



GEOGRAPHY

INTENDED CURRICULUM

Our planning of the geography curriculum has been planned so the curriculum organises and repeats **procedural**, **substantive** and **disciplinary knowledge**.



Key Geographical Themes & Disciplinary Knowledge

- **Space & place:** How is a space used? How is the place different to other places?
- **Scale:** Looking at places both at a local and global level (zooming in and out).
- **Human & physical processes:** Thinking about the differences between the natural and human made world - how do they connect and impact each other?



How geographers think

- **Map & spatial skills:** Interpret maps, globes and atlases as well as aerial photography, satellite imagery and digital mapping.
- **Graphs & charts:** There are some that are specific to geography, such as cross sections and population pyramids.
- **Geographical enquiry skills:** Identify questions/issues; to collect, interpret and analyse data; draw conclusions and present these to others; identify further questions to investigate.
- **Geography fieldwork skills:** Data collection, including observation, photography, sketching, interviewing as well as analysing such things.



How geographers work & find out
(Procedural Knowledge)

- **Understanding cultural diversity & appreciating differences**
- **Environmental impact & sustainability**
- **Interdependence:** How the world is connected and the impact of events locally/globally.



How to make use of geography in the real world

Disciplinary Knowledge

At Bruche, our teachers understand that disciplinary knowledge in Geography is understanding how geographical knowledge is formed, debated, and contested.

It's about learning the practices of geographers, including how they identify questions, collect and analyse data, and reach conclusions.

Disciplinary knowledge helps children understand the “why” behind geographical concepts and appreciate the dynamic nature of geography, where thinking and viewpoints can change.

It helps students understand that geographical knowledge is not static and fixed, but rather evolves through investigation, debate, and the contributions of different individuals and groups.

Developing disciplinary knowledge involves learning the methods and techniques used by geographers, such as fieldwork, map analysis, and data analysis, to answer geographical questions.

It encourages students to ask critical questions about the world, such as why a place is the way it is, how it is changing, and how it affects other places – interconnections.

We understand that children need to understand that Geography is a subject where thinking and viewpoints can change, and disciplinary knowledge fosters this critical thinking.

Nursery

UNDERSTANDING THE WORLD □ People, Culture & Communities (Links to KS1: Human Geography) □ Natural World (Links to KS1: Physical Geography)					
Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Autumn		Spring		Summer	
Learning Priorities: Linked to Development Matters 2023					
Autumn 1 It’s Good to be Me	Autumn 2 Let’s Explore	Spring 1 Splashing About	Spring 2 Animals in Hot Countries	Summer 1 My Garden	Summer 2 Near and Far
Different Occupations Identify and talk about the different roles and occupations of people who are familiar to them		Different Occupations Be able to talk about the key features of the Zoo		Different Occupations Re-enact different occupations within role play	
Local Environment - Talk about where they live - Talk about who lives in their home - Describe the location of special events e.g. <i>parks, cinema, beach</i>		Local Environment - Develop an awareness of different settings - Describe the features of farm. - Build their own farm and include key features for animal homes. - Build their own farm and include key features for animal homes.		Local Environment - Talk about their journey to school - Know our school is based in Warrington which is in England. - Can name some significant places in Warrington - Park, swimming, Shopping etc. - Name a variety of different homes such as barn, castle, tent caravan, flat, detached	

Natural World - Participate in Forest School, getting to know key features of the learning space - Explore all learning spaces with increasing independence - Say what they like and dislike about indoor and outdoor environments	Natural World - Participate in Forest School, exploring the similarities and differences of different natural objects - Talk about the habitats of some winter animals - Talk about the habitats of some wild animals in hot climates	Natural World - Participate in Forest School, identifying the importance of respecting nature and our surrounding environment - Begin to understand the need to respect and care for the natural environment and all living things. - Explain why we see plants and flowers growing in the spring and the Summer. - Explain the best places for flowers, and vegetables to grow and explain why.
Different Countries Talk about places they have visited	Different Countries Find out about animals that live in different countries/climates	Different Countries Know the names of some other countries and begin to talk about some differences
Natural Phenomena Talk about the key features of Autumn	Natural Phenomena - Talk about the key features of Winter - Talk about the key features of Spring	Natural Phenomena - Explore and talk about the different forces they can feel - Talk about the key features of Summer
Technology - Explore different toys in role play such as telephones, cameras, keyboards. - Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - With practitioner support explore the Interactive White Board	Technology - Understands that we can search for information on 'google' by typing in a word to find out more. - Can use a simple I board touch programme to draw a picture by changing tools and colours using the on-screen options - Complete simple programmes using the Interactive White Board - Begin to know that they shouldn't use devices without supervision – E-Safety	Technology - Can operate simple games on the iPad and know to open and end a programme. - Can type their name on a keyboard by finding the letters of their name. - Complete increased range of programmes using the Interactive White Board
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. □ Trips to the farm and the zoo will be used to enhance children experiences of animals and class experience of hatching our own chicks		

Reception

UNDERSTANDING THE WORLD □ People, Culture & Communities (Links to KS1: Human Geography) □ Natural World (Links to KS1: Physical Geography)					
Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension					
Early Learning Goals:					
ELG: UW/ The Natural World: Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons					
Autumn		Spring		Summer	
Learning Priorities: Linked to Development Matters 2023					
Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Animals in Winter	Spring 2 Wonderful Water / Rainforest	Summer 1 Growing	Summer 2 Near and Far
Different Occupations Describe the jobs people do in our community to help to protect it.		Different Occupations		Different Occupations Describe some actions which people in their own community do that help to maintain the area they live in.	
Local Environment - Know own address. - Describe home - Know school is in Warrington.		Local Environment - Use a BeeBot to plan a route and explain direction. - Plan a route from home to school.		Local Environment - Talk about significant places in Warrington. - Use a simple map. - Begin to develop an awareness of signs and symbols on simple maps. - Find places of interest on a simple map. - Draw and create own maps using objects, pictures and some signs / symbols. - Using language of different physical features such as mountains, rivers, hills, countryside.	

Natural World - Explore and describe the school grounds including, trim trail, playground, field, and forest. - Describe similarities and differences between the different locations around school.	Natural World - Talk about the best places to plant in the school grounds and why. - Draw a map of where and what is planted in our outdoor area. - Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions	Natural World - Talk about the impact of human activity- Recycling. The impact on animals and the environment. - Describe the environment and what we see on photographs
Different countries Name different building people go to worship, church, temple, synagogue.	Different countries Recognise some similarities & differences between life in this country & life in other countries	Different countries Name the 4 different countries in the UK and spot these on a map when looking at homes around the world.
Natural Phenomena Examine seasonal change over time	Natural Phenomena	Natural Phenomena Describe the seasonal changes and what we have observed.
Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. □ Timeline of events to be placed up on class walls so children can continually retrieve prior learning. □ Class floor books to be used to showcase a learning journey over time of significant events		

Year 1

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge/Procedural Geography
My School, My Area	Know that a map helps us to find our way and how to use different maps to locate features and places. Know that Bruche is in Warrington. Know the different types of weather in Warrington. Know that human features are made or built by humans; buildings, roads, town, farms. Know that physical features are natural; sea, river, brook, wood, forest, hill, mountains. Know that the weather tells us what it is like outside each day. Know that climate is the weather in one place over a long period. Know there are hot and cold places in the World.	<u>Space & place –</u> <i>Children recognise that a map is a representation of a place and using simple picture maps to navigate familiar locations, such as Bruche Primary.</i> <i>Children construct simple maps of familiar locations using basic symbols for a key and 4 compass points with directional language.</i> <i>Children simple directional language (e.g., "near," "far," "left," "right")</i> <i>Children analyse basic data to learn the climate in Warrington usually has a warm summer, cold winter and rainfall year-round.</i> <i>Children discuss the difference between weather here and in different places.</i> <i>Children discuss whether they like living in Warrington and why.</i> <i>Children classify some human and physical features in Warrington.</i> <u>Scale –</u> <i>Children use maps to look at the difference in size of Padgate and Warrington</i>

Human and physical processes –

Children compare photographs to establish the difference between physical and human features.

Map & spatial skills –

Children use maps to get to places.

Children create a simple map with basic symbols.

Children use a compass to follow directions.

Children label the 4 compass points to show understanding of directional knowledge.

Children locate features/places on a map.

Geography fieldwork skills –

Children learn that fieldwork is going outside in real-World environments to answer questions about the real World by observing or collecting and analysing data.

Children sketch a map of the school grounds.

Children observe the weather for a set amount of time e.g. a week.

Environmental impact & sustainability –

		<i>Children analyse litter in the school environment and discuss the impact of it.</i> <u>Interdependence and interconnection –</u> <i>Children discuss implications of littering – they discuss how one person’s act of littering can have a big impact on others (including animals – therapy dog).</i>
The UK and 4 Countries	Know that Warrington is in England and the 4 countries that make up the UK. Know the UK is an island and what this means (it is surrounded by water). Know the 3 seas that surround the UK – the English Channel, the North Sea and the Irish Sea. Know the 4 capital cities in the UK: London, Edinburgh, Belfast, Cardiff. Know how the weather is different across the UK. Know typical cultural characteristics of each country: flag, national symbol, food, music, language. Know some physical and human features of the UK.	<u>Space & place –</u> <i>Children use maps to understand that the UK is made up of 4 countries.</i> <i>Children use maps to locate capital cities of each country in the UK.</i> <i>Children use maps to observe the UK as an island.</i> <i>Children discuss and debate if they like living in England, giving reasons.</i> <i>Children analyse weather data to note that weather is slightly different in each country.</i> <u>Scale –</u> <i>Children use maps to know Padgate is a village/Warrington is a town/England is a country.</i> <i>Children use maps to compare the sizes of the countries that make up the UK.</i>

Human and physical processes –

Children analyse photos of physical and human features in all 4 countries, classifying them into human/physical.

Map & spatial skills –

Children locate the UK on a World map.

Children label the 4 countries on a blank map of the UK.

Children label the seas that surround the UK.

Children use compass points to describe which country is North, East, South and West of a location.

Geography fieldwork skills –

Children go on a local area walk to collect data about human/physical features.

Environmental impact & sustainability –

After fieldwork, children discuss how our local area could be improved.

After fieldwork, children discuss how the human features (e.g. the roads) have an impact on the physical features.

		<u>Interdependence and interconnection –</u> <i>Children discuss how food, music and languages help us to connect to the World.</i>
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<u>Experiences</u> Chester Zoo Project Fieldwork – local walk Eco warriors	<u>SMSC</u> Cultural – exploring cultures that have had an impact on the local area Social and cultural – children are taught about similarities and differences between life in this country and life in other countries in the UK. Spiritual – Comparing their lives with others living in other parts of the UK. Spiritual – Imagining what it might be like to live in other parts of the UK/world. Moral – children are taught how to look after the environment and why it is important.	<u>British Values</u> Rule of law – children are taught about capital cities and how that is where the government is located. Respect and tolerance of other cultures and their values. Individual liberty - children are taught to begin to express their feelings and understanding of people and places. Respect is taught when children are working collaboratively together.	<u>WPAT Values</u> Humility is taught when the children are working as part of a team. Responsibility is taught when discussing how to care for the environment.
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Year 2

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
Comparative Study – Thembisa vs Warrington	Know that Warrington is a town in the UK between Liverpool and Manchester. Know that Thembisa is a township in South Africa. Know that Thembisa is warmer than Warrington because it is closer to the Equator. Know what transportation is and what transportation you find in both Warrington and Thembisa. Know some similarities and differences between Warrington and Thembisa's schools, transportation and cultures.	<u>Space & place –</u> <i>Children use maps and videos to compare Thembisa to Warrington.</i> <i>Children use maps to compare the scale of their locality: school, town, country, continent.</i> <i>Children use maps to understand their immediate locality.</i> <u>Scale –</u> <i>Children use maps of various scales to locate Warrington.</i> <i>Children use maps to know that a town and township are very similar in scale.</i> <i>Children use maps to see that Warrington is 4 times larger than Thembisa.</i> <i>Children understand scale of where they are located by creating nesting circles based on their locality - school, town, country, continent.</i> <u>Human and physical processes –</u> <i>Children observe physical and human features of Thembisa and Warrington and classify them.</i>

		<i>Children compare photos of some of these features e.g. transportation, schools, aerial images.</i> <u>Map & spatial skills –</u> <i>Children compare aerial images of Thembisa and Warrington.</i> <u>Geography fieldwork skills –</u> <i>Children conduct fieldwork in the local area looking at transportation in Warrington.</i> <i>Children use the Class VRs to ‘visit’ Pretoria (a city near to Thembisa) to see the difference between the city and Thembisa.</i> <u>Environmental impact & sustainability –</u> <i>Children analyse data to see how some transportation is better for the environment than others.</i> <u>Interdependence and interconnection –</u> <i>Children examine the culture of people from Thembisa and how it differs to ours.</i> <i>Children compare two places and explain their preference of where they would choose to live.</i>
Continents & Oceans	Name and locate the 7 continents of the world – Asia, Africa, North America, South America, Antarctica, Europe and Australia/Oceania.	<u>Space & place –</u> <i>Children use an atlas to identify the 7 continents in the World.</i> <i>Children use a map to identify that England is in Europe.</i>

	Know that the UK is in Europe. Name and locate the 5 oceans of the World: Pacific, Atlantic, Indian, Arctic, Southern. Know that nearer the Equator it is hot and further away from the Equator it is cold. Know that the climate of a continent can be very different due to their vast size and location of the countries in relation to the Equator. Name and locate some hot and cold places of the World. Know different wildlife in hot and cold places of the World.	<i>Children use a map to locate the Equator and the Northern and Southern Hemispheres.</i> <i>Children use a map to identify which continents are above/below the Equator.</i> <u>Scale –</u> <i>Children use a map to see that continents cover large areas and are made up of a number of countries</i> <u>Human and physical processes –</u> <i>Children use photographs to identify physical and human features in different continents.</i> <u>Map & spatial skills –</u> <i>Children use atlases to label the 7 continents on a World map.</i> <i>Children use an atlas to identify the Equator on a world map.</i> <i>Children use an atlas to locate hot and cold places on a World map because of its place in comparison to the Equator.</i> <i>Children use the compass points to describe locations.</i> <u>Geography fieldwork skills –</u> <i>Children use the Class VR's to 'visit' different landmarks across the continents to classify them in physical and human.</i>
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		<u>Environmental impact & sustainability –</u> <i>Children discuss and analyse how the environment impacts what food we can grow.</i> <u>Interdependence and interconnection –</u> <i>Children discuss and analyse how trade helps us e.g. we cannot grow bananas from a hot country.</i>
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<u>Experiences</u> Fieldwork – local walk Chester Zoo Project Eco Warriors	<u>SMSC</u> Cultural – exploring cultures that have had an impact on the local area (diversity between continents and countries in Europe). Cultural awareness and diversity – Warrington/South Africa Social and cultural – children are taught about similarities and differences between life in Warrington and life in South Africa. Spiritual – Comparing their lives with others living in South Africa. Spiritual – Imagining what it might be like to live in South Africa.	<u>British Values</u> Respect is taught when learning about other cultures and respect their way of life. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together. Democracy (English link) – countries right to rule themselves.	<u>WPAT Values</u> Humility is taught when the children are working as part of a team. Responsibility is taught when discussing how to care for the environment.
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	Moral – children are taught how to look after the environment and why it is important.		
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Year 3

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
UK regions, counties & cities	Know the 4 different settlements: hamlet, village, town and city and that we live in the county of Cheshire. Know some key human and physical features of the North West region, Know that resources are materials or assets that people can make use of. Know that renewable energy comes from natural resources that are naturally replenished. Name non-renewable (coal, oil, natural gas, nuclear) and renewable energy sources (solar, wind, wave and tidal energy). Know that non-renewable energy comes from resources that are not naturally replenished.	<u>Space & place –</u> <i>Children use a map to locate 12 regions in the UK.</i> <i>Children use a map to locate the North West region.</i> <i>Children use a map to locate local counties - Cheshire, Merseyside, Greater Manchester, Cumbria, Lancashire.</i> <i>Children identify major UK cities using a map: Manchester, Liverpool, Chester, Birmingham, London, Edinburgh, Cardiff, Belfast, Newcastle, York.</i> <i>Children use a map to locate UK geographical regions - Northwest, Yorkshire and Humber, East Midlands, West Midlands, Southeast, Southwest, Northeast, East of England, London, Scotland, Wales, Northern Ireland.</i> <i>Children use a map to identify our proximity to Manchester, Chester and Liverpool.</i> <i>Children locate London using a map and learn how to identify capital cities in an atlas.</i> <i>Children Identify similarities and differences between cities - Manchester and London.</i>

Scale –

Children use a map to compare sizes of a village, a town, a city, a county, a region and a country.

Human and physical processes –

Children research, discuss and debate why we sometimes use renewable energy and why sometimes we use non-renewable energy – storage, cost, lack of wind/sun.

Children analyse photos of physical and human features of the North West.

Children research materials or assets (resources that people can make use of)

Map & spatial skills –

Children use a map to locate 12 regions in the UK.

Children use a map to locate the North West region.

Children use a map to locate local counties - Cheshire, Merseyside, Greater Manchester, Cumbria, Lancashire.

Children identify major UK cities using a map: Manchester, Liverpool, Chester, Birmingham, London, Edinburgh, Cardiff, Belfast, Newcastle, York.

Children use a map to locate UK geographical regions - Northwest, Yorkshire and Humber, East Midlands, West Midlands, Southeast, Southwest, Northeast, East of England, London, Scotland, Wales, Northern Ireland.

Children use a map to identify our proximity to Manchester, Chester and Liverpool.

Children locate London using a map and learn how to identify capital cities in an atlas.

Children Identify similarities and differences between cities Manchester and London.

Children use a map and describe location using an 8-point compass.

Geography fieldwork skills –

Children use the Class VRs to ‘visit’ non-renewable and renewable energy sources.

Children analyse data to compare how energy sources were used in the past compared to the present, and the plans for the future.

Environmental impact & sustainability –

Children discuss and debate the environmental impact of using renewable and non-renewable resources.

		<u>Interdependence and interconnection –</u> <i>Children analyse, discuss and debate how our use of renewable/non-renewable resources can impact the wider world e.g. jobs, wildlife, economy.</i>
Rivers	Know and explain the features of the water cycle. Know and label the main features of a river – upper course, middle course, lower course. Know the name and location of the UK's longest rivers – Severn, Thames, Trent, Great Ouse, Wye. Know the name and location of the world's longest rivers - Nile, Amazon, Yangtze, Mississippi, Yenisei. Know the source, mouth, length and some tributaries of each river named. Know what rivers are used for and the potential impact on their location. Know why the Manchester Ship Canal was created.	<u>Space & place –</u> <i>Children use maps to identify major rivers across World</i> <i>Children use maps to identify that the River Mersey flows through Warrington.</i> <u>Scale –</u> <i>Children use maps to identify sort and long rivers and recognise that the Nile is the longest river in the World.</i> <u>Human and physical processes –</u> <i>Children use photos and maps to recognise that rivers are physical features and canals are human features by establishing the straightness.</i> <u>Map & spatial skills –</u> <i>Children use an index in an atlas to find rivers and name and locate rivers in the UK.</i> <i>Children label key features of a river (e.g. source, mouth etc.).</i> <i>Children use a map to locate the source and mouth of a river and to find tributaries on a map of a river.</i>

	Know the effect that rivers can have on the land around them. Know how to use four-figure grid references.	<u>Geography fieldwork skills –</u> <i>Children use photos of the River Mersey to sketch the upper, middle and lower course.</i> <u>Environmental impact & sustainability –</u> <i>Children discuss and debate the impact of pollution (e.g. littering) on rivers.</i> <u>Interdependence and interconnection –</u> <i>Children research and discuss how rivers can be used for trade.</i>
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<u>Experiences</u> Chester Zoo Project Eco Warriors Use the Class VRs to visit renewable and non-renewable energy sources.	<u>SMSC</u> Spiritual – developing a sense of place and belonging in the local area. Spiritual – awe and wonder of human and physical features of North West. Spiritual – making links with History – why landscape has changed. Moral – effects of humans on the environment – changes in land use. Cultural – changes in land use and impact, understanding of	<u>British Values</u> Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.	<u>WPAT Values</u> Humility is taught when the children are working as part of a team. Responsibility is taught when discussing how to care for the environment.
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	historical development of settlements. Social – land use, changing landscape and use of natural resources and sustainability. Cultural – why do people choose to live near to a river?		
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Year 4

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
Mountains, Volcanoes and Earthquakes	Know the physical geography of a mountain: landscape, topography and weather. Know that most geologists classify mountains as being over 1,000ft (300m). Know that the highest mountain in the UK is Ben Nevis at 1,345m. Know that the highest mountain in the World is Mount Everest at 8,849m. Know that volcanic eruptions and earthquakes can devastate large areas and impact a large population of people. Know how mountains are formed. Know that there are different types of mountains and how they are formed – fold mountain, fault block mountain, dome mountain.	<u>Space & place –</u> <i>Children use maps to identify mountains and volcanoes across the World.</i> <i>Children observe maps of tectonic plates to establish that earthquakes happen all around the World and usually happen near to tectonic plate boundaries.</i> <u>Scale –</u> Children use topographic maps to establish the height of mountains. <u>Human and physical processes –</u> <i>Children observe using video why earthquakes and volcanoes happen near to plate boundaries.</i> <i>Children observe video to see how mountains are formed and why volcanoes erupt.</i> <u>Map & spatial skills –</u> <i>Children locate places on a map using four and six figure grid references.</i>

	Know how volcanoes are formed and why volcanoes erupt. Know why people choose to live in volcanic zones. Know why earthquakes occur. Identify the world's largest and most significant earthquakes.	<i>Children use contour lines to identify topography.</i> <u>Geography fieldwork skills –</u> <i>Children use the Class VRs to ‘visit’ volcanoes around the World.</i> <u>Environmental impact & sustainability –</u> <i>Children debate and discuss the positive and negatives are living near to a volcano and the impact eruptions may have on the surrounding environment.</i> <u>Interdependence and interconnection –</u> <i>Children debate and discuss how earthquakes and volcanoes can impact people’s lives, including others from outside of the area e.g. supporting with donations.</i> <i>Children debate and discuss why people would live near an earthquake.</i>
Europe	Know that Europe is a continent made up of approximately 50 countries. Name and locate of major European countries. Know the key geographical features of Europe – population, landmarks, cultural diversity, languages.	<u>Space & place –</u> <i>Children use maps to identify the main climate zones found in Europe.</i> <i>Children use maps to observe that Europe is above the Equator and is found in the Northern Hemisphere.</i> <i>Children research and investigate where places close to the Equator have a different biome compared to those further away.</i>

	Know the difference between weather and climate. Know that Europe has 4 climate zones: Temperate, Mediterranean, Polar and mountain. Know that a biome is a region that shares a similar climate and is home to similar vegetation and animals. Know that Europe has different biomes: temperate forests, mountains, wetlands, grasslands and polar. Know that Europe's population makes up for 10% of the World.	<u>Scale –</u> <i>Children use maps to observe that Europe is one of the smallest continents.</i> <i>Children use maps to observe that Russia is the largest country in Europe and is a part of both Europe and Asia.</i> <u>Human and physical processes –</u> <i>Children research and categorise photos of some key human and physical features of Europe.</i> <i>Children ask and answer geographical questions using vocabulary such as temperature, rainfall, season, climate zone, continent, and hemisphere.</i> <i>Children can describe and compare the key features of each climate zone (temperature, rainfall, seasons).</i> <u>Map & spatial skills –</u> <i>Children use maps to locate major countries in Europe.</i> <i>Children use maps to identify major biomes across Europe and to see that Europe has 4 climate zones: Temperate, Mediterranean, Polar and mountain.</i>
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		<u>Geography fieldwork skills –</u> <i>Children explore the different biomes using the Class VRs.</i> <u>Interdependence and interconnection –</u> <i>Children research how countries within one continent can be similar but also very different (currencies, languages, royal families).</i> <i>Children describe and explain geographical patterns using evidence.</i>
Comparison study – North West (UK) vs Attica Region (Greece)	Know the location of Greece on a map of Europe. Know that Athens is the capital city of Greece. Know the seas that surround Greece: Aegean Sea, Mediterranean Sea and Ionian Sea. Know some geographical features of the North West and Attica Region. Know some similarities and differences of the North West and Attica Region.	<u>Space & place –</u> <i>Children observe maps to see we live in the North West of England.</i> <i>Children observe maps to locate Attica (a region in Greece.)</i> <i>Children use maps to observe that Greece is in the Northern Hemisphere.</i> <i>Children use maps to observe that Greece is close to the Equator.</i> <i>Children compare the similarities and differences between the North West of England and the Attica region.</i> <u>Scale –</u> <i>Children use maps to observe that Greece (including its islands) is roughly the same size as England.</i>

		<u>Human and physical processes –</u> <i>Children research, compare and classify photographs of key human and physical features of the North West and Attica Region.</i> <u>Map & spatial skills –</u> <i>Children use maps to locate Greece and the Attica region.</i> <i>Children use maps to locate and label the seas that surround Greece: Aegean Sea, Mediterranean Sea and Ionian Sea.</i> <u>Geography fieldwork skills –</u> <i>When researching climate, children use data loggers to collect temperature, light and sound.</i> <u>Interdependence and interconnection–</u> <i>Children compare how to places in the World can be similar and different. (North West of England and the Attica region of Greece)</i>
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<u>Experiences</u> Chester Zoo project Eco Warriors Using data loggers to collect temperature, light and sound Explore Use the Class VRs to visit different biomes	<u>SMSC</u> Spiritual – developing a sense of place and belonging in the local area. Spiritual – awe and wonder of physical geography – mountains, volcanoes, earthquakes, rivers.	<u>British Values</u> Respect and tolerance of other cultures and their values by learning about places and people in the UK. Respect for each other when working collaboratively. Rule of law – the importance when debating and	<u>WPAT Values</u> Humility is taught when the children are working as part of a team. Humility – listening to others viewpoints, being grateful for what you have and where you live.
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	Moral – effects of humans on the environment – agriculture, trade, settlements. Cultural/Social – why do people choose to live in volcanic/earthquake zones? Social – changes that have happened in different regions	discussing different viewpoints. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.	Responsibility is taught when discussing how to care for the environment.
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Year 5

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
North America	Know the vast area that the North American continent covers and that it is above the Equator Knows that there are five imaginary lines around the Earth – Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle. Know that Canada, Mexico and USA make up the largest part of the continent. Know that North America has different climate zones. Know the biomes that can be found in North America – Tundra, Temperate Grassland, Deciduous Forest, Coniferous Forest, Mediterranean, Desert, Polar Desert, Alpine. Know the physical and human geography, trade, settlements and climate of Canada, Mexico and USA. Know that the Great Lakes/Niagara Falls are in North America and that the Horseshoe Falls is the largest waterfall in Niagara Falls.	<u>Space & place –</u> <i>Children use maps and atlases to recognise: North America covers a vast amount of space on the world map and its position is to the west of the UK and Europe/across the Atlantic Ocean.</i> <i>Children use maps to identify the 23 countries make up North America.</i> <i>Children use maps to recognise North America is above the Equator.</i> <i>Children use maps to identify the five imaginary lines of the Earth.</i> <u>Scale –</u> <i>Children use maps to recognise that North America is the 3rd largest continent and because of North America's size, there are different biomes/climates.</i> <i>Children use maps to appreciate the vastness of the Great Lakes and compare its size to the size of the UK.</i>

	Know that the Great Lakes are five giant lakes between Canada and the USA. Together they contain 20% of all fresh water in the world. Know that the Great Lakes are called 'great' due to their size and volume. Know that Niagara Falls supports two different industries – hydroelectricity and tourism. Know the key similarities and differences between the Great Lakes and Niagara region in North America and the Lake district in England. <i>Know that hydroelectricity is generated by Niagara Falls and have a simple understanding of how this works.</i> <i>Know that hydroelectricity is a renewable energy source.</i> <i>Know that hydroelectricity is sustainable.</i>	<i>Children use maps to compare the size of the Lake District and the Great Lakes</i> <u>Human and physical processes –</u> <i>Children use photos and research to classify some physical and human features in North America.</i> <u>Map & spatial skills –</u> <i>Children use maps to locate North America on a World map and name/locate countries in North America.</i> <i>Children use maps to label the 3 waterfalls that make up Niagara Falls on a map of the Niagara Region - American Falls, Horseshoe Falls, Bridal Veil Falls.</i> <i>Children use maps to identify country borders and recognise that Niagara Falls and the Great Lakes cross the border of Canada and USA.</i> <i>Children use maps to label and identify the biomes that can be found in North America – Tundra, Temperate Grassland, Deciduous Forest, Coniferous Forest, Mediterranean, Desert, Polar Desert, Alpine.</i>
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Geography fieldwork skills –

Children use Class VRs to ‘visit’ places in North America and classify them into physical and human features.

Children use the Class VRs to ‘visit’ Niagara Falls.

Children collect and analyse data to find the push and pull factors of the Lake District and the Niagara Region/Great Lakes.

Children compare the Niagara Region/Great Lakes to the Lake District.

Environmental impact & sustainability –

Children research hydro-electricity and discuss and debate the benefits and challenges of hydro-electrical power.

Interdependence and interconnection –

Children research and analyse/interpret geographical data to compare the countries of the USA/Canada and Mexico.

Children discuss why tourism is a huge industry in Niagara Falls and debate the impact of tourism on the Niagara region.

Central America & Global Trade	Know where Central America is located in the world. Know that Central America consist of seven countries Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama. Know that Central America is a tropical forest biome. Know the main exports for trading in Central America are coffee and bananas, cotton and sugar. Know that global trade is the buying and selling of goods internationally. Know how improved transportation, transport links and technology helped trade become global. Know how the Panama Canal supports global trade. Know where our food comes from and how location, natural resources and climate determine what types of food a country can export. Know the three stages of the global supply chain: primary, secondary and tertiary. Know that the different stages of the global supply chain can happen in different countries.	<u>Space & place –</u> <i>Children use maps to observe that Central America is a group of countries in the southern part of North America.</i> <i>Children research, discuss and debate the importance of the Panama Canal.</i> <i>Children use maps to observe that Central America lies between the Tropic of Cancer and the Equator.</i> <i>Children use maps to recognise that Central America lies on the Ring of Fire.</i> <u>Scale –</u> <i>Children use maps to observe that Central America is larger than the UK.</i> <u>Human and physical processes –</u> <i>Children research and classify photos of human and physical features in North America (the Ring of Fire is a physical feature/ the Panama Canal is a human feature.)</i> <u>Map & spatial skills –</u> <i>Children use maps to locate the 7 countries that make up Central America.</i>
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	Know the main exports for trading in the UK are cars, petrol, gas and gold. Know that fair trade is designed to help disadvantaged workers and farmers. Know that due to its place near to the Equator that Central America is a tropical forest biome. Know that Central America is a region of North America NOT a continent. Know that Panama was chosen for the location of a canal because it is the thinnest country.	<i>Children use maps to locate the Panama Canal on a map of Central America.</i> <i>Children plot trade routes from the Panama Canal.</i> <i>Children use World maps to locate where different food comes from.</i> <u>Geography fieldwork skills –</u> <i>Children research where our food comes from around the world.</i> <i>Children research and compare the carbon dioxide emissions that would be produced from food miles.</i> <i>Children create digital graphs showing the relationship between food miles and carbon dioxide emissions.</i> <u>Environmental impact & sustainability –</u> <i>Children debate and discuss the importance of fair trade.</i> <i>Children debate and discuss how food miles can have a negative impact on the environment.</i>
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		<u>Interdependence and interconnection</u> <i>Children research, debate and discuss how global trade has an impact both locally and globally over time.</i> <i>Children research, debate and discuss how fair-trade farmers can be impacted by us and our choice of items in the shop.</i>
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<u>Experiences</u> Chester Zoo Project Eco Warriors Use the Class VRs to visit human and physical geography in North America, including Niagara Falls.	<u>SMSC</u> Spiritual – awe and wonder of human and physical geography in North/Central America Moral – effects of humans on the environment – food miles and climate change. Cultural/Social – global trade, equality of resources, more developed countries export valuable manufactured goods and import less valuable. Fair trade.	<u>British Values</u> Respect and tolerance of other cultures and their values by learning about places and people in North/Central America. Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints. Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.	<u>WPAT Values</u> Humility is taught when the children are working as part of a team. Humility – listening to others viewpoints, being grateful for what you have and where you live. Responsibility – the importance of becoming more energy efficient and moving away from a disposable lifestyle. Responsibility – global citizens – personal impact on the environment.
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Year 6

Topic	Substantive Knowledge (end points)	Key Geographical Themes/Skills & Disciplinary Knowledge
South America – The Amazon	Know that there are five imaginary lines around the Earth – Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle. Locate South America on a map and its 12 countries. Know that a biome is an area with certain plants and animals that have adapted to the climate there. Know the biomes that can be found in South America – Temperate Grassland, Deciduous Forest, Mediterranean, Desert, Alpine, Tropical Rainforest, Savannah. Know that South America has different climate zones. Know that Brazil has different climate zones because of its vastness. Know that urbanisation of Brasilia is caused by push and pull factors	<u>Space & place –</u> <i>Children use maps to recognise that South America covers a vast amount of space on the world map.</i> <i>Children use maps to locate the 12 countries make up South America.</i> <i>Children use maps to recognise that South America is to the west of the UK and Europe and that the surrounding oceans of South America: Atlantic and Pacific Ocean.</i> <i>Children use maps to see that the imaginary lines of the Equator and the Tropic of Capricorn runs through South America and Brazil.</i> <i>Children use maps to recognise that South America (including Brazil) is found in the Northern and Southern Hemisphere.</i> <u>Scale –</u>

	Describe push factors that encourage people to leave areas like the Caatinga. Describe pull factors that encourage people to move to cities like Brasilia. Know the differences/similarities of the temperate and tropical forest biomes. Locate the Amazon rainforest on a map of South America. Know that the Amazon is the World's largest rainforest. Know that over half of the Amazon rainforest is situated in Brazil. Know that the Amazon is the most bio-diverse place on Earth. Know that the Amazon Rainforest is described as the Earth's lungs. Know that rainforests are a local and global resource. Know that burning fossil fuels for electricity production increases pollution and carbon dioxide levels in the Atmosphere. Know the impact of deforestation.	<i>Children observe photos of different regions of Brazil and South to appreciate its vastness and that, there are different biomes/climates.</i> <i>Children use maps to appreciate that the Amazon Rainforest is the largest rainforest in the World. Children use maps to compare the size of Brazil and the UK - Brazil is the largest country in South America and could fit 35 UK's inside of it.</i> <u>Human and physical processes –</u> <i>Children research why people are leaving the rural area of the Caatinga and are being pulled towards the ever-growing capital city of Brasilia in a process called urbanisation (human feature).</i> <i>Children sort and classify reasons for urbanisation into push and pull factors</i> <u>Map & spatial skills –</u> <i>Children name and locate countries in South America using Geoguessr App</i> <i>Children use maps to locate and label the five imaginary lines on a world map - Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle.</i>
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	Know ways in which rainforests can be protected. Know ways in which we can save energy. Know that using renewable energy sources will reduce carbon footprints.	<i>Children use maps to the biomes that can be found in South America – Temperate Grassland, Deciduous Forest, Mediterranean, Desert, Alpine, Tropical Rainforest, Savannah.</i> <u>Geography fieldwork skills –</u> <i>Children record rainfall and compare to the Amazon Rainforest.</i> <i>Children use the Class VRs to ‘visit’ the Amazon Rainforest.</i> <i>Children analyse rainfall and average temperatures in a variety of regions/cities across Brazil to highlight the diversity of the climate and the vastness of Brazil.</i> <i>Children use data to create combo line and bar graphs to show climates across regions and cities in Brazil.</i> <u>Environmental impact & sustainability –</u> <i>Children research why the Amazon Rainforest is described as the Earth’s lungs.</i> <i>Children research the effects of deforestation.</i> <i>Children debate how burning fossil fuels increases the carbon in the Earth’s atmosphere.</i>
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		<i>Children research how reforestation and afforestation can restore a balance to carbon levels in the Earth's atmosphere.</i> <i>Children discuss and debate the best ways in which they reduce their carbon footprint and how they can educate others on the importance of doing this.</i> <u>Interdependence and interconnection –</u> <i>Children research, debate and discuss why the Amazon Rainforest is important locally and globally – it produces oxygen and removes carbon dioxide from the atmosphere.</i> <i>Children research, debate and discuss how the levels of biodiversity are being impacted by humans.</i> <i>Children research, debate and discuss how plants of the Amazon Rainforest are vital as producers producing energy at a massive scale using the process of photosynthesis (without plants there would be no human life).</i>
Climate change	Know that the Arctic is a cold desert located at the northernmost part of the planet. Know that Antarctica is located at the southernmost part of the planet.	<u>Space & place –</u> <i>Children use maps to recognise that the Arctic is at the North Pole and the Antarctica is in the South Pole – they use maps and data to recognise how</i>

	Know that Antarctica is an ice-covered continent surrounded by the Southern Ocean. Identify key physical and human features in Antarctica. Know what climate change is. Identify activities which create climate change. Know the effects of climate change on the World. Know the impact of climate change. Know how climate change will affect our lives. Know ways of managing climate change. Know that we have a shared responsibility. Know that evergreen trees have leaves all year round and so are efficient at reducing carbon dioxide. Know how to identify and use contour lines, six figure grid references and topography on a map. Know that because evergreen plants keep their leaves all year that they are better at collecting carbon dioxide than deciduous plants.	<i>their distance from the Equator affects their climate.</i> <u>Scale –</u> <i>Children use maps to compare the size of the Poles – the Arctic is slightly larger than Antarctica.</i> <u>Human and physical processes –</u> <i>Children research, sort and classify human and physical features in Antarctica/Arctic.</i> <u>Map & spatial skills –</u> <i>Children locate Antarctica and Arctic on a World map.</i> <u>Geography fieldwork skills –</u> <i>Children investigate deciduous and evergreen trees and how they help combat climate change.</i> <u>Environmental impact & sustainability –</u> <i>Children research, debate and discuss how climate change is having an impact on the World and how people can reduce their carbon footprint.</i>
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		<i>Children analyse data created from school solar panels and investigate, discuss and debate whether or not we could do more to reduce our electricity usage and to reduce our carbon footprints.</i> <u>Interdependence and interconnection –</u> <i>Children research, debate and discuss how our actions can impact others – deforestation - we could not live without plants.</i> <i>Children discuss and debate how the Amazon and the Poles are linked in relation to climate change.</i>
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<u>Experiences</u> Chester Zoo Project Eco Warriors Use Class VRs to visit the Amazon Rainforest. Compare Todmorden to Warrington. Investigate the school grounds whether plants are coniferous or evergreen – how this effects climate change.	<u>SMSC</u> Spiritual – awe and wonder of human and physical geography in South America. Moral – effects of humans on the environment – agriculture, trade, settlements – particularly with regards to the Poles and their importance in alleviating the impact of global warming.	<u>British Values</u> Respect and tolerance of other cultures and their values by learning about places and people in South America. Respect for each other when working collaboratively. Rule of law – the importance when debating and discussing different viewpoints.	<u>WPAT Values</u> Humility is taught when the children are working as part of a team. Humility – listening to others viewpoints, being grateful for what you have and where you live. Responsibility is taught when discussing how to care for the environment.
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Analyse data from solar panels.	Cultural/Social – urbanisation and impact in Brazil. Cultural – comparing the UK and South America. Moral – the importance of caring for habitats and helping to reduce biodiversity loss.	Individual liberty - children are taught to begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.	Responsibility – global citizens – personal impact on the environment.
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