



Ashdene Primary School – Geography Progression Map EYFS –Y6

Ashdene Primary School – Geography Progression Map EYFS –Y6							
Purpose of Study	<ul style="list-style-type: none"> 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. 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. 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 						
Aims	<ul style="list-style-type: none"> 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. 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. To be competent in the geographical skills needed to: <ul style="list-style-type: none"> 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. 						
EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Development matters and ELG's 2020	National curriculum objectives						
	Locational	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name and locate the world's seven continents and five oceans	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)
<p>Recognise some environments that are different to the one in which they live</p> <p>Recognise some similarities between life in this country and life in other countries</p> <p>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.</p>	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
<p>Explore the natural world around them</p> <p>Describe what they see, feel and hear whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>ELG (UW) Explore the natural world around them, making observations and</p>	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	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>



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



Seasons	H 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	<u>Longitudinal study</u> 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) RRSA-DURING WHOLE TOPIC, LINK WITH FAIR TRADE, BEING A GLOBAL CITIZEN Reference the rights most applicable to topics covered. Where possible, explore fair trade in relation to child labour and protecting adequate standards of living for families (32, 27)
Human and Physical Geography Autumn- Features of Autumn- what do you see, feel smell and hear in Autumn What is harvested in Autumn?		Locational Knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical skills: use world maps, atlases and globes to identify the	Retrieve 4 countries of UK and capital cities and surrounding seas (Yr1) Locational Knowledge: name and locate the world's seven continents and five oceans Geographical skills: use world maps, atlases and globes to identify the United Kingdom and the	Retrieve 7 continents and 5 oceans of the world (Yr2) Locational Knowledge: locate the world's countries, using maps to focus on Europe	Retrieve 7 continents and 5 oceans of the world (Yr2) Revisit Year 3 Locational Knowledge (equator etc) Retrieve using Google Earth (Yr3) Locational Knowledge: locate the world's countries, using maps	Retrieve 7 main tectonic plates (Year 4) Retrieve locational knowledge- Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, time zones. (Year 3 and 4) Locational knowledge: locate the world's countries, using maps	Revisit countries in Europe. How many countries can the children name and find on a map. Look at the world and find countries worldwide, can the children find them. Retrieve locational knowledge- Equator, Tropics of Cancer and



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



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



				nations convention. Article 2- Non-discrimination- applies to ALL children			
Revisit week 1- The 4 seasons, Autumn human and physical knowledge Human and Physical Geography Winter- Features of Winter- what do you see, feel smell and hear in Winter Changes in weather due to temperature- frost, ice and snow How animals adapt to winter? How do we adapt in winter? Vocabulary- Autumn, Winter, Spring Summer, weather, temperature, season, adapt, change	2	Revisit week 1 locational knowledge Fieldwork: use simple fieldwork and observational skills to study the geography of their school and its grounds Link that Wilmslow is in England. Use map of the school/plan of school/aerial images – match with real life photos Vocabulary: City, town, village	Revisit week 1 locational knowledge Retrieve capital cities of UK Revisit how to use maps etc. Geographical skills: use world maps, atlases and globes. Use simple compass directions (North, South, East and West) Link that the UK is in Europe. Find Wilmslow and London on a map. Teach children single compass directions (North, South, East and West). Use compasses outside to practise these skills. Children use compass directions to describe where London is in comparison to Wilmslow. Vocabulary: City, town, village, river	Revisit week 1 locational knowledge (equator etc.) Retrieve seasons information (Yr1) Human and physical geography: physical geography, including climate zones Teach children about the climate zones of the world. On a map, children can label the different climate zones Look at the climate zones of the 3 places. Are they similar? Why/ why not? Children use knowledge of	Revisit where the North West of England is Revisit Google maps 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 Geographical skills: 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	Revisit latitude and longitude Retrieve main tectonic plates. 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. 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	Revisit where the countries are from last lesson Revisit what physical geography is 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



			<p>equator etc. when explaining.</p> <p>Are all the seasons at the same time in the countries? Are they the same as ours?</p>	<p>United Kingdom and the wider world</p> <p>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.</p> <p>Look at topography of the North West and its major human and physical characteristics</p> <p>RRSA- Article 24- right to health care and health services Article 31- the right to leisure, play and culture- links to NW</p>	<p>Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>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.</p> <p>RRSA- Article 24- right to health care and health services Article 31- the right to leisure, play and culture- links to major cities covered</p>	<p>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</p> <p>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</p>
Revisit week 2- The 4 seasons, Autumn and Winter human and physical knowledge	<p>Revisit week 1 locational knowledge</p> <p>Geographical Skills: use aerial photographs and plan perspectives to recognise landmarks</p>	<p>Revisit week 1 locational knowledge</p> <p>Review aerial photographs</p> <p>Geographical Skills: use aerial photographs and plan perspectives to recognise landmarks and</p>	<p>Revisit week 1 locational knowledge (equator etc.)</p> <p>Retrieve physical geography of the local area</p>	<p>Retrieve locational knowledge from week 1 (yr3)</p> <p>Locational knowledge: the Prime/Greenwich Meridian and time</p>	<p>Revisit latitude and longitude</p> <p>Retrieve main tectonic plates.</p> <p>Retrieve how earthquakes happen</p>	<p>Revisit where the countries are from last lesson</p> <p>Revisit what geography human is</p> <p>Place Knowledge: understand</p>



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



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



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



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



<p>you see, feel smell and hear in these environments. How are they different? Draw contrasting environments</p> <p>Compare common animals that inhabit UK and Australia</p> <p>Vocabulary- Autumn, Winter, Spring Summer, weather, temperature, season, adapt, change, growth</p>	<p>of whether these are shared by the minority of the people in the country where they live</p>	<p>the language, customs and religion of their family</p>	<p>Look at climate change around the world over the last 100 years.</p> <p>Focus in on the Arctic circle (links with Alaska).</p> <p>This lesson and investigation can be spread over 2 lessons</p> <p>RRSA Article 24- right to provide a clean environment to stay healthy- with links to climate change and impact on this. Article 29- respect the environment Article 12 and 13- the right to share their view on climate change and what they think needs to happen to protect the environment</p>	<p>RRSA Article 4- Governments must do all they can to make sure children survive Article 24- impact of earthquakes on health and health services Article 27- adequate standards of living (impact of this following earthquakes) 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</p>	<p>geography has changed over time.</p> <p>Investigate why people settle around volcanoes, how does it benefit them?</p> <p>RRSA Article 4- Governments must do all they can to make sure children survive Article 24- impact of earthquakes on health and health services Article 27- adequate standards of living (living around volcanoes)</p>	<p>maybe get in touch with people from the monthly farmer's market), do they trade locally in the North West or internationally? How is fair trade represented in shops in Wilmslow? What are the trade routes in Wilmslow? Is it similar to that of global trade? Has trade in Wilmslow changed over time? Ask local businesses/ farmer's market Focus on representing information in graphs, using digital technology</p> <p>RRSA Article 12 and 13 Article 24 Article 31 Plus additional articles covered where appropriate to global citizenship and Fairtrade</p>
---	---	---	---	--	---	---



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



Note: Half term 2 is a 7 week term so one lesson plan can be spread over two lessons.

Note: Half term 2 is a 7 week term so one lesson plan can be spread over two lessons.							
EYFS		Y1	Y2	Y3	Y4	Y5	Y6
The UK	H T 6	Seaside	Rainforest	Rivers UK, Europe, Wider World	Coasts: Llandudno	Biomes and vegetation belts	NA
<p>Drawing on seasons topic in HT 2-</p> <p>Making comparison between places in the United Kingdom – looking at myths, legends and cultures in different locations.</p>	Links to prior learning	<p>The UK and 4 countries that make up the UK covered in HT2</p> <p>Patterns and changes looked at in EYFS</p>	<p>7 continents and 5 oceans covered in HT2</p> <p>Physical geography: Equator, North and South Poles</p>	<p>7 continents and 5 oceans- Year 2/ HT2 Year 3</p> <p>Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn- HT2 Year 3</p> <p>Amazon rainforest- Year 2</p>	<p>The UK and 4 countries.</p> <p>Rivers (Year 3)</p>	<p>Climate zones (Yr3)</p> <p>Rainforest (Yr2)</p> <p>Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn (Yr3)</p>	
<p>ELG: Explore the natural world</p> <p>Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>	1	<p>Review the 4 countries of the UK.</p> <p>Geographical skills: Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Locational knowledge: Name, locate and identify characteristics</p>	<p>Revisit 7 continents and 5 oceans</p> <p>Retrieve Equator, North and South Poles location</p> <p>Retrieve compass directions.</p> <p>Geographical skills: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</p>	<p>Locational Knowledge:</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), North,</p>	<p>Retrieve 4 countries and capitals of UK</p> <p>Retrieve using an 8-point compass and four and six figure grid references</p> <p>Locational Knowledge:</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions</p>	<p>Retrieve continents and locational knowledge such as: Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Locational Knowledge:</p> <p>Locate the world's countries, using maps</p>	



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



We live in Wilmslow, in England- locate

Use the book- Town Mouse and Country mouse to make further comparisons:

Is Wilmslow is a town? Or Countryside?- showing pictures of human and physical features of Wilmslow

Sort the pictures into Wilmslow Town and local Countryside - generate lots of discussion about their own experiences of these places

Compare 1 countryside picture to one town picture in Wilmslow- complete 'This is... I can see...' sentences

Using Town Mouse and Country Mouse- looking at the features and how they are different.

Now make comparisons between – Town, country and

focus on the following as the main biomes: Rainforests, deserts, the savannah, woodlands/ forests, temperate grasslands, tundra.

Children locate the following places and say what type of biome would be found there and what the climate and vegetation is like: Peru **rainforest**, Egypt **desert**, Australia (specifically Northern Territory) **savannah**, The Peak District, UK **woodlands/ forest**, North America (specifically the Great Plains) **temperate grasslands**, Scandinavia **tundra**
Investigate the above locational knowledge for the 6 locations.

RRSA
Article 29- respect for the environment



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



<p>experiences and what has been read in class</p> <p>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.</p> <p>Use the book: There's no such thing as Nessie as a theme in writing..</p> <p>Locate Scotland on the map of the UK- locate Edinburgh as the capital city- <i>What is the capital city of England?</i> The capital city of Scotland is Edinburgh</p> <p>Investigate some key attractions- Edinburgh castle, Parliament, high street, cathedral</p> <p>Edinburgh castle task- (not writing)</p>		<p>season. What changes have happened?</p> <p>Children match photographs to the correct seasons.</p> <p>Children match typical weather to the correct seasons.</p> <p>Vocabulary: weather, seasons</p>	<p>https://www.peakdistrict.gov.uk/learning-about/education/primary-visits-ks1/nature-detectives</p> <p>Fieldwork, sketches and map work. Practical compass use.</p> <p>Look at human and physical features at the forest.</p> <p>Vocabulary: forest, hill, soil, vegetation</p>	<p>human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Trip to River Bolin- River study</p> <p>https://www.peakdistrict.gov.uk/learning-about/education/primary-products/a-rivers-tale</p> <p>Look at how a river is formed and where it goes to</p>		<p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Children look at the physical similarities and differences between the different biomes.</p> <p>Apart from the woodlands (week 4 Macclesfield Forest). Ensure you are covering vegetation belts as well.</p> <p>Find other locations where these biomes exist. Children should notice there is a link between the climate and similar biomes.</p>	
<p>ELG: Knows some similarities and differences between the natural world</p>	<p>3</p>	<p>Revisit week 1 locational knowledge- names of 4 countries of UK, where</p>	<p>Revisit continents and oceans</p> <p>Review using maps and atlases</p>	<p>Revisit the equator, northern and southern</p>	<p>Retrieve and revisit the water cycle</p> <p>TRIP TO LLANDUDNO</p>	<p>Locational Knowledge:</p> <p>Locate the world's countries, using maps to focus on Europe</p>	



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



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



<p>the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>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.</p> <p>Show the map of England again. Can you point to England? Wilmslow? Scotland? Wales? Northern Ireland?</p> <p>Explain that today we are going to look at N.Ireland- can you point to where that is? Using the map in resources show them where the capital city is and point out Belfast. Explain that this is the capital of N.Ireland. With a marker, see if they can</p>	<p>they are and surrounding seas. Revisit week 3 physical geography- hot and cold areas of the world. Revisit human and physical features</p> <p>Geographical skills and fieldwork: 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</p> <p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Trip to a local beach- Formby. https://www.nationaltrust.org.uk/formby</p> <p>Observe human and physical features at the beach.</p> <p>Back in school, children construct simple map of Formby and use directional language to</p>	<p>Place Knowledge: 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</p> <p>Human and physical geography: the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Focus on a small area of the Amazon rainforest- Manaus area for example. Look at the human and physical features found there.</p> <p>Why has there been a city built at this part of the Amazon?</p> <p>Compare over time how the Amazon has changed, why has this happened?</p> <p>Average temperatures.</p> <p>RRSA Article 12 and 13- respect their views and opinions and provide freedom for</p>	<p>southern hemispheres, tropics of Cancer and Capricorn from HT2. Revisit where the River Amazon runs through, locate countries on a map.</p> <p>Locational Knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Look at where the Amazon is in comparison to the River Bolin and River Volga.</p> <p>Teach</p> <p>Look at where the River Amazon is in relation to northern/</p>	<p>Revisit how a coast is formed and features of a coastline</p> <p>Revisit the water cycle</p> <p>Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>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.</p> <p>Children compare the 4 coastal towns of the UK looking and human and physical geography now.</p> <p>RRSA Article 31- leisure, culture and play within location.</p>	<p>OS maps and 8 point compass</p> <p>Geographical skills and fieldwork: 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</p> <p>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</p> <p>Trip to Macclesfield Forest https://www.peakdistrict.gov.uk/learning-about/education/primary-products/peak-district-explorers-map-skills</p> <p>or https://www.peakdistrict.gov.uk/learning-</p>	
---	---	---	---	---	---	--



<p>add a dot to their map to show where Belfast is.</p> <p>Explain that on the North East coast of Ireland there is a very special natural creation called; 'The Giants Causeway'. Lots of people have their own ideas about how this was created. The legend says it was created by a giant!</p> <p>Use FinMacCool and the Giant's Causeway as a theme book.</p> <p>Discuss Irish cultures such as dancing and sports.</p> <p>Children to express their dancing culture.</p>		<p>describe locations of things.</p>	<p>them to say what they think about these changes</p> <p>Article 29- respect the environment</p> <p>Vocabulary: forest, soil, vegetation, city</p>	<p>southern hemisphere, tropics of Cancer and Capricorn.</p>		<p>about/education/primary-products/peak-challenge-and-den-building</p> <p>While on the trip, children observe human and physical geography of the biome. Include sketching and plans of the area</p>	
<p>ELG: Knows some similarities and differences between the natural world around them and contrasting environments,</p>	5	<p>Revisit week 1 locational knowledge- names of 4 countries of UK, where they are and surrounding seas. Revisit week 3 physical geography- hot and cold areas of the world.</p>	<p>Revisit continents and oceans.</p> <p>Retrieve use of maps</p> <p>Place Knowledge: understand geographical similarities and differences through studying the human and</p>	<p>Revisit River Amazon location- use a different map to locate.</p> <p>Locational Knowledge: locate the world's countries</p>	<p>Revisit human and physical geography of 4 coastal towns</p> <p>Revisit how a coastline is formed and key vocabulary from it</p> <p>Revisit the water cycle</p>	<p>Revisit biome of Macclesfield forest. Discuss the human and physical features.</p> <p>Place Knowledge: understand geographical similarities and</p>	



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



Ashdene Primary School

passionate about learning

			Article 29- respecting their own and other cultures	Article 29- respecting their own and other cultures. Respecting the environment		
--	--	--	--	--	--	--



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



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