#), [Europe – Year 6](#))

Human and Physical Geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ([Crystals – Year 3](#), [Extreme Earth – Year 3](#), [Rainforests – Year 4](#), [Cheshire Plain – Year 5](#), [Rivers – Year 5](#))
- 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 ([Rainforests – Year 4](#), [Climate change – Year 6](#), [The Atlantic Slave Trade – Year 6](#))

Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Italy – Year 3, The Geography of Egypt – Year 4, Rainforests – Year 4, Maps – Year 4, Capital Cities in the UK – Year 5, Cheshire Plain – Year 5, Europe – Year 6, Galapagos Islands – Year 6)
- 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 (Maps – Year 4, Cheshire Plain – Year 5, Rivers – Year 5)
- 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 (Cheshire Plain – Year 5, Rivers – Year 5)

In Key Stage 1 and 2, children interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children are taught to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

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

Locational knowledge

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

Place knowledge

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

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to:

- 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

Geographical skills and fieldwork

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

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

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

Pupils should be taught to:

Locational knowledge

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

Place knowledge

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

Human and Physical Geography

Describe and understand key aspects of:

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

Geographical Skills and Fieldwork

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

Earliest coverage

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

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Reference: DFE-00186-2013

Appendices:

Appendix 1: Geography Curriculum EYFS, KS1 and KS2

At Newall Green Primary School throughout Years 1-6 we do 6 lessons per term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery</p> <p><i>Themes across the year</i></p>	<p>All about me</p> <ul style="list-style-type: none"> - Talk about who is special to them and why - Understand that they are part of a class which is part of the school community (<i>Learn about key staff members</i>) - Talk about and describe different types of houses including where they live 	<p>Celebrations</p> <p>Know what a celebration is</p> <p>Begin to understand what a belief is and that people have different beliefs.</p> <p>Understand why and how people celebrate Christmas and Diwali</p> <p>Create models from a different culture (diva clay pots link EAD)</p>	<p>Traditional Tales</p> <p>Talk about celebrations from different cultures including Chinese New Year, Begin to develop positive attitudes about the differences between people (similarities/ differences of peers)</p>	<p>Insects and minibeasts</p> <p>Show an interest in different occupations including people who help us (invite speakers in)</p>	<p>Under the sea</p> <p>Compare their house to a character's house (Crab's shell)</p> <p>Know that they live in Wythenshawe</p>	<p>Journeys/ Moving on</p> <p>Talk about their journey to nursery and who helped them.</p> <p>Talk about common types of transport.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about some of the differences.</p>
<p>Reception</p> <p><i>Themes across the year</i></p>	Where we live	Castles, knights and dragons	People who help us	Seasons	Farm	Holidays
<p>Year 1</p> <p>Theme: Tracing features on maps</p>	<p>Where do we live?</p> <p>British Isles – countries within it.</p> <p>Capital cities of UK.</p> <p>Know the difference between a map and a photograph</p> <p>Know how to find where children live on a map</p> <p>Fieldwork – traffic survey,</p> <p>How to tally and complete a graph – link to maths</p> <p>Make suggestions to improve local area</p>		<p>Our World</p> <p>Know the names of the oceans</p> <p>Know the location and characteristics of the south pole / north pole</p> <p>Know the difference between a hill and a mountain</p> <p>Know some of the mountains</p>		<p>Maps and Seaside Towns</p> <p>Know directions <i>left, right and straight on</i></p> <p>Read simple street / road maps and use keys.</p> <p>Use vocab to describe key physical features including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean</i></p> <p>Features of seaside towns.</p> <p>Know where the towns are located and the buildings that can only be found at the seaside.</p>	
<p>Year 2</p> <p>Theme: ecology</p>	<p>Explorers</p> <p>Name and locate the world's seven continents and 5 oceans.</p>		<p>What a Wonderful World</p> <p>Fieldwork – river. Ecology of the school.</p> <p>What happens to rubbish.</p>		<p>Countryside or City</p> <p>Features of the countryside – <i>hill, wood, forest</i></p>	

	<p>Use road maps and directional language to guide someone between places.</p> <p>Link to History</p> <p>Amelia Earhart</p> <p>Atlantic Ocean-</p> <p>Amy Johnson London – Australia – track flight</p> <p>How journeys were made in 1950's compared to current day – relating to maps / satnav</p>	<p>Features of islands</p> <p>Anglesey.</p> <p>5 KS problem solving & Self-management</p>	<p>Difference between a city, town and village.</p>	
<p>Year 3</p> <p>Theme: Minerals and Volcanoes</p>	<p>Crystals</p> <p>To know what a crystal / gemstone are and where they come from.</p>	<p>Extreme Earth</p> <p>Continents</p> <p>What an earthquake is and its impact upon the area.</p> <p>Volcanoes -how they work</p>	<p>Italy</p> <p>Rome – features / location on map</p> <p>Pompei – impact of volcanic eruption</p> <p>Compare to Manchester – cross curricular with History</p>	
<p>Year 4</p> <p>Theme: Climate and Rainforests</p>	<p>The Geography of Egypt.</p> <p>The Nile.</p> <p>Location of the Nile – annual floods</p> <p>Suez Canal and its importance;</p> <p>Cairo – locate & features</p> <p>Land use and settlements</p>	<p>Rainforests</p> <p>Locate Brazil – map work</p> <p>Links to weather and climate</p> <p>Maps – position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere & tropics of Cancer and Capricorn.</p> <p>Vocab – urban / rural.</p> <p>Characteristics of a rain forest.</p> <p>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Maps</p> <p>Maps, coordinates, contour lines, grid references</p>	
<p>Year 5</p>	<p>Capital cities in the UK</p>	<p>Cheshire Plain</p> <p>Settlements around the Mersey</p> <p>Land use</p> <p>Transport</p> <p>Cave formation</p> <p>Beeston Castle</p> <p>Field work</p> <p>Beeston castle</p> <p>8 points of a compass, 4&6 figure grid references, symbol & key.</p> <p>5KS – team work & problem solving</p>	<p>Rivers</p> <p>Know the parts of a river erosion</p> <p>River Mersey</p> <p>Manchester Ship Canal</p> <p>A trip down the River Mersey</p> <p>Pollution and the River Mersey</p> <p>River Mersey – field trip</p> <p>5 KS –teamwork canoe</p>	
<p>Year 6</p>	<p>Climate change</p> <p>Throw away plastic</p>	<p>Spring 1</p> <p>The Atlantic Slave Trade.</p>	<p>Spring 2</p> <p>Europe – Features of</p>	<p>Galapagos Islands</p> <p>Covered through non-core throughout the year.</p>

Theme: economic geography	Bio diversity Palm oil.	Racism. Imports and exports.	Italy, France, Germany, Spain, Ireland	Link with Science
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Appendix 2: Geography Progression of Skills

	KS1		KS2			
	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the capital cities of the United Kingdom and its surrounding seas.</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Compare Italy with UK – Manchester.</p>	<p>Identify longest rivers in the world, largest deserts, highest mountains.</p> <p>On a world map, locate areas of similar environmental regions, either desert, <u>rainforest</u> or temperate regions.</p> <p>Understand the difference between the Northern and Southern hemisphere.</p> <p>Locate Brazil a key physical feature i.e. Rainforest - Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, latitude/ longitude.</p>	<p>Locate and name the main counties and cities in the UK.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in/around the North West</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p>	<p>Locate the main countries in Europe and North or South America.</p> <p>On a world map locate the main countries and major cities in Europe. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Understand how these features have changed over time.</p>

Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	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, e.g. using Barnaby or a Travelling Ted.	Compare a region of the UK with a region in Europe. Link with crystal /gemstones.	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.	Environmental regions, key physical and human characteristics. Look at counties, hills, mountains, coasts. Look at how land use in has changed over time – Cheshire Plain.	Compare Manchester to a region with significant differences and similarities. Eg. Link to trade, farming and global trade. Europe – identify Italy, France, Germany, Spain, Ireland and look at political geography of the country, e.g. flag, capital, main cities. Compare to Manchester. Understand some of the reasons for similarities and differences.
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	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, 	Describe and understand key aspects of: Physical geography including Rivers. Introduction to Volcanoes and earthquakes linking to	Describe and understand key aspects of: Physical geography, including: rivers, clouds, climate zones, biomes and vegetation belts (link to	Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones,	Describe and understand key aspects of: Physical geography of the Galapagos islands. Link to Science. Climate change. Trade, types of farming and

	<p>the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: forest, hill, mountain, soil, valley, vegetation key human features, including: city, town, village, factory, farm, house, office. 	<p>valley, vegetation, season and weather</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Science: rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p>	<p>Rainforest learning)</p> <p>Types of settlements in linked to History. Why did early people choose to settle there?</p> <p>Global warming.</p>	<p>biomes and vegetation belts.</p> <p>Human geography including experience pollution of the River Mersey – first hand – as part of trip and its affects. Understand why the Cheshire Plain land is used for farming and the importance of this for Manchester.</p>	<p>global trade. Imports and exports.</p> <p>The Atlantic slave trade. Racism.</p>
Geographical Skills & Field work	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <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, e.g. note taking, videoing, data collection, sketches, observations.</p> <p>Use simple compass directions (North, South, East and West).</p>	<p>Fieldwork to develop knowledge and understanding of the school and local area.</p> <p>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>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe 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.</p>	<p>Use globes, atlases, digital/computer mapping (Google Earth), maps, coordinates, contour lines, grid references to locate the journeys of the invaders and settlers. Describe features studied.</p> <p>Link to the invaders and settles unit in history – where invaders travelled from.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork trips (various trips in Year 5 – River Mersey, Cheshire Plain units) to observe, measure and record the</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Expand map skills to include non-UK countries.</p> <p>To use GIS systems to analyse data about Galapagos Islands.</p> <p>Extend to 6-figure grid references with teaching of latitude and longitude in depth.</p> <p>Use fieldwork to observe, measure and record the human and physical</p>

				<p>Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p>	<p>human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Geography linked into mapping skills in History.</p>	<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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Appendix 3: Schemes of work

Reception

Autumn 1 – Where do we live?

PCC

- Name and describe members of their immediate family and people familiar to them in the local community
- Understand there are many different types of family
- Draw information from a simple map
- Look at different types of houses and homes
- Talk about the street on which they live
- Understand where we live and our environment (Wythenshawe, England)

NW

Outside/decay

- explore the natural world around them
- describe what they see, feel, and hear whilst they are outside
- investigate changes over time (cut flowers in different liquids; decay of leaves/plants, fruit/bread)
- explore the changes from summer into autumn

Autumn 2 – Castles, Knights and Dragons

PCC

- Begin to label castle physical features such as moat, hill, drawbridge.
- Find out simple facts about castles/palaces

Spring 1 – People Who Helps Us

PCC

- Describe people who are familiar to them in their community (people at school, shops, doctors etc)
- Talk about other people around them and their roles in society
- Describe the use of playgrounds, offices, fire station, car park, airport.
- Draw a simple map (help a postal worker!)
- Interview visiting speakers: what is their job and how do they help the community?

NW

- Explore the changes from Autumn to Winter.

Spring 2 – Seasons

PCC

- Use a map of the British Isles to pretend to forecast the weather.

NW

Seasons/environments- identify and compare the different seasons

- describe the different types of weather we experience
- understand the effect of the changing seasons on the natural world around them
- investigate the changing weather by recording the weather over time

Plant seeds this term ready to discuss in Summer term.

- Explore the changes from Winter into Spring.

Summer 1 – Farm

PCC

- understand which types of animals live on a farm and why they are there
- conduct fieldwork (visit a farm)
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (link back to Aut 1)

NW

Plants & animals

- understand the life cycle of a plant and animal (extend from Nursery)
- describe how the plants have changed since they were planted in Spring (seeds grow into plants)
- name and identify different plants
- know vegetables grow in the grow, fruit grows on trees and flour comes from wheat
- describe the habitats of different animals
- make observations and draw pictures of animals and plants

Summer 2 – Holidays

PCC

- name and describe people who are familiar to them as they describe family holidays/special days out
- begin to understand that there are other countries in the world
- compare England to Kenya and talk about similarities and differences between life, environment and celebrations.
- explain some similarities and differences between life in this country and life in other countries (drawing on knowledge from stories, non-fiction texts – and maps)
- conduct fieldwork (rubbish in our community)

NW

Weather/hot/cold

- investigate the characteristics of materials to decide what to wear to keep cool and warm (link back to weather topic)
- identify why the weather affects environments (busy/quiet park/beach)
- compare environments including deserts and mountains
- recognise some environments that are different to the one in which they live (different weather in different countries)
- understand what we can do to take care of our environment (recycling/climate change)
- explore the changes from Spring into Summer

Year 1: Autumn 1 or 2

Where do we live?

Link 1: to see the British Isles.

4 before: inc games and revision: weather in summer/winter, beach – what is like? name of the school, its address/ name of the street on which they live/ British Isles

View from space and children are to understand that the British Isles is a lump of rock.

Google Maps – children spend time looking and observing.

Link 2: to view a 2D representation of the British Isles.

4 before: inc games and revision: weather in summer/winter, beach – what is like? name of the school, its address/ name of the street on which they live/ British Isles

Get children familiar with the 2D representation so they are familiar with the shape.

Use chalk to draw the British Isles.

Explain that humans came and split it up - children to learn that the British Isles consists of England, Ireland, Scotland, Wales. Each of these countries has a capital city.

Link 3: understand where we live.

4 before: inc games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries

Town (Wythenshawe), Country (England), Earth.

Demonstrate with 3 different height children and give them a word label and ask the class to put them in order of size (short – town, medium – country, tall – earth).

Children to create a keyring – locality but only their house, country, world.

Link 4: know how to identify where they live on a map

4 before: inc games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries/capitals cities.

Revise how to write their full address.

Revise the names of the countries in the British Isles.

Look at an aerial photograph and a road map of Newall Green and trace their route to school, children must be thinking about how land is used around school.

Identify some key features that they pass on their way to the school.

Draw a messy map of what they see on their route to school.

Link 5: know how to conduct a traffic survey

4 before: inc games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries/capitals cities.

Discuss how to tally then go and observe traffic passing school on Firbank Road. Stand inside the fence and tally the types of cars that pass at different times throughout the day. Use fieldwork to identify how busy the road is and what type of traffic.

Learn how to record using tally marks.

Discuss conclusions about the use of the main road and how busy it is. Some pupils to write a conclusion.

Postulate whether it would be less/more busy at different times.

Link 6 convert the tallies of vehicles on the road into a graph

4 before: inc games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries/capitals cities/tally

Revise how to record using tally marks.

Draw a graph to show their results – children provided with the axis

Link 7: know how to make suggestions about how to improve area around the school

4 before: inc games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries/capitals cities/tally

children Milkybutton Park – children to make suggestions for improvements to the council. Bring local area walk back?

Postulate whether there are enough facilities for different types of person living in Newall Green. Create a class mind map. Local neighbourhood e.g. facilities - shops, petrol station, trees, green space. e.g. amenities - litter bins, telephone boxes, lamp posts, post boxes around the school.

Year 1: Spring 1 or 2

Our world

Link 1: know the names of the oceans

Share read 'The North Pole and the South Pole' by Pierre Winters

4 before: inc games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries/capitals cities/

Google Earth – questioning children on what parts of the earth are. Zoom on the oceans and children must Learn the names of the oceans and the seas around the UK.

5 oceans song.

Identify on different scaled maps and globes, the Atlantic, Pacific, Indian, Arctic oceans and the North Sea, Irish sea, Channel.

Link 2: know the location and characteristics of the South Pole

4 before: inc games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries/capitals cities/road surveys/ chart/ graph/ tally/ names of the oceans.

Learn about the South Pole. <https://www.natgeokids.com/uk/primary-resource/north-south-poles-primary-resource/>

Look at it from space, on globes, on maps and understand that it is different to the Arctic because it is a continent with land.

Show photos and films so that they can consider climate, settlements, who might live there etc.

Link 3: know the location and characteristics of the North Pole

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/road surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole

Learn about the North Pole.

Look at it from space, on globes, on maps and understand that it is a frozen ocean and there is no land there.

Show photos and films so that they can consider climate, settlements, who might live there etc.

Learn about, compare and contrast the climate of the South pole with the North pole.

Understand the idea of polar opposites, polar region. Look at the plight of Polar bears eg in Hudson Bay Canada where the melting sea ice is causing bear populations to starve and breeding is becoming problematic.

Link 4: know the difference between a hill and a mountain

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ road surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole

Learn about Everest, K2 and the Himalayas.

Revise the difference between a mountain and a hill.

Look at the mountain range from maps, photos, globes, space views.

Look at the mountain range e.g. Snowdon, Ben Nevis, Scafell Pike from maps, photos, globes, space views.

Understand the effect of being so high up e.g. very little oxygen, helicopter blades stop, difficult to burn fires.

Write some facts about Everest.

Link 5:  know some of the mountains in the UK

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ road surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole

Revise how to write their full address.

Learn the names of the oceans and the seas around the UK.

Weekly 5 activity: identify on different scaled maps and globes, the Atlantic, Pacific, Indian, Arctic oceans and the North Sea, Irish sea, Channel.

Revise mountains in the UK. Revise the difference between a mountain and a hill.

Look at the mountain range e.g. Snowdon, Ben Nevis, Scafell Pike from maps, photos, globes, space views.

Write about what people and animals need to survive in the mountains.

Year 1: Summer 1 or 2

Maps and seaside towns

Link 1: know directions left, right and straight on

This may be more than one session over a couple of weeks – use the language throughout the week.

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole/hills/mountains

Look at a street map of Wythenshawe first and then expand to Manchester and pinpoint key features such as the school, the airport.

Learn words to denote direction e.g. right, left, straight on, second right – go out into the playground and practise giving each other directions to follow.

Use the map to trace a route from one place to another e.g. school to Civic or Anchors Away using the vocabulary.

Write and follow instructions to follow a route around the classroom.

Link 2: know how to read a simple street map

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole/hills/mountains/ directional vocabulary

Recap - chn to practise using the words of direction to tell someone in class how to get from one point to another and check to see if the directions work.

Look at a street map and trace a route on the map from their house to school to other streets e.g. to forum, to the library or give the children a photocopy of a simple street map of the locality and a highlighter pen & ask them to listen to your instructions and draw the route on the map as you explain it.

Link 3: know how to read a simple road map

Look at road maps – like the AA ones.

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole/hills/mountains/ directional vocabulary

Discuss the use of these road maps and that before SAT NAVs this is what was used. Look at the front pages that show the whole country and then show which page is to be looked at for various regions.

Ask the children to work in pairs whilst you tell them which page to look at and then ask them to find different features on the map. E.g. coast, hill etc.

Then discuss the different colour roads – which ones are motorways etc, follow the motorways on the map from London and find out which one goes where.

Find school on the map and identify which motorways are near to it.

Link 4: know how to use the key to a map

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole/hills/mountains/ directional vocabulary/ maps

Look at an example of a map with a key.

Key and symbol match game.

Apply their own key to small maps e.g. draw a map of the school and grounds – add a key.

Know that keys can help map readers to know what they are passing.

Link 5: know where seaside towns are located include Anglesey as this will be needed in year 2

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole/hills/mountains/ directional vocabulary/ maps/key Blackpool / Formby / Trearddur Bay – any leaflets / videos/ speaking to people who have been there to introduce.

What is a seaside? Zoom in on seaside to highlight where this part is, children must know that seaside towns are on the coast.

Teach children some names of towns at the seaside near to them – look at a map and identify the features of the seaside on the map. From Manchester which motorway would we travel on to get to Blackpool?

Look at some photographs and video clips and think of a list of reasons why people would want to go there. Could create a poster persuading people to go to a seaside town near them.

Link 6: know that some features of the town you only get by the seaside, but others you get in all towns

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole/hills/mountains/ directional vocabulary/ maps/key/seaside towns/ seaside/ pier/ rocks/ beach Know some names of towns at the seaside near to them - Blackpool etc.

Look at photos, and video. Identify some key things you would only find at the seaside e.g. pier, promenade, beach, estuary.

Google earth – take a virtual stroll down the promenade.

Label the photographs to show what you would find in a town and what you would only find on the coast.

Link 7: know the names of some of the buildings by the seaside

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/surveys/ chart/ graph/ tally/ names of the oceans/ North Pole/ South Pole/hills/mountains/ directional vocabulary/ maps/key/seaside towns/ seaside/ pier/ rocks/ beach

Shared read of a seaside book – in 1KF.

Know the names of some buildings and facilities in their chosen seaside town e.g. hotel, amusements, fish and chips, trams, beach huts, puppet shows - etc. Know that some buildings you find in towns and others mainly only at the seaside.

Google earth – take a virtual stroll down the promenade.

Year 2: _____

Autumn 1 - explorers

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc.

Links with History lesson 1

Learn about Amelia Earhart – trace her journey on a map.

Read her story / watch video's and compare to flights of today

Discuss map reading and identify her journey

Link 2 - Lesson 2

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc.

Amy Johnson

As above – compare the similarities and differences of the 2 women


The use of sat nav – use sat nav to understand how drivers follow and plan their routes.

Link to 1950's where maps and directions were the only options.

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc.

Plan a series of opportunities to plan journeys into SAT NAVs and discuss / investigate how they work.

Write a set of instructions to use a SAT NAV

Link 3:  **give and follow directions. Chn must know compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]**

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Australia/Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc.

Use directional language to navigate around the school/house and follow the instructions of others.

Use directional and positional language to navigate around maps of towns. Discuss what a map is and its uses.

Learn that a journey needs a route and a route can be planned / followed to a destination.

Demonstrate understanding of position and direction using an interactive compass game.

Use compass directions to compare landmarks in a town e.g. to the north of, to the west of etc.

 **Link 4: understand what a sat nav is and write directions.**

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Australia/Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc.

Recap directional vocabulary.

Introduce a sat nav - show children the different images and a real sat nav. Explore its uses and look at the instructions a sat nav can give.

Use of a sat nav – use sat nav to understand how drivers follow and plan their routes. Link to 1950's where maps and directions were the only options.

Learn that a journey needs a route and a route can be planned / followed to a destination. Write a set of instructions - SAT NAV.

 **Link 5: know and explore different types of maps and learn how to draw a map with a key**

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc. Use directional language to follow and discuss directions / create instructions to travel to a destination on a simple map.

Locate house/ home, town, city, country, UK, Europe and then the whole world using Google Earth/ Google Maps by setting the location each time.

Use sat nav to understand how drivers follow and plan their routes. Use Google Maps/ Digi Maps to become familiar with aerial view images- discuss environmental features of the land e.g. rivers, mountains, fields etc. Also discuss human landmarks e.g. buildings, roads etc.

Discuss different types of maps including road maps, world maps, street maps, town maps, park maps including maps with a key. Discuss key symbols and what they mean.

Draw a sketch map which includes a key.

 **Link 6: know what a sat nav is and use it to set and follow a route.**

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc. Use directional language to follow and discuss directions / create instructions to travel to a destination on a simple map. Recognise and discuss features of different maps.

Learn what a Sat Nav is and its purpose i.e. To help drivers/ walkers plan a route.

Link to history topic (1950's) – Children will learn that Sat Nav technology is a modern invention and was not around

in 1950's. People relied on hand held maps e.g. A to Z map of Great Britain / City.

Plan a route from school to local landmarks using a road map then compare the same route with Sat Nav.

Plan and follow a Sat Nav route to landmarks in the local area to investigate how they work. Chance to reflect on and evaluate the journey.

Year 2: Spring 1

Link 1:  **know how the ecology of an area might be affected by events**

Watch videos about the bugs that can be found around school grounds

Predict what mini-beasts might be found in and around the school grounds.

Learn how to use magnifiers, to use keys, to record and tally mini beasts.

Think how the ecology of the area might be affected by events e.g. planning a new building, throwing rubbish, building work.

Write a few sentences about the environment.

Link 2:  **know how to tally the different bugs and animals they identify in an ecological area**

Recap what tallying is

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ Amelia Earhart / Amy Johnson/ Sat Nav

Weekly 5 minute activity based on the features of the UK they have learnt e.g. capitals, countries, seas, oceans, cities, towns and villages.

Use a tally chart to identify the environment for different animals to thrive e.g. birds, mini beasts etc.

Use magnifiers and other equipment to study rubbish, and make a tally of things that will affect animals.

Write about the amount of refuse.

Link 3:  **know about the ecology of a river**

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc.

Weekly 5-minute activity based on the features of the UK they have learnt e.g. capitals, countries, seas, oceans, cities, towns and villages.

Learn vocabulary to do with small streams and brooks and ponds.

Fieldwork – **observation of pond in school grounds**

Use the skills from last lesson to carry out fieldwork and to collect information about rubbish and things that could affect the environment.

Learn how to use magnifiers, litmus paper, blotting papers to identify the health of a river.

Learn the names of some common fish and mini beasts that might be found in a small river.

Write about fish and where they live.

Link 4:  [know what happens to rubbish](#)

Cross curricular work completed for this link.

Watch the video or visit the tip

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc.

Weekly 5 minute activity based on the features of the UK they have learnt e.g. capitals, countries, seas, oceans, cities, towns and villages.

Learn about rubbish collection, recycling, land fill and what happens to rubbish.

Understand the idea of environmental pollution.

Link 5:  [know what an island is](#)

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle

Know what an island is by looking at video clips, photographs, maps.

Label parts of an island e.g. coast, cliff, town, beach

Learn the features of a postcard

Link 6:  [know about some of the features of the Island Anglesey and identify the features of an island](#)

Share read a postcard about a visit to an island

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle

From video clips, pictures etc talk about some of the features of Anglesey

Locate the island on a map

Describe what the island is near, discuss how people get on to the island, what people go there for, locate the Port & discuss movement of goods / people to and from Ireland.

 **Link 7: [locate areas on a map – Anglesey](#)**

On a map of Anglesey name the features that indicate that it is an island. To recap prior knowledge -

Locate the ancient burial sites and standing stones in Anglesey – use as a recap lesson from year 3 stone age / bronze age living – from video clips / pictures talk about why they may be located where they are

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport

 **Link 8: [know about lighthouses](#)**

Investigate South Stack – locate on a map, understand how a light house works & why they are used, research the **Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport**

At the end of this unit children should be able to:

Identify and label the features of islands

Research other island around the UK

Choose one from which to write a postcard

Know about light houses

Summer 1

 **Link 1: [know some of the features of the countryside](#)**

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach

Weekly 5 minute: on maps of different scales label the countries of the UK, the seas, the oceans, the poles, the capital cities revising what was learnt in Y1.

Understand the term 'country side' and what it means and also city & what that means.

Learn what a hill, valley, field, forest, wood, park is.

Look at photos and video clips which show the geographical features.

Label pictures to show the different physical features.

Introduce some key questions such as when does a hill become a mountain? When does a wood become a forest?

Pupil ask questions, research the answers and then write the answers e.g. which is the largest forest in the UK?

Write a description of each feature.

Link 2:  [know what a city is](#)

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach

Weekly 5-minute activity based on N, S, E, W and the features of the UK they have learnt e.g. capitals, countries, seas, oceans.

Learn about Cities in the UK and what makes a city.

Revise road maps (and that they are not to scale.) look again on the maps so that children can locate different cities and know where they are in relation to each other.

Use road maps to identify cities in the UK. Use directional language to look at the location of cities.

Learn where some important cities in the UK are including E-Act cities e.g. Glasgow; Birmingham, Bristol, London.

Link 2:  [know what a town is](#)

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc.

Weekly 5-minute activity based on N, S, E, W and the features of the UK they have learnt e.g. capitals, countries, seas, oceans.

Revise what a city is and revise where they are in the UK.

Learn what a town is and how it is different to a city.

Then undertake a similar task as above so the children can confidently look at a map of the country and discuss towns/ cities and their relationship to each other.

Link 3:  [know what a village is](#)

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc./Town/City/Village

Is Wythenshawe a Town/ City or Village? –(give evidence for your explanation) Use this task to evaluate the understanding each child has of the topic that has just been covered.

Year 3: Autumn 2

Link 1:  [know what a crystal is](#)

Share read 'Rocks, crystals and gemstones' by Paul Calver – feel and handle examples

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport

Weekly 5-minute activity based on N, S, E, W and the features of the UK they have learnt e.g. capitals, countries, seas, oceans.

Learn what a crystal is, draw and colour, label

Learn about rocks and that many crystals can be found in rock such as diamond, sapphire, ruby, lapis lazuli, emerald, gold, amethyst.

Use a microscope to look in detail at a range of crystals.

Learn about rocks and that many crystals can be found in rock.

Use a microscope to look in detail at a range of crystals.

Write a description of different crystals.

Link 2:  [know what a gemstone is](#)

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport

Weekly 5-minute activity based on N, S, E, W and the features of the UK they have learnt e.g. capitals, countries, seas, oceans.

Revise what a crystal is.

Learn about where Blue John comes from, where it is created and mined. Write about how the crystals are formed.

Learn about stalagmites and stalactites. Look at clips and photos. Learn about how they are formed over many years and about other formations such as caves and pot holes.

Write about finding a cave and describe the formation that you find.

Linked curriculum learning objective:  [know about some geological features](#)

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport

Weekly 5-minute activity based on N, S, E, W and the features of the UK they have learnt e.g. capitals, countries, seas, oceans.

Revise what a crystal and a gemstone is.

Learn about geological formations in the UK and the world e.g. Antelope Canyon, Grand Canyon.

Look at photos, film clips, and try to guess how they were made.

Learn about geological formations in the UK and the world e.g. Giant 's Causeway, the Needles, White cliffs of Dover.

Look at photos, film clips, and try to guess how they were made.

Year 3: Spring 2

Link 1:  **know that continents were at one point joined but became separated because of earthquakes**

Watch the formation of the seven continents (kids version YouTube)

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport/ gem stones/ crystals

Show footage of how the continents formed over time because of seismic activity

Follow, <https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/>

<https://www.youtube.com/watch?v=cQVoSyVu9rk>

Link 2:  **know how earthquakes happen and what it feels like to experience one**

Share read a newspaper report about an earthquake

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport/ gem stones/ crystals

Watch video clips and hear testament about what happens when an earthquake hits.

<https://video.nationalgeographic.com/video/101-videos/00000144-0a2d-d3cb-a96c-7b2d6cd80000>

Know about what people can do when an earthquake hits and how to protect from earthquakes e.g.

<https://www.whatsnextcw.com/learning-best-japanese-earthquake-proof-buildings/>

<https://www.youtube.com/watch?v=iZoHoPFHAtw>

<https://practicalaction.org/earthquake-resistant-houses> in Nepal and Peru.

Write a newspaper/report ??about experiencing an earthquake

Link 3:  [know what a volcano is and how it was formed](#)

Share read a newspaper report about an earthquake

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport/ gem stones/ crystals

Follow, 'Volcanoes' <https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/>

[https://www.3dgeography.co.uk/](https://www.3dgeography.co.uk/get-making) get making



<http://www.weatherwizkids.com/weather-volcano.htm>

Look at some photos of volcanoes and identify some common features

Label a diagram but also real photos identifying the features

Know about how volcanoes are formed. Show clips, video, photos of volcanoes and label the different parts of the volcano.

Know about what happens when a volcano erupts – watch videos

Read about the impact of Vesuvius on Pompeii.

<http://www.channel5.com/show/pompeii-final-hours-new-evidence/>

<https://en.wikipedia.org/wiki/Pompeii>:

Write a newspaper report about a volcanic eruption.

Link 4:  [know that eruptions can happen under water as well as above ground](#)

Share read a newspaper report about an earthquake

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport/ gem stones/ crystals

Understand that Edinburgh Castle and other places are built on former volcanoes.

Follow, <https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/>

Show photos and video clips of former volcanoes.

Linked curriculum learning objective:  [know the impact of earthquakes on the earth](#)

Share read a newspaper report about an earthquake

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport/ gem stones/ crystals

Revise what happens when an earthquake hits, to the earth's crust, to volcanoes and to people living in cities

Understand the impact e.g. causing large underwater waves

Write a newspaper report dealing with the impact of an earthquake

Summer 2

Link 1:  [Learn about Italy & its volcanoes \(6-week project\)](#)

There are worksheets that can be downloaded so that the children watch the film and fill in the work sheet as they watch

Whole class task – predict when Vesuvius will erupt again-work sheet takes you through the task

3 volcanoes in Italy, Vesuvius near Naples, Stromboli and Mount Etna in Sicily, that erupt – find and label on map.

Italy is situated a short distance to the south of the boundary between Eurasian Plate and African Plate

Watch the video – to be found at – discover-the-world.com Living in the shadow of Italy's volcanoes.

Its 36 minutes long so you may want to split into sections.

It visits some of the localities directly affected by the latest volcanic eruptions

Diagrams to show the process of the movement of the plates

Scientific assessments of volcano monitoring and community preparedness

Positive impact of volcanic eruptions and the local people

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport/Vesuvius/ Stromboli/ Etna

record these facts in whichever way fits best with Literacy topic but this could include a task to write a leaflet/brochure and add to if new facts arise.

Year 4: Autumn 1

Link 1:  [know that Egypt is in North Africa](#)

Watch Nile River/are we there yet?

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport/Vesuvius/ Stromboli/ Etna

Weekly 5-minute challenge: label the countries of Europe on a blank map.

Learn the names and locations of the continents on different scaled maps, accurately locate them.

Revise what a continent is.

Know the location of Egypt. Look at its flag and some geographical facts about the country.

Use maps, atlases, globes and digital/computer mapping, views from space etc to locate Egypt and describe features that are identified in the Nile.

Understand that Egypt is a country in the continent of Africa.

Find out what each other already knows about Egypt.

<http://www.kidport.com/RefLib/WorldGeography/Egypt/Egypt.htm>

Create a country fact file which includes, capital, flag, main industry, country borders, seas etc.

Link 2:  [know where the Suez canal is and why it is important](#)

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/

Weekly 5-minute challenge: label the countries of Europe and continents on a blank map.

Revise what a canal is.

Use maps, pictures, video clips to learn about the Suez canal and understand its importance in the journey of ships from the Far East to Europe.

Locate places around Egypt and Suez on maps.

Write a fact file.

Link 3:  [know where the Nile is and that it floods regularly](#)

How the Nile can provide life and divide nations: video to watch is called Why Egypt's lifeline is drying up.


Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport/Vesuvius/ Stromboli/ Etna/ Nile

Weekly 5-minute challenge: label the countries of Europe and continents on a blank map.

Revise how rivers start and then flow into the sea.

Track the route of the Nile through Egypt to the sea identify the Blue and the White Nile – where they meet Khartoum Sudan

Aswan Dam and its construction – why is it important to secure water security – write your ideas?

Link 4:  [compare the Nile and Mersey.](#)


Look at a map of the local area and identify that the nearest river to us is the Mersey.

Watch River Mersey from source to sea and 11-minute video showing the 70 miles from Stockport to Liverpool

Long-term memory quizzes, games and revision: name of the school, its address/ name of the street on which they live/ England, Scotland, Wales and Northern Ireland countries and flags/ mountain/ desert/ /Netherlands/ Town planner/ road surveys/ chart/ graph/ tally/ names of the oceans/hill/mountain/ motorways near school/ seaside/ pier/ rocks/ beach/ city names such as Birmingham, Manchester etc/recycle/transport/Vesuvius/ Stromboli/ Etna/ Nile/ Mersey

Compare the Mersey to the river Nile is the Mersey a lifeline? How many contributories does it have?

Learn the meaning of a source of a river and understand that rivers flow to the coast.

Linked curriculum learning objective:  [know what Cairo is like](#)

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/

Weekly 5-minute challenge: label the countries of Europe and continents on a blank map.

Revise what they know about Egypt so far.

Learn about the city and compare it to London. What are the similarities and what are the differences?

Year 4 Spring

Link 1:  [know how to locate Brazil](#)

Watch: Brazil Geography / Brazil Country songs

Locate Brazil a key physical feature i.e. Rainforest, - identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere & tropics of Cancer and Capricorn

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/

record geographical facts/ languages/ 26 states and other facts such as which state is the richest/ where the

rainforest is/ least populated area/

Link 2:  [know about the Brazilian climate](#)

Watch the video Focus on Brazil -country profile and Geographical info (first 3 minutes explains everything but watch it all if you want)

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/

add to the fact file that you have started adding Climate to the facts that are being collated. Specifically, where the rain forest is.

Link 3:  [know what deforestation means](#)

Watch: what is deforestation? Brought to you by the fresh kid's news network

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/ deforestation

Set the question before watching

What can we do to stop deforestation and why does it matter?

Link 4:  [know the characteristics of a rain forest](#)

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/

Write a fact file about the Amazon rainforest including the species of animals.

Layers

Animals

Year 4: Summer (Maps)

Link 1:  [know the 8 points of the compass](#)

Listen to; The directions song

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/

names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone

Weekly five-minute challenge: cities and counties in the UK Learn the 8-point compass and solve some problems and activities with the 8-point compass.

Children to set each other challenges and from maps given directions using 8 points of compass.

Link 2:  [know how to use 4 figure coordinates](#)

Watch -How to take a 4-figure grid reference with Steve Backshall – he uses OS maps to demonstrate

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone

Have a go – set each other challenges to find landmarks using 4 figure grid references.

Link 3:  [know what an OS map is](#)

What: How are Ordnance Survey maps made (start of video looks like Manchester!)

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone

Look at OS maps and collect symbols – draw and give meanings.

Link 4:  [know how to use OS symbols to navigate to places on a map](#)

Watch – choosing the right map with Steve Backshall

You also need to watch the videos that follow on understanding map symbols, contour lines, recap 4 grid reference – expand to 6 grid reference, recap compass & watch magnetic north.

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone

practice by looking at different maps

Year 5: Autumn 1 + 2 – Geography linked into mapping skills in History topic/ including counties and cities in UK. Find capital cities on maps.

Keep revising

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone/caves/sandstone/ridge/escarpment

Year 5: Spring 1+2 (Cheshire Plain and Beeston Castle)

Link 1:  **To Understand the features of the Cheshire Plain**

Locate the Cheshire plain on a map – stick in books.

Watch the video - Watch wizard walk on Alderley Edge

Write a description of what a ridge and valley is

What is a sandstone ridge and valley? Nearest Alderley Edge

Link 2:  **To Understand why the land is used for farming and the importance of this for Manchester.**

Look on the map at Manchester and Cheshire plain

discuss distance, transport costs, effect of vehicle emissions on climate

Features of the Cheshire Plane

Woodland cover, dense vegetation, expansive long views, widely available from higher ground,

Rock types – sandstone, siltstone,

Great for farming as sandstone ridge – overlain by free-draining brown earth and brown sands, steep slopes and thin acidic soil supports woodlands well, leading to good bird population.

Pasture dominates the land use in the low land used for crops, fodder for animals, potato farming and orchards.

Sandstone trail -often walked runs along the ridge popular for walkers – trace its route on a map

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone/caves/sandstone/ridge/escarpment

Link 3:  **To understand cave formation in sandstone rock**

Caves can be found at Frodsham Cheshire (there is a video) – 2 possible causes Mining / erosion by river.

Research – what was mined

Link 4:  **To Understand Why was Beeston castle positioned where it was?**

Settlement and land use

Watch the video of Beeston castle – discuss its domination of the local area by being on top of the escarpment.

Hypothesis – I think it was positioned where it was because.....

Defensibility / security – can see enemies' approach – view across the Cheshire Plains.

Construction material – sandstone easy to quarry and readily available

Water supply and well drained site

(Beeston Castle) – download the teachers pack

Task 1 – check it out on the map

Pg 24 – how to download the OS map and tasks to complete before visit. – need to teach about scale on maps before task. / map features and symbols.

Task 2 – make a crag out of contour lines – page 27 of handbook

Task 3 - Trip to Beeston castle – on the way up

Take pictures to refer to on return

1, natural and manmade defensive features of the castle. The task on page 30 of the handbook gives the plan for this.

Identify the man-made features of defence -outer gatehouse, curtain wall, bridge, gatehouse – children have a copy of the identification sheet to record their findings on.

Trip to Beeston castle – on the way down

Complete inspirational trail map – follow the map – complete the tasks

Fieldwork

Record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies.

On return

Use the pictures at the end of the handbook to record findings.

Year 5: Summer 1 + 2

Link 1:  [know the parts of a river – link back to Year 4 work on Rivers](#)

Watch – what is a river

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone

Draw and label a river, find on map, discuss features recap grid references whilst doing this.

Link 2:  [know how the flow of a river can cause erosion](#)

Watch River Mersey – tidal bore

Question would a tidal bore cause erosion

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone

explain what a tidal bore is, explain what erosion is – then answer the above question

Link 3:  [River Mersey and Manchester Ship Canal.](#)

Watch the video -Manchester Ship Canal and River Mersey

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone

Identify the Manchester Ship Canal and the River Mersey on the map.

What is the difference between a canal and a river?

Look at the old pictures of the canal being built.

Write an explanation.

Link 4:  [Plan a trip down the River Mersey](#)

Watch the 6 minute video – Stockport river Mersey journey – which shows canoeing from Stockport Tesco to Burnage Rugby Club.

Discuss water safety.

Plan route on map.

Link 5:  [Experience pollution of the River Mersey – first hand -as part of trip](#)

Link 6:  [Research what lives in the River Mersey & how it is affected by Pollution](#)

Watch Sky News – River Mersey more polluted than Great Pacific Garbage Patch

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone

Create a poster to warn people of the impact upon the climate and health.

Year 6: Autumn 1

Climate change

What is climate change? Gather some ideas as this has been studied in year 4 & 5 – find what the children already remember.

Watch the video -Climate change (according to a kid) – children to make notes of key points.

Volcanic eruptions, Sun's energy, Green house classes, 1700's burning oil, coal cutting down trees, Food to feed people.

Task 1 – to write an explanation of what climate change is.

Task 2 – watch Polar bear climate change – this is a video with no words.

Be the commentator and write the talk over as though they were presenting this information as a news report.

Task 3 – watch how does climate change affect animals – this video does have words!!

CO₂ in atmosphere making leaves of trees poisonous. Respond to the question – can animals adapt to climate change after watching this video?

The video – Can wildlife adapt to climate change? Erin Eastwood gives the answers.

Task 4 – Throw away plastic – Why we need to stop plastic pollution (video is quite shocking – needs to be watched but may need a little chat first.)

Write an article to explain what we can do to reduce the use of throw away plastics.

Task 5 Watch -How to save our planet – Sir David Attenborough explains how humans can take charge of our future and save the planet.

The task is to write a plan to reduce humans carbon foot print on the planet – can we turn it round

We are out of balance with nature – how do we get it back – some ideas below

Reduce fishing, plant trees, reduce the amount of animals we eat, improve bio diversity – wild life – wild spaces need to grow in size, stop burning coal,

Task 6 – Write an explanation of what Bio diversity is and why it is important.

The video – What is biodiversity – Sir David Attenborough explains

Task 7 - Palm oil – what is Palm oil and should we buy it?

Write an argument for buying Palm oil or not after watching the video.

Spring 1 – The Atlantic Slave Trade

Link 1:  [know what trade means](#)

Long-term memory quizzes, games and revision: mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ types of cloud, precipitation and wind/ Peru/ Mexico/

Weekly 5-minute challenge: continents, seas, oceans and countries in the world from a blank map

Understand that some foods are grown in the UK and are then sent into supermarkets for us to buy such as vegetables, grains etc.

Understand that some crops are then processed e.g. sunflowers for oil.

Follow, <https://www.rgs.org/schools/teaching-resources/global-trade/> How did trade get global?

Link 2:  [know what an import and an export is](#)

Share read about trade

Long-term memory quizzes, games and revision: mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ types of cloud, precipitation and wind/ Peru/ Mexico/

Weekly 5-minute challenge: continents, seas, oceans and countries in the world from a blank map

Visit a supermarket and collect evidence about where produce come from. Write about where different foods in the supermarket come from.

Follow, <https://www.rgs.org/schools/teaching-resources/global-trade/> Food and global trade?

Teaching About Racism - Useful Resources

Stand up to Racism: <http://www.standup2racism.org.uk/resources/teaching/>

Show Racism the Red Card has downloadable resources under the Teacher's Section:
www.theredcard.org

The Equality and Human Rights Commission website has guidance and a toolkit for teaching equality and human rights in general, including anti-racism:
[secondary-education-resources](http://www.equalityhumanrights.com/secondary-education-resources)

Britkid is a website about race, racism and life, as seen through the eyes of British young people. There is a section for teachers on how to use the site as an educational tool:
<http://www.britkid.org/>

The Guardian has some useful resources as part of its Black History Month section, which can be used to embed anti-racism across the curriculum more generally:
<http://www.guardian.co.uk/uk/blackhistorymonth?INTCMP=SRCH>

ThoughtCo: <https://www.thoughtco.com/teaching-anti-racism-4149582>

TES: <https://www.tes.com/teaching-resource/racism-pshe-citizenship-lesson>
<https://www.tes.com/teaching-resource/racism-6153517>

Racism 1 hour Citizenship / PSHE lesson resources with starter handout and worksheets, suitable for KS3 / 4. Variety of different level tasks for MA,LA or Core , differentiated to 3 levels or more, designed to fit Ofsted criteria for ' Good' or above .

BBC Bitesize Racism: <https://www.bbc.co.uk/bitesize/clips/z73s34j>

ACT – Association for Citizen Education: <https://www.teachingcitizenship.org.uk/>

“**Addressing Inclusion: Effectively Challenging Racism in Schools**” is a resource developed by the Coalition for Racial Equality and Rights (CRER) and respectme, Scotland's anti-bullying service. The resource provides information and guidance to school staff on addressing racist bullying in Scottish schools and has been written to complement ‘[Respect for All](http://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf)’, the national approach to anti-bullying.<http://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf>

“**Celebrating Difference: Exploiting Stereotypes and Anti-Racism**” is a resource developed as part of the ‘[Celebrating Difference](http://bit.ly/CelebratingDifference)’ campaign, which is run by Respect Me, in partnership with LGBT Youth Scotland, the Scottish Association for Mental Health, Show Racism the Red Card, and the Scottish Government. It contains various lessons about challenging stereotypes. <http://bit.ly/CelebratingDifference>

‘**The Anti-Racist Educator**’ is a website that has been set up to share content about anti-racist educational approaches and language. It describes itself as “a safe space for all those who seek social justice through education” and it aims “to critically challenge racism and dominant ideologies by exploring teaching, discussing ideas and sharing learning resources for all to use.” <https://www.theantiracisteducator.com/>

The Black Curriculum [The Black Curriculum](#) is a social enterprise founded by young people in 2019, to address the lack of Black British in the UK Curriculum. Their free learning resources include 12 topics across Art History, Migration, Politics, and Land and Environment.

“Talking about Race” Web Portal by the National Museum of African American History and Culture

The portal is intended to help explore issues of race, racism and racial identity, featuring eight foundational subjects. The subjects have specific content for those in the teaching profession: <https://nmaahc.si.edu/learn/talking-about-race>

Black Lives Matter at School

[Black Lives Matter at School](#) is based in the USA, and offers a range of resources and links for Teachers which can be adapted to the UK context.

Link 3: What is the slave trade

Identify Africa on map.

Identify Europe – discuss the use of slaves, what slavery was – how did Britain benefit from the slave trade?

Transatlantic trading patterns which were established in mid – 17th century. Trading ships would sail from Europe with a cargo of manufactured goods to the west coast of Africa. These goods were then traded, over weeks and months, for captured people provided by African traders.

The voyage of the slave ships from the west coast of Africa carrying slaves to America is called the middle passage.

In 1807 the British Government passed an Act of Parliament abolishing the slave trade. Why is it important that everybody respects each other and that people are not slaves?

Link 4: Why were slaves used? (settlements and land use)

Slaves were sold to work on plantations in the Caribbean and America. Europeans had travelled to America and started to grow sugar and tobacco on plantations. They then sold these crops to people back in Europe.

British people ‘colonised’ countries and used slaves to generate their wealth. As a Peace mala Pal what are your

thoughts about this?

At modernslaveryeducation.com there are 3 lesson plans to develop the children's understanding of modern slavery.

1. Invisible slavery lesson
2. Protection and trust lesson
3. A slave free world

Spring 2- Europe

Link 1:  [know where Italy is](#)

Share read 'Introducing Europe' by Chris Oxlade

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ blizzards, hurricanes, floods, droughts, biosphere, geosphere/Brazil/wild fires/ global warming/ozone/caves/sandstone/ridge/escarpment

Learn the concept of continent.

Learn about Italy.

Identify where Italy is on different maps e.g. map of Europe, of the world, a globe. Learn tricks to identify where Italy is e.g. looks like a boot.

Look at the political geography of the country e.g. flag, capital, main cities.

Look at images and film clips of the country.

Follow, <https://www.rgs.org/schools/teaching-resources/the-mediterranean/> 'zoom in on Italy'

Compare Manchester to Naples.

Write a few sentences comparing Manchester and Naples.

Link 2:  [know where France is](#)

Share read 'Introducing Europe' by Chris Oxlade

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Australia/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/

Learn the concept of continent.

Learn about France.

Identify where France is on different maps e.g. map of Europe, of the world, a globe

Look at the political geography of the country e.g. flag, capital, main cities.

Look at images and film clips of the country.

Compare Manchester to Nice.

Write a few sentences about the country, comparing Manchester to Nice.

 **Link 3: [know where Germany is](#)**

Share read 'Introducing Europe' by Chris Oxlade

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Australia/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/

Learn the concept of continent.

Learn about Germany.

Identify where Germany is on different maps e.g. map of Europe, of the world, a globe.

Learn tricks to identify where Germany is.

Look at the political geography of the country e.g. flag, capital, main cities.

Look at images and film clips of the country.

Compare Manchester to Hamburg.

Write a few sentences about the country, comparing Hamburg to Manchester.

 **Link 4: [know where Spain is](#)**

Share read 'Introducing Europe' by Chris Oxlade

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Australia/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/

Learn the concept of continent.

Learn about Spain.

Identify where Spain is on different maps e.g. map of Europe, of the world, a globe. Learn tricks to identify where Spain is.

Look at the political geography of the country e.g. flag, capital, main cities.

Look at images and film clips of the country.

Compare Manchester to Granada.

Write a few sentences about the country, comparing Manchester to Granada.

 **Link 5: [know where Ireland is](#)**

Share read 'Introducing Europe' by Chris Oxlade

Long-term memory quizzes, games and revision: their address/ the capitals and flags of England, Scotland, Wales and Northern Ireland countries/ mountain/ desert/ Australia/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ NESW/ continent/

Learn the concept of continent.

Learn about Ireland.

Identify where Ireland is on different maps e.g. map of Europe, of the world, a globe.

Learn tricks to identify where Ireland is.

Look at the political geography of the country e.g. flag, capital, main cities.

Look at images and film clips of the country.

Compare Manchester to Cork.

Write a few sentences about the country, comparing Manchester to Cork.

Learn about Europe.

Carry out activities linked to maps of Europe.

Year 6: (SUMMER CONTENT) this unit is taught through Science.

Link 1:  **To know where the Galapagos Islands are**

Link to science

Long-term memory quizzes, games and revision: mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ types of cloud, precipitation and wind/ Peru/ Mexico/

Using different scale maps, identify and describe the location of the Galapagos Islands

Link 2:  **To know some of the physical geography of the Galapagos Islands**

Link to science

Long-term memory quizzes, games and revision: mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ types of cloud, precipitation and wind/ Peru/ Mexico/

Link 3:  **To use GIS systems to analyse data about Galapagos Islands**

Share read the biography of Antoni Gaudi

Long-term memory quizzes, games and revision: mountain/ desert/ Netherlands/ North and South Pole/ rivers in the UK/ names of the oceans/ names of gemstones/ continent/ countries in Europe/ islands in the UK/ parts of a river/ Greece/ Egypt/ Mediterranean/ minerals/ Cities in Australia/ climate/ hemisphere/ types of cloud, precipitation and wind/ Peru/ Mexico/

Know how to use GIS systems. Use maps to analyse features e.g. contours, land usage, road systems etc.