

Geography Knowledge and Skills Map						
Culture Capital British Values KPI						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Walk around the school and make observations, for example, of older children in class, of the playground and wider school grounds. Use simple sentences such as: I like the trees, I like the headteacher. Know and follow simple directions to find their way around the class and the EYFS.	Know how to find their way to key places in school e.g. the office with the register; the hall; the canteen; the library; the sports' field. Learn the concept of left and right. Follow instructions using left, right and straight on. Give instructions: left, right and straight on. Take a picture of something outdoors and then from above and compare. What can you see on one but not the other? Learn the name of their street and the town/city. Know that people live in different streets, different towns and different cities.	Build on the terms 'left, straight on and right'. Introduce two-part directions e.g. straight on and turn left. Take a photograph of an indoor area and then from above to compare. Talk about the differences. Know that a map represents a space Follow on a map of the indoor area and relate that to where they are standing and where things are e.g. where is Bernard dog? Use words such as 'next to' 'in front of' 'behind' 'to the right of'. Know that we live in the UK and some people live in China which is a different country. Begin to learn the concept of country.	From an outline, draw a map to show where they planted seeds/bulbs. Place an X or a symbol e.g. picture to show on the plan/map where they planted the bulbs/seeds. On a plan of the outdoors/indoors identify where they found a bear or a hat or a glove. Get used to looking at maps/plans from above.	Learn that people work in different place and live in different places. Learn about who might work in a hospital and their jobs including porter, doctor, nurse, receptionist. Learn about people who different jobs in the school. Look at photographs of places of work and use terms such as 'office', 'factory' 'farm' 'vet' Recognise and name a range of jobs in school and from photographs	Create books and displays about children's families around the world, or holidays they have been on. Learn that Saudi Arabia is another country that people live in. Know some key geographical terms: field, garden, beach, sand, sea, coast. Know that some people live near the coast/sea. Think about why people like to live by the sea. Build on what they learned about 'jobs'. Think about the jobs near the sea such as fishing; hotels; donkey riding. Visit the sea and talk about how it is different or similar to where they live.
Vocabulary	Outside, inside, I like..., hall, corridor, classroom, office, left, right, straight on, upstairs, downstairs, town, city, Chorlton, Manchester.		Turn left, turn right, straight on, United Kingdom, country, China, map, plan			Work, office, farm, vet, hospital, school, country, United Kingdom, Saudi Arabia, field, garden, beach, sand, sea, coast.
Trips/Visits						Visit to local places of work - vet
Key Texts						
Reception	Know that there are many countries in the world. Know that some families have come from other countries. Know that people in other countries may speak other languages.	Know we live in England. Know that Hinduism originated in India. Know where England and India are on a simple map. Name familiar buildings on an aerial map of the school. (Where would the fox/hedgehog etc live?) Know maps look down on a place.	Know that school is on Princess Road in Chorlton. Know their address. Know the words path, road, street, avenue. Describe what they can see on a short journey. Plan a short journey. Look at it on a map and look at it as an aerial/satellite view.	Know how to make simple maps of stories, journeys and routes. – visit to the shop Use directional language of right, left, straight on, forwards, backwards, next, then. Chn to make simple maps of the stories they are reading and routes within the class and outdoor environment. Talk about and describe what they see on different journeys.	Know where some of the habitats are in the world. Explore world maps and globes. Know that we live on planet Earth. Know a range of ways that we can protect the environment – recycle, turn off lights and save water, not waste food, use both sides of the paper, protecting trees and the importance of trees to the environment, put litter in the bin. Have the opportunity to go on a litter pick. Visit Chorlton Water Park. Discuss route and journey	Explore world maps and globes to see where our food comes from. Know that some of our food comes from this country and some comes from other countries around the world. Recognise some similarities and differences between life in this country and life in other countries. Introduce hemisphere in maths.
Vocabulary	Country, language, England, India, school, house, road, ...in the....under the.... next to		Address, path, road, street, avenue, right, left, straight on, forwards, backwards, next to, then, journey			Map, globes, planet, Earth, world, environment, recycle, hemisphere.
Trips/Visitors			Short journey in the local area. Trip to ASDA			Visit to Chorlton Water Park
Key Texts						
	End of Early Years Expectation: Early Years Framework ELGs Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.		ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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.			ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
	Autumn 2: Theme: Mapping		Spring 2: Theme: The United Kingdom			Summer 2: Hot and cold areas and the equator
Year A 2027-2028	Knowledge: Know a map gives information about the world. Know that maps need a title, symbols and a key. Symbols for a school, church, nature reserve, forest	Skills: Recognise simple features on maps such as buildings, roads and fields. Know how to use aerial photographs and begin to find information from them	Knowledge: Know we live in the United Kingdom Know we live in England. Know the United Kingdom is made up of 4 countries: England, Scotland, Wales and Northern Ireland.	Skills: Use world maps, atlases and globes to identify the UK. Collect and measure rain and temperature data (non-standard units and observation)	Knowledge: Know that climate describes the pattern of weather which occurs over many years. Know generally the hottest places are near the equator.	Skills: Use world maps, atlases and globes to identify the north pole, south pole and the equator. Use world maps, atlases and globes to identify hot and cold areas of the world

	know that maps are views of above and are flat. Know the purpose of some maps Know that when you 'zoom in' you see a smaller area in more detail Know maps can show routes Understand directions and where things are using simple prepositional language Know they go to school in Chorlton, Manchester. Begin to know Chorlton is a town and Manchester is a city because of the number of people who live there. Know that we live in the UK Begin to recognise the UK on a map	Know how to devise simple maps based on the relative distance of objects. Know how to create simple plans of areas. Know how to follow simple routes to school and Chorlton Use first hand observation to investigate the school grounds. Use observational skills to ask and answer questions. Fieldwork: Use aerial photographs to recognise features of their surroundings	Know a city is the largest of all settlements. Know what a capital city is Know that London is the capital of England, Cardiff/Wales, Edinburgh/Scotland and Belfast/NI. Locate UK on map. Locate Manchester on a map of the UK. Know we live in the city of Manchester Know the flags of the 4 countries. Know the national symbols and patron Saints of the four countries. Know some of the key landmarks in each capital city, including national stadia, governmental buildings, physical features eg river, harbour, hill of the capitals. Know weather changes daily and it is a combination of wind, rain, temperature and other factors. Know that the weather is recorded. Know and use in order the months of the year. Know the names of the seasons. Know that there are seasonal changes in the weather.	Make first hand observations of wind speed and cloud cover. Begin to present data in a chart and verbally present the day's weather. Compare Chorlton weather data with data form the capital cities. Can identify weather patterns and seasonal patterns in the UK. Fieldwork: Weather data collection and presentation of the data. Name, locate and identify the 4 countries of the United Kingdom	Know the coldest places are near the poles. Know polar climates are located around the north and south poles. Know equatorial climates are located around the equator. Know features of polar climates – cold, snow and ice throughout the year, frequent storms and winds. Know features of desert climates – extremely dry, large quantities of sunshine, hot. Know features of equatorial climates – heavy rainfall, hot. Make links begin the climate and the plants that grow there and the creatures that live there: penguins, polar bears, camels, cacti Know Ann Bancroft was the first woman to cross both polar ice caps to reach the North and South Poles.	in relation to the north pole, south pole and the equator. Use world maps, atlases and globes to identify desert areas Use simple north and south compass directions. Can respond to geographical questions – would they like to visit....? What would you need to take with you? What would they find challenging....?
Vocabulary:	Map, title, route, plan, directional language: near, far, left, right, straight on		Capital, city, country, United Kingdom, UK, sea, coast, islands, weather, cloud, fog, cold, hot, gale, rain, showers, snow, sun, warm.		North, south, equator, region, climate, polar, desert, arid, rainforest, tropical, Arctic, Antarctica, vegetation, soil, hemisphere	
Trips/Visitors						
Key Texts	My Map Book		Once upon a Raindrop. One Little Cloud			
	Autumn 2: Theme: Mapping		Spring 2: Theme: The United Kingdom		Summer 2: Continents, Oceans and contrasting area	
Year B 2026-2027	Knowledge: Know symbols mean something on maps Know why symbols are needed on maps. Know the symbols for river, road Know why maps need a key. Know which way is North is on a map Know that when you 'zoom in' you see a smaller area in more detail Know the four compass points NSEW Add detail to a map from aerial photos. Understand the need for a key. Have a spatial awareness on maps (i.e. 'A' is closer to 'B' than 'C' is)	Skills: Know how to use large scale vertical aerial photographs. Know how to use symbols on maps and find some on maps, school, church, car park, road. Use standard symbols. Know how to draw simple routes. Plan a route to Chorlton Water Park. Begin to recognise why places are where they are. Know how to zoom in and out on maps. Fieldwork: Use observational skills to study the land use of the streets around school. Use observational skills to sketch what can be seen in all four compass directions.	Knowledge: Know the seas and oceans around the UK – North Sea, Irish Sea, English Channel Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas Know that UK is an island Know a coast is where the seas and oceans meet the land. Know that there are different types of coast – sand, beach, cliff, rock. Know the names of the longest rivers in the four UK countries. Know the river Mersey is our local river. Know the four highest mountains in the UK and locate in atlases. Know the largest lake/loch in each of the four countries. Know rivers begin at source in hills or mountains and flow down to the sea. Know what a valley is between mountains Know the seas or oceans the four longest rivers flow into. Know that river, mountain and coastal landscapes change over time. Know the difference between a hill and a mountain.	Skills: Recognise rivers on maps. Recognise coastlines on maps Use observational skills to map what can be seen and heard at a river. Use observational skills to identify features of coastlines and what can be seen and heard at a beach. Draw simple maps using agreed keys. Use aerial photographs to identify landmarks and physical and human features of the four countries of the UK Fieldwork: River Mersey to recognise and map out features of bank, river, direction of flow. Draw simple maps using agreed keys	Knowledge: Name and locate the world's 7 continents and 5 oceans Know the names of the 7 continents: North America, South America, Europe, Africa, Asia, Oceania, Antarctica. Know a continent is a large area of land. Know England is in the continent of Europe. Know a continent is not a country and there are many countries on each continent. Know the names of the 5 oceans: Pacific, Atlantic, Indian, Southern and Arctic Know an ocean is a large area of salt water Know the highest mountains on each of the continent and the range they are in. Know the longest rivers on each continent. Know that there are similarities and differences between Manchester and other parts of the world. List and 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	Skills: Use atlases and globes to locate physical features in each continent. Use atlases and globes to locate cities and countries in each continent. Use aerial photographs to identify landmarks and physical and human features. Devise a simple map and construct basic symbols in a key. Fieldwork: Manchester City Centre Using aerial photos to plan perspectives. Using observation skills to sketch what can be seen and draw simple maps. Draw what can be seen and heard in four compass directions. Compare and contrast a small area of the UK – Manchester and a small area of contrasting non- European country Areas to compare and contrast: population, location, landmarks, physical features eg rivers, mountains, weather and climate, food production

			Know and describe some of the physical features of the four countries of the UK -rivers, mountains, coastlines			
Vocabulary:	Cemetery, building, house, business names eg restaurant, café, petrol station, factory, north, south, east, west, symbol, compass points		Mountain, hill, peak, foot, valley, lake, loch, river, stream, bank, flow, mouth, source, coastline, sand, beach, dune, cliff, marsh, rock, island, port, harbour, wood, forest, island.		Continent, ocean, equator, North/South Pole, sphere, hemisphere, names of continents and oceans, mountain range, country,	
Trips/Visitors	Simple routes around school and in the local area		Trip to River Mersey		Visit to St Peter’s Square Manchester	
Key Texts						
	End of Key Stage One National Curriculum Expectations. Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Locational knowledge ☑ name and locate the world’s seven continents and five oceans ☑ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Place knowledge ☑ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Human and physical geography ☑ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ☑ use basic geographical vocabulary to refer to: ☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Geographical skills and fieldwork ☑ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ☑ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ☑ 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 ☑ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
	Autumn 2: Theme: Mapping		Spring 2: The UK and its regions		Summer 2: Hills and mountains – The Lake District	
Year 3	Knowledge: Know the basic conventions of formal maps: plan view, symbols, key, direction, grid and title. Know the four main compass directions and NE, SE, SW and NW to build up knowledge of UK Know Manchester is in the NW of England. Know more OS map symbols, museum, recreation park, police station, forests, including knowing height is shown through contour lines.	Skills: Know how to read and plot alpha numerical grid references. Know how to use and read a compass. Know how to use the 8 cardinal points on a compass to give directions. Make and draw simple maps with a key, title and symbols. Construct maps of areas of the UK with some spatial awareness of sizes Make a map of a short, familiar route, With clear spatial awareness and boundaries (i.e. edge of the park to the edge of the woodlands) Use some common standard symbols Fieldwork: Use field work to observe and record features of the local area.	Knowledge: Know our nearest city is Manchester. Know city is the largest settlement. Know the difference between the UK, GB and the British Isles: the UK is Eng, Sco, Wales and NI. Great Britain is the official collective name of England, Scotland and Wales and their associated islands. It does not include Northern Ireland. British Isles geographical term – it refers to the islands of Great Britain and Ireland – including the Republic of Ireland – and the 5000 or so smaller islands scattered around our coasts Know the names of the English regions: NW, NE, Yorkshire and Humber, West Midlands, Midlands, East Anglia, Greater London, SE, SW. Know the Scottish regions: Eastern, South Western, North Eastern, Highlands and Islands Know regions of Wales: North, Mid, South Wales. Know a region is an area which has similar characteristics and England is divided in 9 social-economic regions. Name and locate identifying physical and human features of each region.: - rivers, lakes, mountains, hills, coasts, land use, national parks, name at least one city in each region begin to understand how some of these have changed over time.	Skills: Create land use map of school and locality Use maps and atlases to locate the regions of the UK. Begin to communicate how aspects have changed over time. Use and locate features using aerial photographs. Use and understand a variety of views, eg satellite images, OS maps and geological maps. Fieldwork: Landuse map of local area to compare to aerial photographs and maps of the local area in the past. Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region of the UK.	Knowledge: Describe and understand key aspects of physical geography, including: rivers, mountains Describe and understand key aspects of human geography, including: economic activity and tourism Know that mountain building is driven by the currents in the magma, pulling some areas apart and causing some areas to collide. Know the earth is divided into tectonic plates and these move slowly on top of the magma. Know contour lines represent height on a map. Locate and know mountain areas in the UK. Locate and know the two largest mountain areas in each continent. Know the features of a mountain environment including the climate and vegetation found. Know the source of a river will be in mountains or hills. Know erosion is when land is worn away and this can happen in different ways: glacial, water, wind, temperature and human. Know the Lake District is in the NW of England. Locate the Lake District on a map. Know the highest peaks in the Lake District and know some of the rivers that flow from them Know the largest lakes in the Lake District.	Skills: Begin to communicate how aspects have changed overtime. Communicate similarities and differences between areas of the UK Identify features of mountains and some human features on aerial photographs and OS maps. Use simple maps to communicate information from an OS map, aerial and satellite images. Know how to take weather measurements in school to compare to the daily weather in the LD. Carry out a survey to investigate why people visit Chorlton shopping centre. Carry out a land use survey of Chorlton. Compare results to an area in the Lake District – Bowness or Keswick Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region of the UK. Make comparisons between places based on several sources of the same type. Make simple conclusions about locations based on evidence/sources. Begin to ask/initiate own geographical questions.

					Know some of the larger towns in the LD – at least Bowness, Keswick, Windermere Know Alfred Wainwright was a fell walker and wrote many guide books	
Vocabulary:	Plan view, symbol, key, direction, grid references, compass directions, 8 points of the compass.		City, the United Kingdom, Great Britain, British Isles, islands, region, region names		Mountain range, summit, foot, peak, gorge, slope, waterfall, river source, lake, tarn, weather, tourism, seasonal work,	
Trips/visitors	Journeys in the local area to draw maps		Trip to create a land use map of the local area.		Visit to Chorlton shopping precinct	
Key Texts						
	Autumn 2: Theme: UK cities and counties		Spring 2: Earthquakes and Volcanoes		Summer 2: Europe and Italy	
Year 4	Knowledge: Know and use a wide range of OS symbols. Know we live in the county of Greater Manchester. Know our neighbouring counties are Cheshire East and West, Lancashire, Merseyside, West Yorkshire. Know the UK is divided into counties, some of which are historic. Know a county is an area used for government and administration purposes. Know the names of some of the other counties in the UK including counties of Scotland, Wales and six counties of NI Know some of the physical features of Greater Manchester, incl physical features which are boundaries. Know some of the land use of the county eg farmland. Know some of the landmarks, physical features, cities, hills Know how weather patterns are different in different counties – coastal county compared to county with hills. Compare weather patterns in Greater Manchester to The Lake District and Kent. Name and locate counties and cities of the UK, and their identifying human and physical characteristics, key topographical features (including hills, mountains, and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Skills: Locate UK cities on maps and atlases. Identify differences between places. Plan routes and align a map with a route diagram. Use maps at different scales to identify features. Use four figure grid references. Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a county of the UK	Knowledge: Know the earth’s surface is divided into tectonic plates. Know that earthquakes are caused by a sudden release of energy in the Earth’s crust. Know the epicentre is the point on the ground above the origin of the earthquake. Know the Richter scale measures the strength of an earthquake. Know that when the epicentre is offshore, the movement of the seabed can cause a tsunami or tidal wave. Know a volcano is an opening in the Earth’s crust where red hot rocks and gas break to the surface. Know how volcanoes are formed and name the main features of a volcano Know why the Pacific ring is known as the ‘Ring of Fire’. Locate Mt Etna on a map. Know Katia and Maurice Krafft were pioneers in recording, photographing and filming volcanoes. Describe and understand key aspects of physical geography, including: the water cycle volcanoes and earthquakes	Skills: Locate some major earthquakes on a map. Locate some of the world’s volcanoes on maps and atlases. Make links and recognise how the physical geography affects human geography and behaviour.	Knowledge: Know the border with the continent of Asia are the Urals and Caucasus mountain ranges. Know the main mountain range and river in each country Know Russia is the largest European country. Know climate is a similar pattern of weather over time. Know that there are different climate regions across Europe and know the characteristics of Polar, Mediterranean, temperate and mountainous climate zones. Know the capital cities of the European countries. Know the bodies of water that surround Europe. Know climate region are areas with similar weather patterns. Know the stages of the water cycle Know Italy is in Europe. Know the capital of Italy is Rome. Know the Vatican City is the home of the Pope and is a separate country. Know Italy has borders with France, Switzerland, Austria and Slovenia. Know Italy is surrounded by three seas: the Tyrrhenian Sea, the Adriatic Sea & the Ionian Sea (which form parts of the Mediterranean Sea) Know there are many islands that form part of Italy, and that the largest of these are Sardinia and Sicily. Know the physical aspects of Italy, including the Alps, volcanoes and lakes. Know the climate affects the flora and fauna that is found in Italy. Know and recognise the human features of Italy eg tourism, farming, population, exports.	Skills: Use four figure grid references. Identify differences between places. Locate Italy on a map of Europe and on a globe. Locate Italy, Rome, Sardinia, Sicily and the Mediterranean Sea in an atlas and mark them on a map of Italy. Locate Europe on maps and atlases. Identify and locate European countries and their capitals. Begin to use a scale bar on a map Plan a route and align with a map. Compare Italy to the UK in a variety of ways including charts, diagrams and maps. Explain and give reasons for geographical similarities and differences through the study of human and physical geography of a region in a European country Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use 4-figure grid references, symbols and key to build their knowledge of the UK and the wider world Offer own ideas to geographical questions. Investigate features and themes of locations in-depth at one level (i.e. micro or macro). Make comparisons between places based on different types of sources (i.e. photos, drawings and maps). Collect and record evidence. Draw conclusions about locations based on evidence/sources.
Vocabulary:	City, county, journey, route, evaporation, condensation, precipitation, cycle, surface run-off, groundwater, transpiration		Volcano, crater, crust, magma, mantle, vent, ash/dust cloud, dormant, extinct, active, pressure, tectonic plates, earthquake, epicentre, boundary, tsunami, Richter Scale		Europe, continent, country, climate, border, peninsula, population, border. Scale, Polar, Mediterranean, Temperate, climate zone.	
Trips/visitors	Plan a route in the local area. Minibus trip around Greater Manchester					
Key Texts			Escape to Pompeii		Escape to Pompeii	
	Autumn 2: Theme: Mapping the World		Spring 2: Climate Zones, Biomes and Vegetation Belts		Summer 2: South America	
Year 5	Knowledge: Know the equator is an imaginary line around the circumference of the earth.	Skills:	Knowledge: Know climate is an average of weather conditions taken over a period of 30 yrs.	Skills: Use aerial photos and satellite images.	Knowledge: Know South America is a continent made up of 12 sovereign states.	Skills: Locate South America on a map, globe, and in atlases.

	Know lines of latitude go around the earth. Know lines of longitude go over the earth. Know lines of latitude and longitude give locations of any place on the earth's surface. Know that there are different world map projections Know that maps can be centred differently on the world. Know the capital city of some of the world's countries. – revise European capitals and countries of South America Understand all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	Locate the equator, north pole, south pole and tropics on maps, globes and atlases. Locate places using latitude and longitude. Locate the northern and southern hemisphere. Use maps symbols and a key. Use compass directions about the world Locate the world's countries on maps, atlases and globes. Use indexes and contents pages to find countries in an atlas. Use 4 figure grid references confidently and begin to use 6 figure grid references Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Know climate is affected by latitude, distance from the equator, altitude and terrain.. Know the hottest climates are near the equator. Know the main climate types are – equatorial, tropical, hot desert, temperate, Arctic and polar climates. Know a biome is a large geographical area with a distinctive community of plants and animals. Know biomes stretch across continents in belts. Biomes also cover seas and oceans. Know that climate is a key factor in determining the nature of a biome. Know the five main biomes: forest - taiga, grassland, desert, tundra, aquatic.	Use maps, atlases and globes to locate the places being studied. Describe the main features of the climate types. Use maps to locate North and South America Describe the features of the 5 main biomes. Describe and understand key aspects of physical geography, including: climate zones and biomes and vegetation belts Begin to suggest questions for investigating and justify Investigate features and themes of locations in-depth.	Know the 12 sovereign states and their capital city. Know that there are overseas territories. Know Brazil is the largest country. Know the features of the tropical climate zone, the tropical rainforest biome and the Amazon rainforest as a vegetation belt. Know how rainforests help maintain the water cycle, and how the warm temperatures, lead to faster evaporation of water and contribute to the high levels of rainfall. Know the source of the Amazon is in the Andes and the source of the Mersey is the confluence between the Tame and Goyt. Know how physical and human features are interconnected and understand the impact of deforestation. Know about the different types of settlement and land use along the river and explain how and why it changes. Know Ed Stafford is a British Explorer who was the first person to walk the length of the Amazon River.	Locate the 12 sovereign states and their capital city. Use 6 figure grid references. Use aerial photographs and maps to identify features of the River Amazon and Mersey. Identify and communicate differences between places in a range of ways. Use fieldwork to record, observe and measure, physical features in the local area. Study how the Mersey has changed over the years and compare to how the Amazon has changed. Comparison study. Create maps on small and large scales with accuracy in size, space, shape and location. Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region in South America Describe and understand key aspects of human geography, including: types of settlement and land use
Vocabulary:	Latitude, longitude, Tropic of Cancer, Tropic of Capricorn, Equator, Prime meridian, North Pole, South Pole, northern hemisphere, southern hemisphere, map projection		Climate, equatorial, tropical, hot desert, temperate, Arctic and polar, biome, ecosystem, habitat, forest, grassland, desert, tundra, aquatic, rain forest, deciduous, coniferous, vegetation belt.		South America, river, confluence, tributary, river basin, flood plain, rainforest, deforestation, 6 figure grid reference,	
Trips/visitors					Field work visit to the River Mersey	
Key Texts			Journey to the River Sea		Journey to the River Sea	
	Autumn 2: Theme: Manchester – settlement and migration		Spring 2: North America - Trade		Summer 2: Natural Resources and Sustainable living	
Year 6	Knowledge: Know Manchester is a city and know city status is granted by the monarch. Know people have always moved around the world and make links with periods of migration studied in history. Know some migration can be voluntary and some can be forced. Know houses and buildings in towns and cities are arranged in patterns and there is a pattern to settlement in a country or region. Know migrations is when lots of people decide to move at once. Know that there are many reasons why people decide to move. Know refugee is a person who loves their country, but has to leave it as it's become impossible for them to go on living there. Know some factors that affect the growth and development of a city. Choose and use the most appropriate type of map with precision to locate and evaluate the place being studied Use 6-figure grid references, symbols and key	Skills: Use aerial photographs and maps to identify patterns. Communicate geographical information in a variety of ways including written and in graphs and charts. Locate world countries on maps, globes and in atlases. Identify how and why places have changed over the years. Use old maps and photographs to investigate how the local area has changed. Compare contemporary and older OS maps and present information. Describe and understand key aspects of human geography, including: types of settlement and land use.	Knowledge: Know North America is the third largest continent after Africa and Asia. Know it lies between the Pacific and Atlantic oceans. Know North America includes: USA, Canada, Greenland, Mexico and the Caribbean and know the capital cities. Know some of the physical features of North America – Rockies, the Great Plains, the Great Lakes, rivers, deserts, Caribbean islands, earthquakes and volcanoes. Know the climate regions and vegetation belts in North America. Know and understand the influence settlement and migration has had on North America throughout history and the evidence today e.g. language, place names. Know the largest cities – New York, Mexico City and LA – know they are some of the world's largest cities. Know there are three types of economic activity – primary involving raw materials, secondary turning raw	Skills: Locate North America and its countries and capitals on maps, globes and in atlases. Locate countries where North America and the UK import and export goods. Identify and describe similarities and differences in arrange of ways. Describe the trade links and relationships that North America and the UK have with the world e.g. countries in South America and Africa provide raw materials for USA and other European countries. Communicate how some of our everyday choices can affect other people, places and environments. Measure straight line distance (i.e. on Google Maps / Digimaps). Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m) Explain and give reasons for the geographical similarities and differences that occur through the study of human	Knowledge: Know a natural resource is anything that people use that comes from nature. Know a mineral is a useful and valuable chemical substance which is formed naturally in the ground such as gold, coal and iron ore. Know some natural resources are limited and will run out – Oil, wood, coal and gas, iron, gold Know some natural resources are renewable which means that they can be replaced – wind, tidal, solar Know natural resources are spread unevenly between countries and regions Know oil is made from the remains of sea creatures that lived millions of years ago. Know that most of the electricity used in the UK is generated by fossil fuels. Know the impact of some changes on the local area – clean air zone. Know some of the factors influencing travel decisions.	Skills: Explain how we depend on natural resources in our everyday lives. Use and create fieldwork surveys and questionnaires. Use maps to find and record information Communicate how places, people and the environment are linked. Communicate how their behaviour and the behaviour of others impacts on the planet. Accurately comment on a location's environmental regions, key physical and human characteristics and major cities Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water, settlement and land use.

	(including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world		materials into goods and tertiary involving services. Know the term import is when countries buy in goods from another country. Know export is when their goods are sold to a different country. Know and understand how good reach and leave the UK.	and physical geography of a region in North America	Know how food travels and where it is grown. Know that sustainability is concerned with the future well-being of our planet and its inhabitants. Know Sir David Attenborough has spoken extensively on the above subject.	
Vocabulary:	Settlement, migration, refugee, travel, pattern		North America, import, export, trade, distribution, globalisation, manufactured, global, economic activity, fair trade, goods, shipping routes.		Sustainable, natural resource, minerals, energy, food miles, fossil fuel, carbon footprint, climate change, inequality, biodiversity, wealth	
Trips/Visitors	Archive maps at Manchester Central Library. Visit from town planner at Manchester City Council and exec member for neighbourhoods				Mayor of Greater Manchester or Transport for Greater Manchester regarding the Clean Air Zone.	
Key Texts						
	End of Key Stage Two National Curriculum Expectations. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge ☑ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ☑ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ☑ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Place knowledge ☑ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Human and physical geography ☑ describe and understand key aspects of: ☑ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ☑ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Geographical skills and fieldwork ☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☑ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		