

	Ashdene	Primary School – G	eography Pro	gression Map E	YFS –Y6			
Purpose of Study	<ul> <li>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</li> <li>Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</li> <li>Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time</li> </ul>							
Aims	<ul> <li>To 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.</li> <li>To 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.</li> <li>To be competent in the geographical skills needed to:         <ul> <li>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)</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>							
EYFS	Y1	Y2	Y3	Y4	Y5	Y6		
Development matters and ELG's 2020		Natio	onal curricul	um objectives	5			
	Name, locate and identify characteristics of the four countries and capital citie of the United Kingdom and its surrounding seas	seven continents and five oceans	······································					



				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)
Recognise some environments that are different to the one in which they live Recognise some similarities between life in this country and life in other countries ELG (UW) 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.	Place knowledge	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country	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
Explore the natural world around them Describe what they see, feel and hear whilst outside Understand the effect of changing seasons on the natural world around them ELG (UW) Explore the natural world around them, making observations and	Human and physical geography	identify seasonal and daily weather patterns in the United Kingdom	the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	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



drawing pictures of animals and plants.				
animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Draw information from a simple map ELG (UW) 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.	Geographical skills and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries 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. Use locational and directional language [for example, near and far; left and right], to describe the location of features and	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 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 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 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
		routes on a map		



Seasons	<u>H</u> T 2	Local Area Wilmslow	UK London	Climate Zones	Earthquakes	Volcanoes: Ring of Fire	Trade Where does all our stuff come from?
Drawing on children's prior experiences of weather and seasons	Links to prior learning	Longitudinal study Identify seasonal and daily weather patterns in the United Kingdom – take photos of the same tree and place in the playground, make notes of what the children notice over year, note weather patterns and temperatures links to prior learning in EYFS.	Four countries of the UK and the capital cities from Year 1. Using maps and aerial images for landmarks. Designing maps Directional language Human and physical features	Continents and oceans from Year 2 Weather and seasons- Year 1	Continents and oceans from Year 2 and 3 Locational knowledge of the world such as Equator etc. from Year 3	Continents and oceans (Year 2) Earthquakes and tectonic plates (Year 4)	Continents and oceans Countries covered in KS2 (now looking at trade links with these countries) <b>RRSA-</b> DURING WHOLE TOPIC, LINK WITH FAIR TRADE, BEING A GLOBAL CITIZEN <b>Reference the rights</b> <b>most applicable to</b> <b>topics covered. Where</b> <b>possible, explore fair</b> <b>trade in relation to</b> <b>child labour and</b> <b>protecting adequate</b> <b>standards of living for</b> <b>families (32, 27)</b>
Human and Physical Geography		Locational Knowledge: name, locate and identify characteristics	Retrieve 4 countries of UK and capital cities and surrounding seas (Yr1)	Retrieve 7 continents and 5 oceans of the	Retrieve 7 continents and 5 oceans of the world (Yr2)	Retrieve 7 main tectonic plates (Year 4) Retrieve locational	Revisit countries in Europe. How many countries can the
Autumn-		of the four countries	Locational Knowledge:	world (Yr2)	Revisit Year 3	knowledge- Equator,	children name and find
Features of Autumn-		and capital cities of the	name and locate the		Locational Knowledge	Tropics of Cancer and	on a map.
what do you see, feel	<b>—</b>	United Kingdom and its	world's seven continents	Locational	(equator etc)	Capricorn, Arctic and	Look at the world and
smell and hear in		surrounding seas	and five oceans	Knowledge:	Retrieve using Google	Antarctic circle, time	find countries
Autumn				locate the	Earth (Yr3)	zones. (Year 3 and 4)	worldwide, can the
		Geographical skills: use	Geographical skills: use	world's			children find them.
What is harvested in		world maps, atlases and	world maps, atlases and	countries, using	Locational Knowledge:	Locational knowledge:	Retrieve locational
Autumn?		globes to identify the	globes to identify the	maps to focus on	locate the world's	locate the world's	knowledge- Equator,
			United Kingdom and the	Europe	countries, using maps	countries, using maps	Tropics of Cancer and



Changes in weather-	United Kingdom and its	seven continents and five	(including the	to focus on Europe	to focus on Europe	Capricorn, Arctic and
colder temperatures,	countries	oceans	location of	(including the location	(including the location	Antarctic circle, time
wind and rain			Russia) and	of Russia) and North	of Russia) and North	zones. (Year 3 and 4)
	Teach the four countries	Teach the continents and	North and South	and South America,	and South America.	
How are UK animals	and capitals of the UK	the seven oceans. Teach	America.	concentrating on their	Identify the position	Locational knowledge:
preparing for winter?	and its surrounding seas.	how to use maps/ atlases	Identify the	environmental regions,	and significance of	locate the world's
1 1 5	Investigate with maps/	and globes.	position and	key physical and	latitude, longitude,	countries, using maps
Vocabulary- Autumn,	globes/ atlases/ Google	Cross curriculum- using	significance of	human characteristics,	Equator, Northern	to focus on Europe
Winter, Spring	Earth	maps/ atlases in guided	Equator,	countries, and major	Hemisphere, Southern	(including the location
Summer, weather,	Vocabulary: England,	reading	Northern	cities.	Hemisphere, the	of Russia) and North
temperature, season,	Scotland, Wales,	5	Hemisphere,	Geographical skills: use	Tropics of Cancer and	and South America.
harvest, hibernation	Northern Ireland,	Vocabulary: oceans,	Southern	maps, atlases, globes	Capricorn, Arctic and	Identify the position
	London, Edinburgh,	continents	Hemisphere, the	and digital/computer	Antarctic Circle, the	and significance of
	Cardiff, Belfast		Tropics of Cancer	mapping to locate	Prime/Greenwich	latitude, longitude,
			and Capricorn,	countries	Meridian and time	Equator, Northern
	RRSA		Arctic and		zones (including day	Hemisphere, Southern
	Articles 7 and 8- focus		Antarctic Circle	Using maps, atlases,	and night)	Hemisphere, the
	on the right to a			globes and Google	Geographical skills: use	Tropics of Cancer and
	nationality		What continent	Earth locate the	maps, atlases, globes	Capricorn, Arctic and
	Article 10- family		are we on? What	following places: Japan,	and digital/computer	Antarctic Circle, the
	reunification- the		continent is the	Mexico and the North	mapping to locate	Prime/Greenwich
	importance of children		Amazon	West region of	countries	Meridian and time
	seeing both parents,		Rainforest on	England. When looking	Teach children about	zones (including day
	even if they don't live in		(Yr2), What	at North West, find	the position and	and night)
	the same country		continent is Italy	Wilmslow.	significance of latitude	Geographical skills: use
			on (history topic	Children see how close	and longitude.	maps, atlases, globes
			HT1)	to the Equator the		and digital/computer
				places are, if they are in	Using maps, atlases,	mapping to locate
			Teach about the	the Northern or	globes and Google	countries
			position of	Southern Hemisphere,	Earth locate the	Teach children about
			Equator,	close to the Tropics of	following places: North	trade, import and
			Northern	Cancer or Capricorn	America (specifically	export. Why it is
			Hemisphere,		Washington), Sicily and	important.
			Southern		Chile.	The countries below
			Hemisphere, the		Children describe the	are 5 of the main trade
			Tropics of Cancer		location of these places	links with the UK (as of
			and Capricorn,		noting:	2020)

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	Arctic and	Which hemisphere	Using maps, atlases,
	Antarctic Circle.	they are in, how far	globes and Google
	Children locate	from the equator are	Earth locate the
	them on maps	they, how close to the	following places: North
	and globes.	Arctic or Antarctic	America, China,
		circle they are, the	Germany, The
	Teach children	different time zones	Netherlands, Republic
	how to use	the places are in.	of Ireland.
	Google Earth	Using latitude and	Children describe the
	(could link with	longitude, children find	location of these places
	computing).	the coordinates of the	noting:
		places.	Which hemisphere they
	Using maps,		are in, how far from
	atlases, globes	RRSA	the equator are they,
	and Google Earth	Article 1- all children	how close to the Arctic
	locate the	have rights (locating	or Antarctic circle they
	following	the countries that are	are, the different time
	countries:	within the united	zones the places are in.
	USA- Alaska,	nations convention.	
	Columbia and	*make reference to	
	Spain.	America being one of	
	Using locational	the countries not part	
	knowledge of	of the convention.	
	Equator etc.	Article 2- Non-	
	children see how	discrimination- applies	
	close/ far the	to ALL children	
	countries are to		
	these places.		
	8864		
	RRSA		
	Article 1- all		
	children have		
	rights (locating		
	the countries		
	that are within		
	the united		



				nations convention. Article 2- Non- discrimination- applies to ALL children			
Revisit week 1- The 4		Revisit week 1 locational knowledge	Revisit week 1 locational knowledge	Revisit week 1 locational	Revisit where the North West of England is	Revisit latitude and	Revisit where the countries are from last
seasons, Autumn		Fieldwork: use simple	Retrieve capital cities of	knowledge	Revisit Google maps	longitude Retrieve main tectonic	lesson
human and physical		fieldwork and	UK	(equator etc.)	Newsit Google maps	plates.	Revisit what physical
knowledge		observational skills to	Revisit how to use maps	Retrieve seasons	Locational Knowledge:	Locational knowledge:	geography is
Liveran and Division		study the geography of	etc.	information (Yr1)	Name and locate	locate the world's	Place Knowledge:
Human and Physical Geography		their school and its	Geographical skills: use	Human and	counties and cities of	countries, using maps	understand
ecoBraphy		grounds	world maps, atlases and	physical	the United Kingdom,	to focus on Europe	geographical
Winter-		Link that Wilmslow is in	globes. Use simple	geography:	geographical regions	(including the location	similarities and
		England.	compass directions	physical	and their identifying	of Russia) and North	differences through
Features of Winter-		Use map of the	(North, South, East and	geography,	human and physical	and South America,	the study of human
what do you see, feel		school/plan of school/aerial images –	<b>West)</b> Link that the UK is in	including climate zones	characteristics, key topographical features	concentrating on their environmental regions,	and physical geography of a region
smell and hear in		match with real life	Europe. Find Wilmslow	201185	(including hills,	key physical and	of the United Kingdom,
Winter		photos	and London on a map.	Teach children	mountains, coasts and	human characteristics,	a region in a European
	3	p	Teach children single	about the	rivers), and land-use	countries, and major	country, and a region
Changes in weather		Vocabulary: City, town,	compass directions (North,	climate zones of	patterns; and	cities.	within North or South
due to temperature-		village	South, East and West). Use	the world. On a	understand how some	Place Knowledge:	America
frost, ice and snow			compasses outside to	map, children	of these aspects have	understand	
How animals adapt to			practise these skills.	can label the	changed over time	geographical	Human and physical
winter?			Children use compass	different climate		similarities and	geography: describe
whiter:			directions to describe	zones	Geographical skills:	differences through	and understand key
How do we adapt in			where London is in		use the eight points of	the study of human	aspects of: physical
winter?			comparison to Wilmslow.	Look at the	a compass, four and	and physical	geography, including: climate zones, biomes
			Vocabulary: City, town, village, river	climate zones of the 3 places. Are	six-figure grid references, symbols	geography of a region of the United Kingdom,	and vegetation belts,
Vocabulary- Autumn,			village, livel	the similar?	and key (including the	a region in a European	rivers, mountains,
Winter, Spring				Why/ why not?	use of Ordnance	country, and a region	volcanoes and
Summer, weather,				Children use	Survey maps) to build	within North or South	earthquakes, and the
temperature, season,				knowledge of	their knowledge of the	America	water cycle
adapt, change				-	-		



				equator etc. when explaining. Are all the seasons at the same time in the countries? Are they the same as ours?	United Kingdom and the wider world Teach children how to use four and six figure grid references when using an OS map Children complete a map of the North West adding in the counties and cities. Look at topography of the North West and its major human and physical characteristics <b>RRSA-</b> Article 24- right to health care and health services Article 31- the right to leisure, play and culture- links to NW	Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries Using maps, Google Earth and research, children look at the geographical similarities and differences in human (including major cities, population, land use etc.) and physical geography around Washington, Chile and Sicily. Children should find that all these places have active volcanoes. RRSA- Article 24- right to health care and health services Article 31- the right to leisure, play and culture- links to major cities covered	Children are given one of the 5 countries from week 1 and need to look into the physical geography of that country. Compare with the physical geography of the UK RRSA- Article 24- right to health care and health services Article 31- the right to leisure, play and culture- making comparisons between country chosen and UK
Revisit week 2- The 4 seasons, Autumn and Winter human and physical knowledge	ß	Revisit week 1 locational knowledge Geographical Skills: use aerial photographs and plan perspectives to recognise landmarks	Revisit week 1 locational knowledge Review aerial photographs Geographical Skills: use aerial photographs and plan perspectives to recognise landmarks and	Revisit week 1 locational knowledge (equator etc.) Retrieve physical geography of the local area	Retrieve locational knowledge from week 1 (yr3) Locational knowledge: the Prime/Greenwich Meridian and time	Revisit latitude and longitude Retrieve main tectonic plates. Retrieve how earthquakes happen	Revisit where the countries are from last lesson Revisit what geography human is Place Knowledge: understand



Human and Physical	and basic human and	basic human and physical	Place	zones (including day	Human and physical	geographical
Geography	physical features	features	knowledge:	and night)	geography: physical	similarities and
	Google images of		understand	Place knowledge:	geography including	differences through
Spring-	familiar local places	Teach children famous	geographical	understand	volcanoes	the study of human
	covering both human	landmarks of London	similarities and	geographical		and physical
Features of Spring-	and physical features	(Buckingham Palace, Big	differences	similarities and	Teach children about	geography of a region
what do you see, feel	e.g. The Rex, Sainsbury's,	Ben, Houses of	through the	differences through	how volcanoes are	of the United Kingdom,
smell and hear in	The Carrs, The Edge/own	Parliament, the Shard, the	study of human	the study of human	formed, different parts	a region in a European
Spring	house, Quarry Bank Mill	Gherkin etc.) using aerial	and physical	and physical	to a volcano and what	country, and a region
		images.	geography of a	geography of a region	happens during an	within North or South
Changes in weather	Vocabulary: House,		region of the	of the United Kingdom,	eruption.	America
due to temperature-	Town, Farm, Office,	RRSA	United Kingdom,	a region in a European		Human and physical
warmer	factory, shop	Article 31- the right to	a region in a	country, and a region	Children see the link	geography: describe
		leisure, play and culture-	European	within North or South	between earthquakes	and understand key
The importance of	RRSA	links to Wilmslow	country, and a	America	and volcanoes.	aspects of: human
Spring for plants and	Article 31- the right to		region within			geography, including:
animals- regrowth	leisure, play and culture-		North or South	Teach about the		types of settlement
-	links to where this can		America	different time zones.		and land use,
Cross curricular-	be met in Wilmslow		Human and	Children identify the		economic activity
Science- Animals and			physical	time zones of Japan		including trade links,
their babies, animal			geography:	and Mexico in		and the distribution of
life cycle, plant life			Describe and	comparison to us.		natural resources
cycle			understand key	Using maps, Google		including energy, food,
			aspects of	Earth and research,		minerals and water
Vocabulary- Autumn,			physical	children look at the		Children are given one
Winter, Spring			geography.	geographical		of the 5 countries from
Summer, weather,				similarities and		week 1 and need to
temperature, season,			Children use	differences in human		look into the human
adapt, change, growth			maps, globes,	and physical geography		geography of that
			atlases and	around Mexico City		country. Compare with
			Google Earth to	(Mexico), Tohoku		the human geography
			look for physical	Region (Japan).		of the UK
			geography in the	Children should find		
			3 places. Look for	that both these places		RRSA-
			the same	have earthquakes.		Article 24- right to
			features and			health care and health
				RRSA		services



Revisit week 3- The 4 seasons, Autumn.		Revisit week 1 locational knowledge	Revisit week 1 locational knowledge	different ones. Why are there different features in different countries? Compare these similarities and differences to physical geography of Wilmslow. Do the different climate zones have an effect on the physical geography of the places (e.g. compare fields in Wilmslow to that of Spain and Columbia) Revisit week 1 locational	Article 29- respect for other cultures and the environment Article 31- every child has the right to learn and use the language, customs and religion of their family Retrieve week 3 information about	Retrieve information about volcanoes and	Article 31- the right to leisure, play and culture- making comparisons between country chosen and UK
Revisit week 3- The 4 seasons, Autumn, winter and spring human and physical knowledge Human and Physical	4	knowledge Geographical Skills and Fieldwork: devise a simple map; and use and construct basic symbols in a key	knowledge Retrieve using maps, compass directions, directional language and landmarks in London <b>Geographical skills: use</b>	Revisit week 1 locational knowledge (equator etc.) Revisit seasons information from last lesson	information about Greenwich Meridian and time zones Human and physical geography: physical geography including	about volcanoes and how they happen Human and physical geography: physical geography including volcanoes	physical geography of the different countries. Retrieve the similarities and differences with the UK Human and physical
Geography Place Knowledge	7	Walk around streets immediately surrounding the school e.g. Gravel Lane and design simple	simple compass directions (North, South, East and West) and locational and directional language [for	Revisit how to use Google Earth Human and physical	earthquakes Teach children about earthquakes.	Locational knowledge: Identify the position and significance of latitude, longitude,	geography: describe and understand key aspects of: human geography, including:
Summer-		maps of walk.	example, near and far; left and right], to describe the location	geography: human geography, including types	Start by teaching about tectonic plates and how earthquakes occur.	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and	economic activity including trade links, and the distribution of natural resources



Features of Summer-	Vocabulary: House,	Using basic maps of	of settlements		Capricorn, Arctic and	including energy, food,
what do you see, feel	Town, Farm, Office,	London, describe locations	and land use.	Children need to show	Antarctic Circle, the	minerals and water
smell and hear in	factory, shop	of landmarks using	Geographical	where the 7 major	Prime/Greenwich	
Summer		compass directions and	skills: use maps,	tectonic plates are.	Meridian and time	Look at what the UK
		directional language.	atlases, globes		zones (including day	trades with these
Changes in weather		Children create their own	and	Using maps, children	and night)	countries and why this
due to temperature-		basic map of central	digital/computer	identify which plates		is.
warmer		London and use a basic	mapping to	the 3 places (North	Volcano study: study	
		key.	locate countries	West England, Mexico	one of the volcanoes	Investigate if we import
Compare different			and describe	City and Tohoku	either Mount St Helens	or export more. How
climates			features studied	Region) lie on.	(Washington), Mount	has this changed over
					Etna (Sicily) or Ojos del	time
Climate change- how			Use Google Earth		Salado (Chile and	
warmer temperatures			to be able to		Argentina border).	RRSA
are affecting our plants			locate the above			Article 12 and 13-
and animals across the			human features		Children note: position	respect their views,
world			in the 3 locations		of volcano (using	freedom of expression-
			(Alaska,		longitude and latitude),	giving them the right to
Climate change- how			Columbia and		height of volcano, last	have a say in matters
we can help. Children			Spain).		eruption etc.	that affect them
write to local MP or			Children find			
create a poster			similarities and			
campaigning for			differences in the			
change and promoting			land use of the			
what they are going to			countries.			
do to help						
			Link with climate,			
Vocabulary- Autumn,			why is the land			
Winter, Spring			being used for			
Summer, weather,			certain things			
temperature, season,			based on the			
climate, adapt,			climate.			
change, growth			Does this change			
			when the climate			
			changes?			
			What are the			
			similarities and			



				differences in settlements of each country? Compare.			
Revisit week 4- The 4 seasons, Autumn,		Revisit week 1 locational knowledge	Revisit week 1 locational knowledge	Revisit week 1 locational	Revisit the 7 main tectonic plates	Retrieve information about volcanoes and	Retrieve trade information, main
winter, spring and		Place Knowledge:	Retrieve human and	knowledge		how they happen	imports and exports
summer human and		understand	physical features- focus on	(equator etc.)	Place Knowledge:		
physical knowledge		geographical similarities	Wilmslow from Year 1	Revisit 7	understand	Human and physical	Human and physical
		and differences through	Geographical skills:	continents	geographical	geography: physical	geography: describe
Human and Physical		studying the human and	understand geographical	Geographical	similarities and	geography, including	and understand key
Geography		physical geography of a	similarities and	skills: use maps,	differences through	volcanoes. human	aspects of: human
		small area of the United	differences through	atlases, globes	the study of human	geography, including: types of settlement and	geography, including:
Place Knowledge		Kingdom Geographical Skills: use	studying the human and	and digital/computer	and physical	land use, economic	economic activity
Coographical skills and		aerial photographs and	physical geography of a small area of the United	mapping to	geography of a region of the United Kingdom,	activity including trade	including trade links, and the distribution of
Geographical skills and fieldwork		plan perspectives to	Kingdom	locate countries	a region in a European	links, and the distribution	natural resources
neidwork		recognise landmarks	Kinguoin	and describe	country, and a region	of natural resources	including energy, food,
		and basic human and	Children look at features	features studied	within North or South	including energy	minerals and water
Comparing the UK		physical features	of London and decide if	Place	America	Place Knowledge:	
with Australia	ы		they are human or	knowledge:	Human and physical	understand	Geographical skills and
with Australia		between Wilmslow and	physical.	understand	Geography: physical	geographical similarities and	fieldwork: use
Locate the UK and		Manchester – focus on	These features could be	geographical	geography including	differences through	fieldwork to observe,
Australia on a globe		differences in human	added to the basic map	similarities and	earthquakes.	the study of human	measure, record and
map		and physical features.	constructed last week.	differences	•	and physical	present the human
Πάρ		(if possible, trip into		through the	Look at the effects of	geography of a region	and physical features
Compare when they		Manchester? Link with	Vocabulary: City, shops,	study of human	the earthquakes on the	of the United Kingdom,	in the local area using
seasons fall in the UK		other subjects?)	office, river, trees, soil	and physical	human and physical	a region in a European	a range of methods,
and in Australia		Vocabulary: City, House,	etc.	geography of a	geography of the	country, and a region	including sketch maps,
		Office	RRSA	region of the	regions.	within North or South	plans and graphs, and
Compare two			Article 30- the right to	United Kingdom,	Have things changed	America	digital technologies
contrasting		RRSA	leisure, play and culture-	a region in a	after earthquakes?		
environments- UK		Article 30- every child	links to where this can be	European	What effect do the	Look at the effect of	Week 5 and 6 children
countryside in Autumn		has the right to learn	met in Wilmslow	country, and a	earthquakes have on	volcanoes on the	complete a trade
and Australian outback		and use the language,	RRSA	region within	the land and land use	environment and how	project in Wilmslow.
in Summer- what do		customs and religion of	Article 31- every child has	North or South	by people?	human and physical	Look at shops in
		their family, regardless	the right to learn and use	America			Wilmslow (could



hear in these environments. How are they different? Draw contrasting environmentsshared by the minority of the people in the country where they live Draw contrasting environmentsLook at climate change around the world over the last 100 years. Article 24-impact of the last 100 years. Article 24-impact of and australiaArticle 4- Governments must do all they can to make sure children aurvivewort me. Immestigate why people settle around volcances, how deel they trade locally in the North West or Internationally?Vocabulary-Autumn, Winter, Spring adapt, change, growthVocabulary-Autumn, Winter, Spring adapt, change, growthArticle 24 impact of the spread over 2 lesson and investigation can clean clean clean adapt, change, growthRSA Article 24-impact of tast rade in Numsion the spread over 2 lesson and investigation can clea	you see, feel smell and	of whether these are	the language, customs and		RRSA	geography has changed	maybe get in touch
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change and what they think needs to happen to				share their view			citizenship and
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to happen to				change and what			
				they think needs			
				to happen to			
protect the				protect the			
environment				environment			



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Revisit- The 4	Revisit week 1 locational	Revisit week 1 locational	Revisit week 1	Revisit information	Revisit information
seasons	knowledge	knowledge	locational	about tectonic plates	about the North West
			knowledge	and time zones	of England (Yr4)
Draw topic together.	Draw topic together.	Draw topic together. This	(equator etc.)	Place knowledge:	Place knowledge:
Children could present	Children could present	could be done by giving		understand	understand
information they have	information they have	them a heading (e.g.	Draw topic	geographical	geographical
learned on a video,	learned on a video,	Geography of our capital)	together. In	similarities and	similarities and
poster, PicCollage etc.	poster, PicCollage etc.	and children present	groups children	differences through	differences through
		information.	present the	the study of human	the study of human
	RRSA		information they	and physical	and physical
	Articles 7 and 8	RRSA	have learned.	geography of a region	geography of a region
	Article 10	Article 30		of the United Kingdom,	of the United Kingdom,
	Article 31	Article 31	RRSA	a region in a European	a region in a European
	Article 30-		Article 1	country, and a region	country, and a region
			Article 2	within North or South	within North or South
			Article 12 and 13	America	America
			Article 24	Children compare the 3	
			Article 29	places and present this	Children compare the 3
				information however	places with the North
				they want.	west of England. Can
					they find any
				RRSA-	similarities and
				Article 4	differences?
				Article 24	Present information
				Article 27	however they want.
				Article 29	
				Article 31	RRSA
					Article 1
					Article 2
					Article 4
					Article 24
					Article 27
					Article 31
<u>.</u>			1	1	



		Not	te: Half term 2 is a 7 week term so one lesson plan can be spread over two lessons.				
EYFS		<b>Y1</b>	Y2	Y3	Y4	Y5	<b>Y6</b>
The UK	H T 6	Seaside	Rainforest	Rivers UK, Europe, Wider World	Coasts: Llandudno	Biomes and vegetation belts	NA
Drawing on seasons topic in HT 2- Making comparison between places in the United Kingdom – looking at myths, legends and cultures in different locations.	Links to prior learning	The UK and 4 countries that make up the UK covered in HT2 Patterns and changes looked at in EYFS	7 continents and 5 oceans covered in HT2 Physical geography: Equator, North and South Poles	7 continents and 5 oceans- Year 2/ HT2 Year 3 Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn- HT2 Year 3 Amazon rainforest- Year 2	The UK and 4 countries. Rivers (Year 3)	Climate zones (Yr3) Rainforest (Yr2) Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn (Yr3)	
ELG: Explore the natural world Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their	<del>,</del>	Review the 4 countries of the UK. Geographical skills: Use world maps, atlases and globes to identify the United Kingdom and its countries Locational knowledge: Name, locate and identify characteristics	Revisit 7 continents and 5 oceans Retrieve Equator, North and South Poles location Retrieve compass directions. Geographical skills: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the	Locational Knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia), North,	Retrieve 4 countries and capitals of UK Retrieve using an 8- point compass and four and six figure grid references Locational Knowledge: Name and locate counties and cities of the United Kingdom, geographical regions	Retrieve continents and locational knowledge such as: Equator, Northern and Southern Hemisphere, Tropics if Cancer and Capricorn, Arctic and Antarctic Circle Locational Knowledge: Locate the world's countries, using maps	



experiences and what	of the four countries	countries, continents and	and South	Geographical skills and	to focus on Europe	
has been read in class	and capital cities of the	oceans studied at this key	America.	fieldwork: use maps,	(including the location	
	United Kingdom and its	stage	name and locate	atlases, globes and	of Russia) and North	
Describe their	surrounding seas	_	counties and	digital/computer	and South America	
immediate		Use maps/ atlases to	cities of the	mapping to locate		
environment, using	Children use basic maps	locate London (as it was	United Kingdom	countries and describe	Identify the position	
knowledge from	and atlases to find the	part of your last topic).		features studied.	and significance of	
observation,	UK and identify the 4		Geographical	Use the eight points of	latitude, longitude,	
discussion, stories,	countries.	Children locate	skills:	a compass, four and	Equator, Northern	
non-fiction texts and		Macclesfield Forest and	Use maps,	six-figure grid	Hemisphere, Southern	
maps.	Use the map to identify	describe its location	atlases, globes	references, symbols	Hemisphere, the	
	the surrounding seas of	relating to London, the	and	and key (including the	Tropics of Cancer and	
What do you already	the UK.	Equator and North and	digital/computer	use of Ordnance	Capricorn, Arctic and	
know about UK- Look		South Poles. Use compass	mapping to	Survey maps) to build	Antarctic Circle, the	
at the map of the	Find beaches on the map	directions.	locate countries	their knowledge of the	Prime/Greenwich	
United Kingdom. Begin	of the UK in each of the		and describe	United Kingdom and	Meridian and time	
to identify the	4 countries.	Children locate the	features studied.	the wider world	zones (including day	
countries within.		Amazon Rainforest and			and night)	
		describe its location in	Use maps,	Children locate		
Look at the features on		relation to London,	atlases, globes,	Gardenstown	Human and physical	
the map and		Macclesfield Forest, the	Google Earth to	(Scotland), Llandudno	geography: human	
encourage them to		Equator and North and	locate UK, Russia	(Wales), Southwold	geography including	
question why they		South Poles. Use compass	and Brazil.	(England) and	biomes and vegetation	
might be there; "Why		directions.	Give children	Ballycastle (Northern	belts	
do you think there is a			cities/ counties	Ireland).		
picture of a monster in			(UK) in each	Children say what	Geographical skills and	
Scotland?!" Either			country that the	county each place is in	fieldwork: use maps,	
make links to their			rivers (River Bolin	and what the nearest	atlases, globes and	
own experiences of			in UK, Volga in	city is.	digital/computer	
visiting these places or			Russia and	They need to describe	mapping to locate	
make a note of these			Amazon in Brazil)	where the places are in	countries and describe	
to come back to			run through.	relation to Wilmslow	features studied.	
throughout the			Locate these	(using compass		
learning this week.			cities and rivers.	directions)	Teach children about	
					the different biomes	
Explain that we live in					found in the world,	
England and locate.						



We live in Wilmslow, in			focus on the following	
England- locate			as the main biomes:	
			Rainforests, deserts,	
Use the book- Town			the savannah,	
Mouse and Country			woodlands/ forests,	
mouse to make further			temperate grasslands,	
comparisons:			tundra.	
Is Wilmslow is a town?			Children locate the	
Or Countryside?-			following places and	
showing pictures of			say what type of biome	
human and physical			would be found there	
features of Wilmslow			and what the climate	
			and vegetation is like:	
Sort the pictures into			Peru <b>rainforest</b> , Egypt	
Wilmslow Town and			desert, Australia	
local Countryside -			(specifically Northern	
generate lots of			Territory) <b>savannah</b> ,	
discussion about their			The Peak District, UK	
own experiences of			woodlands/ forest,	
these places			North America	
			(specifically the Great	
Compare 1 countryside			Plains) <b>temperate</b>	
picture to one town			grasslands, Scandinavia	
picture in Wilmslow-			tundra	
complete 'This is I			Investigate the above	
can see' sentences			locational knowledge	
			for the 6 locations.	
Using Town Mouse and				
Country Mouse-			RRSA	
looking at the features			Article 29- respect for	
and how they are			the environment	
different.				
Now make				
comparisons between				
<ul> <li>Town, country and</li> </ul>				

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City - Comparing local area to London- features- what is the same as Wilmslow? What is different?- Locate London on their map							
Looking at photos, videos etc- matching famous features e.g. train stations, churches, libraries, theatre, busese/bus stations, taxis, The Carrs/Hyde Park- how are they different how are they similar?							
Revisit week 1- locating England, Wilmslow and London. Town and Countryside comparisons, Wilmslow and London comparisons ELG: Knows some similarities and differences between the natural world around them and contrasting	2	Revisit week 1 locational knowledge- names of 4 countries of UK, where they are and surrounding seas. Review different types of weather. Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom	Revisit continents and oceans Retrieve compass directions. Geographical skills and fieldwork: 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	Revisit where the River Bolin runs through, locate on a map Geographical skills and fieldwork: Use the eight points of a compass. Use four and six- figure grid references. Use fieldwork to	Revisit where the 4 coastal towns are Retrieve how a river is formed (Yr3) Human and physical geography: physical geography, including the water cycle. Teach children about the water cycle and how that links with rivers (year 3) and coasts (year 4).	Revisit the 6 main biomes and their climates and vegetation 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	
environments, drawing on their		study. Compare the difference in the photographs of each	Trip to Macclesfield Forest	observe, measure, record and present the		human characteristics, countries, and major cities.	



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. Use the book: There's no such thing as Nessie as a theme in writing Locate Scotland on the map of the UK- locate Edinburgh as the capital city- What is the capital city of England? The capital city of Scotland is Edinburgh Investigate some key attractions- Edinburgh castle, Parliament, high street, cathedral Edinburgh castle task- (not writing) ELG: Knows some		season. What changes have happened? Children match photographs to the correct seasons. Children match typical weather to the correct seasons. Vocabulary: weather, seasons	https://www.peakdistrict. gov.uk/learning- about/education/primary- visits-ks1/nature- detectives Fieldwork, sketches and map work. Practical compass use. Look at human and physical features at the forest. Vocabulary: forest, hill, soil, vegetation	human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Trip to River Bolin- River study https://www.pea kdistrict.gov.uk/I earning- about/education /primary- products/a- river stormed and where it goes to	Retrieve and revisit the	Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Children look at the physical similarities and differences between the different biomes. Apart from the woodlands (week 4 Macclesfield Forest). Ensure you are covering vegetation belts as well. Find other locations where these biomes exist. Children should notice there is a link between the climate and similar biomes.	
ELG: Knows some similarities and differences between the natural world	3	knowledge- names of 4 countries of UK, where	Revisit continents and oceans Review using maps and atlases	equator, northern and southern	water cycle TRIP TO LLANDUDNO	Locational knowledge: Locate the world's countries, using maps to focus on Europe	

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around them and	they are and	Geographical skills: use	hemispheres,	Geographical skills and	(including the location	
contrasting	surrounding seas.	world maps, atlases and	tropics of Cancer	fieldwork:	of Russia) and North	
environments,	Revisit weather	globes to identify the	and Capricorn	Use the eight points of	and South America,	
drawing on their	Human and physical	United Kingdom and its	from HT2.	a compass. Use four	concentrating on their	
experiences and what	geography: identify the	countries, as well as the	Locational	and six- figure grid	environmental regions,	
has been read in class	location of hot and cold	countries, continents and	Knowledge:	references.	key physical and	
	areas of the world in	oceans studied at this key	identify the	Use fieldwork to	human characteristics,	
Explain some	relation to the Equator	stage	position and	observe, measure,	countries, and major	
similarities and	and the North and		significance of	record and present the	cities.	
differences between	South Poles	In review stage, see how	latitude,	human and physical		
life in this country and		much you need to reteach	longitude,	features in the local	Geographical skills and	
life in other countries,	Teach children about the	of using maps, atlases and	Equator,	area using a range of	fieldwork: use maps,	
drawing on knowledge	Equator and that it is the	globes ( <i>maybe another</i>	Northern	methods, including	atlases, globes and	
from stories, non-	hottest part of the	link in guided reading)	Hemisphere,	sketch maps, plans and	digital/computer	
fiction texts and when	world. Compare with the		Southern	graphs, and digital	mapping to locate	
appropriate- maps.	North and South Poles.	Teacher shows children	Hemisphere, the	technologies.	countries and describe	
	Children understand this	Google Earth as another	Tropics of Cancer	Human and physical	features studied	
Show the map of	is physical geography.	source (only introduction	and Capricorn,	geography: human		
England again. Can you		as this is taught in Year 3).	Arctic and	geography, including:	Children look at the	
point to England?	Children find UK on the		Antarctic Circle	types of settlement	human similarities and	
Wilmslow? Scotland?	map, look at where it is	Children find the Amazon	Locate the	and land use,	differences between	
	in relation to Equator,	rainforest on maps, globes	world's countries	economic activity.	the different biomes.	
Explain that today we	North and South Poles.	and atlases.	(Russia), using	Physical geography	Apart from the	
are going to look at		Label a basic map of some	maps to focus on	including: mountains,	woodlands (week 4	
Wales- can you point	Vocabulary: weather,	countries of South	concentrating on	the coast and water	Macclesfield Forest).	
to where that is?	seasons, Equator, North	America where the	their	cycle.	Look at the population	
	Pole, South Pole	Amazon rainforest is. Note	environmental	While on the	in some of the biomes,	
Using the other map in		how close it is to the	regions, key	residential, children	what people would use	
Wednesday's		Equator and South Pole.	physical and	will practice above	the land for, how	
resources show them			human	geographical skills and	human activity has	
where the capital city			characteristics,	fieldwork.	changed the geography	
is and point out			countries, and	Children will observe	of the places.	
Cardiff. Explain that			major cities	human and physical		
this is the capital of				geography of	RRSA	
Wales. With a marker,			Look at where	Llandudno.	Article 12 and 13- the	
see if they can add a			the River Volga is		right to share their	
			in comparison to	RRSA	views on change over	



dot to their map to				the River Bolin.	Article 31- leisure,	time and providing the	
show where Cardiff is.				Use compass	culture and play within	freedom to express	
				directions to	location. Make	these views	
Using the relief map-				explain.	comparisons to what	Article 31- leisure,	
talk about the shape of					they have available in	culture and play within	
the land and point out				Look at where	Wilmslow	location.	
where the mountains				the River Volga is		Article 29- respecting	
and hills				in relation to		their own and other	
				northern/		cultures. Respecting	
Show pictures of				southern		the environment	
mountains and valleys				hemisphere,			
in wales- can you point				tropics of Cancer			
out the mountains in				and Capricorn.			
the pictures? Can you							
point out the valleys?				Locate major			
(the valley is the low				cities along the			
area between the				River Volga.			
mountains)				Look at physical			
linountumsy				and human			
Complete the				characteristics at			
'mountain and valley'				a section of the			
picture to show what				river in Russia.			
they are.				Settlements and			
they ure.				land use around			
Show the flag of Wales				the Volga.			
and explain that there				the volgar			
are many stories of				RRSA			
dragons throughout				Article 31-			
history.				leisure, culture			
				and play within			
Use Dilwyn the Wlesh				location			
Dragon as a themed							
book							
ELG: Knows some		Revisit week 1 locational	Revisit continents and	Revisit the	Revisit human and	Retrieve biomes	
similarities and	4		oceans.	equator,	physical geography	meanings and the 6	
differences between		countries of UK, where	Retrieve use of maps	northern and	seen in Llandudno.	looked at.	



the natural worldthey are andPlace Knowledge:southernRevisit how a coast isOS maps and 8 pointaround them andsurrounding seas. Revisitunderstand geographicalhemispheres,formed and features ofcompasscontrastingweek 3 physicalsimilarities andtropics of Cancera coastlineGeographical skillsenvironments,geography- hot and colddifferences throughand CapricornRevisit the water cycleand fieldwork: use thedrawing on theirareas of the world.studying the human andphysical geography of aRevisit where theunderstandcompass, four and six-has been read in classphysical featuressmall area of the UnitedRiver Amazongeographicalfigure grid references,Explain somefieldwork: use aerialarea in a contrasting non-locate countriesdifferences through,similarities andsimilarities andsimilarities andphotographs and planEuropean countryon a map.the study of humanOrdnance Survey
contrasting environments, drawing on their experiences and what has been read in classweek 3 physical geography- hot and cold areas of the world.similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a smalltropics of Cancer and Capricorn from HT2.a coastline Revisit the water cycle understand geographical skills and fieldwork: use the eight points of a compass, four and six- figure grid references, symbols and keycontrasting drawing on their experiences and what has been read in classweek 3 physical geographical skills and fieldwork: use aerialsimilarities and area in a contrasting non-tropics of Cancer and Capricorn from HT2.a coastline Revisit the water cycle understand geographicalGeographical skills and fieldwork: use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of
environments, drawing on their experiences and what has been read in classgeography- hot and cold areas of the world.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-and Capricorn from HT2.Revisit the water cycle Place Knowledge: understand geographical similarities and differences through geographical skills and fieldwork: use aerialand capricorn studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-Revisit the water cycle place Knowledge: understand geographical similarities and differences throughand fieldwork: use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of
drawing on their experiences and what has been read in classareas of the world. Revisit human and physical features Geographical skills and fieldwork: use aerialstudying the human and physical geography of a small area of the United Area in a contrasting non-from HT2. Revisit where the River Amazon runs through, locate countriesPlace Knowledge: understand geographical similarities and differences througheight points of a compass, four and six- figure grid references, symbols and key (including the use of
experiences and what has been read in classRevisit human and physical features Geographical skills and fieldwork: use aerialphysical geography of a small area of the United Kingdom, and of a small area in a contrasting non-Revisit where the River Amazon runs through, locate countriesunderstand geographical similarities and differences throughcompass, four and six- figure grid references, symbols and key (including the use of
has been read in classphysical features Geographical skills and fieldwork: use aerialsmall area of the United Kingdom, and of a small area in a contrasting non-River Amazon runs through, locate countriesgeographical similarities and differences throughfigure grid references, symbols and key (including the use of
Explain someGeographical skills and fieldwork: use aerialKingdom, and of a small area in a contrasting non-runs through, locate countriessimilarities and differences through (including the use of
Explain some       fieldwork: use aerial       area in a contrasting non-       locate countries       differences through       (including the use of
cimilarities and hotographs and plan European country on a map the study of human Ordenance Survey
differences between perspectives to Locational and physical maps) to build their
life in this country and recognise landmarks Human and physical Knowledge: geography of a region knowledge of the
life in other countries, and basic human and geography: the location of identify the of the United Kingdom United Kingdom and
drawing on knowledge physical features; devise hot and cold areas of the position and Locational Knowledge: the wider world
from stories, non- a simple map; and use world in relation to the significance of Name and locate
fiction texts and when and construct basic Equator and the North latitude, counties and cities of use fieldwork to
appropriate- maps. symbols in a key and South Poles longitude, the United Kingdom, observe, measure,
Equator, geographical regions record and present the
Show the map of Use locational and Focus on a small area of Northern and their identifying human and physical
England again. Can you directional language [for the Amazon rainforest- Hemisphere, human and physical features in the local
point to England? example, near and far; Manaus area for example. Southern characteristics, key area using a range of
Wilmlsow? Scotland? Look at the human and Look at the human and Hemisphere, the topographical features methods, including
Wales? Northern describe the location of physical features found Tropics of Cancer (including hills, sketch maps, plans and
Ireland? features and routes on a there. and Capricorn, mountains, coasts and graphs, and digital
map Why has there been a city Arctic and rivers), and land-use technologies
Explain that today we built at this part of the Antarctic Circle patterns. Trip to Macclesfield
are going to look at Trip to a local beach- Amazon? Look at where Forest
N.Ireland- can you Formby. Compare over time how the Amazon is in Children compare the 4 https://www.peakdistri
point to where that is? https://www.nationaltru the Amazon has changed, comparison to coastal towns of the UK ct.gov.uk/learning-
Using the map in <u>st.org.uk/formby</u> why has this happened? the River Bolin looking and human and <u>about/education/prima</u>
esources show them Observe human and Average temperatures. and River Volga. physical geography ry-products/peak-
where the capital city physical features at the now. district-explorers-map-
is and point out beach. RRSA Teach <u>skills</u>
Belfast. Explain that Back in school, children Article 12 and 13- respect Look at where RRSA Or
this is the capital of construct simple map of their views and opinions the River Amazon Article 31- leisure, https://www.peakdistri
N.Ireland. With a Formby and use and provide freedom for is in relation to culture and play within ct.gov.uk/learning-
marker, see if they can directional language to directional language to



add a dot to their map	describe locations of	them to say what they	southern		about/education/prima	
to show where Belfast	things.	think about these changes	hemisphere,		ry-products/peak-	
is.		Article 29- respect the	tropics of Cancer		challenge-and-den-	
		environment	and Capricorn.		building	
Explain that on the						
North East coast of		Vocabulary: forest, soil,			While on the trip,	
Ireland there is a very		vegetation, city			children observe	
special natural creation		0 / /			human and physical	
called; 'The Giants					geography of the	
Causeway'. Lots of					biome. Include	
people have their own					sketching and plans of	
ideas about how this					the area	
was created. The						
legend says it was						
created by a giant!						
created by a giant!						
Use FinMacCool and						
the Giant's						
Causeway as a						
theme book.						
Discuss Irish cultures						
such as dancing and						
sports.						
sports.						
Children to express						
their dancing						
culture.						
ELG: Knows some	Revisit week 1 locational	Revisit continents and	Revisit River	Revisit human and	Revisit biome of	
similarities and	knowledge- names of 4	oceans.	Amazon location-	physical geography of 4	Macclesfield forest.	
differences between	countries of UK, where	Retrieve use of maps	use a different	coastal towns	Discuss the human and	
the natural world	they are and	Place Knowledge:	map to locate.	Revisit how a coastline	physical features.	
around them and	surrounding seas. Revisit	understand geographical	Locational	is formed and key	Place Knowledge:	
contrasting	week 3 physical	similarities and	Knowledge:	vocabulary from it	understand	
environments,	geography- hot and cold	differences through	locate the	Revisit the water cycle	geographical	
	areas of the world.	studying the human and	world's countries		similarities and	



drawing on their	Revisit directional	physical geography of a	(Brazil), using	Locational Knowledge:	differences through	
experiences and what	language	small area of the United	maps to focus on	Name and locate	the study of human	
has been read in class	Use locational and	Kingdom, and of a small	concentrating on	counties and cities of	and physical	
	directional language [for	area in a contrasting non-	their	the United Kingdom,	geography of a region	
Explain some	example, near and far;	European country	environmental	geographical regions	of the United Kingdom,	
similarities and	left and right], to		regions, key	and their identifying	a region in a European	
differences between	describe the location of	Human and physical	physical and	human and physical	country, and a region	
life in this country and	features and routes on a	geography: the location of	human	characteristics, key	within North or South	
life in other countries,	map	hot and cold areas of the	characteristics,	topographical features	America	
drawing on knowledge		world in relation to the	countries, and	(including hills,		
from stories, non-	Teach key vocabulary.	Equator and the North	major cities	mountains, coasts and	Children compare their	
fiction texts and when	Match words to	and South Poles	Human and	rivers), and land-use	research from	
appropriate- maps.	photographs.		physical	patterns.	Macclesfield forest	
		Compare the Amazon	Geography:	and understand how	with other biomes.	
Making Comparisons	Compare Formby to	rainforest and	human	some of these aspects	Focus on North and	
to all of the places in	other beaches and	Macclesfield Forest.	geography,	have changed over	South America and	
the United Kingdom	coasts. Use a beach/	Focus on:	including: types	time	Europe comparisons.	
0.1	coast from each of the 4	Human and physical	of settlement		Include looking at the	
	countries of the UK.	features	and land use.	Children look at the 4	vegetation found in	
		Temperatures	Locate major	coastal towns and see	each place.	
	Look at photographs of	Locations	cities along the	how the physical and		
	these beaches. Coasts	Similarities and	River Amazon.	human geography has	RRSA	
	(including aerial	differences in the forest-	Look at physical	changed over time.	Article 12 and 13- the	
	photographs). Children	wildlife, vegetation	and human	Why has this	right to share their	
	use directional		characteristics at	happened?	views on change over	
	vocabulary to describe		a section of the		time and providing the	
	where places (vocab)		river in Brazil.	RRSA	freedom to express	
	are.		Settlements and	Article 12 and 13- the	these views	
	Maashulamu aaasti siiff		land use around	right to share their	Article 31- leisure,	
	Vocabulary: coast, cliff,		the Amazon.	views on change over	culture and play within	
	beach, sea, ocean, port, harbour, village		RRSA	time and providing the freedom to express	location. Article 29- respecting	
	harbour, village		Article 31- make	these views	their own and other	
			comparisons to	Article 31- leisure,	cultures. Respecting	
			leisure, culture	culture and play within	the environment	
			and play within	location.		
			location			
			IUCALIUII			



Article 29-       Article 29- respecting         respecting their       their own and other         own and other       cultures         cultures       the environment
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ELG: Knows		Revisit week 1		Place Knowledge:	Draw the topic	Draw topic together. In
some		locational knowledge-	Draw topic together.	understand	together and children	groups children present
similarities		names of 4 countries of	This could be done by	geographical	can present what	the information they
and		UK, where they are and	giving them a heading	similarities and	they've learned. This	have learned.
differences		surrounding seas.	or a question and	differences through	can be done in groups	
between		Revisit week 3 physical	children present	the study of human	and presented to the	RRSA
the natural		geography- hot and	information.	and physical	whole class or linked	Article 12 and 13
world		cold areas of the world.		geography of a region	with computing and	Article 29
around		Revisit human and	RRSA	of the United Kingdom,	present using a	Article 31
them and		physical features.	Article 12 and 13	a region in a European	computer programme	
contrasting		Retrieve key	Article 29	country, and a region	learned.	
environmen		vocabulary from last		within North or South		
ts,		week		America	RRSA	
drawing on		Place Knowledge:		Draw topic together. In	Article 12 and 13	
their		understand		groups children present	Article 29	
experiences		geographical		the information they	Article 31	
and what	6	similarities and		have learned.		
has been		differences through				
read in class		studying the human				
		and physical		RRSA		
Explain		geography of a small		Article 29		
some		area of the United		Article 31		
similarities		Kingdom.				
and		Compare Formby to				
differences		other beaches and				
between life		coasts. Use a beach/				
in this		coast from each of the				
country and		4 countries of the UK.				
life in other						
countries,		Look at photographs of				
drawing on		these beaches. Coasts				
knowledge		(including aerial				
from		photographs). Focus on				
stories, non-		comparing human and				



fiction texts	physical features of		
and when	these places.		
appropriate-			
maps.	RRSA		
	Article 29		
Making	Article 31		
Compariso			
ns to all of	Vocabulary: coast, cliff,		
the places	beach, sea, ocean,		
in the	port, harbour, village		
United			
Kingdom			
De latite			
Revisiting			
all of the			
locations			
and			
pinpointing			
key			
features on			
the map			