

# Geography Reception

Year Group	Autumn Term	Spring Term	Summer Term
Reception	<p><b>I can tell you where things are in my school</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul> <p style="text-align: center;"><b><u>ELG</u></b></p> <p><b>Understanding the World</b> <b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<p><b>I can tell you about celebrations and where they happen in the world</b></p> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p style="text-align: center;"><b><u>ELG</u></b></p> <p><b>Understanding the World</b> <b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p style="text-align: center;"><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>I can tell you how environments are different</b></p> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p style="text-align: center;"><b><u>ELG</u></b></p> <p><b>Understanding the World</b> <b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p style="text-align: center;"><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

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**Vocabulary:** on, under, next, around, left, right, over, place, quiet, calm, noisy, similar, same, old, new, past, home, school, forwards, backwards, environment, direction, route, country, world, celebration, hot, cold, wet, rain, wind, sun, Autumn, Winter, Summer, Spring.

# Geography Year 1

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	<p data-bbox="443 379 943 456"><b>I can tell you about our local environment.</b></p> <p data-bbox="407 464 663 491"><b><u>National Curriculum</u></b></p> <p data-bbox="407 531 689 558"><b>Locational Knowledge</b></p> <ul data-bbox="456 603 976 691" style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> </ul> <p data-bbox="407 730 815 758"><b>Human and Physical Geography</b></p> <ul data-bbox="456 802 965 922" style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p data-bbox="407 962 842 989"><b>Geographical Skills and Fieldwork</b></p> <ul data-bbox="456 1034 976 1465" style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• 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</li> <li>• 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</li> </ul>	<p data-bbox="1048 379 1458 456"><b>I can tell you what the United Kingdom is like.</b></p> <p data-bbox="1012 464 1267 491"><b><u>National Curriculum</u></b></p> <p data-bbox="1012 531 1294 558"><b>Locational Knowledge</b></p> <ul data-bbox="1061 603 1491 746" style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p data-bbox="1012 786 1420 813"><b>Human and Physical Geography</b></p> <ul data-bbox="1061 858 1491 1377" style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• use basic geographical vocabulary to refer to:               <ul data-bbox="1151 1018 1491 1377" style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul> <p data-bbox="1012 1417 1447 1444"><b>Geographical Skills and Fieldwork</b></p>	<p data-bbox="1550 379 2002 504"><b>I can tell you how Africa (Kenya) is different to the United Kingdom</b></p> <p data-bbox="1527 507 1783 534"><b><u>National Curriculum</u></b></p> <p data-bbox="1527 574 1809 601"><b>Locational Knowledge</b></p> <ul data-bbox="1576 646 1957 730" style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> </ul> <p data-bbox="1527 770 1747 798"><b>Place Knowledge</b></p> <ul data-bbox="1576 842 2007 1058" style="list-style-type: none"> <li>• 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.</li> </ul> <p data-bbox="1527 1098 1939 1125"><b>Human and Physical Geography</b></p> <ul data-bbox="1576 1169 2007 1473" style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to:               <ul data-bbox="1666 1417 1980 1473" style="list-style-type: none"> <li>○ key physical features, including: beach, cliff,</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>Key Questions to consider when planning</u></b>  Where is our school and what is it like?  What do we like about our school and how could we make it better?  What is the geography of where we live?  What do we mean by the local area?  What are the key features in our local area?  What is our locality like?  How do we get to school and what are the best/safest routes?  Do the children know the location of where they live in the United Kingdom in relation to the four countries, its largest cities and to Europe?  Do the children know the familiar physical and human geographical features of the immediate vicinity of their school?  Do the children know the key human and physical geographical features of their own home area?  Do the children know how to observe and record, in a variety of ways, significant examples of physical and human geographical features of the local area?  Do the children know how to use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to key physical and human geographical features?</p> <p><b><u>Speculating</u></b>  What do I already know about Baldwins Gate?</p> <p><b><u>Describing</u></b>  Where is Baldwins Gate?</p>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> </ul> <p><b><u>Key Questions to consider when planning</u></b>  What is the United Kingdom like?  What are the key differences between the countries of the Unites Kingdom?  Where is the United Kingdom in relation to other countries?  What are the seas and oceans around the UK?</p> <p><b><u>Speculating</u></b>  What do I already know about Baldwins Gate?</p> <p><b><u>Describing</u></b>  Where is this place?  What can you see?</p> <p><b><u>Explaining</u></b>  Why is it like this?</p> <p><b><u>Predicting</u></b>  How is it changing?  Why is it changing?</p> <p><b><u>Responding</u></b>  How does this place compare with Baldwins Gate?  What would it feel like to be here?</p> <p><b><u>Vocabulary</u></b></p>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> </ul> <p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> </ul> <p><b><u>Key Questions to consider when planning</u></b>  What is the weather like today?  How do we record and measure weather?  What do we expect the weather to be like in different seasons?  Do the children know the location of where they live in terms of the physical and human geography?  Do the children know how to locate Africa and Kenya on a world map? In what ways is Kenya similar to and different from the UK.  Do the children know the similarities and differences between their own location in the United Kingdom and the location of Kenya?  Do the children know how to use Google Earth to identify, locate and begin to explain the distribution of the human and physical</p>
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	<p>What can you see?</p> <p><b><u>Explaining</u></b> Why is it like this?</p> <p><b><u>Predicting</u></b> How is it changing? Why is it changing?</p> <p><b><u>Responding</u></b> What do I like about Baldwins Gate?</p> <p><b><u>Vocabulary</u></b> Address, buildings, grounds, postcode, school, area, compass direction, feature, key, north, route, place, people, country, United Kingdom, City, Europe, Tree, Wood, Forest, Landscape, Community, Natural, Transport, Physical geography, road safety, pollution, travel, Human geography, Plough, Timber, Railway, Local area, Land use, Scale, environment, residential.</p> <p><b><u>Fieldwork/Enrichment?</u></b> School fieldwork Fieldwork and Local walks around Baldwins Gate.</p> <p style="text-align: center;"><u>Geography Domains</u></p> <ul style="list-style-type: none"> <li>• Map and atlas work – navigation.</li> <li>• Place knowledge</li> <li>• Field work</li> <li>• Earths physical features</li> <li>• Human features of areas</li> <li>• Impact of humans on the environment</li> </ul>	<p>England, Northern Ireland, Scotland, Wales, United Kingdom, beach, cliff, coast, island, ocean, sea, capital city, Europe, journey, migration, overseas, river, forest, hill, mountain,</p> <p><b><u>Fieldwork/Enrichment?</u></b> Highland Games Flag making</p> <p style="text-align: center;"><u>Geography Domains</u></p> <ul style="list-style-type: none"> <li>• Map and atlas work – navigation</li> <li>• Place knowledge</li> <li>• Earths physical features</li> <li>• Human features of areas</li> <li>• Impact of humans on the environment</li> </ul>	<p>geographical features of Kenya and compare these with the local area? Do the children know how to use maps at various scales and online websites to identify time differences and estimate distances between the UK and Kenya and between the UK, Kenya and other locations in the world? Do the children know the types of traditional homes found in Kenya, compare and contrast these with their own homes and, through fieldwork, record and categorise types of homes found in the locality of their school?</p> <p><b><u>Speculating</u></b> What do I already know about this place?</p> <p><b><u>Describing</u></b> Where is this place? What can you see?</p> <p><b><u>Explaining</u></b> Why is it like this?</p> <p><b><u>Predicting</u></b> How is it changing? Why is it changing?</p> <p><b><u>Responding</u></b> How does this place compare with Baldwins Gate? What would it feel like to be here?</p> <p><b><u>Vocabulary</u></b> Country; Village; Town; City; World; Globe; Map; Sea; Day; Night; Autumn, Spring, Summer, Winter, Rain; Wind; Cloud; River; Wood; Boat Location; Nation; Ocean; Capital; Temperature, Settlement; Europe; Continent; United Kingdom; England;</p>
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# Geography Year 2

Year Group	Autumn Term	Spring Term	Summer Term
Year 2	<p><b>I can tell you about Oceans and Continents of the World</b>  <u>National Curriculum</u></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans.</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:           <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b><u>Key Questions to consider when planning</u></b></p>	<p><b>I can tell you where castles were built in the United Kingdom</b>  <u>National Curriculum</u></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:           <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents</li> </ul>	<p><b>I can tell you about hot and cold areas of the world in relation to the equator and the North and South Poles.</b>  <u>National Curriculum</u></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>use basic geographical vocabulary to refer to:           <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United</li> </ul>

Do the children know how to use world maps to identify and locate countries, continents, oceans and key physical features?  
 Does the Earth have a top and a bottom?  
 What do the children think is most remarkable about the Earth?  
 How do we find out about the Earth?  
 What can we learn about the world from an atlas?  
 What can we learn about the world from a globe?  
 What are the seas and oceans around the U.K?

**Speculating**

What do I already know about Baldwins Gate?

**Describing**

Where is Baldwins Gate?  
 What can you see?

**Explaining**

Why is it like this?

**Predicting**

How is it changing?  
 Why is it changing?

**Responding**

What do I like about Baldwins Gate?

**Vocabulary**

Continent, equator, globe, North Pole, ocean, beach, cliff, coast, island, sea, South Pole, atlas, country, features, river, mountains, names of continents and oceans.

**Fieldwork/Enrichment?**

Links with art or recycling.

Geography Domains

- Map and atlas work – navigation.
- Place knowledge

and oceans studied at this key stage.

- 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

**Key Questions to consider when planning**

Do the children know the location of where they live in the United Kingdom in relation to the four countries, its largest cities and to Europe?

Do the children know the location of where they live in terms of the physical and human geography?

Do the children know how to use world maps to identify and locate countries, continents, oceans and key physical features?

Do the children know how to locate the capital cities of the United Kingdom, locating castles in the cities?

What are villages like?

What are cities like?

**Speculating**

What do I already know about Baldwins Gate?

**Describing**

Where is Baldwins Gate?  
 What can you see?

**Explaining**

Why is it like this?

**Predicting**

How is it changing?  
 Why is it changing?

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.

**Key Questions to consider when planning**

Do the children know where the equator is and locate hot and cold countries based on their distance from the equator?

Do the children know the ways that the Arctic region and North Pole is similar to and different from Antarctica and the South Pole and offer reasons for such differences?

Do the children know how to compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain the similarities and differences?

Do the children know how to identify, recognise and describe the key geographical features of the Antarctic environment? - Do the children know how to identify, recognise and describe the key geographical features of the Sahara Desert?

What is the relationship between climate and habitat?

How do climates appear to be changing?

**Speculating**



	<ul style="list-style-type: none"> <li>• Earths physical features</li> <li>• Impact of humans on the environment</li> </ul>	<p><b><u>Responding</u></b> What do I like about Baldwins Gate?</p> <p><b><u>Vocabulary</u></b> Village, city, capital city, shop, detached house, terraced house, town, shield, landmark, castle, symbol,</p> <p><b><u>Fieldwork/Enrichment?</u></b> Stafford Castle</p> <p style="text-align: center;"><u>Geography Domains</u></p> <ul style="list-style-type: none"> <li>• Map and atlas work – navigation.</li> <li>• Place knowledge</li> <li>• Human features of areas</li> </ul>	<p>What do I already know about Baldwins Gate?</p> <p><b><u>Describing</u></b> Where is Baldwins Gate? What can you see?</p> <p><b><u>Explaining</u></b> Why is it like this?</p> <p><b><u>Predicting</u></b> How is it changing? Why is it changing?</p> <p><b><u>Responding</u></b> What do I like about Baldwins Gate?</p> <p><b><u>Vocabulary</u></b> Mountain; Valley; Snow; Ice; Desert; Wind; Rain; Pebbles; Shore; Hill; Cliff; Summer; Winter; Animal; Plant; River; Waterfall; Country; Jungle; Continent; Blizzard; Landscape; Ice Sheet; Temperature; Ocean Antarctica; Arctic; North Pole; South Pole; hibernate; Northern lights; Southern Ocean; Environment; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Predator; Food chain; Krill; Phytoplankton; Gorge</p> <p><b><u>Fieldwork/Enrichment?</u></b></p> <p style="text-align: center;"><u>Geography Domains</u></p> <ul style="list-style-type: none"> <li>• Map and atlas work – navigation.</li> <li>• Place knowledge</li> <li>• Earths physical features</li> <li>• Human features of areas</li> <li>• Impact of humans on the environment</li> </ul>
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# Geography Year 3

Year Group	Autumn Term	Spring Term	Summer Term
Year 3		<p style="text-align: center;"><b>I can tell you about the rainforest.</b></p> <p><b><u>National Curriculum</u></b> <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</li> </ul> <p><b>Human and Physical Geography</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts,</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Key Questions to consider when planning</b></p>	<p style="text-align: center;"><b>I can compare my locality with another area of the United Kingdom (Chester)</b></p> <p><b><u>National Curriculum</u></b> <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:           <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</li> </ul> </li> </ul>

Do the children know the location of the Amazon?  
 Do the children know where rainforests are located and why they are there?  
 Do the children know the layers of the rainforest?  
 Do the children know why the rainforest is under threat?  
 Do the children know the similarities and differences between temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world?  
 Do the children know how climate affects both the landscape of different biomes and the plants and animals that can live there?  
 Do the children know how to construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other location?  
 Why is climate the key factor in determining the nature and extent of a biome?  
 Which biomes are the most important ecologically?

**Speculating**

What do I already know about this place?

**Describing**

Where is this place?  
 What can you see?

**Explaining**

Why is it like this?

**Predicting**

How is it changing?  
 Why is it changing?

**Responding**

How does this place compare with Baldwins Gate?  
 What would it feel like to be here?

energy, food, minerals and water.

**Geographical Skills and Fieldwork**

- use maps 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.

**Key Questions to consider when planning**

How is my local area changing?  
 Why do people want to live in towns and cities?  
 Why can't all counties and administrative districts be the same size?  
 What are the U.K counties and districts?  
 How large is a region?  
 Do regions have clear boundaries?  
 Why is land used in different ways?  
 What is Chester like?  
 Do the children know the similarities and differences between Stoke on Trent in the United Kingdom and Chester?  
 Do the children know the location of where they live in terms of the physical and human geography?  
 Do the children know how to observe and record, in a variety of ways, significant examples of physical and human geographical features of the local area?

**Speculating**

**Vocabulary**

Weather; Climate; Temperature; Pattern North Pole; Equator; Location; Annual; Emergent layer; Forest Floor; logging; Canopy; Understory; Winter; Summer; Mild; Season; Country; Shrubs; Trees; Moss; Animals; Forest; City; Cloud; Mountain; Temperate; Climate graph; Classification; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Northern Hemisphere; Southern Hemisphere; Average; River; Oxygen; Meteorological; Climate station; Coniferous; Tropical; Rainforest; Environment; Grassland; Herbivores; Landscape; Lichens; Deciduous; Evergreen; Predators; Humid; Drought; Carnivore; Biome; South America; Amazon Basin; Amazonia; Nile; Tributary; Source; Mouth; Humid; Convection; Condensation; Thunderstorm;

**Fieldwork/Enrichment?**

Art and craft links – rainforest dioramas.

Geography Domains

- Map and atlas work – navigation.
- Place knowledge
- Earths physical features
- Human features of areas
- Impact of humans on the environment

What do I already know about this place?

**Describing**

Where is this place?  
What can you see?

**Explaining**

Why is it like this?

**Predicting**

How is it changing?  
Why is it changing?

**Responding**

How does this place compare with Baldwins Gate?  
What would it feel like to be here?

**Vocabulary**

City; industry; route; trade; address; county; district; grid reference; postcode; land use;

**Fieldwork/Enrichment?**

Day trip to Chester?

Geography Domains

- Map and atlas work – navigation.
- Place knowledge
- Field work
- Earths physical features
- Human features of areas
- Impact of humans on the environment

# Geography Year 4

Year Group	Autumn Term	Spring Term	Summer Term
Year 4	<p data-bbox="398 354 878 391"><b>I can tell you about Europe</b></p> <p data-bbox="349 456 636 515"><u>National Curriculum</u> Locational Knowledge</p> <ul data-bbox="398 560 922 1273" style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics.</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p data-bbox="349 1382 568 1409">Place Knowledge</p>	<p data-bbox="996 354 1487 472"><b>I can tell you about the mountains and rivers of the world</b></p> <p data-bbox="952 480 1238 539"><u>National Curriculum</u> Locational Knowledge</p> <ul data-bbox="1001 584 1525 762" style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics.</li> </ul> <p data-bbox="952 804 1171 831">Place Knowledge</p> <ul data-bbox="1001 876 1525 1026" style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</li> </ul> <p data-bbox="952 1067 1361 1094"><u>Human and Physical Geography</u></p> <ul data-bbox="1001 1139 1525 1449" style="list-style-type: none"> <li>• describe and understand key aspects of:               <ul data-bbox="1099 1206 1518 1449" style="list-style-type: none"> <li>○ physical geography, including: climate zones, mountains and the water cycle</li> <li>○ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</li> </ul> </li> </ul>	<p data-bbox="1581 354 2107 472"><b>I can tell you what Italy is like and how it is different to my locality</b></p> <p data-bbox="1554 480 1841 539"><u>National Curriculum</u> Locational Knowledge</p> <ul data-bbox="1603 584 2128 1070" style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p data-bbox="1554 1115 1774 1142">Place Knowledge</p> <ul data-bbox="1603 1187 2128 1366" style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p data-bbox="1554 1410 1966 1437"><u>Human and Physical Geography</u></p>

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

### 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.

#### Key Questions to consider when planning?

What is Europe like?  
What makes Europe distinctive?

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.

#### Key Questions to consider when planning

How are landscapes different?  
What are the features of a mountain environment?  
What are the features of a river environment?  
Do the children know what geographers define as mountains and understand how this can lead to disagreements?  
Do the children know the location of Snowdonia National Park in the UK?  
Why are mountains so important?  
Do the children know the localities of the largest mountain ranges in the world and the countries that they cover?  
Do the children know the features of a range of rivers in the United Kingdom and compare these to other rivers across the world?  
Do children know how physical features of rivers change from source to mouth?  
Do the children know the features of river estuaries and explain why they are such ecosystems for wildlife?  
Do children know and can locate, describe and explain mountain tourist attractions?  
Do the children know how to use OS maps, aerial photographs and GIS to recognize, describe, compare and contrast and explain how

- describe and understand key aspects of:

- physical geography, including: climate zones, mountains 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.

#### Key Questions to consider when planning

What is Italy like?  
Do the children know the similarities and differences between Stoke on Trent in the United Kingdom and Italy?  
Do the children know the location of where they live in terms of the physical and human geography?  
Do the children know the location of where Italy is in terms of physical and human geography?  
Do the children know how to observe and record, in a variety of ways, significant examples of physical and human geographical features of the local area?  
How are we linked to Italy through trade?  
Where does food come from?

	<p>Why do so many people seem to like mountain landscapes?</p> <p><b><u>Speculating</u></b> What do I already know about this place?</p> <p><b><u>Describing</u></b> Where is this place? What can you see?</p> <p><b><u>Explaining</u></b> Why is it like this?</p> <p><b><u>Predicting</u></b> How is it changing? Why is it changing?</p> <p><b><u>Responding</u></b> How does this place compare with Baldwins Gate? What would it feel like to be here</p> <p><b><u>Vocabulary</u></b> Border; landlocked; Atlantic; Arctic; Black Sea; Mediterranean Sea; Forest: Mountain; Europe; Baltic Sea; glacier;</p> <p style="text-align: center;"><u>Geography Domains</u></p> <ul style="list-style-type: none"> <li>• Map and atlas work – navigation.</li> <li>• Place knowledge</li> <li>• Earths physical features</li> <li>• Human features of areas</li> </ul>	<p>physical features change along the course of a river? Do the children know the changes along a section of a local river and use fieldwork techniques to measure, record and present and explain these? Do the children know how to interpret a range of geographical evidence to reach conclusions as to why some rivers are at risk of serious annual flooding? How does water affect our lives? Is water the most important natural resource of all? Where does water come from? What are people doing to improve water supplies?</p> <p><b><u>Speculating</u></b> What do I already know about this place?</p> <p><b><u>Describing</u></b> Where is this place? What can you see?</p> <p><b><u>Explaining</u></b> Why is it like this?</p> <p><b><u>Predicting</u></b> How is it changing? Why is it changing?</p> <p><b><u>Responding</u></b> How does this place compare with Baldwins Gate? What would it feel like to be here?</p> <p><b><u>Vocabulary</u></b> Barrier; mountain pass; mountain range; national park; peak; delta; gorge; lake; marsh; source; tributary; waterfall; river; mouth; course; channel; stream; estuary; flood; valley; settlement; erosion; recreation; leisure; habitat; pollution; meander; flood plain; water cycle,</p>	<p>Where does the UK and Italy get there natural resources from? What is the difference between work and leisure?</p> <p><b><u>Speculating</u></b> What do I already know about this place?</p> <p><b><u>Describing</u></b> Where is this place? What can you see?</p> <p><b><u>Explaining</u></b> Why is it like this?</p> <p><b><u>Predicting</u></b> How is it changing? Why is it changing?</p> <p><b><u>Responding</u></b> How does this place compare with Baldwins Gate? What would it feel like to be here?</p> <p><b><u>Vocabulary</u></b> Food miles; label; organic; soil; electricity; export; fossil fuel; mineral; oil; turbine; mountain; leisure; settlement; cities; towns; villages;</p> <p><b><u>Fieldwork/Enrichment?</u></b></p> <p style="text-align: center;"><u>Geography Domains</u></p> <ul style="list-style-type: none"> <li>• Map and atlas work – navigation.</li> <li>• Place knowledge</li> <li>• Earths physical features</li> <li>• Human features of areas</li> </ul>
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condensation; deforestation; drain; evaporation;  
transpiration

**Fieldwork/Enrichment?**

**River study – Wolseley Centre**

Geography Domains

- Map and atlas work – navigation.
- Place knowledge
- Earths physical features
- Impact of humans on the environment



# Geography Year 5

Year Group	Autumn Term	Spring Term	Summer Term
Year 5	<p data-bbox="353 354 922 434"><b>I can tell you about our extreme earth</b></p> <p data-bbox="353 469 636 529"><b>National Curriculum</b> <b>Locational Knowledge</b></p> <ul data-bbox="398 571 922 1002" style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p data-bbox="353 1040 761 1069"><b>Human and Physical Geography</b></p> <p data-bbox="448 1107 922 1136">describe and understand key aspects of:</p> <ul data-bbox="497 1177 922 1423" style="list-style-type: none"> <li>physical geography, including: climate zones, volcanoes and earthquakes.</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</li> </ul>	<p data-bbox="958 354 1505 434"><b>I can tell you about North and South America</b></p> <p data-bbox="958 469 1240 529"><b>National Curriculum</b> <b>Locational Knowledge</b></p> <ul data-bbox="1003 571 1527 1002" style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p data-bbox="958 1040 1173 1069"><b>Place Knowledge</b></p> <ul data-bbox="1003 1107 1527 1264" style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America .</li> </ul> <p data-bbox="958 1302 1361 1331"><b>Human and Physical Geography</b></p> <ul data-bbox="1003 1369 1527 1398" style="list-style-type: none"> <li>describe and understand key aspects of:</li> </ul>	

energy, food, minerals and water.

### Geographical Skills and Fieldwork

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

#### **Key Questions to consider when planning**

What is a volcano?  
Where are they in the world and why?  
Why do people live near them?  
How do we know when one is about to erupt?  
What are earthquakes?  
What are tsunamis?  
Where do earthquakes happen and why?  
Why do some earthquakes cause more damage than others?  
What causes earthquakes and tsunamis?  
How are people affected by earthquakes?  
What is it like to live near a volcano?

#### **Speculating**

What do I already know about this place?

#### **Describing**

Where is this place?  
What can you see?

#### **Explaining**

Why is it like this?

#### **Predicting**

How is it changing?  
Why is it changing?

#### **Responding**

How does this place compare with Baldwins Gate?  
What would it feel like to be here?

- 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.

#### **Key Questions to consider when planning**

What are the most significant landscapes and regions in North America?  
Why is the USA the most powerful country in North America even though it is not the largest?  
What is special about the Caribbean?  
What is South America like?  
What are the key features of South America?  
What different regions are there?  
What environmental issues affect the continent?  
What is Lake Titicaca like?

#### **Speculating**

What do I already know about this place?

#### **Describing**

Where is this place?  
What can you see?

#### **Explaining**

Why is it like this?

	<p><b><u>Vocabulary</u></b>  Cluster; earthquake; pattern; plate boundaries; zone; crust; magma; earthquake; mantle; tectonic plate; tsunamis; aftershock; drill; vent; crops; fertile; lava; seismometer; monitoring centre; ash; erupt; glacier; particles; richter scale; dormant; extinct; fault; epicentre; chamber;</p> <p style="text-align: center;"><u>Geography Domains</u></p> <ul style="list-style-type: none"> <li>• Map and atlas work – navigation.</li> <li>• Place knowledge</li> <li>• Earths physical features</li> <li>• Impact of humans on the environment</li> </ul>	<p><b><u>Predicting</u></b>  How is it changing?  Why is it changing?</p> <p><b><u>Responding</u></b>  How does this place compare with Baldwins Gate?  What would it feel like to be here?</p> <p><b><u>Vocabulary</u></b>  Prairie; Rocky Mountains; tundra; names of key countries and cities in North America; Caribbean; hurricane; tropic of Cancer; continent; country; equator; rainforest; region; tropics</p> <p style="text-align: center;"><u>Geography Domains</u></p> <ul style="list-style-type: none"> <li>• Map and atlas work – navigation.</li> <li>• Place knowledge</li> <li>• Earths physical features</li> <li>• Human features of areas</li> <li>• Impact of humans on the environment.</li> </ul>	
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# Geography Year 6

Year Group	Autumn Term	Spring Term	Summer Term
Year 6	<p data-bbox="365 355 909 475"><b>I can tell you about the biomes of the world and the human impact on them</b></p> <p data-bbox="349 480 633 539"><u>National Curriculum</u> Locational Knowledge</p> <ul data-bbox="398 582 922 1294" style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p data-bbox="349 1331 761 1361"><u>Human and Physical Geography</u></p> <ul data-bbox="398 1401 922 1431" style="list-style-type: none"> <li>describe and understand key aspects of:</li> </ul>		<p data-bbox="1559 355 2125 475"><b>I can compare a coastline of the United Kingdom and the Caribbean</b></p> <p data-bbox="1552 480 1836 539"><u>National Curriculum</u> Locational Knowledge</p> <ul data-bbox="1601 582 2128 1294" style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p data-bbox="1552 1331 1776 1361"><u>Place Knowledge</u></p> <ul data-bbox="1601 1401 2128 1463" style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human</li> </ul>

- ■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.

**Key Questions to consider when planning**

Why is climate the key factor in determining the nature and extent of a biome?  
 Which biomes are the most important ecologically?  
 Why are jungles so wet and deserts so dry?  
 Do the children know how to construct and compare climate graphs?  
 Do the children know how plants and animals are adapted to the climate of either the coniferous forest or savanna biome?  
 Do the children know how climate affects both the landscape of different biomes and the plants and animals that can live there?  
 Do the children know how global warming is affecting weather patterns around the world and

and physical geography of a region of the United Kingdom.

**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.

**Key Questions to consider when planning**

Do the children know why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels? Do the children know the physical and

evaluate its impact in different places?  
 Do the children know how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be?

**Speculating**  
 What do I already know about this place?

**Describing**  
 Where is this place?  
 What can you see?

**Explaining**  
 Why is it like this?

**Predicting**  
 How is it changing?  
 Why is it changing?

**Responding**  
 How does this place compare with Baldwins Gate?  
 What would it feel like to be here?

**Vocabulary**  
 Forest; grassland; desert; tundra; aquatic; convection; jungle; logging; rainforest; ranching; tropics; oasis; mirage; date palm; cactus; savannah; season;

**Fieldwork/Enrichment?**

Geography Domains

- Map and atlas work – navigation.
- Place knowledge
- Earths physical features
- Human features of areas
- Impact of humans on the environment

human geography of Llandudno and those of the local area/region?  
 Do the children know and can locate, describe and explain the tourist attractions of Llandudno by interpreting and making judgements from evidence presented on Ordnance Survey maps?  
 Do the children know how to measure, record, compare and contrast climate data for Llandudno with where they live and begin to offer reasons for their observations?  
 Do the children know what life is like for people living in Llandudno through fieldwork and by studying photographs and satellite images?  
 Do the children know how to compare land use in Llandudno with the local area?

**Speculating**  
 What do I already know about this place?

**Describing**  
 Where is this place?  
 What can you see?

**Explaining**  
 Why is it like this?

**Predicting**  
 How is it changing?  
 Why is it changing?

**Responding**  
 How does this place compare with Baldwins Gate?  
 What would it feel like to be here?

**Vocabulary**  
 Fieldwork; beach; cliff; coast; transect; pier; Great Orme; land use; settlement; primary data; secondary data; long-shore drift; shingle; sediment; housing;

**Fieldwork/Enrichment?**

human geography of Llandudno and those of the local area/region?  
 Do the children know and can locate, describe and explain the tourist attractions of Llandudno by interpreting and making judgements from evidence presented on Ordnance Survey maps?  
 Do the children know how to measure, record, compare and contrast climate data for Llandudno with where they live and begin to offer reasons for their observations?  
 Do the children know what life is like for people living in Llandudno through fieldwork and by studying photographs and satellite images?  
 Do the children know how to compare land use in Llandudno with the local area?

**Speculating**  
 What do I already know about this place?

**Describing**  
 Where is this place?  
 What can you see?

**Explaining**  
 Why is it like this?

**Predicting**  
 How is it changing?  
 Why is it changing?

**Responding**  
 How does this place compare with Baldwins Gate?  
 What would it feel like to be here?

**Vocabulary**  
 Fieldwork; beach; cliff; coast; transect; pier; Great Orme; land use; settlement; primary data; secondary data; long-shore drift; shingle; sediment; housing;

**Fieldwork/Enrichment?**

			<ul style="list-style-type: none"><li>• Coastline fieldwork/study</li></ul> <p style="text-align: center;"><u>Geography Domains</u></p> <ul style="list-style-type: none"><li>• Map and atlas work – navigation.</li><li>• Place knowledge</li><li>• Earths physical features</li><li>• Human features of areas</li><li>• Impact of humans on the environment</li></ul>
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