

Geography



Subject Definitions

KS1 definition:

Geography is learning about people, places and the wider world.

KS2 definition:

Geography is learning about people, places, the environment and the wider world.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N						
	Continuous communication throughout the year—parents inform us of events such as weddings, christenings, birthdays.					
R	Where do I live?	What country do I live in?	What is the weather like where I live and around the world?	How do different countries compare to England?	Where do different animals live?	
Year 1	Where do I live? Ellesmere Port fieldwork		Weather patterns <i>(planbee)</i>	Location study: London	Short recap unit	Short recap unit
Year 2	Mapmakers <i>(planbee)</i>		Location study: Chester		Let’s Go on Safari <i>Twinkl</i>	Seas and coasts <i>Planbee</i>
Year 3	Coasts <i>(planbee)</i>	UK capital cities and settlements <i>Planbee</i>		Our European Neighbours <i>Planbee</i>	Rainforests <i>(planbee)</i> Location study: Rio de Janeiro	Location study: Cairo
Year 4	Countries of the world (Planbee)	Location study: Athens	Volcanoes (Planbee)	Location study: Chester	Our local area – Ellesmere Port	Food miles (short unit based on DT)
Year 5	Investigating Rivers <i>(planbee)</i> Location Study: Toronto			Biomes and extreme earth (Planbee)		South America (Planbee) Location Study: Porto Rico
Year 6	North America <i>(Planbee)</i>			Natural Resources <i>(Planbee)</i>	Mapping the world (own unit)	

Progression - skills

	Nursery (3/4 year olds)	Reception	Year 1	Year 2
Geographical enquiry and field work skills	<p><u>Birth to 5 Matters—Range 5</u></p> <p>Shows interest in the lives of people who are familiar to them</p> <p>Shows interest in different occupations and ways of life indoors and outdoor</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talks about why things happen and how things work</p>	<p><u>Early Learning Goal—People, Culture and communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</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><u>Early Learning Goal: The World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; -</p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings and make observations about where things are</p>	<p>Ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings and make appropriate observations about why things happen.</p>
	<p>Shows care and concern for living things and the environment</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p><u>Birth to 5 Matters—Range 6</u></p> <p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p>			
Mapwork			<p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary map.</p> <p>Use a simple picture map to move around the school</p> <p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>Draw around objects to make a plan</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Follow a route on a map</p> <p>Use an infant atlas to locate places</p> <p>Follow directions (inc'. NSEW)</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>Look down on objects to make a plan view/map</p>

	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<p>Begin to ask/initiate geographic al questions.</p> <p>Use sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect, record and analyse evidence and draw conclusions</p> <p>Make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Begin to collect, record and analyse evidence and draw conclusions</p> <p>Make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations over time - influence on people/every day life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
Direction/ location	<p>Use 4 compass points to follow/give directions</p> <p>Use letter/no. co -ordinates to locate features on a map</p>	<p>Use 4 compass points well</p> <p>Begin to use 8 compass points</p> <p>Use letter/no. co -ordinates to locate features on a map confidently</p>	<p>Use 8 compass points</p> <p>Begin to use 4 figure co - ordinates to locate features on a map.</p>	<p>Use 8 compass points accurately;</p> <p>Use 4 figure co -ordinates confidently to locate features on a map and begin to use 6 figure grid refs.</p> <p>Identify the position and significance of latitude and longitude on atlas maps.</p>
Map skills: Drawing Representing Using	<p>Try to make a map of a short route experienced, with features in correct order</p> <p>With support, locate places on larger scale maps e.g. map of UK. Follow a route on a map with some accuracy</p> <p>Know why a key is needed.</p> <p>Use some symbols on a map to represent different features</p>	<p>Make a map of a short route experienced, with features in correct order</p> <p>Locate places on large scale maps</p> <p>Follow a route on a large scale map</p> <p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map</p>	<p>Begin to draw a variety of thematic maps based on their own data</p> <p>Compare maps with aerial photographs</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Draw a sketch map using symbols and a key. Recognise OS map symbols.</p> <p>Measure straight line distance on a plan</p>	<p>Draw a variety of thematic maps based on their own data</p> <p>Follow a short route on an OS map, describing some features and symbols</p> <p>Locate places on a world map.</p> <p>Use atlas symbols</p> <p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales</p>
Map knowledge		Identify key points on a map of the UK and Europe	Identify significant places and environments on maps	Identify significant places and environments on maps

Foundation Stage Progression - knowledge

Pre School (Birth to 5: Understanding the World)

Au1: Who am I? What do I look like? Where is important to me? Who is important to me? Who is in my family?

Autumn 2— What can I see? Can I name some animals? What is a plant? Can I re-enact my experiences?

Sp1: Can I ask questions about what I see? What is a forest, river etc? Where have I been?

Sp2: What sort of foods do I enjoy? Is it the same as what my friend likes? Do I help my family with anything at home?

Su1: Do I go to visit other people in my family? Who do I like spending time with? Where have I been and what did I see there?

Su2: How do I feel? Does my friend/teacher feel the same? Can I listen to my friends ideas?

Continuous communication throughout the year—parents inform us of events such as holidays, visits and trips. We encourage sharing on Tapestry and then adults will talk with the children about these events. During the year, walks around the school building and grounds happen and children begin to use language linked to this.

Reception

Au1: Where do I live? What town do I live in? Who lives with me? What type of house do I live in? What is there to see and do in my town?

I live in a town called Ellesmere Port. The country I live in is England. The capital city of England is London.

Sp1: What country do I live in? What is the capital city? What is there to see in London? What similarities and differences are there between London and my town?

Sp1: What are the different types of weather? What is the weather usually like in Ellesmere Port in winter, spring, summer and autumn? How is this different to other places we learn about?

Sp2: Where does Hattie Peck travel? How could I get there? How is the country different to England? What might Hattie Peck pack in her suitcase for hot countries and cold countries? Where might she go where it is hot?

Su1: Can I name different animals and where they might live? Can I describe different habitats?

Maple

Continuous communication throughout the year—parents inform us of events such as weddings, christenings, birthdays. Children are encouraged to remember this and talk about it with adults as and when it is appropriate. Focus on language around the past.

Nursery (Birth to 5: Understanding the World)

Au1: What do I do before bed? Who helps me to get ready for bed? Can I re-enact my bedtime routine? Who cares for me? Who looks after me?

Edit these from book picture document.

Continuous communication throughout the year—parents inform us of events such as holidays, visits and trips. We encourage sharing on Tapestry and then adults will talk with the children about these events. During the year, walks around the school building and grounds happen and children begin to use language linked to this. Comic Relief – look at other countries. Children look at logos from business in the local area.

Key Stage One Progression - knowledge

Year 1

Au1: Location study: Ellesmere Port. There are flats, bungalows, terraced houses, semi-detached houses and detached houses in Ellesmere Port. The human landmarks in Ellesmere Port are parks, shops and a swimming pool. The 4 countries of the United Kingdom are England, Scotland, Wales and Northern Ireland (use image on MJ). There are 4 seasons. ***What is my house like??***

Sp1: Weather patterns: The 4 seasons are autumn, spring, summer and winter. A weather forecast helps us make a good guess at what the weather will be like. The weather in the UK changes a lot. The weather in countries near the equator is often warmer.

Sp2: Let's explore London: What are the four countries of the United Kingdom and their capital cities? What is a capital city? What is the capital city of England? What landmarks would I see in London (human and physical but don't use these terms)? Where does the King live? How are Chester and London the same (river, clock, zoo etc)?

Summer: Recap: Specifically the 4 countries. Remind about London being capital city of England but then introduce the names of the other 3 UK countries. Introduce and name seas around the UK. A compass is a tool for finding directions. I live in a town called Ellesmere Port. Maps help you find your way around.

Year 2

Au1: The 4 compass points are North, East, South and West (use image on MJ) *Can I make a simple map? Can I use a key? Can I use basic symbols for a key? Can I use photographs to recognise landmarks? Can I begin to understand perspective.* An aerial view helps to see a large space. Cheshire Oaks and Stanlow Oil are landmarks in Ellesmere Port.

Sp1: Location study: Chester. The United Kingdom is made up of England, Scotland, Wales and Northern Ireland. Chester is in the north of England. Liverpool and Manchester are big cities near Chester. London is the capital city of England. Chester is linked to other places in the UK by road, rail and water. *Can I describe the physical and human features of Chester?*

Su1: There are 7 continents in the world. The continents are: Europe, Africa, North America, South America, Asia, Antarctica and Oceania. The world's 5 oceans are: Atlantic Ocean, Arctic Ocean, Pacific Ocean, Indian Ocean and Southern Ocean. Kenya and England have some human and physical features that are the same some that are different. The Maasai Tribe live in Kenya. *Can I compare physical and human features of England and Kenya and identify what is the same about the 2 places?*

Su2: The United Kingdom has coasts and beaches around it. Thurstaston is a beach near Ellesmere Port. Thurstaston has some physical features like cliffs, beach, grass and the sea. Thurstaston has some human features like houses, boats, factories and steps. Llandudno is a seaside town that has shops, a pier, a beach, cliffs and a train that goes up the cliff. Beaches in the UK and Kenya have some things the same and some things that are different. *(picture on MJ showing seas).*

Lower Key Stage Two Progression - knowledge

Year 3

Au1: Seas and Coasts: The world's 5 oceans are: Atlantic Ocean, Arctic Ocean, Pacific Ocean, Indian Ocean and Southern Ocean. Coasts are formed by erosion or deposition. We can protect our coasts by using sea walls, gabions, revetments and groynes. We want to protect coasts because they can wear away. The coasts near Ellesmere Port are New Brighton, West Kirby and Thurstaston. *(picture on MJ showing seas from y2)*. Visit to Llandudno

Au2: People settle in places for different reasons (work, family and resources). Romans and Vikings were early settlers. Early settlers needed water, food and shelter when looking for a settlement. Place names can show links to early settlers. The Windrush generation settled in England. *(picture on MJ of simple compass)*

Sp2: Our European neighbours: Europe is the 6th biggest continent. Paris, Madrid, Rome, Berlin and Helsinki are capital cities in Europe. Paris is the capital of France and they speak French, have the Eiffel Tower, the River Seine and have 4 different seasons. Helsinki is the capital of Finland and they speak Finnish, have a cathedral, the River Vantaa and very cold winters.

Su1: Rainforests: Rainforests are found near the Equator and are between the Tropic of Cancer and Capricorn. The four layers of a rainforest are the emergent layer, the canopy, the under storey and the forest floor. The climate of a rainforest is the same all year round. Different tribes live in the rainforests and respect the rainforest by keeping it safe. The Amazon Rainforest is located in Rio de Janeiro. Location study: Rio de Janeiro

Su2: Location study: Cairo

Year 4

Au1: Countries of the world: Can I name the 7 continents and describe some features of each? Can I explain the graphical features of South America and Europe (only)? Can I locate major capital cities in South America and Europe? Can I identify human and physical features of Brazil and Spain? *Introduce biomes (use the vocabulary at end of this document)*

Au2: Location Study: Athens

Sp1: Volcanoes: A volcano is a very deep hole in the Earth's crust that can let out hot gasses, ash and lava. Rocks, gas and lava explode from a volcano when it erupts. The Ring of Fire is an area that has a large number of volcanoes. Vesuvius is a volcano that erupted a long time ago and killed many people. People choose to live near volcanoes as the land is fertile, it is a tourist attraction and valuable minerals can be found nearby. **Can I compare Hawaii to Ellesmere Port???**

Sp2 and sum 1: Our local area: (Main focus in spring 2 on Chester and mapwork rather than describing the city). Stanney Woods and the beach are physical features. Stanlow, Cheshire Oaks and the Vauxhall factory are all human features. Schools, train stations, shops and the doctors are all services. Cheshire Oaks, EPSV and the library are all services in Ellesmere Port. *(Conduct a survey of local residents about services and what it is like living in Ellesmere Port)*.

Su2: The UK imports goods because we cannot grow them easily in this country. The UK exports goods because other countries want what we make. The UK exports steel, concrete, salmon and other goods. *Can I calculate food miles?*

Location Study: Chile

Upper Key Stage Two Progression - knowledge

Year 5

Au1: Investigating Rivers: Rivers are formed when rainwater collects and flows downhill, joining with other small streams. Erosion is the wearing away of cliffs, rivers and canals by rocks and water. The Niagara Falls creates energy by using the force of falling water to create electricity. River Pollution is caused by factories and farms releasing chemicals and waste, people dumping rubbish and oil spills from ships and boats. *(picture of water cycle on MJ)*.

Location study: Toronto, Canada. Toronto is a city in Ontario, Canada. Toronto used to be a small settlement and is now a large, modern city visited by many tourists. Key landmarks in Toronto include the CN Tower and the Royal Ontario Museum.

River study lesson on Mississippi River and then separately, Niagara Falls. Do river enquiry.

Sp2: Extreme Earth (lesson 1 and 3): Temperature and rainfall can cause extreme weather such as floods, tropical storms and lightning. The equator is important because it is warmer around the equator and colder further away from it. There are different climate zones around the world which have different temperatures and weather patterns: polar, temperate, Mediterranean and tropical. There are four main land biomes: forests, grasslands, deserts and tundra.

Su2: South America (lessons 1—6): There are 12 countries and 2 territories in South America such as Brazil (capital city – Brasilia), Chile (capital city – Santiago) and Peru (capital city – Lima). There are different climates in South America but a large part has a tropical, wet climate. The Andes mountain range is in South America and is the longest mountain range in the world. Many volcanoes can be found in the Andes. People who live in the Andes use the land for farming. Brazil is the most populated country in South America. South America export goods such as coffee beans, cacao beans, bananas, gold and timber.

Location study: Puerto Rico ([link to WCR and English text](#))

Year 6

Au1: Location study: New York: America is made up of states. America has many different landscapes because of its different climates. New York is a state. New York City is a city which means it is located within the state of New York. Some famous landmarks of New York City are the Empire State Building, Times Square, Statue of Liberty, Brooklyn Bridge and One World Trade Centre (where the Twin Towers once stood). New York city has changed over time because of people, construction and business.

North America (lessons 1—6): Can I identify the countries of North America and some of their capitals? Can I investigate and compare climates? Can I explain some geographical features of North America (Niagara Falls, Panama Canal, Hoover Dam, Grand Canyon)? Can I describe and calculate the time in different time zones of North America? Location study: New York

Sp2: Natural resources. Can I identify some of Britain's natural resources? Can I explain and evaluate how natural resources produce energy? Can I describe where and how natural resources are produced around the world (wood, steel, glass and concrete)?

Su1 and 2: Children learn the location of major cities of the UK, beyond the capitals, comparing human and physical characteristics.

Ordnance Survey (OS) maps help people plan and find routes around Great Britain. Different places in the world have different times. The world is split into time zones using imaginary lines called meridians. The Prime Meridian splits the world into eastern and western hemispheres. Topography describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys. Climate and topography maps are used to check the world and predict future events/climates.

Key Stage One Progression - vocabulary

<u>Year 1</u>	
human landmark	Important things or places that people visit.
flat	A set of rooms to live in that are part of a larger building.
bungalow	A house with one level.
terraced	A row of joined houses.
semi-detached	Two houses joined together.
detached	A house that is not joined to another.
weather	What the sky and air are like outside.
weather forecast	A good guess at what the weather will be like.
Equator	The imaginary line that runs around the middle of the earth.

<u>Year 2</u>	
aerial view	A view from above a place or object.
key	A list of symbols on a map.
perspective	The way in which we view a place or object.
human features	Something that is man-made such as buildings and roads.
physical features	Something that has happened naturally such as a river or mountain.
city	A large town with a cathedral or university.
location	The position or place of somewhere.
tribe	A group of people who live and work together in the same place.
continent	A huge area of land.
ocean	A huge area of salty water.
coast	Where the ocean or sea meets the land.
seaside town	A town that is near the coast.
tide	The way the sea moves in and out at the beach.

Lower Key Stage Two Progression - vocabulary

<u>Year 3</u>	
sea	A big amount of salty water but not as large as an ocean.
ocean	A large amount of salty water that covers most of the Earth's surface.
human features	Something that is man-made such as buildings and roads.
physical features	Something that has happened naturally such as a river, mountain and weather.
erosion	Land that is worn away by the waves.
deposition	When material is dropped onto the land by the sea.
national	The whole of the UK.
region	A part of the UK. We live in the North West.
river	A river is a large amount of water flowing in a long line across land towards the sea.
settlement	A place where people live.
city	A large town with a cathedral or university.

<u>Year 4</u>	
volcano	An opening in the Earth's crust where hot underground rocks and gas break to the surface.
magma	Molten rocks under the Earth's surface.
lava	Magma that has exploded from the volcano.
active	An active volcano which has erupted in the past 10,000 years.
dormant	A dormant volcano has not erupted for a very long time but may still erupt.
tectonic plates	Parts of the Earth's crust.
service	Something in a community that the people who live there use.
route	A plan of a journey.
large scale map	A map showing a detailed picture of a place.
North West??	?????
human features	Something that is man-made such as buildings and roads.
physical features	Something that has happened naturally such as a river or mountain.
food miles	How far food travels from when it is made to where it is sold.
import	Buying in something from another country.
export	Selling something to another country.
goods	Things that people buy and sell.

Upper Key Stage Two Progression - vocabulary

<u>Year 5</u>	
waterfall	Where a river or stream flows over a steep edge or cliff creating a vertical drop of water.
source	Where something begins or comes from.
v-shaped valley	A valley with steep, sloping sides that come together to create a narrow, v-shape
meander	The bends in a river.
horseshoe falls	A type of waterfall with a u-shaped curve.
tributaries	Where smaller rivers flow into bigger rivers.
arid	A very dry place.
mountain range	A group of mountains.
trade	Buying and selling goods and services.
territory	Land that is controlled by another country.
climate	Weather patterns over time.
climate zone	Weather patterns over time in an area.
biomes	Plants and animals living together in the same climate.
temperate	A climate that is neither extremely cold or extremely hot.
vegetation belt	The plant life within a biome.

<u>Year 6</u>	
state	Part of a country which has its own government and capital city.
borough	A town, village or part of a large city that has its own council.
landscape	All the visible features of an area of land.
landmark	An object or feature of a landscape or town that is easily seen and recognised.
climate	Weather patterns over time.
natural resources	Things that occur naturally in the environment.
abundant energy sources	Energy sources that are readily available in large quantities.
The National Grid	The network of power stations, electric lines that send electricity across the region or country.
renewable energy sources	Energy sources
meridian	An invisible line that splits places by time zone.
hemisphere	Half a sphere.
human features	Something that is man-made such as buildings and roads.
physical features	Something that has happened naturally such as a river or mountain.