St Paul's CE Primary School

St Paul's CE Geography curriculum

Intent

Our Geography curriculum is coherent, planned, sequenced, progressive, challenging, relevant to our context and meets the requirements of the National Curriculum from EYFS to year 6.

Our inclusive curriculum promotes equity and celebrates diversity, it is designed to respect the rights and dignity of every child enabling all children to reach their potential in a communication friendly environment.

Our Geography curriculum is designed to meet the context of our school. It equips our children with the knowledge, skills and attitude to master their learning in Geography and be confident learners now and for life.

We intend to provide opportunities for the children to explore, appreciate and understand the diverse world we live in. Through our teaching we aim to inspire children to have an appreciation of other cultures and the power of nature. Encouraging a connection between them and the earth so they can recognise the importance of sustainability for the future of the planet.

Our children draw on their own experiences and benefit from learning about how other communities live and in doing so, develop an understanding of what it means to be a respectful citizen in a multi-cultural country.

They learn about human and natural environments around the world and how that is relevant to them living here in Manchester. For example, through topics of Climate, Natural disasters and local studies.

We require our children to interpret a range of sources and analyse data that helps them to understand and deepen their knowledge of the world they live in. Here at St Pauls Geography is discreetly taught, however it is also integrated in other subjects such as English, Maths and History.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

At St Paul's we teach Geography in a way that aims to enable pupils:

- to develop the knowledge, skills of enquiry and ability to think critically when investigating geographical enquiries
- to make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- to extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- To increase children's knowledge of other cultures and communities and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- to develop knowledge and understanding of the human and physical processes which shape places.
- to appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
- to develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry. Including how to use, draw and interpret maps.
- to formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- to develop interest and enjoyment of geographical experiences and build confidence and understanding.
- to recognise and understand issues concerning the environment and sustainable development and have an appreciation of what a 'global citizenship' means.

Rights Respecting articles

Article 28 – you have the right to an education Article 12 – You have the right to be heard Article 17 – The right to reliable information

<u>How teaching and planning is supported</u>

The medium term plans below are the cover pages for each unit and teachers/teams use these to write short term plans – ensure coverage and progression
Progression document – support misconceptions and memory
Curriculum statements – support the implementation of the coverage
Resources on network
Subject leader/SENDCO – available to support planning/adaptations and CPD
Monitoring – feedback from Subject leader and SLT -to support developments
Memory mates - used at the end of each lesson and refer to the learning that has taken place – EYFS&KS1 this will be whole class

St Paul's Geography

Long term Plan

	Autumn	Spring	Summer
Nursery	EYFS lays the foundations for learning in the specific subject of Geography through the specific area of learning: Understanding the world. Please see EYFS Curriculum and Progression/Long Term Plan documents that set out teaching and learning across the year in Nursery and Reception		
Reception			
Ks1			
Cycle 1	Significant Events from the Past: UK Geography: countries & capital cities/weather & seasons	All around the world (Explorers): World Geography: Hot and cold climates	Magnificent Manchester Local Geography: Where I live… Withington/Manchester
Cycle 2	Ourselves World & Local Geography: World Geography Continents & Oceans Locational & Directional Language	Journeys: Africa (Kenya) & UK	Real Life Superheroes UK & Local Geography
LKS2			
Cycle 1	Stone Age to Iron Age (settlements and land use) Mountain	Environments (climates around the world and mountain study)	Roman Empire (location and division of the land)
Cycle 2	Anglo Saxons and Scots (Locations and settlements)	What is great about Manchester (location and map study)	Ancient Greece (locations and map focus)
UKS2			
Cycle 1	The Battle of Britain (continent of Europe and time zones)	What are Natural Disasters?	The Maya – continents of North America/time zones and economics
Cycle 2	The Egyptians (Rivers – The Nile & Mersey/Irwell)	Rainforests (Amazon and Macclesfield)	The Kingdom of England (Settlements – Locations Trade and economics)

The following pages are the medium term unit plans for year 1-6 – see website for EYFS progression and long term plan

St Paul's Medium term plan Geography

Year 1/2			
	Cycle 1	Unit: **UK Geography: countries & capital cities/weather & seasons**	Theme: **Significant events from the past: The Great Fire of London/The Gunpowder Plot**
	Linked texts used in English where appropriate	The very helpful hedgehog (Autumn) Toby and the Great Fire of London	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St Paul's CE**	**NC**
	Location Knowledge	Can I name the four countries of the UK? Can I name the capital cities of the four countries of the UK? Can I name the seas that surround the UK?	Name, locate and identify the 4 countries of the United Kingdom, capital cities and surrounding seas.
	Place Knowledge	Can I ask and answer questions about the UK?	Ask and answers geographical questions about a place.
	Human and Physical Geography	Can I name the four seasons and the months of the year? Can I describe what is happening outside by talking about the weather? Can I recognise symbols that can be used to show what the weather is like?	Identify seasonal and daily weather patterns in the UK. Use basic symbols.
	Map Skills and Fieldwork	Can I locate the four countries of the UK? Can I locate the capital cities of the four countries of the UK? Can I locate the seas that surround the UK? Can I recognise famous landmarks of London using aerial photographs?	Use world maps, atlases and globes to identify the UK and its countries. Use aerial photographs to recognise landmarks and basic human and physical features.
	Geography Enquiry	Can I ask questions about the UK? Can I observe and talk about the weather and seasons?	Ask simple closed questions about a place. Make observations about why things happen.
	Vocabulary (unit specific)		
	country, capital city, city, landmark, United Kingdom, UK, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast, sea, coast, symbol, The North Sea, The Irish Sea, English Channel, aerial view photographs, season, Spring, Summer, Autumn, Winter, January, February, March, April, May, June, July, August, September, October, November, December, weather (vocabulary linked to weather),		
	Revisited components *Remembering more and building on knowledge*		
	EYFS: Understanding the World: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Talk about where we live and our environment. Children know that they live in Withington and that this is in Manchester. Children know that we live in England. Visits to local area plus trips to further localities.		

Year 1/2

Cycle 1	Unit: **World Geography: Hot and cold climates**	Theme: **All around the world: Explorers**
Linked texts used in English where appropriate	The Great Explorer by Chris Judge Lost and Found by Oliver Jeffers Lila and the Secret of the Rain Handa's Surprise	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St. Paul's CE	NC
Location Knowledge	Can I name the continents and oceans of the world? Can I locate the continents and oceans of the world?	Name and locate the continents and oceans of the world.
Place Knowledge	Can I ask and answer questions about Antarctica? Can I ask and answer questions about Australia?	Ask and answers geographical questions about a place. Identify and investigate different types of places.
Human and Physical Geography	Can I find hot and cold places in the world? Can I identify physical and human features of Antarctica? Can I identify physical and human features of Australia?	Identify the location of hot and cold places in the world in relation to the equator and poles. Use basic vocabulary to describe physical features of the environment. Use basic vocabulary to describe human features of the environment.
Map Skills and Fieldwork	Can I use world maps, atlases and globes to locate hot and cold countries, including Australia and Antarctica? Can I use aerial photographs to recognise famous landmarks in Australia?	Use world maps, atlases and globes to identify countries, continents and oceans studied. Use ariel images and plans to recognise landmarks and basic human and physical features.
Geography Enquiry	Can I ask questions about Antarctica? Can I ask questions about Australia? Can I compare Australia and Antarctica?	Ask simple closed questions about a place. Make simple comparisons between two different places.

Vocabulary (unit specific)

Continent, Asia, Africa, North America, South America, Antarctica, Europe, Australia, ocean, Pacific, Indian, Southern, Atlantic, Arctic, country, North Pole, South Pole, atlas, map, globe, physical features, human features, equator, weather, similarities, differences

Revisited components

Remembering more and building on knowledge

EYFS: Understanding the World: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Talk about where we live and our environment. Children know that they live in Withington and that this is in Manchester. Children know that we live in England. Visits to local area plus trips to further localities.

Year 1/2			
	Cycle 1	Unit: **Local Geography: Where I live… Withington/Manchester**	Theme: **Magnificent Manchester (History of St. Paul's School)**
	Linked texts used in English where appropriate	Children's History of Manchester by Tracy J Holroyd	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St. Paul's CE**	**NC**
	Location Knowledge	Can I locate Manchester on a map of the UK?	Name, locate and identify characteristics of the UK.
	Place Knowledge	Can I ask and answer questions about Withington and Manchester? Can I talk about the similarities and differences of where I live to other places I have learnt about? For example, Antarctica/Africa, etc…	Ask and answers geographical questions about a place. Identify and investigate different types of places. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.
	Human and Physical Geography	Can I identify physical and human features of Withington? Can I identify physical and human features of Manchester? Can I find out about the weather where I live? Can I use words and equipment such as a thermometer or rain gauge to describe the weather?	Use basic vocabulary to describe physical features of the environment. Use basic vocabulary to describe human features of the environment. Identify seasonal and daily weather patterns in the UK.
	Map Skills and Fieldwork	Can I observe and collect information about where I live? Fieldwork examples: tally charts for transport used, types of shops, etc. Can I use aerial photographs to recognise famous landmarks in Manchester? Can I use aerial photographs and plans to recognise basic human and physical features of my school and Withington? Can I recognise basic symbols that can be used on maps to show where things are, e.g. bin, picnic bench, toilet, etc. Can I devise a simple map or plan? Examples: Plan of the school playground or map of route to St. Paul's Church from school.	Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of its surrounding area. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key.
	Geography Enquiry	Can I ask questions about Withington and Manchester? Can I compare Manchester to other places that I've learnt about?	Ask simple closed questions about a place. Make simple comparisons between two different places.
	Vocabulary (unit specific)		
	country, city, town, village, Manchester, Withington, St, Paul's, aerial photographs, physical feature, human feature, weather, thermometer, rain gauge, rainfall, temperature, observing, fieldwork, symbol, map, plan, birds eye view, famous landmark		
	Revisited components *Remembering more and building on knowledge*		
	<u>EYFS: Understanding the World: People, Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Talk about where we live and our environment. Children know that they live in Withington and that this is in Manchester. Children know that we live in England. Visits to local area		

Year 1/2			
	Cycle 2	Unit: **World Geography**	Theme: **Ourselves**
	Linked texts used in English where appropriate	My Planet by Oliver Jeffers	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St. Paul's CE**	**NC**
	Location Knowledge	Can I name and locate the continents of the world? Can I name and locate the oceans of the world?	Name and locate the world's seven continents and five oceans.
	Place Knowledge		
	Human and Physical Geography	Can I identify physical and human features of the world?	Use basic vocabulary to describe physical features of the environment. Use basic vocabulary to describe human features of the environment.
	Map Skills and Fieldwork	Can I use simple compass directions (N/S/E/W)? Can I locate the continents on a map or globe? Can I plan a journey from one continent to another with N/S/E/W direction? Can I use aerial photographs to identify famous landmarks and basic human and physical features of the from different continents?	Use world maps, atlases and globes to identify countries, continents and oceans studied. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs to recognise landmarks and basic human and physical features.
	Geography Enquiry	Can I talk about why we need routes and directions?	Make observations about why things happen.
	Vocabulary (unit specific)		
	continent, ocean, country, compass points, North, South, East, West, atlas, map, globe, direction, route, aerial photograph, famous landmark, human feature, physical feature, location		
	Revisited components *Remembering more and building on knowledge*		
	EYFS: Understanding the World: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Talk about where we live and our environment. Children know that they live in Withington and that this is in Manchester. Children know that we live in England. Visits to local area plus trips to further localities.		

Year 1/2

Cycle 2	Unit: **World & UK Geography: Africa (Kenya and UK)**	Theme: **Journeys**
Linked texts used in English where appropriate	Handa's Surprise Africa Fact File	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St. Paul's CE	NC
Location Knowledge	Can I locate Africa on a map or a globe? Do I understand that Africa is a continent?	Name and locate the world's seven continents and five oceans.
Place Knowledge	Can I ask and answer questions about Kenya? Can I understand similarities and differences about Kenya and UK? Can I compare the weather in Kenya to UK? What is similar about the landscape of UK and Kenya? What is different?	Ask and answers geographical questions about a place. Identify and investigate different types of places. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.
Human and Physical Geography	Can I identify physical and human features of Kenya?	Use basic vocabulary to describe physical features of the environment. Use basic vocabulary to describe human features of the environment.
Map Skills and Fieldwork	Can I locate Kenya on a map?	Use world maps, atlases and globes to identify countries, continents and oceans studied.
Geography Enquiry	Can I ask questions about Kenya? Can I compare Kenya to the UK?	Ask simple closed questions about a place. Make simple comparisons between two different places.

Vocabulary (unit specific)

Continent, Africa, country, atlas, map, globe, physical features, human features, vegetation, equator, hot, language, Kenya

Revisited components

Remembering more and building on knowledge

EYFS: Understanding the World: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Talk about where we live and our environment. Children know that they live in Withington and that this is in Manchester. Children know that we live in England. Visits to local area plus trips to further localities.

Year 1/2

Cycle 2	Unit: **UK & Local Geography**	Theme: **Real Life Superheroes (Marcus Rashford/Rosa Parks)**
Linked texts used in English where appropriate	Marcus Rashford: Little People, Big Ideas Seasonal Poetry	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Paul's CE	NC
Location Knowledge	Can I name the four countries of the UK? Can I name the capital cities of the four countries of the UK? Can I name the seas that surround the UK?	Name, locate and identify the 4 countries of the United Kingdom, capital cities and surrounding seas.
Place Knowledge	Can I ask and answer questions about the UK? Can I identify and find out about different types of places in the UK?	Ask and answers geographical questions about a place. Identify and investigate different types of places.
Human and Physical Geography	Can I identify physical and human features of the UK? Can I describe what is happening outside by talking about the weather? Can I recognise symbols that can be used to show what the weather is like? Can I find out about the weather where I live? Can I use words and equipment such as a thermometer or rain gauge to describe the weather?	Use basic vocabulary to describe physical features of the environment. Use basic vocabulary to describe human features of the environment. Identify seasonal and daily weather patterns in the UK.
Map Skills and Fieldwork	Can I locate Manchester on a map of the UK? Can I recognise famous landmarks of the UK using aerial photographs? Can I make a simple map and construct a key?	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use world maps, atlases and globes to identify countries, continents and oceans studied. Devise a simple map and use and construct basic symbols in a key.
Geography Enquiry	Can I ask questions about the UK? Can I compare different places in the UK? Can I make observations about the weather?	Ask simple closed questions about a place. Make simple comparisons between two different places. Make observations about why things happen.

Vocabulary (unit specific)

Countries, UK, capital cities, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, sea, The North Sea, The Irish Sea, English Channel, physical features, human features, characteristics, town, city, village, landmark, river, coast, cliff, harbour, port, hill, mountain, forest, lake, weather, symbols, observing, fieldwork, temperature, thermometer, rainfall, rain gauge, map, aerial photograph, key

Revisited components

Remembering more and building on knowledge

EYFS: Understanding the World: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Talk about where we live and our environment. Children know that they live in Withington and that this is in Manchester. Children know that we live in England. Visits to local area plus trips to further localities.

Year 3/4

Cycle 1	Unit: **Stone age to Iron Age – Settlements and land use**	Theme: **Stone age to Iron age**
Linked texts used in English where appropriate	Stone Age Boy	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	**St Paul's CE**	**NC**
Location Knowledge	Can I name the countries of the UK? Can I locate *Skara Brae?*	Name and locate cities of the UK, geographical regions and human and physical features Describe topographical features of a place (including hills, mountains, coasts, rivers) and their land use patterns over time.
Place Knowledge	Can I describe how the physical land scape supported and challenge stone age man?	Ask and answer Geographical questions about a place and talk about its features
Human and Physical Geography	Can I describe a settlement at Skara Brae? Can I understand how during the stone age how the land was used changed?	Describe key aspects of human geography including settlements, land use and distribution or natural resources minerals and water, economic activity and trade links.
Map Skills and Fieldwork	Can I map out a stone age settlement?	Use maps, atlases, globes and digital mapping to locate countries and describe and explain features.
Geography Enquiry	Why would stone age man settle at Skara Brae? Where did stone age man chose to settle?	

Vocabulary (unit specific) – Non exhaustive

Settlement, Skara Brae, caves, coastline, mountain, rivers, change, shelters, hunter-gatherers, survival, forts, Stonehenge, sources, interpret, key, symbol.

Revisited components

Remembering more and building on knowledge

KS1 - Name, locate and identify the 4 countries of the United Kingdom, capital cities and surrounding seas. Name the continents and oceans. Ask and answer Geographical questions about a place including comparisons between 2 different places Identify and investigate different types of places (towns, cities, village). Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in the world in relation to the equator and poles. Use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc). Use basic vocabulary to describe human features of the environment (city, house, town shop etc.). Add detail to maps from aerial photos Make simple maps and plans (classroom, route to school, walk around Withington) Understand the need for a key Have spatial awareness on maps. Use world maps, atlases and globes to identify the countries of the UK and surrounding seas. Use and understand a simple map key and map symbols and add to my own maps Understand compass directions (NSEW) and directional language (near, far, left etc) Use ariel images and plans to recognise landmarks and physical features. Ask simple closed questions about a place (where is it? What is it like?) Make simple comparisons between two different places. Make observations about why things happen.

Year 3/4

Cycle 1	Unit: Mountain environment a mountain study	Theme: **Climates around the world**
Linked texts used in English where appropriate	Winter poetry Persuasive Diary entry	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Paul's CE	NC
Location Knowledge	Can I recall the countries and capital cities of the U.K? (memory mates) Can I name and locate some of the mountain/ranges across the U.K? and you name the seven continents? Can I identify the position and significance of latitude, longitude, Equator? Can I locate Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn? Can I identify countries lie above, below and on the equator?	Name and locate cities of the UK, geographical regions and human and physical features Name some European countries Locate the worlds countries on a map and their identifying physical features
Place Knowledge	Can I list criteria that describe the features of mountain? Can I describe what the climate is in the Pennines /Alps? Can I describe what the climate is usually like in a mountain area?	Ask and answer Geographical questions about a place and talk about its features
Human and Physical Geography	Can I list criteria that describe the features of mountain? Can I describe what the climate is usually like in a mountain area? Can I explain how mountains are formed? Can I describe what the climate is in the Pennines /Alps? Can I compare life near the Alps to life near the Pennines? Can I explain the difference between a weather forecast and climate?	Describe key features of physical geography including mountains and climates
Map Skills and Fieldwork	Field trip – measure temperature at the base & peak of a mountain (Pennines) Can I use weather information and first-hand experience gathered during a field trip to make compare?	Use fieldwork to observe and record the physical and human features of a local area.
Geography Enquiry		Investigate and understand the geographical differences between Withington and a region in a European country Make comparisons about a place using different types of sources (photos, drawings, maps) Choose how to record the comparisons

Vocabulary (unit specific)

Mountain, peak range, slope, map, physical, atlas, environment, hill, tree line, human, Snowden, Cairngorms, The Mourne Mountains Alps glacier, summit, plateau
Valley waterfall sea cliff lake beach river Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn?

Revisited components

Remembering more and building on knowledge

KS1 - Name, locate and identify the 4 countries of the United Kingdom, capital cities and surrounding seas. Name the continents and oceans. Ask and answer Geographical questions about a place including comparisons between 2 different places Identify and investigate different types of places (towns, cities, village). Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in the world in relation to the equator and poles. Use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc). Use basic vocabulary to describe human features of the environment (city, house, town shop etc.). Add detail to maps from aerial photos Make simple maps and plans (classroom, route to school, walk around Withington) Understand the need for a key Have spatial awareness on maps. Use world maps, atlases and globes to identify the countries of the UK and surrounding seas. Use and understand a simple map key and map symbols and add to my own maps Understand compass directions (NSEW) and directional language (near, far, left etc) Use ariel images and plans to recognise landmarks and physical features. Ask simple closed questions about a place (where is it? What is it like?) Make simple comparisons between two different places. Make observations about why things happen.

Year 3/4

Cycle 1	Unit: **Location and division of land**	Theme: **Roman Empire**
Linked texts used in English where appropriate	Gladiator Boy	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Paul's CE	NC
Location Knowledge	Can I name and locate major cities and countries of the UK? Can I name and locate on maps how regions have changed since the Roman invasions? Can I identify the routes and growth of The Roman Invasion across Europe?	Name and locate cities of the UK, geographical regions and human and physical features. Name some European countries. Name, locate and identify the 4 countries of the United Kingdom, capital cities and surrounding seas (KS1). With support describe topographical features of a place (including hills, mountains, coasts, rivers) and their land use patterns over time
Place Knowledge	How has London changed since the Roman invasion (draw back to Great Fire of London Ks1)?	Ask and answer Geographical questions about a place and talk about its features
Human and Physical Geography	Can I understand why The Romans settled where they did?	Describe key aspects of human geography including settlements, land use and distribution or natural resources minerals and water, economic activity and trade links Describe key features of physical geography including rivers, mountains, climates and the water cycle
Map Skills and Fieldwork	Can I sketch and map of Roman settlements and roads using relevant symbols?	Use maps, atlases, globes and digital mapping to locate countries
Geography Enquiry	How did the coastline of Britain challenge and support invasion?	Use maps, atlases, globes to locate countries and describe features studied.

Vocabulary (unit specific)

Romans, roads, invasion, Dover, Cities of the UK, defence, Londinium, Thames, division of land, regions, coastline, rivers, settlement, Europe, distribution of resources, trade.

Revisited components

Remembering more and building on knowledge

KS1 - Name, locate and identify the 4 countries of the United Kingdom, capital cities and surrounding seas. Name the continents and oceans. Ask and answer Geographical questions about a place including comparisons between 2 different places Identify and investigate different types of places (towns, cities, village). Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in the world in relation to the equator and poles. Use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc). Use basic vocabulary to describe human features of the environment (city, house, town shop etc.). Add detail to maps from aerial photos Make simple maps and plans (classroom, route to school, walk around Withington) Understand the need for a key Have spatial awareness on maps. Use world maps, atlases and globes to identify the countries of the UK and surrounding seas. Use and understand a simple map key and map symbols and add to my own maps Understand compass directions (NSEW) and directional language (near, far, left etc) Use ariel images and plans to recognise landmarks and physical features. Ask simple closed questions about a place (where is it? What is it like?) Make simple comparisons between two different places. Make observations about why things happen.

Cycle 2	Unit: **Locations and settlements**	Theme: **Anglo Saxons and Scots**
Linked texts used in English where appropriate	Folk tales Non Chronological report on The Anglo Saxons	

Year 3/4	**Components of unit** Knowing more (essential knowledge and skills)

Skills and Knowledge	**St Paul's CE**	**NC**
Location Knowledge	Can I recall the names of the countries in the UK? (Scotland) Can I locate the countries where the Angles, Saxons and Jutes came from? (Germany The Netherlands Denmark)	Use maps, atlases, globes to locate countries in the UK and Europe. Name some European countries.
Place Knowledge	Can I explain what it was like to live in a typical Anglo-Saxon village?	Ask and answer Geographical questions about a place and talk about its features
Human and Physical Geography	Can I describe the features of the land that made the Anglo- Saxons want to settle in England?	Describe key aspects of human geography including settlements, land use and distribution or natural resources minerals and water. Describe key features of physical geography including rivers, mountains,
Map Skills and Fieldwork	Can I locate the countries where the Angles, Saxons and Jutes came from? (Germany The Netherlands Denmark)	Use maps, atlases, globes to locate countries and describe and explain features.
Geography Enquiry	Can I describe the features of the land that made the Anglo- Saxons want to settle in England? Can I use a map to compare the what the UK looked like in 800 AD to present day?	Make comparisons about a place using different types of sources (photos, drawings, maps)

Vocabulary (unit specific)

settlement village farm river invade Germany Netherlands Denmark compare features land use

Revisited components

Remembering more and building on knowledge

KS1 - Name, locate and identify the 4 countries of the United Kingdom, capital cities and surrounding seas. Name the continents and oceans. Ask and answer Geographical questions about a place including comparisons between 2 different places Identify and investigate different types of places (towns, cities, village). Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in the world in relation to the equator and poles. Use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc). Use basic vocabulary to describe human features of the environment (city, house, town shop etc.). Add detail to maps from aerial photos Make simple maps and plans (classroom, route to school, walk around Withington) Understand the need for a key Have spatial awareness on maps. Use world maps, atlases and globes to identify the countries of the UK and surrounding seas. Use and understand a simple map key and map symbols and add to my own maps Understand compass directions (NSEW) and directional language (near, far, left etc) Use ariel images and plans to recognise landmarks and physical features. Ask simple closed questions about a place (where is it? What is it like?) Make simple comparisons between two different places. Make observations about why things happen.

Year 3/4

Cycle 2	Unit: **What's great about Manchester – location and map study**	Theme: **What's great about Manchester?**
Linked texts/writing purposes used in English where appropriate	Cotton Mill Kate Race to Freedom Persuasive Leaflets for Manchester	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Paul's CE	NC
Location Knowledge	Can I recall the countries and capital cities of the U.K? Can I put geographical places in order of size? (country, city, town village)? Can I name cities in the U.K.? Can I say which where they are in relation to Manchester? Can I locate the capital cities of the U.K. and the direction they are from Manchester on the map and using the compass points? N.S.E.W, NE, SE, SW, NW	Name and locate cities of the UK, Use the 8 points of a compass, four and six figure grid references, symbols and a key
Place Knowledge	What can you recall about Manchester. (review of year 2) Can I identify the similarities and differences between Withington and Manchester city centre? Can I compare the city of Manchester with another city in Europe (Athens)	Ask and answer Geographical questions about a place and talk about its features Explain and give reasons for geographical similarities and differences
Human and Physical Geography	Can I use a key to identify human features on a map of Manchester?	Describe key aspects of human geography including settlements, land use and distribution or natural resources minerals and water, economic activity and trade links
Map Skills and Fieldwork	Can I identify human features on a map using a key? Can I trace a route map around Withington Village? Can I create my own route map to get from St Pauls to a destination in Withington Village? Can I follow a route map to find human features identified in Withington? Can I locate the landmarks of Manchester and mark them on a map?	Make a map of a short, familiar route with clear spatial awareness and boundaries Use some common map symbols and a key Sketch maps and plans of a local area Use fieldwork to observe and record the physical and human features of a local area Use the 8 points of a compass, OS Maps and symbols to build on knowledge of a local area
Geography Enquiry	What does Manchester have to offer a tourist?	Investigate and understand the geographical differences between Withington and a region in a European country (Athens) – gathering information of next unit. Make comparisons about a place using different types of sources (photos, drawings, maps) Choose how to record the comparisons

Vocabulary (unit specific)

Landmass by size, Withington, Manchester, England, U.K, Europe, village, town, city, country, continent, symbol
Build up a vocabulary list of the features both physical and human of Manchester and Withington.

Revisited components

Remembering more and building on knowledge

EYFS where we are from and where we live. Year 1/2 – Magnificent Manchester

KS1 - Name, locate and identify the 4 countries of the United Kingdom, capital cities and surrounding seas. Name the continents and oceans. Ask and answer Geographical questions about a place including comparisons between 2 different places Identify and investigate different types of places (towns, cities, village). Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in the world in relation to the equator and poles. Use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc). Use basic vocabulary to describe human features of the environment (city, house, town shop etc.). Add detail to maps from aerial photos Make simple maps and plans (classroom, route to school, walk around Withington) Understand the need for a key Have spatial awareness on maps. Use world maps, atlases and globes to identify the countries of the UK and surrounding seas. Use and understand a simple map key and map symbols and add to my own maps Understand compass directions (NSEW) and directional language (near, far, left etc) Use ariel images and plans to recognise landmarks and physical features. Ask simple closed questions about a place (where is it? What is it like?) Make simple comparisons between two different places. Make observations about why things happen.

Year 3/4

Cycle 2	Unit: **Location and map focus**	Theme: **Ancient Greece**
Linked texts used in English where appropriate	Greek Myths Non Chronological reports Greeks	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Paul's CE	NC
Location Knowledge	Where in the world is Greece?	Locate the worlds countries on a map
Place Knowledge	Can I compare Athens and Sparta? Can I describe topography of Greece? What can I discover about Santorini, Mykonos, Rhodes, Corfu, Crete?	Ask and answer Geographical questions about a place and talk about its features Explain and give reasons for geographical similarities and differences.
Human and Physical Geography	Can I explore the ancient city states of Athens, Corinth, Olympia, Delphi, Knosses and Sparta?	Describe key aspects of human geography including settlements, land use and distribution or natural resources minerals and water, economic activity and trade links Describe key features of physical geography including rivers, mountains, climates and the water cycle
Map Skills and Fieldwork	Can I use various sources to locate the islands/oceans/physical features of Greece?	Use maps, atlases, globes and digital mapping to locate countries and describe and explain features. Use fieldwork to observe and record the physical and human features of a local area
Geography Enquiry	How are the islands of Greece similar and different? Is Athens the same as Withington?	Investigate and understand the geographical differences between Withington and a region in a European country (Athens) Make comparisons about a place using different types of sources (photos, drawings, maps)

Vocabulary (unit specific) – not an exhaustive list

Greece, Santorini, Mykonos, Rhodes, Corfu, Crete, city states, Aegean Sea, Mediterranean Sea, Ionian Sea, mountains, lakes, islands, coastline, Athens, geographical features, attractions, climate,

Revisited components

Remembering more and building on knowledge

KS1 - Name, locate and identify the 4 countries of the United Kingdom, capital cities and surrounding seas. Name the continents and oceans. Ask and answer Geographical questions about a place including comparisons between 2 different places Identify and investigate different types of places (towns, cities, village). Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in the world in relation to the equator and poles. Use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc). Use basic vocabulary to describe human features of the environment (city, house, town shop etc.). Add detail to maps from aerial photos Make simple maps and plans (classroom, route to school, walk around Withington) Understand the need for a key Have spatial awareness on maps. Use world maps, atlases and globes to identify the countries of the UK and surrounding seas. Use and understand a simple map key and map symbols and add to my own maps Understand compass directions (NSEW) and directional language (near, far, left etc) Use ariel images and plans to recognise landmarks and physical features. Ask simple closed questions about a place (where is it? What is it like?) Make simple comparisons between two different places. Make observations about why things happen.

Year 5/6

Cycle 1	Unit: **Continents of Europe and Time Zones**	Theme: **The Battle of Britain**
Linked texts used in English where appropriate	Blitz Poetry – Pie Corbett Letters from a Lighthouse	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Paul's CE	NC
Location Knowledge	Can I locate countries of Europe on a map – Linking to invasion of Europe in WW2 Can I identify time zones in Europe? (UTC/DST)	Locate the worlds countries on a map/globe and accurately comment on their identifying physical and human features and their cities Identify different time zones Fully understand vocabulary related to location (e.g. Continent, country, town county, features, etc.) and use them when locating and naming places
Place Knowledge	Can I compare European capital cities? – area, population-landmarks-transport infrastructure. Use Berlin and Copenhagen as model. Identify Austria as landlocked	Independently Ask and answer Geographical questions by collecting and analysing data/ information to draw conclusions about a place
Human and Physical Geography	Can I identify the major physical features of Europe? Topography - Mountain ranges, coastlines, seas.	Describe and analyse key aspects of human geography
Map Skills and Fieldwork	Can I locate European countries on a map? Can I use atlas to transfer countries of Europe onto map? Can I identify how Europe has changed overtime using old and modern Atlases? Can I Identify capital cities of Europe suing globes/maps/atlases?	Use a range of resources to describe the physical and human features of a location
Geography Enquiry	How did Europe change during WW2? How do capital cities differ in Europe?	Understand and explain the physical similarities and differences in locations studied and how they are changing over time

Vocabulary (unit specific)

Mountain range, peaks, coastlines, seas, capital city, country, continent, landlocked, time zones, equator, Northern and southern hemisphere, prime meridian line, eastern and western hemisphere, altitude, topography

Revisited components

Remembering more and building on knowledge

Locate the worlds countries on a map, Name the continents and oceans, answer questions about a place (what is it like, where is it? What do people do there?), Use maps, atlases, globes and digital mapping to locate countries, Investigate and understand the geographical differences between Withington and a region in a European country (Athens), Choose how to record the comparisons.

Year 5/6			
	Cycle 1	Unit: **What are Natural Disasters? Volcanoes and Earthquakes**	Theme: **Natural Disasters**
	Linked texts used in English where appropriate	Firenado Hurricane – David Wiesner	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St Paul's CE**	**NC**
	Location Knowledge	Can I identify where the different tectonic plates are located?	Locate the worlds countries on a map/globe and discuss their identifying physical and human features Understand vocabulary related to location (e.g. Continent, country, town county, features, etc.)
	Place Knowledge	Can I explain why some people live near volcanoes? Mount Vesuvius, Mount Merapi.	Ask and answer Geographical questions by collecting and analysing data/ information to draw conclusions about a place
	Human and Physical Geography	Can I identify the different layers of the earth? Can I identify the Earth's tectonic plates? Can I identify how a volcanic eruption occurs? Can I explain how an earthquake occurs?	Describe and analyse key features of physical geography Describe key features of physical geography – earthquakes, volcanoes.
	Map Skills and Fieldwork	Can I use maps to identify the names of the tectonic plates on a world map? Linking to continents.	Use a range of resources to describe the physical and human features of a location Use fieldwork to observe, measure, record and present information on the human and physical features of a location
	Geography Enquiry	Can I collect and record information in a variety of ways? What happens when a volcano erupts? What is the ring of fire?	Understand and explain the physical similarities and differences in locations studied and how they are changing over time Identify how the physical features of a location affect human economic activity in that location (what are jobs and trade like?)
	Vocabulary (unit specific)		
	Earth layers, crust, mantle, outer core, inner core, magma, tectonic plates, plate boundary, volcanoes, erupt, oceanic plates, seduction zone, chamber, vent, crater, ash, conduit, poverty, tourism, geothermal power, fertile soil, weathering, Mount Vesuvius, Mount Merapi, seismic waves, fault lines,		
	Revisited components *Remembering more and building on knowledge*		
	Make comparisons and simple conclusions about locations using sources, use maps, atlases, globes and digital mapping to locate countries and describe features, describe key aspects of human geography including settlements, land use and distribution or natural resources minerals and water, Ask and answer Geographical questions about a place and talk about its features, Locate the worlds countries on a map, Name the continents and oceans.		

Year 5/6

Cycle 1	Unit: **Continents of North America /time zones and trade**	Theme: **The Maya**
Linked texts used in English where appropriate	Maya meal making	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Paul's CE	NC
Location Knowledge	Can I locate the countries of central America and South America? Can I compare time zones from the countries of South America with the UK?	Name and locate the main countries of South America Locate the worlds countries on a map/globe and discuss their identifying physical and human features Use the 8 points of a compass, four and six figure grid references, symbols and a key Identify different time zones Understand vocabulary related to location (e.g. Continent, country, town county, features, etc.)
Place Knowledge	Can I identify the similarities and differences between Manchester and South America?	Explain and give reasons for geographical similarities and differences in a region in North or South America
Human and Physical Geography	Can I identify how the land was used by the Maya?	Describe key aspects of human geography (settlements, land use, economic activity, trade links and distribution of natural resources, energy, food, minerals and water) Describe key features of physical geography (rivers, mountains, volcanos, earthquakes, the water cycle, climate zones, biomes and vegetation belts)
Map Skills and Fieldwork	Can I describe how archaeological expeditions travelled to the lost cites of Mesoamerica? Can I investigate some physical features of Manchester that can be compared with South America?	Construct maps of small and large scale areas with accuracy in size, space, shape and location) Use symbols and a key to make a map of a specific location using standard OS symbols Use fieldwork to observe, measure, record and present information on the human and physical features of a location
Geography Enquiry	How are the maps of Catherwood different to the maps of America today?	Identify how the physical features of a location affect human economic activity in that location (what are jobs and trade like?) Compare and contrast sources and discuss accuracy Collect and record evidence in a variety of ways (

Vocabulary (unit specific)

Central America (names of countries), South America (names of countries), Lithography, exploration, discovery, observe, record, present, civilization,

Revisited components

Remembering more and building on knowledge

Make observations about where things are and what they are like. Investigate surroundings, with support use world maps, atlases and globes to identify the countries of the UK and surrounding seas, make simple maps and plans (classroom, route to school, walk around Withington), Use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc), answer questions about a place (what is it like, where is it? What do people do there?), Name the continents and oceans,

Year 5/6

Cycle 2	Unit: **Rivers – The Mersey/Nile/Irwell**	Theme: **Egyptians**
Linked texts used in English where appropriate	Secrets of a sun king	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Paul's CE	NC
Location Knowledge	Can I research famous rivers?	Locate the worlds countries on a map/globe and discuss their identifying physical and human features Use the 8 points of a compass, four and six figure grid references, symbols and a key
Place Knowledge	Can I discuss how the River Nile is different from the River Mersey and Irwell?	Ask and answer Geographical questions by collecting and analysing data/ information to draw conclusions about a place
Human and Physical Geography	Can I discuss how rivers are used for tourism? Can I discuss the features of a river? Can I explain how rivers are helpful to people nearby?	Describe key aspects of human geography (settlements, land use, economic activity, trade links and distribution of natural resources, energy, food, minerals and water) Describe key features of physical geography (rivers)
Map Skills and Fieldwork	Can I locate rivers around the world using various resources?	Use a range of resources to describe the physical and human features of a location Use fieldwork to observe, measure, record and present information on the human and physical features of a location
Geography Enquiry	What are the similarities and difference between the use of the Mersey and the Nile?	Identify how the physical features of a location affect human economic activity in that location (what are jobs and trade like?)

Vocabulary (unit specific) – not exhaustive

Rivers, river Nile, river Mersey, Irwell, irrigation, tourism, shaduf, transport, delta, food plain, mouth, deposition, erosion, Ox bow lake, irrigation,

Revisited components

Remembering more and building on knowledge

Make observations about where things are and what they are like. Investigate surroundings, Use and understand a simple map key and map symbols and compass directions (NSEW) Use ariel images and plans to recognise landmarks and physical features, Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in the world in relation to the equator and poles. With support use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc) With support use basic vocabulary to describe human features of the environment (city, house, town, shop etc.), Name, locate and identify the 4 countries of the United Kingdom, name the continents and oceans

Year 5/6

Cycle 2	Unit: **Rainforests (Amazon and Macclesfield)**	Theme: **Rainforests**
Linked texts used in English where appropriate	The Vanishing Rainforest	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Pauls CE	NC
Location Knowledge	Can I identify different biomes on a world map? Can I locate tropical rainforests? Can I locate the Amazon Rainforest? Can I locate the countries of South America?	Name and locate the main countries and cities of South America Locate the worlds countries on a map/globe and accurately comment on their identifying physical and human features and their cities
Place Knowledge	Can I identify the biomes found in Europe? Can I compare tropical rainforests with deciduous forests? Amazon and Macclesfield	Independently Ask and answer Geographical questions by collecting and analysing data/ information to draw conclusions about a place
Human and Physical Geography	Can I identify biomes? Can I compare different biomes? Can I identify conditions at different layers of the rainforest?	Describe and analyse key aspects of human geography Describe and analyse key features of physical geography
Map Skills and Fieldwork	Can I use the 8 points of a compass?	Use a range of resources to describe the physical and human features of a location Use fieldwork to observe, measure, record and present information on the human and physical features of a location Use the 8 points of a compass, four and six figure grid references, symbols and a key
Geography Enquiry	Are the conditions in all layers of the rainforest the same? Are there different seasons in a tropical rainforest?	Collect and record evidence in a variety of ways (writing, sketches, maps and graphs) Understand and explain the physical similarities and differences in locations studied and how they are changing over time Identify how the physical features of a location affect human economic activity in that location (what are jobs and trade like?)

Vocabulary (unit specific)

Tundra Taiga/Boreal, Forest Temperate, Deciduous Forest, Desert, Grasslands, Tropical Rainforest, Savannah Polar/Ice, Longitude, latitude, equator, poles, tropic of cancer, tropic of Capricorn, tropics, time zones, compass, grid points, layers, emergent, canopy, understory, forest floor, rainfall, climate, season,

Revisited components

Remembering more and building on knowledge

Make observations about where things are and what they are like. Investigate surroundings, with support use world maps, atlases and globes to identify the countries of the UK and surrounding seas, make simple maps and plans (classroom, route to school, walk around Withington), Use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc), answer questions about a place (what is it like, where is it? What do people do there?), name the continents and oceans,

Year 5/6

Cycle 2	Unit: **Settlements – Locations, Trade and economics**	Theme: **The Kingdom of England**
Linked texts used in English where appropriate	**Beowulf**	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	St Pauls CE	NC
Location Knowledge	Can I explain where in the world we are located – focus Europe?	Locate the worlds countries on a map/globe and discuss their identifying physical and human features Use the 8 points of a compass, four and six figure grid references, symbols and a key
Place Knowledge	Can I explain how the physical features of the UK impacted on invasion?	Ask and answer Geographical questions by collecting and analysing data/ information to draw conclusions about a place
Human and Physical Geography	An I explain why invaders may have left their country to invade UK?	Describe key aspects of human geography (settlements, land use, economic activity, trade links and distribution of natural resources, energy, food, minerals and water)
Map Skills and Fieldwork	Can I locate the countries invaders came from on world maps?	Construct maps of small and large scale areas with accuracy in size, space, shape and location) Use symbols and a key to make a map of a specific location using standard OS symbols Use a range of resources to describe the physical and human features of a location
Geography Enquiry	Does the UK look the same on a map now as it has always looked and how do we know?	Understand and explain the physical similarities and differences in locations studied and how they are changing over time Compare and contrast sources and discuss accuracy

Vocabulary (unit specific) – not an exhaustive list

Invasion, land use, continent, Europe, location, settlement, physical features, human features, coastlines, mountains, lakes, fertile, climate, (all languages of maps).

Revisited components

Remembering more and building on knowledge

Make observations about where things are and what they are like. Investigate surroundings, with support use world maps, atlases and globes to identify the countries of the UK and surrounding seas. Use and understand a simple map key and map symbols and compass directions (NSEW) Use ariel images and plans to recognise landmarks and physical features, with support use basic vocabulary to describe physical features of the environment (beach, coast, river, forest, hill, weather etc) With support use basic vocabulary to describe human features of the environment (city, house, town, shop etc.), Answer questions about a place (what is it like, where is it? What do people do there?) With support identify different types of places (towns, cities, village), Name, locate and identify the 4 countries of the United Kingdom With support name the continents and oceans