Note: This document needs to be looked at alongside the progression of geography subject outcomes sheet (David Weatherly)

Fieldwork is defined as gathering information only the pupils can have collected.

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|  | **KS1** | | **KS2** | | | |
|  | Year 1 | Year 2 | Year3 | Year 4 | Year 5 | Year 6 |
| Geography enquiry/Key question  (at least one per geography topic) | **Suggestions:**  How does the weather affect our lives?  How does the weather in Horwich change through the year?  Where could we go on our holiday?  Why do we love being beside the seaside so much? | **Suggestions:**  What is the geography of where I live?  What geography clues do we need to find to become proper Street Detectives?  Why do we explore the world?  Where in the world is home for \_\_\_\_\_ and how does it compare with where I live? | **Suggestions:**  What makes Britain so great?  How can you identify different regions?  What geographical patterns can you find in the UK?  What is a river?  How does a reservoir affect a river?  (also with fair trade - Why does it matter where our food comes from? Or Why is different food grown in different parts of the world?) | **Suggestions:**  How is the Earth angry?  How do volcanoes affect the lives of people who live nearby?  Why do some earthquakes cause more damage than others?  How can our school be more sustainable with the water we use?  Where is the most valuable thing in the world?  How does water pollution affect us? | **Suggestions:**  Should we save the rainforest?  How are Blackpool and Horwich similar and different?  How are our towns changing?  Beyond the famous Blackpool Mile what is the town really like? | **Suggestions:**  How do we survive in the world we live in?  How is climate change affecting the world?  Should tourists visit Antarctica?  Which part of the Tour de France would you like to cycle through?  How does the physical and human geography change through the Tour de France route?  Why are mountains so important? |
| Locational Knowledge | **Bright Light Big City**  UK – same place on a globe and maps  Four countries and capital cities of UK and surrounding seas.  **Where could we go on our holiday?**  Identify where they have been on holiday in the UK using a map. Name which of the four countries was the location in. Identify the characteristic of the location/country? If on the coast – which sea did they swim in? | **Why do we explore the world?**  Use maps and globes to identify the main regions of the world – 7 continents, equator, tropics and 5 oceans | **What makes Britain so great?**  Generally across UK  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.  Children could work out a location using a range of information given to them | **What did the Romans do for us and Anglo Saxons**  Name and locate the main settlements. Look at land use patterns and understand how some of these aspects have changed over time  **How is the Earth angry?**  Locate key physical features (volcanoes and earthquakes) and identify the countries that they exist in  **Blue Abyss**  Locate the main oceans of the world | **Space**  Identify the position and significance of latitude, longtitude, 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)  **Should we save the rainforest?**  Locate key physical and human features (rainforests, logging and mining etc), and identify the countries and continents that they exist in  **Would you like to go to Blackpool?**  Locate county and city. Identify geographical region, human and physical characteristics, key topographical features, land use patterns and understand how some of these aspects have changed over time | **Hola Mexico**  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)  **Tour de France**  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 |
| Place Knowledge | **Where could we go on our holiday?**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK = a seaside resort and a small area in a contrasting non-European country =e.g. Bondi Beach  Look at pictures of it in the present and in the past “How has it changed?” | Understand geographical similarities and differences through studying the human and geography of a small area of the UK and a small area in a contrasting non-European country  **Street detectives**  Small area of the UK**:** Horwich (use the work about the human and physical geog for this topic to compare with the contrasting locations in Why do we explore the world?)  **Why do we explore the world?**  Small area in a contrasting non-European country:  Somewhere cold: relate to children’s experiences and heritage each year  Somewhere hot: area around our linked school in Namibia or St Lucia  What is it like to live in this place?  How is this place similar/different to where I live?  How is the weather different?  How are lifestyles different?  Express own views about a place, people and environment.  Give detailed reasons to support own likes, dislikes and preferences |  |  | **Would you like to go to Blackpool?**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom | **Hola Mexico**  Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America  **Tour de France**  Understand geographical similarities and differences through the study of human and physical geography of a region in a European country |
| Human &Physical Geography | **Ongoing – Weather (relate to science curriculum)**  Identify seasonal and daily weather patterns in the UK – compare and relate the changes to changes in clothing, trees, activities, weather  **Should you go down to the woods today?**  **Bright Light and Big City**  Use basic geog vocab to refer to key physical and human features (see vocab list below)  **Where could we go on our holiday?**  Use basic geographical vocab to refer to key physical features including: beach, coast, forest, hill, mountain, sea, river, season and weather (soil, vegetation)  Use basic geographical vocab to refer to key human features including: city, town, village, farm, house, port, harbour and shop | **Street Detectives**  Use basic geographical vocab to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Use basic geographical vocab to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop  Recognise characteristic physical and human features of places e.g. built up, noisy, busy  Use vocabulary of size to classify – village/hamlet, town, city  **Why do we explore the world?**  Predict and then locate hot and cold areas on a map - identify and relate to the Equator and the North and South Poles  Use basic geographical vocab to refer to key physical features and human features (see list above) | **What happened from the Stone age to the Iron Age?**  Describe and understand key aspects of human geography including:  Types of settlement and land use -describe and identify how a settlement has changed from then to now(Book A Street Through Time)  **What makes Britain so great?**  Describe and understand key aspects of human geography including:  Types of settlement and land use  Economic activity including trade links  (Understand the different uses of different places – ports, commercial, banking, farming, mining, tourism  Understand that different places may have similar/different characteristics and give reasons for these  Understand how economic development can change a place)  **The Greeks**  Describe and understand key aspects of human geography including:  Economic activities including trade links  **Rivers**  Describe and understand key aspects of physical geography including:  Rivers (identify all the main parts)  Describe and understand key aspects of human geography including:  Types of settlement and land use (how do they change people’s lives)  Economic activities including trade links  **Scrumdiddlyumptious**  Describe and understand key aspects of human geography including:  Distribution of natural resources - food  (how it can affect the economic development and trade links of a place) | **Egypt**  **What did the Romans do for us? And Anglo Saxons**  Describe and understand key aspects of human geography including:  Types of settlement and land use  Economic activities including trade links  **How is the Earth angry?**  **Climate zones**  Describe and understand key aspects of physical geography including:  Volcanoes and earthquakes  Describe and understand key aspects of human geography including:  Distribution of natural resources – energy, minerals  **Blue Abyss**  Describe and understand key aspects of physical geography including:  Distribution of natural resources including water | **Should we save the rainforest?**  Describe and understand key aspects of physical geography including:  Biomes  Vegetation belts  (climate zones)  Describe and understand key aspects of human geography including:  Land use  Distribution of natural resources (energy, food, minerals and water)  **Would you like to go to Blackpool?**  Describe and understand key aspects of human geography including:  Types of settlement and land use  Economic activity including trade links | **Hola Mexico**  Describe and understand key aspects of human geography including:  Types of settlement and land use  **How do you survive in the world we live in?**  Describe and understand key aspects of physical geography including:  Climate zones (Understand how weather changes an environment. Know the difference between weather and climate  Suggest ways towards a reduction in climate change.)  Describe and understand key aspects of human geography including:  Distribution of natural resources - energy and minerals  **Tour de France**  Describe and understand key aspects of physical geography including: Mountains  Describe and understand key aspects of human geography including:  Types of settlement and land use |
| Geographical Skills & Field work | Oral and written narratives: recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate  **Ongoing – Weather**  *Gather information from:*  -Fieldwork  Simple observations  Simple recording  Simple representation  *Display and communicate information in:*  Simple data presentation methods including pictograms, tally charts, tables, wind rose  **Should you go down to the woods today?**  *Gather information from:*  -locational/directional language  -terrestrial photos  -fieldwork  Simple observations  Simple recording  Simple presentation  *Display and communicate information in:*  -simple memory map with map symbols in a key  **Bright Light and Big City**  *Gather information from:*  *Gather information from:*  -globe  -world map (latitude and longtitude)  -atlas map physical (weather and climate)  -atlas map human (political)  -simple plans/street maps  map symbols in a key  four points of compass  locational/directional language  describe location of features and routes on a map or plan  -terrestrial and aerial photos  **Where could we go on holiday?**  *Gather information from:*  -globe  -world map (latitude and longtitude)  -atlas map physical (weather and climate)  -atlas map human (political)  -terrestrial and aerial photos | Oral and written narratives: recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate  **Street Detectives**  *Gather information from:*  -simple online digital mapping (GIS)  -simple plans/street maps  map symbols in a key  four points of compass  locational/directional language  number letter co-ordinates  describe location of features and routes on a map or plan  -terrestrial and aerial photos (to recognise landmarks and basic human and physical features)  -fieldwork  Simple observations  Simple recording  Simple presentation  *Display and communicate information in:*  -simple sketch maps and plans which include map symbols in a key (to show geography of their school and its grounds and the key human and physical features of its surrounding environment)  -simple data presentation methods e.g. pictograms, tally charts, tables, line graph, venn diagram  **Why do we explore the world?**  *Gather information from:*  -globe  -world map (latitude and longtitude)  -atlas map physical (weather and climate)  -atlas map human (political)  -terrestrial and aerial photos  (plus any skills they have not covered in Street Detectives) | Oral and written narratives: all before plus summarise, synthesize, explain, demonstrate understanding  **What makes Britain so great?**  *Gather information from:*  -Globe  -World map  -Atlas maps for physical/human/thematic maps  - digital online mapping and data retrieval  -ordnance survey maps (1:50,000)  Map symbols and key  Four figure grid references  Spot heights  Estimating area  Eight points of compass  Estimating straight line distances using scale line  -photographs terrestrial/aerial/satellite  *Display and communicate information in:*  labelled sketches/maps/diagrams  -basic data presentation methods including bar charts, pictograms, tables, line graphs, flow line, divided proportional bar  **The Greeks**  *Gather information from:*  -Globe  -World map  **Rivers**  *Gather information from:*  -Globe  -World map  -Atlas maps for physical/human/thematic maps  - digital online mapping and data retrieval  -ordnance survey maps (1:50,000)  Map symbols and key  Four figure grid references  Spot heights  Estimating area  Eight points of compass  Estimating straight line distances using scale line  -photographs terrestrial/aerial/satellite photos  - fieldwork river study: observe, measure, record, present, interpret and evaluate  *Display and communicate information in*:  -labelled sketches/maps/diagrams  -basic data presentation methods including: bar charts, pictograms, tables, line graphs, flow line, divided proportional bar  (children can suggest own ways of presenting info)  **Scrumdiddlyumptious**  Fair trade  Why is food grown in different parts of the world?  *Gather information from:*  -globe  -world map  -Atlas maps for physical/human/thematic maps | Oral and written narratives: all before plus summarise, synthesize, explain, demonstrate understanding  **Egypt**  *Gather information from:*  -globe  -world map  **What did the Romans do for us? And Anglo Saxons**  *Gather information from:*  -globe  -world map  - ordnance map symbols and key  -Four figure grid references  -eight points of compass  Look at UK Roman and Anglo Saxon settlements e.g defence  **How is the Earth angry?**  *Gather information from:*  Locate volcanoes and earthquakes  -Globe  -World map  -Atlas maps for physical/human/thematic maps  -terrestial and satellite photographs  *Display and communicate information in:*  labelled sketches/maps/diagrams  **Blue Abyss**  *Gather information from:*  -Globe  -World map  -Atlas maps for physical/human/thematic maps  -terrestrial and satellite photographs  -fieldwork on a survey about water pollution with data children have collected  *Display and communicate information in*:  basic data presentation methods including: bar charts, pictograms, tables, line graphs, flow line, divided proportional bar | Oral and written narratives: all before plus empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesise  **Should we save the rainforest?**  *Gather information from:*  -Globe  -World map  -Atlas maps for physical/human/thematic maps  -Satellite photos  *Display and communicate information in:*  Data presentation methods including climate graphs  **Blackpool**  *Gather information from:*  -digital online mapping and data retrieval  -ordnance survey map (1:25,000) symbols and key  -Six figure grid references  -Estimating height and slope using contour lines  -Eight points of compass  -Calculating straight line and actual distance using scale line  -Terrestrial/aerial photos  -Fieldwork: observe, measure, record, present, interpret, evaluate (e.g. CBD of Bpool and Horwich)  *Display and communicate information in*:  labelled sketches/maps/diagrams  -Data presentation methods including: Histograms/bar graphs/line graphs  Pie charts  Scatter graphs  Climate graphs | Oral and written narratives: all before plus empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesise  **Hola Mexico**  *Gather information from:*  -Globe  -World map  -Atlas maps for physical/human/thematic maps  - terrestrial photos  **How do you survive in the world we live in?**  *Gather information from:*  -Globe  -World map  -Atlas maps for physical/human/thematic maps  -photographs terrestrial, aerial and satellite  -fieldwork on a survey about conservation tourism  *Display and communicate information in:*  - Data presentation methods including Histograms/bar graphs/line graphs  Pie charts  Scatter graphs  Climate graphs  **World War II in Bolton/Manchester**  *Gather information from:*  -Terrestrial and aerial photos  *Display and communicate information in:*  labelled sketches/maps/diagrams  **Tour de France**  *Gather information from:*  Globe  World map  Atlas maps for physical/human/thematic maps  photographs terrestrial, aerial and satellite  *Display and communicate information in:*  - Data presentation methods including:Histograms/bar graphs/line graphs  Pie charts  Scatter graphs  Climate graphs  Weather!! |