

Curriculum Subject Progression Grid

Geography



KEY

Red: Eatock Curriculum

Green: LOTC

Links to previous learning

Educational Programme for Understanding The World

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. These are the starting point for designing our bespoke curriculum.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals are levels of development children should be expected to have attained by the end of the EYFS. The ELGs support teachers in making a holistic, best-fit judgement about a child's development, and their readiness for year 1.

ELG: **Past and Present** Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: **People, Culture and Communities** Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

- 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: **The Natural World** Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Assessment in EYFS

Ongoing assessment is an integral part of the learning and development process. It should not require prolonged breaks from interaction with the children or excessive paper work. It involves practitioners knowing the children's level of achievement and interests and shaping teaching and learning experiences in reflection of this.

Geography at Eatock

Through the teaching of Geography we aim to develop the children's knowledge and understanding of people, places and environments around the world. As children study Geography they gain an appreciation of life in other countries and cultures. Geography inspires children to think about their own place in the world, their values and their rights. Geography teaching motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. We also aim to provide the children with opportunities to work through the essential elements and concepts of Geography. In line with the 2014 National Curriculum: Geography Programme of Study, we promote a curiosity and fascination about the world and its people that will continue to develop throughout their lives. 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.

At Eatock Primary School, we encourage children to respect and care for their environment to sustain its future. With an exciting and positive learning environment we are committed to igniting the passion to travel to, see, support and experience different sights, cultures and climates of the world.

At Eatock Primary School we incorporate Geography into our holistic themed learning, therefore children are immersed into the subject using a variety of practical and cross-curricular learning opportunities. Aspects of Geography are implemented and developed through a spiral curriculum, where children revisit and expand their skills of collecting, analysing and interpreting data to communicate their findings and understanding of their environment. As well as its topic elements, independent elements of geography relating to locality are touched upon

throughout the year. Due to our school's location, learners can investigate and explore a wide range of concepts that can be applied within their local area. At Eatock Primary School we provide unique opportunities for children to explore the diverse environments within our locality. We encourage a wide use of ICT resources to explore countries and lifestyles that differ to our own. Further to this we invite local experts and professionals into school, to enrich children's learning and to highlight the importance of geographical concepts in the real world.

National Curriculum 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.

Pupils should be taught to:

Locational knowledge

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

Place knowledge [L][SEP]

- 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 [L][SEP]

Human and physical geography [L][SEP]

- 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 [L][SEP]
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, [L][SEP]ocean, river, soil, valley, vegetation, season and weather [L][SEP]
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop [L][SEP]

Geographical skills and fieldwork [L] [SEP]

- 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 [L]
[SEP]
- 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 [L]
[SEP]
- 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 [L]
[SEP]
- 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. [L]
[SEP]

Key stage 2 [L] [SEP]

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.

Geography Coverage Overview

Year	Autumn	Spring	Summer
Year 1	Our Local Area	The United Kingdom	The Continents
Year 2	Our World	Landmarks	Egypt
Year 3	Europe and Volcanoes	Prehistoric Settlements	Rivers
Year 4	North and South America	Rainforests and Deserts	Cotton
Year 5	Settlements	UK Rivers	Scandinavia
Year 6	Coal	Transport	Mapwork

Year	Fieldwork
Year 1	School grounds, Wildlife Area and walk to Daisy Hill and Westhoughton
Year 2	School grounds, Wildlife Area, walk to church, shops and Eatock Lodge.
Year 3	School grounds, Wildlife Area, walk in local area
Year 4	School grounds, Wildlife Area, walk to Eatock Lodge and High street (Westhoughton)
Year 5	Local area and Chester
Year 6	Local area, Astley Mining Museum, Rivington

National Curriculum	Key knowledge and skills that will be revisited in Y1 Geography - Eatock school is in Daisy Hill and Daisy Hill is in Westhoughton. - That the children live in Daisy Hill, in Westhoughton, which is within Bolton area.		
<u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to key physical and human features Use simple compass directions and	Yr 1 Autumn Term: Our Local Area		
	Key Learning	Vocabulary	Assessment
	<u>Place and locational knowledge</u> WALT: Name and locate where we live (Daisy Hill, Westhoughton, Bolton, North West of England) on a map of the UK. WALT: Use simple compass directions (North, South, East, West) to identify features on the school site and Daisy Hill. WALT: Use locational and directional language to describe the location of Daisy Hill, Westhoughton, Bolton e.g. Daisy Hill is in the South of Westhoughton etc WALT: Use simple compass directions(North, South, East, West) to show where Bolton and London are on a map of the UK.	<u>Place and Locational Knowledge</u> Map, symbol Daisy Hill Westhoughton, Bolton Country Local / close Local area Train station Town Hall Park, farm, house North, south, west, east Compass Direction	<u>Place and locational knowledge</u> I can name and locate where we live. I can use simple compass directions/locational/directional language to describe locations and routes. I can describe the location of familiar places.

locational and directional language to describe location of features and routes on a map.	<u>Fieldwork</u> WALT: Plan a route giving reasoned explanations WALT: Observe and record information about the local area Daisy Hill and then Westhoughton e.g. how many shops there are near the school, how many bus stops are there close to the school etc WALT: Identify different interesting things in the local area. (Children to take photos of interesting things in Daisy Hill and Westhoughton). WALT: Devise a simple map and construct basic symbols in a key based on our local area. <u>Oracy:</u> <i>WALT share what we found interesting on our walk and why. (Use pictures from walk in local area- Daisy Hill and then Westhoughton).</i>	<u>Fieldwork</u> Area Shop School Route	<u>Fieldwork</u> I can plan a route and give explanations. I can observe and record information in the local area. I can identify and explain different interesting things in the local area. I can ask a range of geographical questions.
<u>Geographical Skills and Fieldwork</u> Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment.	WALT: Devise a simple map and construct basic symbols in a key.	Season Pattern Weather	I can devise a simple map. I can recognise basic map symbols and begin to understand the need for a key. I can offer some reasoned explanations for locations in and around school and the local area.
Devise a simple map and use and construct basic symbols in a key. Identify seasonal and daily weather patterns in the UK	ONGOING WALT: Name the seasons and daily weather patterns in the UK. WALT: Observe the season each term (keep a record of the weather at different times of the year)		I can name the seasons. I can observe the seasons

Geography AUTUMN Term Summative Assessment Task:		
Assessment focus	Task	Additional notes
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use simple compass directions and locational and directional language to describe location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key. Identify seasonal and daily weather patterns in the UK.	Group teacher / TA led task: Children can name and locate where they live (Daisy Hill, Westhoughton, Bolton, North West of England) on a map of the UK. Can use simple compass directions (North, South, East, West) to identify features on the school site and Daisy Hill. Can use locational and directional language to the location of Daisy Hill, Westhoughton, Bolton e.g. Daisy Hill is in the South of Westhoughton etc <u>Fieldwork</u> Can plan a route giving reasoned explanations. Can observe and record information about the local area Daisy Hill and then Westhoughton e.g. how many shops there are near the school, how many bus stops are there close to the school etc Can identify different interesting things in the local area. Can devise a simple map and construct basic symbols in a key based on our local area. <u>Oracy:</u> <i>WALT share what we found interesting on our walk and why. (Use pictures from walk in local area- Daisy Hill and then Westhoughton).</i> ONGOING Begin to name the seasons and daily weather patterns in the UK.	Teacher / TA to make assessment notes.

National Curriculum continued...	Yr 1 Spring Term : The United Kingdom		
<u>Geographical Skills and Fieldwork</u>	Key Learning	Vocabulary	Assessment
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. Devise a simple map and use and construct basic symbols in a key. <u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to key physical and human features.	<u>Place and locational knowledge</u> WALT: Use simple compass directions (North, South, East, West) to identify features on the school site and Daisy Hill. WALT: Use simple compass directions (North, South, East, West) to show where Bolton and London are on a map of the UK. WALT: Make a simple map of : a) Eatock school site b) Daisy Hill and construct and use simple symbols in a key. WALT: Understand the similarities and differences between Daisy Hill, Westhoughton, Bolton e.g. all have train stations, WH and Bolton have a town hall etc. <u>Fieldwork</u> WALT: Observe and record information about the local area Daisy Hill and then Westhoughton e.g. How many shops there are near the school, how many bus stops are there close to the school etc	<u>Place and locational knowledge</u> North, south, west, east Compass <u>Human and physical geography</u> Station Railway Factory Farm House Shop Town Hall City,town,village London North West	<u>Place and locational knowledge</u> <u>Human and physical geography</u> I can describe how places can be different. I can construct a map and use simple symbols in a key. I understand the similarities and differences between different places.

Geography SPRING Term Summative Assessment Task:		
Assessment focus	Task	Additional notes
<u>Locational knowledge</u> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Place knowledge</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <u>Geographical Skills and Fieldwork</u> 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.	• Name, locate and identify directional differences in the four countries and capital cities of the UK and surrounding seas on a map. • Accurately use locational and geographical vocabulary. • Name and locate where we live and where London is located(use north, south, east, west) on a map of the UK • Recognise and name some London landmarks using photographs and digital images. • Identify seasonal and daily weather patterns in the UK	Teacher / TA to make assessment notes.
Human and physical geography	Group teacher / TA led task: Are children able to use geographical vocabulary accurately? ie key physical and human features? Can they name and identify key human and physical features?	Teacher / TA to make assessment notes.

National Curriculum continued...	Yr 1 Summer Term : The Continents		
<u>Locational Knowledge</u>	Key Learning	Vocabulary	Assessment
name and locate the world's seven continents and name the five oceans. <u>Geographical skills and fieldwork</u> 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.	<u>Place and locational knowledge</u> WALT: Name and locate the world's seven continents and name the five oceans (use world maps, atlases and globes) WALT: Find the hot and cold areas of the world in relation to the Equator and the North and South Poles on a map. <u>Human and physical geography</u> WALT: Name human and physical features on the world's seven continents <u>Fieldwork</u> WALT: Create an aerial map of the school site (use different sized building blocks) WALT: Create a memory map of the local area. ONGOING WALT: Name the seasons and daily weather patterns in the UK. WALT: observe the season each term (keep a record of the weather at different times of the year) WALT: Explain differences in the seasons (clothing and weather e.g. winter: coat, summer: t shirt. Pack a suitcase for a winter holiday compared to a summer holiday). Oracy: Role Play 'Weather Forecast' (use sentence stems)	Continent Europe, North America, South America, Asia, Australia, Antarctica Equator North and south pole Globe Weather vocab Aerial Left , Right North South Photograph Ariel (above) School Church Lodge Shop Map Season Pattern Weather	I can name and locate the worlds seven continents and name the five oceans (use maps, atlases and globes) I can find hot and cold places on a map and a globe I can name and locate some human and physical features on the world's seven continents I can create an aerial map of the school I can identify left, right, north and south. I can name and describe the features of the seasons. I can observe the seasons.

Geography SUMMER Term Summative Assessment Task:		
Assessment focus	Task	Additional notes
Human and physical geography	Group teacher / TA led task: • Can the children name and locate the world's seven continents? • Can the children name the five oceans? • Can children identify hot and cold places on a world map? • Can children locate the Poles and equator on a world map? • Can the children name human and physical features on the world's seven continents? • Can the children identify physical features in photographs? • Can the children identify human features in photographs? <u>Oracy:</u> <i>Role Play 'Weather Forecast' (use sentence stems)</i> <u>Fieldwork</u> Are children able to create an aerial map of the school site/local area?	Teacher / TA to make assessment notes.
Human and physical geography	Group teacher / TA assessments: • Can the children name human and physical features on the world's seven continents? • Can the children name the seasons and daily weather patterns in the UK? • Can the children identify and explain differences in the seasons?	

National Curriculum 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 Fieldwork Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and	Key knowledge and skills that will be revisited in Y2 • Use simple compass directions (North, South, East, West) to identify features on the school site and Daisy Hill. • Name and locate the four countries and their capital cities of the UK and surrounding seas on a map and a globe. • Name the world's seven continents and five oceans (use maps, atlases and globes). • Name London landmarks including the River Thames.		
	Yr 2 Autumn Term: Our World		
	Key Learning	Vocabulary	Assessment
	<u>Locality and Place Knowledge</u> WALT: Use maps, atlases and globes to identify the world's seven continents and five oceans. WALT: Locate and name some key London landmarks. <u>Fieldwork/ Human and Physical features</u> WALT: Observe and record the features around the school and identify how they differ (e.g. the different types of plants, the animals seen by the pond compared to the animals seen on the road, the different amounts of traffic on the Daisy Hill roundabout compared to the school road). WALT: Make a diagram to show the features around the school (follow on from lesson above)	Continent Europe North America South America Asia Australia Antarctica Atlantic Ocean Pacific Ocean Indian Ocean Southern Ocean	<u>Locality and Place Knowledge</u> I can name the seven continents. I can name the world's five oceans. I can name an some famous London landmarks.

far; left and right], to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key. <u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to key physical and human features.	WALT: Use compass directions to navigate around the school grounds. WALT: Describe features on a map of the school grounds. WALT: Read a treasure map using a key and symbols. WALT: Use and construct symbols in a key with a focus on a Pirate Island. WALT: I can use basic geographical vocabulary to refer to physical features e.g.beach,cliff,coast,forest,hill,mountain,sea,ocean,river,soil,valley,vegetation (link to Pirate Island). WALT: Ask geographical questions and use geographical vocabulary accurately. WALT : Use both maps and globes to identify the hottest and coldest places in the world. <u>Oracy:</u> <i>Presentation (use sentence stems)_Describe how to locate the buried treasure on a map.</i> <u>Oracy:</u> <i>Identify and simply describe the oceans and continents.</i>	Arctic Ocean Landmark beach, cliff, coast forest, hill, mountain sea, ocean river, soil,valley vegetation Map Directions Near, Far, Left and Right Atlas Globe Symbol North South East West Key Locate Feature	<u>Fieldwork</u> I can use compass directions to find treasure in the Wildlife Area. I can read and describe features on a map. I can make a map of our school. I can use and construct symbols in a key. I can use basic geographical vocabulary accurately when referring to physical features. I can recognise hottest and coldest places on a globe and map.
---	--	---	--

Geography AUTUMN Term Summative Assessment Task:		
Assessment focus	Task	Additional notes
<u>Locational knowledge</u> 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 <u>Place knowledge</u> 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	Locational knowledge and place knowledge Group teacher / TA led task: On a map, children to: • Name the seven continents and the world's five oceans. • Name and locate where we live (Y1 objective revisited) • name and locate the four countries of the UK (Y1 objective revisited) • Recognise hottest and coldest places on a globe and world map. Fieldwork assessment beyond the classroom: Within the wildlife area / school grounds, assess if the children can: • Use compass directions to find treasure. • Read and describe features on a map. • Use and construct symbols in a key. • Use geographical vocabulary accurately when referring to physical features. Within the classroom, assess the children's ability to make a map of our school. This may be assessed at the point of learning during lesson.	Teacher / TA to make assessment notes during the group map assessment task.

National Curriculum continued...	Yr 2 Spring Term : Landmarks		
		Vocabulary	Assessment
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	<u>Human and Physical Geography</u> WALT: Use aerial photographs and plan perspectives to recognise and compare local landmarks and basic human and physical features (School, Daisy Hill, Macron, Rivington Pike and Trafford Centre). WALT: Construct a physical landmark (revisiting 3 continents Asia- Great Wall of China, Europe- Big Ben, Africa- Pyramids). WALT: Name an increasing number of key London landmarks. <u>Fieldwork</u> WALT: Study maps and aerial photographs of our local area. (commenting on human and physical features). WALT: Use directional language to describe the location and key London landmarks on a map.	Hill Mountain Sea Ocean River Soil Valley Season Weather Landmark City Town Village Factory Farm House Shop Aerial London landmarks	<u>Human and physical Geography</u> I can recognise human and physical features. I can use aerial photographs and planned perspectives to recognise local landmarks. I can construct a recognisable world landmark. I can name an increasing number of London landmarks. <u>Fieldwork</u> I can use directional language to describe the location and features on a map.

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.	<u>Oracy:</u> <i>Discuss the difference between human and physical features when presenting their landmarks.</i>		I can create a map of Wildlife Area to direct others with human and physical features.
--	---	--	--

Geography SPRING Term Summative Assessment Task:		
Assessment focus	Task	Additional notes
Human and physical geography	Quiz: Within the quiz, assess the children's ability to: • recognise local landmarks and basic human and physical features (School, Daisy Hill, Macron, Rivington Pike and Trafford Centre). • Name an increasing number of key London landmarks • Draw a map of the school site to direct others with human and physical features using aerial photos.	Teacher / TA to make assessment notes.
Fieldwork	Group teacher / TA assessments made beyond the classroom to assess the children's ability to: • Know the difference between human and physical features when presenting their landmarks. • Recognise and name an increasing number of London landmarks • Construct a landmark.	Teacher / TA to make assessment notes.

National Curriculum continued...	Yr 2 Summer Term: Egypt		
		Vocabulary	Assessment
<u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical features of a small area of the UK and a small area of a non-European country	<u>Locality and place knowledge</u> WALT: Locate some key towns and cities that are close (local) to where I live on a map and using Google Earth (Westhoughton, Chorley, Wigan, Blackpool, Manchester and Liverpool). WALT: Name and locate the four countries and their capital cities of the UK and surrounding seas on a map. WALT : Use an atlas to locate the UK, Liverpool, Africa, Egypt on a world map. WALT: Locate the Equator and the Sahara desert on a globe and a world map. <u>Human and physical geography</u> WALT: Ask questions about Egypt (What is it like to live in this place? What is the weather like? Physical/ Human landscape/features, What are the buildings like? What is the culture? What jobs do people do? How is this place different to where I live?)	Physical and human Port Coast Sea River Soil Season Weather Pattern Climate Town Village House	<u>Locality and place knowledge</u> I can name the countries in the UK. I can name some capital cities in the UK. I can label and name the seas surrounding the UK. I can locate UK, Egypt, Equator and Sahara Desert on a world map) <u>Human and Physical Geography</u> I can use accurate geographical vocabulary to ask questions about places. I can compare two places I can use basic geographical vocabulary to identify physical

<u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to key physical and human features. 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.	<u>Fieldwork</u> WALT: I can use basic geographical vocabulary to compare physical features and human features in Westhoughton and Egypt. WALT: Discuss the similarities and difference between the human and physical features of Westhoughton and Egypt- video, report or picture. WALT: Make a report of simple comparisons between Westhoughton and Egypt (housing, physical/human features etc) ONGOING WALT: Name the seasons and daily weather patterns in the UK. WALT: Observe the season each term (keep a record of the weather at different times of the year)	Shop Desert Building River	and human features of a place. I can identify similarities and differences and make comparisons between two places.
---	---	--	---

Geography SUMMER Term Summative Assessment Task:		
Assessment focus	Task	Additional notes
Locational knowledge Place knowledge Human and Physical Geography	Quiz: Within the quiz, assess the children's ability to: locate a cold and hot place in the world Group teacher / TA led task: Can the children locate key towns and cities that are close to Westhoughton on a map and using Google Earth? (Bolton, Chorley, Wigan, Blackpool, Manchester and Liverpool)? Can the children locate the UK, Liverpool, Africa, Egypt, The Equator, Sahara Desert on a map? Can the children name and locate the UK four countries and their capital cities of the UK and surrounding seas on a map and a globe? Can the children identify physical and human features in photographs of Westhoughton and Egypt? Can the children compare Westhoughton and Egypt, identifying some similarities and differences?	Where a written task is not appropriate, provide a practical task where the children can demonstrate their knowledge and skills verbally.

National Curriculum <u>Locational knowledge</u> 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	Key knowledge and skills that will be revisited in Y3 (Initial Quiz) Name the 4 countries and capital cities of Great Britain and its surrounding seas. Name the seven continents and five oceans and seas Find Londo and Liverpool on a UK map.			
	Yr 3 Autumn Term: Europe and Volcanoes			
		Vocabulary		Assessment
	<u>Place and locational geography</u> <u>Roald Dahl</u> WALT: Use maps and atlases to locate all the countries in the world that Roald Dahl visited (England/ Wales/Ireland/France/Spain/Italy/ Egypt/Norway/ Greece/ Kenya/ Iraq/ Washington DC (America) and name their capital cities. WALT: Identify some key landmarks in the above countries. WALT: Name some UK counties local to where the children live e.g. Lancashire, Cheshire, Yorkshire, Cumbria, and label on a map. WALT: Use maps and globes to locate the Equator, the Tropics of Cancer and Capricorn.	Europe North America South America Asia Australia Antarctica Africa Arctic ocean Pacific ocean Indian ocean Southern ocean Atlantic ocean England Northern Ireland Scotland Wales Irish sea English Channel North	Egypt France Spain Italy Norway Greece Equator Northern Hemisphere Southern Hemisphere Latitude Longitude	<u>Place and locational geography</u> I can study and compare different areas of Europe. I can identify some key landmarks in different countries I can locate the Equator, Tropics of Cancer and Capricorn. I can identify lines of latitude and longitude on a globe

Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u>Human and Physical</u> Describe and understand key aspects of volcanoes. <u>Geographical Skills and Fieldwork</u> Use the eight points of a compass to build knowledge of the UK and the wider world.	WALT: Lines of latitude run around the world (east to west)) and lines of longitude run over the top of the Earth(north to south). WALT: Identify some geographical characteristics of the UK e.g. the hilliest/flattest, some main rivers and the seas they flow into. <u>Volcanoes and Stone Age</u> WALT: Describe and label a volcano WALT: Explain how a volcano erupts WALT: Locate volcanoes on a world map. <u>Fieldwork</u> WALT: Use eight points of a compass to navigate around the school site.(Wild Life) WALT: Use the eight points a compass to identify all the countries in the world that Roald Dahl visited (England/ Wales/Ireland/France/Spain/Italy/ Egypt/Norway/ Greece/ Kenya/ Iraq/ Washington DC (America)-Russia. (compass points from England)	Sea Atlantic ocean Capital Mountain River Valley Coast Cliff Latitude Longitude North,South East,West	North South East West Compass	I can name and locate some UK 'counties' and exlai what a county is I can locate volcanoes on a world map. I can explain how a Volcano erupts I can compare and ask questions about the Stone Age life. <u>Fieldwork</u> I can use compass directions to navigate around the school site and Eatock Lodge.
---	---	--	--	--

Autumn Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
Locational knowledge 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 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 Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	Quiz: Children to complete a quiz to assess the knowledge and skills acquired and retained. Create a tourist leaflet about the county of Lancashire. The quiz will include maps where the children have to identify and name key countries, including the countries within UK and some across Europe and Russia (country names given). The quiz will assess if children can: • compare different areas of Europe (selected by teacher) • locate the Equator, Tropics of Cancer and Capricorn • explain how a volcano erupts(label diagram) • locate some volcanic areas on a world map • identify and name key countries of the world, including the countries within UK, some across Europe and Russia (country names given). • identify different climate zones, e.g. arctic climate, Mediterranean climate, and desert climate and tropical climate. • Locate lines of latitude and longitude on a globe. • To use the eight points a compass to identify all the countries in the UK and the wider world.	Fieldwork assessment will be carried out in the wildlife area/ school grounds/Eatock Lodge Assess if children can use compass direction to move around the school site.

Yr 3 Spring Term: Prehistoric Settlements

National Curriculum continued...		Vocabulary	Assessment
<u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. <u>Human and physical geography</u> describe and understand key aspects of physical geography. describe and understand key aspects of human geography. <u>Geographical Skills and Fieldwork</u> Use the eight points of a compass to build knowledge of the UK and the wider world.	<u>Place and Locational Geography</u> WALT: Identify similarities and differences between a UK region (the Lake District) and an active volcanic region (Iceland). <u>Human and Physical Features</u> WALT: Explain what a settlement is and identify important features of a settlement site. WALT: Use online maps to find Skara Brae and Stonehenge (Locational Geography). WALT: Identify key human and physical features of Great Britain (Human and Physical Geography) including Skara Brae (Orkney Islands) and Stonehenge. WALT: Compare and ask questions about the Stone Age life (Why did the Stone age civilisation choose to settle where they did? What did early settlers need? How did they live? What were their settlements like? How did they use land and how has land use changed today?) WALT: Draw a map of a settlement and create a key and symbols. <u>Fieldwork</u> WALT: Use the eight compass points (relate also to mapwork)	Volcano Mountain Rivers Settlement Iceland Skara Brae Orkney Island Stonehenge Civilisation Features Peaks Slopes	<u>Human and Physical geography</u> I know what a volcano is and explain how it erupts. <u>Place and locational geography</u> I can identify similarities and differences between a UK region and an active volcanic region (Iceland). I can explain what a settlement is. I can use online maps to locate Skara Brae and Stonehenge. I can identify key human and physical features of Great Britain (Human and Physical Geography) including Skara Brae (Orkney Islands) and Stonehenge. I can explain what a settlement is and identify important features. I can use accurate geographical language relating to settlements. I can identify similarities and differences between Stone Age/Bronze Age and Iron Age life. I can create symbols and a key on a map. I can identify features of a good settlement. I can use the eight points of a compass to describe patterns of travel.

Spring Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
Locational knowledge 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 Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 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 describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Oracy assessment task 1: The oracy assessment task will assess the following: • Can children describe what a settlement is? <u>Human and Physical geography</u> • Can the children explain how a volcano erupts? Task 2: • Can the children identify key human and physical features of Great Britain including Skara Brae (Orkney Islands), Stonehenge and Iceland. • Can the children compare and ask questions about Stone Age/Bronze Age /Iron Age life, land use etc • Can children use eight points of a compass.	Place and locational geography will be assessed at the point of learning to assess if children can identify similarities and differences between a UK region and Iceland.

Yr 3 Summer Term: Rivers

National Curriculum continued...	Key Learning:	Vocabulary	Assessment
<u>Locational Knowledge</u> 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). <u>Human and Physical</u> Describe key aspects of rivers. <u>Geographical skills and fieldwork</u> se 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.	<u>Place and locational knowledge</u> WALT: Identify the position of lines of latitude, longitude, Equator, Arctic and Antarctic Circle, the Prime/Greenwich Meridian on a globe. WALT: Locate Egypt and neighbouring countries on a map of Africa. WALT: Understand key characteristics and features of a river (The Nile) and identify similarities and differences with the River Thames. (bed, bank and channel- discuss briefly erosion, transportation and deposition) WALT: Locate and name some of the UK's rivers e.g. Thames, Mersey, Severn, Tay etc and the seas they flow into on a map of the UK. <u>Fieldwork</u> WALT: Use the compass points N, NE, E, SE, S, SW, W, NW to direct around the school grounds and then show location (from Eatock) of key rivers on a map of the UK.	City Countryside Capital Continent Country Parts of a river Latitude longitude Equator Northern hemisphere Southern hemisphere Africa Climate Tropics of cancer and Capricorn The Greenwich meridian and times zones Climate Zones Compass N, S, E, W Feature NE, SE, SW, NW Survey	<u>Place and locational knowledge</u> I can identify the position of lines of latitude, longitude, Equator, Arctic and Antarctic Circle, the Prime/Greenwich Meridian on a globe. I can locate Egypt and some neighbouring countries on a globe. I can locate continents in the Northern and Southern hemisphere. I can draw the River Thames and Nile on a map. I can identify the key features of rivers. I can locate and name some of the UK's rivers e.g. Thames, Mersey, Severn, Tay etc and the seas they flow into on a map of the UK. I can use 8 grid compass points. I can use locational language to describe the location of points on a map of the local area.

Summer Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
<u>Locational knowledge</u> 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. <u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. <u>Geographical skills and fieldwork</u> 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.	Quiz: The quiz will include maps and will assess if children can: • Locate and name some of the UK's rivers e.g. Thames, Mersey, Severn, Tay etc and the seas the flow into on a map of the UK. • Describe key features of a river eg. mouth, source, tributary – create river fact cards. • Label parts of a river. • Locate Egypt and neighbouring countries on a map of Africa. Use the compass points N, NE, E, SE, S, SW, W, NW to direct around the school grounds	Fieldwork assessment will also be carried out in the wildlife area/ school grounds Assess if children can use compass to identify the eight points of a compass.

National Curriculum <u>Locational knowledge</u> 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. 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)	Key knowledge and skills that will be revisited in Y4 (via quiz/assessment) Identify some key landmarks in different countries. Use maps to locate the Equator, the Tropics of Cancer and Capricorn. Identify the position and significance of latitude, longitude, Equator, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Locate and name some of the UK’s rivers e.g. Thames, Mersey, Severn, Tay etc and the seas they flow into on a map of the UK. Use the compass points N, NE, E, SE, S, SW, W, NW Revisit knowledge and understanding of Volcanoes. Y4 Autumn Term: North and South America		
	Key Learning <u>Locational and place knowledge</u> WALT: Use an atlas to locate North and South America and some main countries (focus on Alaska, Canada, Mexico, Brazil, Peru including those associated with Mayan civilisation). WALT: Locate the Mayan civilisation on a world map (Mexico, Belize, Guatemala, El Salvador and Honduras) WALT: Identify major cities in North and South America (New York, Washington, Mexico City, Rio De Janeiro, Lima) on a map. WALT: Use photographs and online images to identify key physical and human characteristics within North and South	Vocabulary Mexico, Belize, Guatemala, El Salvador and Honduras The Andes and Yellow Stone, Grand canyon and Yosemite National park- Statue of	Assessment <u>Locational and place knowledge</u> I can use an atlas to locate North and South America and some main countries on those continents. I can use an atlas to locate key physical and human features within North and South America. <u>Human and physical geography</u>

<u>Human and Physical Geography</u> Describe and understand key aspects of settlements. Describe and understand key aspects of physical geography. <u>Geographical skills and fieldwork</u> se 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.	America.(e.g. The Andes and Rocky mountains, Grand Canyon and Yosemite National park- Statue of Liberty and Christ the Redeemer, Amazon river, Mississippi river). WALT: Identify the Atacama desert and the Amazon river on a map. WALT: Identify key characteristics and features of a river (The Amazon). WALT: Describe how a volcano erupts and identify volcanic areas in North and South America (located on the backbone of the Andes and Alaska) WALT: Identify the position of lines of latitude, longitude, Equator, Arctic and Antarctic Circle, the Prime/Greenwich Meridian (introduction to time zones). <u>Human and physical geography</u> WALT: Explore the types of settlements and land use the Mayan people created. WALT: Research and explain why Tornadoes occur in North America. <u>Fieldwork</u> WALT: Create a 4 point grid map of a Mayan city (Chichen Itza) WALT: Use 8 point compass points.	Liberty and Christ the Redeemer, Amazon river, Mississippi river, Panama canal Settlement Land use Grid Key symbol	I can identify the Atacama desert and Amazon river on a map of South America. I can identify volcanic areas in N and S.America I can compare the physical features in N and S. America e.g. desert, mountains and volcanoes, rainforests. I can identify the position of lines of latitude, longitude, Equator, Arctic and Antarctic Circle, the Prime/Greenwich Meridian (introduction to time zones). I can identify different types of settlements the Mayan people created. I know what a Tornadoes is and know some facts about why they occur <u>Fieldwork</u> I can create a 4-point grid map of a Mayan city and use 8 pts of a compass.
---	--	---	---

Y4 Autumn Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
<u>Locational knowledge</u> 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 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 <u>Field Work</u> 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	<u>Quiz:</u> A range of questions based on the learning objectives. Using photographs and a map of North and South America, children to identify: • some main countries (focus on Alaska, Canada, Mexico, Brazil, Peru and those associated with Mayan civilisation). • the Mayan civilisation on a World map (Mexico, Belize, Guatemala, El Salvador and Honduras) • Using photographs identify New York, Mexico City, Rio De Janeiro, the Grand canyon and Yosemite National park- Statue of Liberty and Christ the Redeemer, Amazon river, Mississippi river. • The Rocky and the Andes Mountains • The Atacama desert and Amazon river. • 2 volcanic areas in North and South America • Where tornadoes occur in North America. Children to describe some aspects the types of settlements and land use the Mayan people created. <u>Fieldwork</u> Create a 4 point grid map of a Mayan city (Chichen Itza). Use 8 pts of the compass.	

Y4 Spring Term: Rainforests and Deserts

National Curriculum continued...	Key Learning	Vocabulary	Assessment
<u>Human and Physical Geography</u> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>Locational Knowledge</u> Locate world countries concentrating on their environmental regions.	<u>Place and locational knowledge</u> WALT: Explain what a biome (an area within a specific climate zone) is. WALT: Use maps and Google maps to locate rainforest and desert biomes of the world. WALT: Locate key places on a map and a globe using latitude and longitude (Locate: Amazon rainforest, Amazon river and the Atacama and Sahara desert). WALT: Identify and explain locational patterns in rainforest and desert biomes in terms of latitude. WALT: Use maps, atlases, globes and digital/computer mapping (Google Earth) to identify the location of some countries, mountain ranges, capital cities, rivers and oceans of South America (revisit and extend learning from previous units) WALT: Identify plant and animal types and how people live in the rainforest to those found in deserts (study through primary and secondary sources). <u>Human and physical geography</u> WALT: Describe and explain the water cycle. (Science link)	Biomes and vegetation belts Wild life Rainforest Earthquake Trade Desert Arid Rivers Mountains Volcanoes Latitude Longitude Grid reference South America Patterns Countries Mountain ranges Oceans Water cycle Evaporation Condensation	<u>Place and locational knowledge</u> I can explain what a biome is. I can name some countries where rainforests are found. I know that rainforests are found near the equator and I can use an atlas to locate some countries where rainforests are found. I can label the Sahara and Atacama desert on a world map. I can describe what the weather is usually like in the Rainforest. I can name the four layers of a Rainforest. I can describe the plant and animal types and how people live in the rainforest. I can name the four main climate zones determined by latitude. I can compare and contrast the biomes of the Amazon Rainforest and the Sahara. I can describe and explain the water cycle.

Y4 Spring Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
<u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, and a region within North or South America. <u>Human and physical geography</u> describe and understand key aspects of physical geography; the water cycle. describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Quiz: Children to complete a quiz to assess the knowledge and skills acquired and retained. The quiz will include maps and will assess if children can: • Explain what a biome is. • Identify the plant and animal types and how people live in the rainforest. • Locate some rainforests and deserts on a world map. • Locate the Equator, Tropics of Cancer and Capricorn • Locate lines of latitude and longitude on a map Draw an annotated diagram of The Water Cycle or create a model.	The children's knowledge and understanding of the water cycle will be assessed within the science assessment. Teacher to use the outcomes from this aspect of the science assessment to contribute to the geography assessment.

Y4 Summer Term: Cotton

National Curriculum continued... <u>Locational Knowledge</u> Locate world countries concentrating on their environmental regions <u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, and a region within North or South America. <u>Human and physical geography</u> describe and understand key aspects of physical geography. describe and understand key aspects of human			
	Key Learning Revisit: The water cycle linked to the geography of Lancashire.	Vocabulary	Assessment
	<u>Human and physical geography</u> WALT: Locate key physical and human aspects in Lancashire e.g. the Pennines, Manchester, Manchester ship canal, Liverpool, River Mersey, Irish Sea etc on a UK map. WALT: Locate Egypt and southern states of America on a world map/globe (relate to trade in cotton) using latitude and longitude. WALT: Use an atlas to locate key physical and human features in Alabama - the capital city of Montgomery, Alabama River, Gulf of Mexico. WALT: Explain what trading is. WALT: Know the difference between imports and exports. <u>Place Knowledge</u> WALT: Compare the weather patterns and the climatic differences between Alabama and Lancashire	Mountain City Canal Gulf Latitude Longitude Equator Tropic of Cancer Tropic of Capricorn Trade Import Export	I can locate the county of Lancashire on a UK map. I can name some key physical and human features of Lancashire. I can identify Africa, Egypt and some of the southern states of America on a world map. I can use an atlas to locate key physical and human aspects in Alabama e.g the capital city of Montgomery, Alabama River, Gulf of Mexico. I can locate places using latitude and longitude. I understand what trading is and know the difference between imports and exports.

geography, including: land use, economic activity including trade links, and the distribution of natural resources. <u>Geographical skills and fieldwork</u> 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.	(linked to the suitability for growing and spinning cotton). <u>Geographical skills and fieldwork</u> WALT: Use the eight points of a compass, four figure grid references, symbols and key (introduce Ordnance Survey maps- Blackpool and surrounding area) to build children's knowledge of Lancashire and the surrounding area. WALT: Use a digital map to build knowledge of the local area.		I can recognise an Ordnance Survey map. I can use the 8 points of a compass and 4 figure grid references. I can use a digital map e.g. SatNav, Digimap.
--	---	--	--

Summer Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
<u>Locational knowledge:</u> 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 <u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a non-European country. <u>Geographical skills and fieldwork</u> 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.	Quiz: • Explain trading and the difference between imports and exports • Locate some key physical and human aspects in Lancashire e.g. the Pennines, Manchester, Manchester ship canal, Liverpool, River Mersey, Irish Sea etc on a UK map. • Locate Egypt and southern states of America on a world map. • Compare the climatic differences/weather patterns between Alabama and Lancashire. • Use the eight points of a compass, four figure grid references. • Recognise some symbols on an ordnance survey map.	

National Curriculum <u>Locational knowledge</u> 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)	Key knowledge and skills that will be revisited in Y5 • Use world maps, atlases, globes and digital/computer mapping (Google Earth) to identify the location of some countries, mountain ranges, capital cities, rivers and oceans in the world. • Identify key physical and human aspects in Lancashire e.g. the Pennines, Manchester, Manchester ship canal, Liverpool, River Mersey, Irish Sea etc on a UK map. • Locate Egypt on a globe /world map. • Identify the position and significance of latitude, longitude, Equator, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <u>Geographical skills and fieldwork</u> • Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps). • Use a digital map.		
Yr 5 Autumn Term: Settlements and Mapwork			
Key Learning	Vocabulary	Assessment	
<u>Human and physical geography</u> WALT: Use an atlas to locate towns and cities established by the Romans on a map from clues in their name e.g. caster, chester, cester (all meaning castle) and plot some on a map of the UK.	<u>Human and physical geography</u> Agriculture urban, rural, coastal	<u>Human and physical geography</u> I can locate key Roman cities and towns on a UK map. I can locate use maps some towns and cities	

<u>Human and Physical Geography</u> Describe and understand key aspects of human and physical geography including settlements, economic activity ,trade links, climate, vegetation belts etc <u>Geographical skills and fieldwork</u> 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.	WALT: Use atlases and maps to locate Rome and some of the countries where the Romans lived and travelled. WALT: Discuss and compare pictures and labelled diagrams of Celtic/Native Briton and Roman settlements. WALT: Ask and answer questions about Celtic and Roman settlements. <i>(e.g What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?) Allow for 2 lessons to consolidate</i> WALT: Compare the weather and climate of Italy and Britain. WALT: Identify the location of the Prime Meridian and describe it's relevance to time zones. <u>Fieldwork and mapwork</u> WALT: Use recognised symbols to identify key features using Ordnance Survey maps (Bolton and Manchester maps). WALT: Plot and read a six point grid references on a map (use map of Chester). WALT: Use Digi Map software to identify how settlements changed after the Roman invasion.	Settlement County Region Trade Resources Chester Caster Grid reference	established by the Romans using clues from place names. I can locate Italy and Rome on a map of Europe and some of the countries they travelled to and settled in. I can identify patterns of historical settlements e.g. identifying reasons why settlers chose a particular site. I can identify the PM on a globe/map and know that it divides the earth into eastern and western hemispheres. <u>Fieldwork</u> I can use recognised symbols to identify key features using OS maps. I can read 6 point references on a map.
--	---	--	---

Autumn Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
<u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia). 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 Human and physical geography describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Quiz: Children to complete a quiz to assess the knowledge and skills acquired and retained. The quiz will include maps and will assess if children can: • Use atlases and maps to locate Rome and the countries where the Romans lived and travelled. • Compare the climates of Italy and the UK. • Compare the features of Roman and Celtic settlements. • Name some UK Roman cities and towns using clues from place names. • Identify reasons why settlers chose a particular site. • Recognise common symbols on OS maps.	

Yr 5 Spring Term: UK Rivers and Mountains

National Curriculum continued...	Key Learning	Vocabulary	Assessment
<u>Place knowledge</u> 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 <u>Human and physical geography</u> describe and understand key aspects of physical geography. describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<u>Place and locational knowledge</u> WALT: Name and locate countries, counties, cities and regions of the UK. https://www.ordnancesurvey.co.uk/documents/uk-outline-admin-maps.pdf WALT: Compare human and physical features of Rome and London. <u>Human and physical geography</u> WALT: Explain how a mountain is formed and label a diagram (Volcanic and Fold). WALT: Locate and label key rivers, mountains and surrounding seas on a map of the UK (Thames, Mersey, Trent, Severn, Tyne and Clyde, Ben Nevis, Scafell Pike, Snowdon, the Scottish Highlands, Arthur's Seat, the Pennines). WALT: Identify areas of Anglo-Saxon settlements/kingdoms on a UK map. WALT: Describe the reasons for the location of Anglo-Saxon settlements in terms of the physical features of the landscape etc. WALT: Look at Ordnance Survey maps and identify recognised symbols relating to mountainous areas (the Lake District, Ben Nevis, Scottish Highlands). Then make their own map with recognised symbols.	Source Mouth Peak Summit Face Ridge Valley Base Channel Erosion Transportation Deposition Volcanic Fold mountains Plot Contour Ordnance Symbol Key Topological	I can name and locate countries, counties, cities and regions of the UK. I can compare human and physical features in Rome and London. I can explain how a mountain is formed, label the different parts of a mountain on a diagram and locate some mountains on a UK map. I can use an atlas to locate and label main rivers on a map of the UK. I can identify areas of Anglo-Saxon settlements/kingdoms on a UK map and discuss reasons for their location. I can discuss how Anglo Saxons settlements compare to now. I can use recognised symbols (Ordnance Survey).

Spring Term Summative Assessment Tasks:		
Assessment focus	Task	Additional notes
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 describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Quiz: Children to complete a quiz to assess the knowledge and skills acquired and retained. The quiz will assess if children can: • Identify similarities and difference to how Anglo Saxon settlements compare to now. • Recognise symbols on Ordnance survey maps. • Demonstrate deeper knowledge of the location of UK rivers and seas. • Use a map to locate famous rivers of the world • Describe the main features of a river • Compare physical and human features in Rome and London. • Identify key features in our local area Fieldwork Assessment Task: Children to draw and use their own map of Westhoughton and demonstrate their ability to use 6 figure grid references, symbols to mark out local areas of interest.	

Yr 5 Summer Term: Settlements

Yr 5 Summer Term: Settlements			
National Curriculum continued...	Key Learning	Vocabulary	Assessment
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	<u>Locational and place geography</u> WALT: Use atlases, maps and digital/computer mapping to locate Scandinavian countries on a world map and a globe. WALT: Use atlases, maps and digital/computer mapping to locate the countries where the Vikings lived and travelled. <u>Human and physical geography</u> WALT: Ask and answer questions about settlements. WALT: Discuss pictures and labelled diagrams of Anglo Saxons and Vikings settlements and identify key features. WALT: Identify and research the human and physical features of Norway (Scandinavia). WALT: Compare the physical geography of Norway to the UK with a focus on Norwegian fjords to the lakes in the Lake District.	Scandinavia Norway Sweden Denmark Climate Settlement Land use Economic trade Natural resources Feature Mountain Low land Coastal areas Beaches Topographical Compass Grid reference Feature	<u>Locational and place geography</u> I can use atlases, maps and digital/computer mapping to locate Scandinavian countries on a world map and a globe. I can locate the countries where the Vikings travelled. <u>Human and physical geography</u> I can compare Anglo Saxon and Viking settlements using pictures and digital photos. I can make comparisons between the physical geography of Norway and the UK including the lakes in the Lake District and the Norwegian Fjords. I can create a fact sheet about Norway.

and graphs, and digital technologies.	<u>Fieldwork</u> WALT: Use maps of human and physical features to identify symbols and keys of the topological features of Norway and Denmark. WALT: Read a six point grid reference on a map.	NE, SE, SW, NW	<u>Fieldwork</u> I can interpret a map of physical and human features. I can use the eight points of a compass and six figure grid references.
---------------------------------------	--	----------------	--

Summer Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
<u>Locational knowledge</u> 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 <u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. <u>Geographical skills and fieldwork</u> 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.	Quiz: Locate Scandinavian countries on a world map. Locate some countries where the Vikings travelled to Answer questions about settlements <u>Assessment Tasks</u> Label key features in diagrams of Anglo Saxons and Vikings settlements. Make some comparisons between the Norwegian fjords and the lakes in the Lake District. Identify symbols on maps. Read a six point grid reference on a map. Children to complete a quiz to assess the knowledge and skills acquired and retained.	Learning beyond the classroom – Provide outdoor fieldwork opportunities to assess the children's ability to use the eight points of a compass

National Curriculum <u>Locational knowledge</u> 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	Key knowledge and skills that will be revisited in Y6 • UK countries, capital and major, counties and seas of the UK. • World Countries. • UK and World rivers • Biomes. Latitude and longitude, Prime Meridian • Use of Ordnance survey maps. Recognition of standard symbols.		
	Yr 6 Autumn Term: Railways and Canals/Coal		
	Key Learning	Vocabulary	Assessment
<u>Place Knowledge</u> WALT: Understand geographical similarities and differences through the study of human and physical geography of the North West of England (landscape, local climate, cities and towns, transport,) etc. <u>Locational Knowledge</u> WALT: Locate counties and cities of the North of England and surrounding area on a UK map, which were significant in the Industrial Revolution. WALT: Describe the difference between a river and a canal. WALT: Locate some key rivers and canals on a UK map, which were significant in the Industrial Revolution in the 19th century. WALT: Compare maps of the rail network during the industrial	Manchester Liverpool Industrial Revolution Canal /Lock Manmade Trade Transportation	<u>Human and Physical Geography</u> I can identify some geographical similarities and differences in the human and physical geography of the NW of England. <u>Locational Knowledge</u> I can locate counties and cities of the North of England and surrounding area on a UK map which were significant in the Industrial Revolution.	

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)	revolution with a map of the rail network in the present day. WALT: Name some major train stations and their cities (Manchester Piccadilly Liverpool Lime Street, London Euston, Birmingham New Street, Glasgow Queen Street, Cardiff Central)- Research task WALT: Explain the impact of canals and railways on peoples' lives and culture and UK trade. WALT: Explain difference between imports and exports and explain why countries need to import goods. WALT: Understand the term 'global economy. <u>Geographical Skills and Fieldwork</u> WALT: Use eight points of a compass, four and six figure grid references and ordnance survey maps to identify key towns and cities in the Industrial Revolution on a UK map. WALT: Compare our local area and how it was used in the past to the present. Fieldwork- Visit Astley Pit <u>Mini Slavery Topic</u> WALT: Identify the triangle of passage of the transatlantic slave trade on a map.	Assessment I can identify the triangle of passage of the transatlantic slave trade on a map.	I know what a canal is and can locate some key rivers and canals on a UK map. I know the names of some UK train stations and the cities they are located in. I can explain the impact of railways on peoples lives and the impact of canals on industry. I understand what trading is and know the difference between imports and exports. I can explain why countries need to import goods. I can explain what is meant by the term 'Global Economy.' I can use eight points of a compass, four and six figure grid references and ordnance survey maps to identify key towns and cities in the Industrial Revolution on a UK map.
--	--	---	--

Autumn Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
<u>Locational knowledge</u> 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 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 <u>Human and physical geography</u> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Quiz: Children to complete a quiz to assess the knowledge and skills acquired and retained. Identify some geographical similarities and differences in the human and physical geography of the North West of England (landscape, local climate, cities and towns, transport,) etc. <u>Locational Knowledge</u> Name some main counties and cities of the North of England. <u>Human and Physical Geography</u> Describe the difference between a river and a canal Locate key rivers and canals on a UK map which were significant in the Industrial Revolution in the 19th century. Name some major train stations and their cities (Manchester Piccadilly Liverpool Lime Street, London Euston, Birmingham New Street, Glasgow Queen Street, Cardiff Central) List some of the main changes to peoples' lives and trade as a result of canals and railways.	

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	Know the difference between imports and exports and explain why countries need to import goods. Can explain the term 'global economy. <u>Geographical Skills and Fieldwork</u> Use eight points of a compass, four and six figure grid references and ordnance survey maps to identify key towns and cities in the Industrial Revolution on a UK map.(Manchester) Compare our local area and how it was used in the past to the present. Fieldwork- Visit Astley Pit Identify the triangle of passage of the transatlantic slave trade on a map.	
--	--	--

Yr 6 Spring Term: Transport

National Curriculum continued...	Key Learning	Vocabulary	Assessment
<u>Locational knowledge</u> 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. <u>Human and physical geography</u> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<u>Locational and place knowledge</u> WALT: Use an atlas to locate countries and some of their capital cities in the Victorian British Empire and plot these on a world map. WALT: Use an atlas to locate Russia on a world map. WALT: Identify Egypt and southern states of America on a world map (relate to trade in cotton). WALT: Explain the role and impact of canals and railways in the 19th century Industrial Revolution. <u>Fieldwork</u> WALT: Use the 8 points of a compass, four and six figure grid references, symbols and a key to identify key rivers, canals and some ports in the UK. Plot these on UK map.	England, Wales, Scotland, Northern Ireland Mountain River Canal Trade Empire Pre war Post war Present day Global trade Compass Topographical Compass Grid reference NE, SE, SW, NW	<u>Locational and place knowledge</u> I can locate countries and some of their capital cities in the Victorian British Empire on a globe and a world map. Locate Russia on a world map. <u>Human and physical geography</u> I can explain the impact of advances in transportation on UK trade and global trade. <u>Fieldwork</u> I can use 8 points of a compass, four and six figure grid references, symbols and a key to identify key rivers, canals and some ports in the UK .

Spring Term Summative Assessment Tasks:		
Assessment focus	Task	Additional notes
<u>Human and physical geography</u> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical skills and fieldwork</u> 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	Quiz: Children to complete a quiz to assess the knowledge and skills acquired and retained. The quiz will include maps and will assess if children can: Use an atlas to locate countries and some of their capital cities in the Victorian British Empire. Explain the role and impact of canals and railways in the 19th century Industrial revolution. Explain the impact of advances in transportation on global trade I can use the 8 points of a compass, four and six figure grid references, symbols and a key to identify key rivers, canals and some ports in the UK and plot these on UK map.	Beyond the classroom, make opportunities to assess the children's ability to use 8 points of a compass.

Year 6 Summer Term : Mapwork

Year 6 Summer Term : Mapwork			
National Curriculum continued...	Key Learning	Vocabulary	Assessment
<u>Locational knowledge</u> 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 <u>Geographical skills and fieldwork</u> 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	<u>Locational and place knowledge</u> WALT: Name and locate countries, cities in the UK and Europe (those involved in WW2) on a map and a globe use maps, atlases, globes and digital mapping). WALT: Use 6 point grid references to locate countries involved in the second world war (latitude and longitude references). WALT: The Prime Meridian divides the earth into eastern and western hemispheres. WALT: The Prime Meridian passes through Greenwich and there are 24 time zones. WALT: Identify time zones (USE TIME ZONES TO ANSWER QUESTIONS). Time differences in European countries. <u>Human and physical geography</u> WALT: Describe and understand the physical and human features of the NW of England (use of	<u>Locational and place knowledge</u> latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Time zones	<u>Locational and place knowledge</u> I can locate countries, cities in the UK and Europe (those involved in WW2) on a map and a globe use maps, atlases, globes and digital mapping). I can use 6 point grid references to locate countries involved in the second world war (latitude and longitude references). I can locate the Prime Meridian and know that all time zones start there (GMT) I can identify some countries and cities on the PM on a globe and find the local time in another city using time differences.

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.	maps/ordnance survey- local rivers, hills, coast, cities, canals etc) <u>Geographical skills and Fieldwork</u> WALT: Use a compass and grid references (use the eight points of a compass, four and six-figure grid references, symbols and key during Rivington Field trip) WALT: Know how to use Ordnance Survey maps to develop knowledge of the local area- Use OS maps of NW and Manchester.	<u>Human and physical geography</u> Ordnance Survey Contour Peaks Slopes <u>Fieldwork</u> Survey Topographical Compass Grid reference N, S, E, W Feature NE, SE, SW, NW	<u>Human and physical geography</u> I can locate and describe the physical and human features of the NW of England <u>Fieldwork</u> I can carry out field work using maps including ordnance survey maps. I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).
---	--	--	---

Summer Term Summative Assessment Tasks:

Assessment focus	Task	Additional notes
Locational knowledge 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 Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied to build their knowledge of the United Kingdom and the wider world	Quiz: Children to complete a quiz to assess the knowledge and skills acquired and retained. The quiz will assess if children can: • Locate the world's countries, using maps to focus on Europe (including the location of Russia) • Locate the equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the line of the Prime Meridian. • Find the relative times of cities in the world using GMT. • Use 6 point grid references. Assessment Task- Ordnance Survey maps	Assessments made beyond the classroom: During Fieldwork at Rivington, teacher/Ta to assess the children's ability to use the eight points of a compass, four and six-figure grid references, symbols and key.