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Ashton Hayes Primary School – Geography Curriculum Overview

Implementation

Geography at Ashton Hayes Primary School is taught through a carefully sequenced curriculum that ensures full coverage of the National Curriculum while building knowledge and skills progressively across the school.

The curriculum is structured so that pupils begin by exploring their immediate environment in EYFS and Key Stage 1, developing an understanding of their school, village and local area. As pupils move into Key Stage 2, they expand their knowledge to include Cheshire, the wider United Kingdom, Europe and the world. This progression from the familiar to the unfamiliar helps pupils develop a secure understanding of both their own locality and the wider world.

The curriculum is organised into units that are taught termly, allowing pupils to study geography in depth. A two-year cycle is used in our mixed-age classes to ensure that all pupils receive their full entitlement without repetition while allowing key geographical concepts to be revisited and developed over time.

Each unit is built around carefully sequenced core knowledge, geographical skills and enquiry questions. Lessons develop both substantive knowledge (what pupils know about places, environments and processes) and disciplinary knowledge (how pupils think, enquire and work as geographers).

Fieldwork lies at the heart of our geography curriculum. Pupils regularly use Ashton Hayes and the surrounding Cheshire countryside as a living classroom, developing practical geographical skills through first-hand investigation. Children learn to use maps, aerial photographs, digital mapping, compasses and fieldwork equipment to observe, measure, record and interpret geographical information.

Our curriculum is enriched through a programme of carefully planned visits and geographical enquiries. Pupils develop mapping and observational skills within Ashton Hayes, investigate rivers through first-hand fieldwork, and visit locations such **as Thurstaston to** study coastal landscapes, erosion, deposition and other physical geographical processes in real-life contexts. These experiences allow pupils to connect classroom learning with the world around them whilst developing the enquiry skills of geographers.

Ashton Hayes' national reputation as one of the UK's first carbon-neutral villages provides a unique context for environmental learning. Pupils explore sustainability, land use and environmental change within their own community before considering wider global issues such as climate change, trade, migration and resource management.

Teachers adapt learning to ensure that all pupils can access the curriculum. Visual resources, practical activities, structured support and collaborative learning enable all pupils to participate successfully. Geographical vocabulary is explicitly taught and revisited throughout the curriculum, enabling pupils to communicate their understanding with increasing confidence and accuracy.

Impact

Through the geography curriculum at Ashton Hayes Primary School, pupils develop a secure and coherent understanding of the world and their place within it. They build a strong foundation of geographical knowledge, including an understanding of key physical and human processes and how these interact to shape the world around them.

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Pupils leave the school with the confidence to use maps, atlases, aerial photographs and digital technologies to investigate places and environments. They are able to carry out geographical enquiries, collect and interpret data, identify patterns and explain how physical and human processes influence the landscapes they study.

Through regular fieldwork and visits, pupils experience geography first hand rather than simply learning about it in the classroom. They develop the curiosity, observational skills and critical thinking needed to ask geographical questions and investigate the world around them.

By studying a wide range of places and global issues, pupils develop an appreciation of the diversity of the world's people, environments and cultures. They understand that places are interconnected and recognise how decisions made locally can have wider environmental, social and economic consequences.

At the same time, pupils develop a strong sense of place through their understanding of Ashton Hayes and the surrounding Cheshire landscape. They appreciate how their own community has responded to environmental challenges and understand that individuals and communities can make a positive difference to the world around them.

Ultimately, pupils leave Ashton Hayes Primary School as confident, curious and informed young geographers who embody our vision to **'Aspire to be Amazing'**. They are equipped with the knowledge, skills and values to understand an ever-changing world and to play a positive and responsible role within it.

EYFS (Kestrel class)

Topic – across the full year	What is our wonderful world like?

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Core knowledge	Children will learn - • They live in Ashton Hayes and attend Ashton Hayes Primary School. • Their school is part of a village where people live, work and learn together. • Different places have different features, including buildings, fields, trees, roads and parks. • The natural world changes throughout the year as the seasons change. • Weather changes from day to day and affects what people wear and what they can do. • Living things, including plants and animals, need care and suitable environments to grow. • Maps, photographs and aerial photographs help us understand and talk about places. • People can care for the places where they live by looking after nature, recycling, reducing waste and respecting the environment. • Ashton Hayes is a special place because people in the village work together to care for the environment.
Skills	Children will: • talk about their home, school and local area. • recognise features of familiar places during walks around the school grounds and village. • observe and describe seasonal changes. • notice and talk about different types of weather. • identify simple human and physical features. • use simple positional language such as near, far, next to, behind and in front. • begin to interpret simple maps and aerial photographs of familiar places. • draw simple maps or models of familiar environments. • ask questions and make observations about the natural world. • show care and respect for the environment.
Key vocabulary	home; school; village; Ashton Hayes; map; route; weather; season; spring; summer; autumn; winter; tree; field; road; building; nature; environment; plant; animal; recycle; care; near; far
Adaptations	• Daily exploration of the outdoor environment in all seasons. • Regular village walks to observe buildings, fields, roads and seasonal change. • Use aerial photographs of Ashton Hayes Primary School and the village. • Explore simple treasure maps and story maps during continuous provision. • Create large floor maps of the classroom and outdoor area. • Encourage children to build familiar places using blocks, small world and loose parts. • Use Forest School to observe plants, animals and changing weather throughout the year. • Record daily weather using symbols, photographs and class discussions. • Read high-quality picture books linked to journeys, homes and the natural world.

	• Provide sentence stems such as: • *"I can see..."* • *"Our school is..."* • *"The weather is..."* • *"This place has..."* • Use photographs to compare the school grounds across the four seasons. • Encourage children to talk about how they help care for their environment at school and at home.

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(Subject) Topic/Term	Autumn: : Where is Ashton Hayes in the World? ***Where is our village in the world?***	Spring: Weather and Seasons in the UK *How does the weather change throughout the year?*	Summer: Our School and Village Exploring Ashton Hayes *What makes Ashton Hayes a village?*
Core knowledge	The Earth is made up of land and oceans. The land is divided into 7 continents and 5 oceans The continents are divided into countries The United Kingdom is the country where we live. The UK is made up of England, Scotland, Wales and Northern Ireland each of which has a capital city and key characteristics. England is part of the UK and is in the continent of Europe. Maps and globes help us understand where places are located. Our village, Ashton Hayes, is part of the UK and the wider world.	Weather describes what the atmosphere is like outside. Weather can include rain, sunshine, wind, snow and temperature. The UK experiences different weather throughout the year. The four seasons are spring, summer, autumn and winter. Weather changes affect how people live and what they wear. Weather also affects plants, animals and farming.	Ashton Hayes is the village where our school is located. A village is a small settlement where people live. Settlements can be villages, towns or cities. Villages often have features such as houses, roads, farms and community buildings. Maps help us understand where places are located. A map shows places from above. Maps use symbols and keys. The local area contains both human features (buildings, roads) and physical features (fields, trees).
Skills	Use globes and world maps. Identify the United Kingdom on a map. Name the four countries of the UK.	Observe and record daily weather. Use simple weather symbols. Identify patterns in seasonal change.	Use simple maps of the school and village. Identify human and physical features. Use directional language such as near, far, left and right.

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	Identify continents and oceans. Begin to understand how their local area fits within the world.	Compare weather across different seasons. Collect and present simple weather data.	Draw simple maps of familiar places. Observe and record features of the local environment. Carry out simple fieldwork around the school grounds.
Key vocabulary	world continent ocean country United Kingdom England Europe map globe Capital city	weather season temperature rain wind sun snow forecast Winter Summer Spring Autumn	village map symbol key human feature physical feature location road field community
Possible Adaptations	. Use large classroom globes. Use interactive maps or puzzles. Provide continent matching activities. Allow pupils to label maps using stickers or images. Use songs and visual resources to remember continents.	Use weather symbols and charts. Record weather as part of the daily classroom routine. Use picture cards for different weather types. Allow pupils to draw weather observations. Provide simple sentence starters.	Use photographs of familiar places in the village. Provide large visual maps rather than text-based resources. Take short walks around the school grounds. Allow pupils to draw maps instead of writing descriptions. Use floor maps and toy buildings for practical learning. Provide word banks with images. Use paired talk activities to support discussion

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Year 2/3 Cycle A (Owl class)

(Subject) Topic/Term	**Autumn: Our Local Area** **Exploring Ashton Hayes** *How is Ashton Hayes organised as a settlement?*	**Spring: Rivers** *Why are rivers important for people and the environment?*	**Summer: Climate and Environment** *How can communities protect the environment?*

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Core knowledge	Ashton Hayes is a village in Cheshire, England. A settlement is a place where people live. Settlements can be villages, towns or cities. Villages are usually smaller than towns and cities and often surrounded by countryside. The land around Ashton Hayes is mainly used for farming and rural activities. Maps help us understand where places are located. Maps use symbols and keys to represent real features. The local area contains both human features (roads, houses, farms) and physical features (fields, trees, streams).	A river is a natural flow of water across land. Rivers begin at a source and end at a mouth. Rivers flow through a channel. Rivers shape the land around them. Rivers are important for wildlife, farming and people. Rivers can be found across the UK. The River Dee flows through Cheshire and is an important local river.	Weather describes daily conditions such as rain, wind and sunshine. Climate describes the usual weather in a place over a long time. Different parts of the world have different climates including the Equator and North and South Poles. Human activities can affect the environment and climate. Some communities work together to reduce pollution and protect nature. Ashton Hayes has become known for its community project to reduce carbon emissions and protect the environment.
Skills	Use simple maps of the local area. Identify human and physical features in the village. Use map symbols and keys. Describe location using directional language (north, south, east, west). Conduct simple fieldwork in the village.	Identify rivers on maps and atlases. Label the main parts of a river. Understand how rivers move water across land. Use simple diagrams and models. Compare rivers with streams and other water features.	Identify climate zones on a world map. Understand the difference between weather and climate. Compare climates in different parts of the world. Understand how people protect the environment. Discuss how local communities can take environmental action.

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	Create sketch maps of the local area.	Use maps to locate rivers in the UK.	
Key vocabulary	settlement village town city map symbol key human feature physical feature fieldwork	river source mouth channel bank stream water flow atlas map	climate weather environment pollution carbon energy sustainability community
Possible Adaptations	Use photographs of local places. Provide simplified maps with clear symbols. Take pupils on a guided village walk. Allow pupils to draw maps rather than write descriptions. Use word banks with images. Use floor maps and toy buildings for practical learning. Use paired discussion to support understanding.	Use river models or sand trays. Provide labelled diagrams of river features. Use videos showing rivers in different landscapes. Allow pupils to sequence pictures of river processes. Provide visual vocabulary cards. Use sentence starters for explanations.	Use simple climate maps and diagrams. Provide visual explanations of environmental issues. Use local examples of environmental action. Allow pupils to create posters instead of written explanations. Use paired discussion tasks. Provide word banks and sentence starters.

Year 2/3 Cycle B (Owl class)

(Subject) Topic/Term	**Autumn: Our Region Cheshire and North West England**	**Spring: Mountains** *What makes a mountain environment different?*	**Summer: Our Changing Environment**

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Core knowledge	Ashton Hayes is located in the county of Cheshire. Cheshire is part of the North West region of England. A region is a larger area that contains many towns, cities and villages. Regions can contain different types of landscapes, including cities, farmland and countryside. Some places in the region are urban (built-up areas with many buildings). Other places are rural (countryside areas with farms and open land). Cities such as Liverpool and Manchester are major urban centres in the North West. Cheshire is known for its farmland, villages and rural landscape.	Mountains are very high areas of land. Mountains are formed when tectonic plates push together or when volcanoes form. Mountain environments are often colder and windier than lowland areas. Some mountains are covered in snow and ice. Mountains can affect weather and rivers. The Snowdonia National Park is a mountainous region relatively close to Cheshire.	Environments can change over time. Human activities such as building, farming and transport can change landscapes. Pollution and waste can affect the environment. Communities can take action to protect the environment. Ashton Hayes is known for its community project to reduce carbon emissions. Environmental action can include recycling, saving energy and planting trees.
Skills	Locate Cheshire and the North West region on a map of England. Use atlases and digital maps. Identify rural and urban areas. Compare different types of settlements within the region.	Locate mountain ranges on maps and globes. Use atlases to identify mountain regions. Compare mountain environments with lowland environments. Use maps to identify physical features. Describe mountain landscapes.	Observe changes in the local environment. Conduct simple environmental surveys. Use maps and photographs to compare places over time. Discuss ways communities can protect the environment.

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	Use map symbols and keys. Describe the location of places using compass directions.		Present geographical information through simple charts or diagrams.
Key vocabulary	region county urban rural settlement city village landscape map atlas	mountain peak valley slope range tectonic landform environment	environment pollution recycle energy carbon sustainability community change
Possible Adaptations	Use large visual maps of England and Cheshire. Provide map puzzles or matching activities. Use photographs comparing rural and urban areas. Allow pupils to label maps with stickers or images. Use paired talk to support geographical descriptions. Provide word banks with visual prompts. Use aerial photographs to support understanding.	Use 3D mountain models. Provide diagrams showing mountain formation. Use atlas activities with guidance. Allow pupils to label diagrams instead of writing explanations. Use videos showing mountain landscapes. Provide visual vocabulary cards.	Use photographs of local environmental projects. Conduct simple school grounds surveys. Allow pupils to draw posters about protecting the environment. Use group discussions rather than written tasks. Provide visual vocabulary cards. Use sentence starters for explanations.

Year 4/5 Cycle A (peregrine Class)

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(Subject) Topic/Term	**Autumn: Europe** **The United Kingdom and Europe** *How is the United Kingdom connected to the rest of Europe?*	**Spring: Mountains and Volcanoes** *How are mountains and volcanoes formed?*	**Summer: Land Use and Farming. Geography of the Local Area** *How is land used around Ashton Hayes and why?*
Core knowledge	The United Kingdom is part of the continent of Europe. Europe is made up of many different countries. Each country has its own capital city, culture and landscape. The UK includes England, Scotland, Wales and Northern Ireland. Countries in Europe have different physical features, such as mountains, rivers and coastlines. Europe also contains many large cities and transport networks. The UK trades and connects with other European countries. Ashton Hayes is located in England, which is part of Europe.	Mountains are high areas of land that rise above the surrounding land. Mountains are formed when tectonic plates push together. A volcano is an opening in the Earth where magma can escape. When a volcano erupts, it releases lava, ash and gases. Many mountains and volcanoes are found along tectonic plate boundaries. Mountain environments can be cold, steep and difficult to live in. Mountains influence weather, rivers and ecosystems. Some mountainous areas are used for tourism and farming.	Land use describes how land is used by people. Land can be used for farming, housing, transport and recreation. Cheshire is known for its agriculture and farming, especially dairy farming. Farms can produce crops and animal products. The countryside around Ashton Hayes is mainly rural and used for farming. Land use changes over time as populations grow and needs change. Farming is important for providing food and resources.
Skills	Use atlases and digital maps to locate European countries. Identify capital cities in Europe.	Locate major mountain ranges and volcanoes on world maps. Use atlases to identify physical features.	Identify different types of land use. Use aerial photographs and maps. Conduct local fieldwork.

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	Locate the United Kingdom within Europe. Compare physical features across European regions. Use map keys and symbols. Use four-figure grid references.	Understand how tectonic plates move. Interpret diagrams of volcanic eruptions. Compare mountain environments with other landscapes.	Interpret simple land-use maps. Compare rural and urban land use.
Key vocabulary	continent Europe country capital city region atlas map landscape border	mountain volcano magma lava tectonic plate eruption range landform	land use agriculture farming crop dairy rural urban landscape
Possible Adaptations	Use large classroom atlases and wall maps. Provide country matching or puzzle activities. Use colour-coded maps of Europe. Allow pupils to label maps using stickers or symbols. Provide word banks and sentence starters. Use paired discussion activities.	Use 3D models of mountains and volcanoes. Provide step-by-step diagrams of tectonic plate movement. Use videos showing volcanic eruptions. Allow pupils to label diagrams instead of writing explanations. Provide visual vocabulary cards. Use paired discussion activities.	Use aerial photographs of the local area. Take pupils on a local fieldwork walk. Provide land-use sorting activities. Allow pupils to draw maps or diagrams. Provide visual vocabulary cards. Use paired talk to support understanding.

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(Subject) Topic/Term	**Autumn: Europe** **Comparing Regions of Europe** *How do different parts of Europe compare, and why are they different?*	**Spring: Climate Zones** *How does climate affect how people live around the world?*	**Summer: Rural and Urban Landscapes** How are rural and urban places different?
Core knowledge	Europe contains a wide range of countries, climates and landscapes. Different regions of Europe have different physical features (e.g. mountains, rivers, coastlines). Climate varies across Europe, from colder northern regions to warmer southern regions. Physical geography affects how people live, including jobs, transport and settlement patterns. Some areas are more urban, while others are more rural. The UK is part of Europe but has its own geographical characteristics. Ashton Hayes is part of this wider European context.	The Earth can be divided into different climate zones. Climate zones are areas that have similar temperature and weather patterns. The main climate zones include tropical, temperate, polar and arid (desert) climates. Climate is influenced by how close a place is to the Equator. Places near the Equator are usually hotter. Places closer to the North and South Poles are much colder. The United Kingdom has a temperate climate with moderate temperatures and regular rainfall. Climate affects plants, animals and how people live.	Rural areas are places with countryside, farmland and small settlements. Urban areas are built-up places with many buildings and people. Villages are rural settlements, while cities are urban settlements. Land use is different in rural and urban areas. Ashton Hayes is a rural village surrounded by farmland. Cities such as Liverpool have dense populations and many buildings. Rural and urban places are connected through transport, work and services.
Skills	Compare two or more regions of Europe.	Use atlases and digital maps to identify climate zones.	Compare rural and urban landscapes. Use aerial photographs and maps.

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	Explain how climate and landscape influence human activity. Use atlases confidently and independently. Use four-figure grid references accurately. Interpret maps, diagrams and data. Identify patterns across Europe (e.g. climate zones, population).	Locate the Equator and the poles on a map. Compare climates in different parts of the world. Interpret climate maps and diagrams. Use geographical vocabulary to describe different climates.	Identify different land uses. Compare different settlements.
Key vocabulary	region climate landscape population compare similarities differences environment urban rural	climate climate zone Equator tropical temperate polar desert temperature weather	rural urban settlement population city village land use
Possible Adaptations	Use side-by-side comparison maps. Provide structured comparison tables. Use photographs of different European regions. Provide sentence starters for comparison. Use guided atlas work before independent tasks. Allow pupils to present comparisons visually.	Use colour-coded climate maps. Provide visual diagrams showing the Earth's climate zones. Use videos showing different global environments. Allow pupils to label maps rather than write extended explanations. Provide vocabulary cards with pictures. Use paired talk activities to reinforce understanding.	Use aerial photographs of rural and urban places. Provide sorting activities (rural vs urban). Use maps of nearby towns and cities. Allow pupils to draw comparison diagrams. Provide visual vocabulary cards.

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Year 5/6 Cycle A (Buzzard class)

(Subject) Topic/Term	**Autumn: Global Trade** *How are countries around the world connected through trade?*	**Spring: Climate Change** *How can people and communities respond to climate change?*	**Summer: Fieldwork and Local Geography** How has Ashton Hayes changed and how can it continue to develop sustainably?
Core knowledge	Trade is the exchange of goods and services between countries. Countries import (buy) and export (sell) goods. Goods are transported using ships, planes and lorries. Different countries produce different goods depending on their resources and climate. Trade connects countries and creates global links. Some goods we use every day have travelled from other parts of the world. Trade can have both positive and negative impacts on people and the environment.	Climate change refers to long-term changes in the Earth's climate. Human activities such as burning fossil fuels increase greenhouse gases. Greenhouse gases trap heat and cause the Earth to warm. Climate change can lead to extreme weather, rising sea levels and habitat loss. Climate change affects people and environments around the world. Some communities are taking action to reduce their impact. Ashton Hayes is known for its community project to reduce carbon emissions.	Fieldwork is used by geographers to study real places. Data can be collected through observations, measurements and surveys. Maps and photographs help us understand changes in places. The local environment changes over time. Ashton Hayes has changed through development and environmental action. Geography helps us understand how to manage places sustainably.
Skills	Use maps to identify global trade routes. Interpret maps and diagrams showing trade flows. Understand where products come from.	Interpret climate data and graphs. Identify global patterns of climate change. Analyse environmental issues. Use maps to understand global impact.	Plan and carry out fieldwork investigations. Collect and record data. Use maps, sketches and photographs. Analyse and present geographical data.

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	Analyse how geography affects trade and transport. Use geographical vocabulary to explain global connections.	Evaluate solutions to environmental problems.	Draw conclusions about changes in the local area.
Key vocabulary	trade import export resource transport global economy supply chain	climate change carbon emissions greenhouse gas global warming renewable sustainability	fieldwork survey data observation analysis map environment change
Possible Adaptations	Use real-life examples (food, clothing labels). Provide visual trade route maps. Use sorting activities (imports/exports). Allow pupils to draw diagrams instead of writing explanations. Provide sentence starters. Use paired discussion tasks.	Use visual diagrams explaining climate change. Provide simplified data charts. Use videos to explain processes. Allow pupils to present ideas through posters or presentations. Provide structured discussion tasks.	Provide structured fieldwork templates. Use group investigations. Allow pupils to present findings visually. Use guided data collection sheets. Provide sentence starters for conclusions.

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Year 5/6 Cycle B (Buzzard class)

(Subject) Topic/Term	**Autumn: Biomes Global Ecosystems** *How does climate affect the world's ecosystems?*	**Spring: Population and Migration** *Why do people move to different places?*	**Summer: Energy and Sustainability** *How can we use energy in a more sustainable way?*
Core knowledge	A biome is a large region of the world with a specific climate, plants and animals. The main biomes include tropical rainforest, desert, tundra, grassland and temperate forest. Climate determines which plants and animals can live in a biome. Tropical rainforests are hot and wet, while deserts are dry. The tundra is extremely cold with little vegetation. Biomes are found in different parts of the world depending on latitude and climate. Human activity can affect biomes, including deforestation and climate change.	Population refers to the number of people living in a place. Population is not evenly spread across the world. Some areas are densely populated, while others are sparsely populated. People migrate (move) for reasons such as jobs, safety, climate and opportunities. Cities often have higher populations due to jobs and services. Migration can have impacts on both the place people leave and the place they move to. Global population patterns are influenced by geography, resources and climate.	Energy is needed for homes, transport and industry. There are different types of energy, including fossil fuels and renewable energy. Fossil fuels can cause pollution and climate change. Renewable energy sources include solar, wind and hydro power. Sustainable living means using resources in a way that protects the environment for the future. Communities can reduce their environmental impact through energy use, recycling and transport choices. Ashton Hayes is known for its community efforts to reduce carbon emissions and promote sustainability.
Skills	Locate major biomes on world maps. Use atlases and digital maps independently.	Interpret population maps and data. Identify patterns of population distribution.	Identify different energy sources. Compare renewable and non-renewable energy.

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	Interpret climate and biome maps. Compare different global ecosystems. Explain how climate influences ecosystems.	Use maps to locate densely and sparsely populated areas. Explain reasons for migration. Analyse how geography influences population patterns.	Interpret maps and diagrams showing energy use. Analyse environmental impact. Evaluate ways to live more sustainably.
Key vocabulary	biome ecosystem rainforest desert tundra grassland climate vegetation environment	population migration density urban rural settlement distribution movement	energy renewable non-renewable fossil fuel solar wind sustainability environment carbon
Possible Adaptations	Use colour-coded biome maps. Provide visual comparisons of ecosystems. Use videos showing different environments. Allow pupils to label maps rather than write explanations. Provide word banks with images. Use paired discussion activities.	Use population density maps with clear visuals. Provide simple data charts. Use case study stories of migration. Allow pupils to explain ideas verbally. Provide sentence starters. Use paired discussion tasks.	Use visual diagrams of energy sources. Provide sorting activities (renewable vs non-renewable). Use real-life examples of energy use. Allow pupils to create posters instead of extended writing. Provide word banks with images. Use group discussion activities.