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| **Year Group** | **Autumn Term** | | **Spring Term** | | | **Summer Term** | |
| **Reception** | **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. (ELG UTW ppc)**  **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW ppc)**  **Know some similarities and differences between …. contrasting environments, drawing on their experiences and what has been read in class. (UTW nw)**  Know my address  talk about my home and where I live.  Simple maps  Describe their immediate environment (natural environments) | **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW pcc)**  Know London is a city and how this is different to where they live (Iink to Guy Fawkes) |  | **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. (ELG UTW nw)**  Seasons -  Aut, Winter, Spring  Environmental walk | | **Explore the natural world around them, making observations and drawing pictures of animals and plants; ELG (UTW. nw)**  **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;**  **ELG (UTW. nw)**  Think about pollution and how to prevent this**.** | **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. ELG (UTW - pcc)**  **Explore the natural world around them, making observations and drawing pictures of animals and plants; ELG (UTW. nw)**  Seasons - summer  DIfferent locations in England - My Town, A city, a coastal resort  Hot and cold places  Focus - India  North Pole |
| **Year 1** | **Local Area**  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  Aerial photographs, recognise landmarks, Devise a simple map and use basic symbols  **Fieldwork around school/ High Crompton** |  | **Weather**  Identify seasonal and daily weather patterns in the United Kingdom  Locate UK on globe, map atlas to identify the  UK countries and its countries, the characteristics of the 4 countries and Capital Cities in the UK and the surrounding seas |  | | **The location of hot and cold areas of the world**  Use globes,atlases and world maps. |  |
| **Year 2** |  | | **Where in the World ?**  Use world maps, atlases and globes to identify the 7 continents and the 5 oceans  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. | | **Isle of Coll**  use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation  key human features, including: city, town, village, farm, house, port, harbour and shop  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 | **Mexico**  Focus on a small contrasting area (Tocuaro) and compare it to where we live ( Oldham).  Use basic geographical vocabulary to refer to:   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. * key human features, including: city, town, village, farm, house, office, and shop | |
| **Year 3** |  | |  | | | **Rivers**  Describe and understand key aspects of:   * physical geography, including: rivers and the water cycle.   Name and locate within the United Kingdom key topographical features (rivers)  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.    Use symbols and key (including the use of Ordnance Survey maps) tobuild their knowledge of the United Kingdom  Use fieldwork Castleshaw 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.  **Field visit to Castleshaw** | |
| **Year 4** |  | | **European Countries/Region of Spain**  **(Catalonia)/ Region of UK (Greater Manchester)**  Locate the world’s countries, using maps to focus on Europe (including the location of  Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.    Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)**in Greater Manchester (region of NW England).**  **Compare to Catalonia (region of a European country)**  **Understand geographical similarities and differences through the study of human and physical geography of a region in a European country(Catalonia)**  **Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | |  | |
| **Year 5** | **Mountains, Volcanoes and Earthquakes**  Describe and understand key aspects of: physical geography, including: volcanoes, earthquakes and mountains  **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** | **Climate Zones and Biomes**  Describe and understand key aspects of:  physical geography, including: mountains (world),climate zones, biomes and vegetation belts, 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** |  | | | **Regions of UK/Coasts**  **Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time**  **Use 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.**  **Field study : Crosby Beach**  Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | |
| **Year 6** | **Rainforest/South America**  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn  Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions,  key physical and human characteristics, countries, and major cities.  Place knowledge  Understand geographical similarities and differences through the study of human and physical geography of 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. * 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 to build their knowledge of the wider world | |  | | | **Where in the World?**  ***Revision and development of map skills. Where possible link to current news events in the world.***  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,( revisit from Autumn Term) Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  Geographical skills :  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use the eight points of a compass, 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 | |