



MH/JC Nov 2021	Fs2	Y1	Y2	Y3	Y4	Y5	Y6
Geography		Term 1 Locality Term 2 Wider UK Term 3 Development of vocabulary and resources	Term 1 Locality Term 2 Continents Term 3 Development of vocabulary and resources	Term 1 (History Focus) Term 2 Volcanoes Term 3 Maps	Term 1 counties and comparisons (link to Anglo Saxons & Vikings) Term 2 (History Focus) Term 3 Villages/Cities	Term 1 History Focus Term 2 Rivers Term 3 The Wider World	Term 1 WWII – Remembrance – recap Y5 Empire Term 2 The Changing World (Current issues, e.g. Climate change, fairtrade) Term 3 Ancient Mayans
History		Term 1 Toys Term 2 Great Fire of London Term 3 Queen Victoria	Term 1 Remembrance Term 2 Term 3 Space	Term 1 Stone Age to Iron Age Term 2 (Geography Focus) Term 3 Romans – Local study links to Chester	Term 1 Anglo Saxons and Vikings Term 2 Ancient Egypt Term 3 (geography focus)	Term 1 Victorians Term 2 (Geography Focus) Term 3 Ancient Greece – Empires (Recap Ancient Egypt and Romans)	Term 1 WWII – Remembrance – recap Y5 Empire Term 2 (Geography Focus) Term 3 Ancient Mayans
Significant People TBC							
Geographical Enquiry	Can talk about some of the things they have observed. Talk about why things happen and how they think things work.	Use simple fieldwork and observational skills to study the geography of their school and its grounds. Can they say/sort/ask questions what they like about their locality? Do they think that people ever spoil the area? How? Focus on Village and City of Chester Can they answer some questions using different resources, such as books, the internet and atlases?	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. Can they label a diagram or aerial photograph using geographical words to name landmarks and basic human physical features? Can they use different resources, such as books, the internet, globe and atlases to extend their knowledge beyond the UK? Can they point out the North, South, East and West associated with maps and compasses? Can they devise a simple map and use and construct basic symbols on a key? Can they find out about a locality by asking some relevant questions to someone else?	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Can they use maps and atlases appropriately by using contents and indexes? Can they identify key features of a locality by using a map (and google earth)? (Including OS map symbols and keys) Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE) and plot accurately? Can they begin to use 2 figure grid references?	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (beginning to use Geographical Information Systems – GIS) Can they investigate the key features of cities and villages and their differences? Can they label features from aerial photograph and compare to maps? Can they accurately measure and collect information? (e.g. rainfall, temperature, wind speed, noise levels etc.) (link to Science: Evaporation).	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (including Geographical Information Systems – GIS) Can they find physical features of rivers and complete a river study? Can they collect information about a place and use it in a report? Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey and plan an accurate itinerary to a place in another part of the world, taking account of distance and time? Can they begin to recognise the climate of a given country according to its location on the map?	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (including Geographical Information Systems – GIS) Can they confidently explain scale and use maps with a range of scales? Can they make careful measurements and use the data? Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? Can they define geographical questions to guide their research? Can they use a range of self-selected resources (including GIS) to answer questions? Can they understand the term sustainable development and use it in different contexts? Can they use 6 figure grid references with teaching of latitude and longitude in depth?
Physical Geography	Talk about features of the immediate environment and how environments may vary from one another.	Can they tell someone their address? Can they explain the main features of a hot and cold place including North and South Pole?	Can they describe some places which are not near the school? Can they describe a small place outside Europe using geographical words? –focus on diversity, experience, similarities/differences. (British Values) Can they describe some of the features associated with an island? (British Values) (Link with computing sending an email)	Can they describe and understand key aspects of: Physical geography including mountains, volcanoes and earthquakes? (Science link to rocks) Can they describe how volcanoes and earthquakes are created? (Link to science unit) Can they confidently describe physical features in a locality? (Focus on hills/Mountains).	Can they use appropriate symbols to represent different physical features on a map? Can they explain how the water cycle works?	Can they explain why many cities of the world are situated by rivers? (Previous learning to build on different cities in UK as well as revising Capital cities from KS1) Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts?	Can they give extended descriptions of the physical features of different places around the world? Can they describe how some places are similar and others are different in relation to their physical features? Can they create sketch maps when carrying out a field study? Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?



			Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley, sea, cliff, river, soil, vegetation, season and weather?				
Human Geography	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Child knows that environment and living things are influenced by human activity.</p> <p>They can describe some actions which people in their own community do that help people to maintain the area that they live in.</p>	<p>Can they keep a weather chart and answer questions, including weather in the UK? (Change of seasons)</p> <p>Can they begin to explain why they would wear different clothes at different times of the year? (Link to Year 1 science and seasonal change)</p> <p>Can they tell something about the people who live in hot and cold places and what they wear? (link to Literacy Unit)</p> <p>Can they say what they like and don't like about their locality and another locality like the seaside or a city?</p> <p>Can they name key features associated with a town or village?</p>	<p>Can they explain what facilities a town or village might need?</p> <p>Can they make plausible predictions about what the weather may be like in different parts of the world and how it affects different people?</p>	<p>Can they describe how volcanoes have an impact on people's lives?</p> <p>Can they confidently describe human features in a locality? E.g.- settlement and land use.</p> <p>Can they locate the Mediterranean and explain why it is a popular holiday destination and how local lives differ from their own?</p> <p>Are they aware of different weather in different parts of the world, especially Europe?</p>	<p>Can they explain why people are attracted to live in cities and make choices of where they live?</p> <p>Can they explain how a locality has changed over time and how it can be improved with reference to human features?</p> <p>Can they find different views about an environmental issue? What is their view?</p> <p>Can they explain why water is such a valuable commodity? (link to science unit)</p>	<p>Can they explain why people are attracted to live by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to human and economical features? (Geographical Information Systems)</p> <p>Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Can they report on ways in which humans have both improved and damaged the environment? (Cultural Capital) (Positive role model)</p>	<p>Can they explain how the UK trades with Europe and the ROW? - Fair/unfair distribution of resources (Fairtrade).</p> <p>Can they explain where the world's natural resources are distributed? - energy, food, minerals and water.</p> <p>Can they give an extended description of the human features of different places around the world?</p> <p>Can they map land use with their own criteria?</p> <p>Can they describe how some places are similar and others are different in relation to their human features?</p>
Geographical Knowledge- location and place	<p>Know about similarities and differences in relation to places, objects and living things.</p>	<p>Can they identify, name and locate the four countries making up the United Kingdom and its characteristics? (including capital cities and its surrounding seas)</p> <p>Can they name a few towns in the south and north of the UK?</p>	<p>Can they name the continents of the world and find them in an atlas?</p> <p>Can they name the world's 5 main oceans and find them in an atlas?</p> <p>Can they locate some of the world's major rivers and mountain ranges?</p>	<p>Can I revise the continents on a World Map? Revise and name the countries making up the UK.</p> <p>Can they name and locate counties of the UK surrounding Cheshire?</p> <p>Can I identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn?</p> <p>Can they name and locate the main countries of Europe, including some of the capital cities? Including Russia.</p> <p>Compare a region of the UK with a region in Europe (Italy), eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p> <p>Can they locate and name some of the world's most famous volcanoes? (Positive role model)</p>	<p>Do they know the difference between the British Isles, Great Britain and UK? (British Values)</p> <p>Can they locate and name some of the main islands that surround the UK?</p> <p>Can they name more of the counties of England? (link to History – Anglos Saxons and Viking invasion)</p> <p>Can they investigate and complete a regional study of the NW of England? Can I compare 2 regions of the UK?</p> <p>Can they compare land use maps of UK from past with the present?</p>	<p>Can they identify the position and significance of the Arctic and Antarctic circle?</p> <p>Can they compare a region in UK with a region in N. or S. America with significant differences and similarities?</p> <p>Can they name and locate many of the world's major rivers on maps?</p> <p>Can they name and locate many of the world's most famous mountain regions on maps?</p> <p>Can they explain how the time zones work?</p>	<p>Can they identify the position and significance of lines of latitude/longitude and the Greenwich Meridian?</p> <p>Can they name and locate the main canals that link different continents?</p> <p>Can they locate the main countries of North and South America?</p>