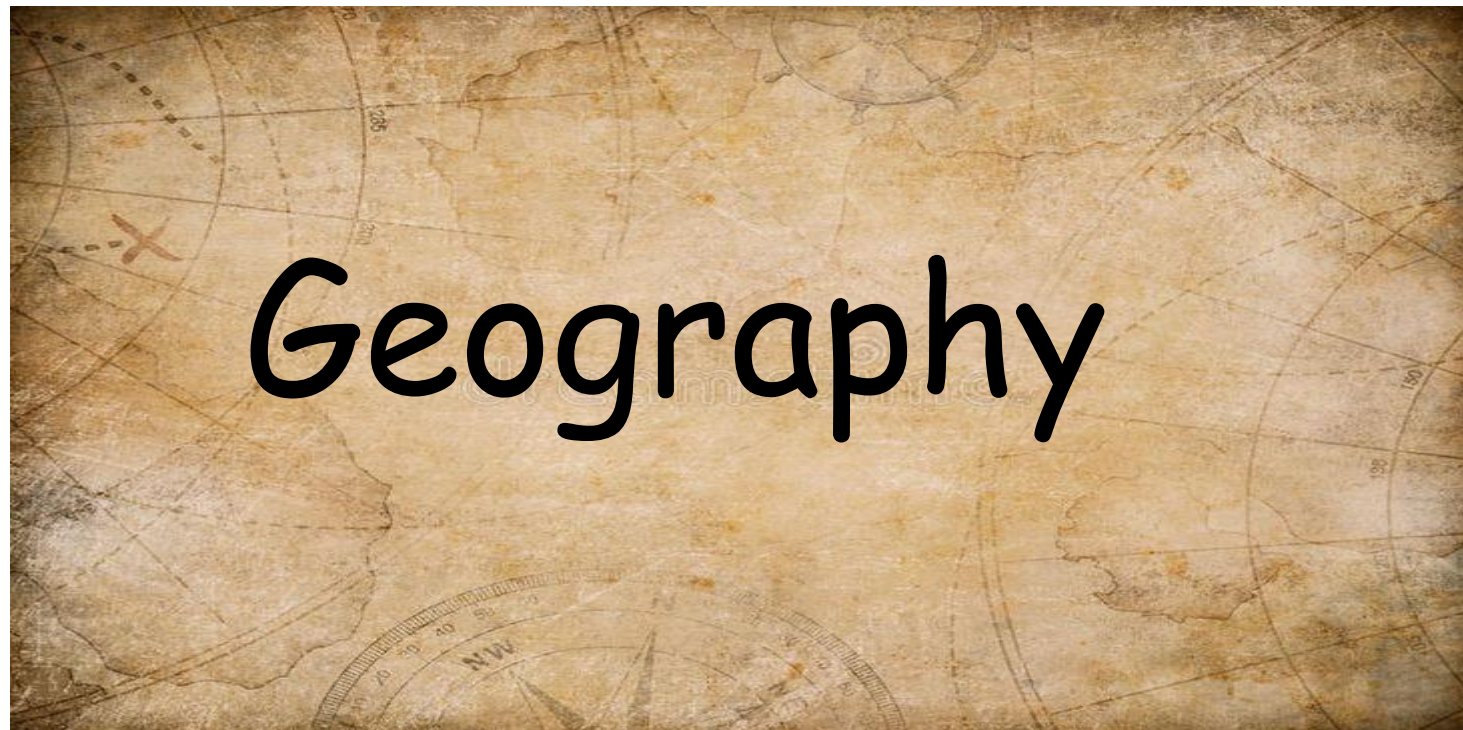




Curriculum Geography - Whole School 2026-27





Curriculum Geography Rationale - Intent

Intent:

At Victoria Road primary school it is our intent for our Geography curriculum to inspire pupils with a curiosity and fascination about the world and its inhabitants that will remain with them for the rest of their lives. Teaching will aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Through teaching and fieldwork we want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.



Curriculum Geography Rationale

The curriculum is led and overseen by the *Geography* lead. Our *Geography* lead regularly monitors, evaluates and reviews the work by children thus celebrating the good practice. This allows the curriculum to be evolved and improved further. The teaching, learning and sequencing of our *Geography* curriculum follows:

Will ensure coverage and progression in all skills relating to *Geography*.

In KS1, children will aim to develop knowledge about the world, the United Kingdom and their locality. This will include looking at human and physical features and gaining a hands on experience to these. The children will begin to look at the continents of the world and study a small area of Africa.

In KS2, children will aim to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include locating and identifying key characteristics of a range of the most significant human and physical features in the UK, Europe, North America and South America. Throughout KS2 focus will be on developing their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Each geography unit is taught with an overarching key question. The subsequent lessons will build upon each other to allow the children to fully answer the question at the end of the unit.

Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.

Geographical vocabulary is taught within the unit and reinforced throughout the year.

Our *Geography* curriculum helps to learn and revisit the importance of our world and how it should be treated through a range of Cultural capital activities and experiences including educational visits where appropriate.

Through *Geography* our children will access their local environment to get hands on experience in their learning. Children will become more aware of their local environment as they progress through their geographical education.

Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs to develop their knowledge, skills and understanding.



Curriculum Geography Rationale - Impact

Impact

Children will achieve age related expectations in *Geography* at the end of their cohort year.

Children will retain knowledge that is pertinent to geography with a real life context. Children will develop skills to pursue their own interests in geography and ask questions relating to their learnt knowledge

Children will understand how geography 'happens' in their local area and also develop an awareness and understanding of geography not at just a local level but national and global level also.

Children will begin to understand their wider world and the implications that we as citizens have on it.

Children will work collaboratively to solve problems and explain the processes that they have taken/observed within a real life context.



Curriculum

Geography Rationale EYFS and KS1

EYFS

During early year children develop an understanding of place within their daily life experience. Through role play children and fieldwork the children explore their route to school. The children further develop their understanding of place when they explore other countries through their topics. The countries the children will learn about will be relevant to themselves or children in their class, making it a purposeful link. Early geographical vocabulary is discretely taught and explained and then regularly referred to in direct teaching and continuous provision.

Year 1/2

In Year 2 basic knowledge of the human and physical features of the locality is visited through fieldwork within local a focus on railways and structures. They build upon features from fieldwork to extend beyond the local area to the wider UK, learning to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Through the use of atlases, digital technology and globes, the children then move beyond the United Kingdom and learn to name and locate the world's seven continents and five oceans and begin to have a basic understanding what characteristics each continent has. They will identify hot and cold areas around the world such as North Pole, South Pole and the equator and the temperatures around the world in-between. They also begin to make use of simple ordinance survey maps. They use simple maps and aerial photographs to recognise landmarks. They construct and use simple keys on maps.

The children bring together their knowledge developed so far to consider a contrasting non-European locality, comparing a small area in Northwich with a small town in Kenya. This area links to one of our school charities, Under the Mango tree. They focus on human and physical features, settlement, together with climate. They build on early geographical vocabulary from EYFS.



Curriculum Geography Rationale LKS2

Year
3/4

During Year 3/4 children take a more in depth look at Europe. This links to history work on Greeks, Romans and Invasion. Within Europe the children focus on environmental regions looking at key physical and human features. They locate major cities. They use atlases, maps, globes and digital technology to develop their knowledge. They consolidate mapping skills to read 4 figure grid references.

The children then follow an in depth study of one European region, North West Greece including Athens. Building from work in Key Stage 1 the children consider geographical similarities and differences such as climate, settlement, physical and human features.

Children will identify key features of a river and through study of River Weaver, River Thames and River Danube understanding the physical features of a river, flooding and its impact. The children will then build from this to understanding the importance of rivers in development of human features, considering settlements and trade, linking from work on settlements from Key Stage 1. During this study they will learn about the water cycle and the distribution of water and sustainability of future water supplies.



Curriculum Geography Rationale UKS2

Year 5

When revisiting locational knowledge of the United Kingdom, children will extend their knowledge to counties (making links to history of names of counties and how some have remained the same from Anglo Saxon era). As the children move from Romans to Vikings in history, they will look at changes in land use and understand why land use changes over time. The children will look at both human and physical reasons for changes in landscape. The children will look at local regions when studying the Anglo Saxons. In revisiting world locational knowledge, the children will extend learning to consider climate zones and have an introduction of longitude and latitude. This will be further developed in their science unit. Children will now be taught the significance of the Equator, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle. The children will be introduced to how volcanoes and earthquakes are formed. The children will build on their prior settlement knowledge from Year 3 and 4 to look at why people live near volcanoes and in earthquake zones. They will look in further detail at a volcanic eruption and an earthquake and examine the human and physical impacts.

The children then move on to a focus study on North America understanding geographical similarities and differences between a region in the UK (North West) and a region in North America (Great Lakes). The children will do this through fieldwork, exploring a range of Ordnance Survey and online digital maps and aerial photographs of the UK region and a region of North America.

Within this study of North America the children will look at physical and human features and how humans have changed the physical landscape. The children will revisit their learning of settlements, mountains and rivers from Year 3 and 4. They will study fair and unfair distribution of resources, including the distribution of natural resources including energy, food, minerals and water looking at difference between North and Central America. During their history study of the Maya, the children will look at Biomes and vegetation belts and how the Maya adapted to living in the Rainforest Biome.

Year 6

Children will revisit the locational knowledge of the United Kingdom and the wider world. The children will look at push and pull factors and the role of human and physical geography has on migration.

Linking to local history, the children will look at change in local land use/heritage over the last 100 years using interactive NLS maps, fieldwork in local area, land use maps and Ordnance Survey. Children will be taught to use 6 figure grid references. Children will revisit the significance of the Equator, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle.

Their locational knowledge, together with their learning in Year 5 about North America, will then lead into a study of South America. Within this study the children will build on prior learning of climate zones, biomes, vegetation belts as well as the human geography of the locality including the distribution of natural resources including energy, food, minerals and water and compare this to their work in previous year on North America. The children will study trade, what it is, what the UK imports and exports, looking at global trade and fairtrade and its impact. The children will carry out a



Curriculum Geography Rationale UKS2

Our substantive themes which are taught and built upon throughout curriculum are as follows;

Climate
Migration/diversity
Trade
Settlements
Rivers

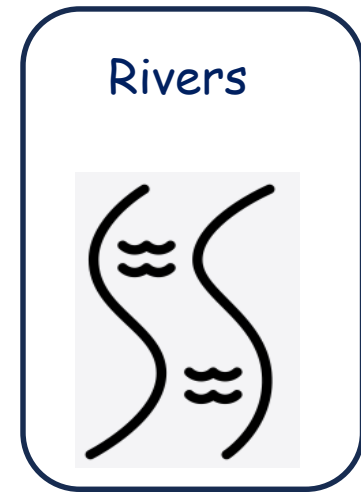
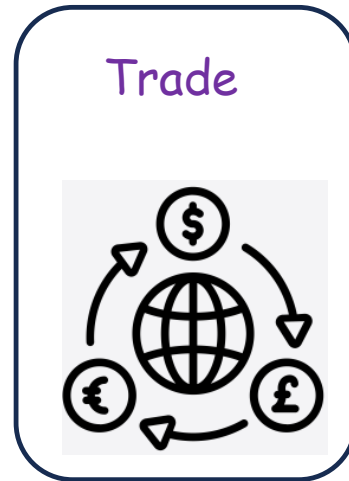
The disciplinary concepts, which are integrated within our curriculum and are developed alongside substantive concepts, are;

Interdependence
Space
Scale
Human Features
Cultural Diversity
Physical Features
Environmental Impact



Substantive and Disciplinary concepts

Our substantive themes which are displayed in the classroom



Climate
Migration/diversity
Trade
Settlements
Rivers



Curriculum Map Whole School 2026-2027

	Autumn	Spring	Summer
EYFS	A1 - All about me (geography/hist) A2 - Festivals (geography/hist) Settlements	Sp1 - Off we go! Sp2 - Growing (geography) Rivers	S1 - Animals S2 - Superheros (geography/hist)
Year 1/2	Why are the Great Fire of London and The Gunpowder plot significant? (Geog/history) Settlements Rivers	What did Isambard Kingdom Brunel and Mary Jackson do for us? (History/Geography) Settlements Rivers	What's unique about the UK? Sum 2 How is Northwich different to Timboni? (geography) Settlements Rivers Climate
Year 3/4	Who first lived in Britain? (History/Geography) Migration/diversity Settlements Rivers	Would you like to live in the mountains? (Geography) Settlements Climate	Were we all once Egyptians? (history) Trade Settlements Rivers
Year 5	Were the Saxons and Vikings the same, both invaders? (history) Settlements Climate	Is there more to North America than Disneyland? (Geography) Trade Climate Rivers	Who achieved most, the Maya or the Vikings? (History/Geography) Climate Settlements Rivers
Year 6	What makes people come to Britain? (history and geography) Migration/diversity Trade Settlements Climate Rivers	Would you like to live in Brazil? (Geography) Is distribution the same around the world? (Geography) Migration/diversity Trade Settlements Climate Rivers	Sum 1 - How has Northwich changed over time - family study (history) Sum 2 - Is there evidence of connections to other places in Northwich? (hist/geography) Migration/diversity Trade Settlements



Curriculum Map

Medium term overview - EYFS



All about me	<i>Festivals a2</i>	<i>Sp1 - off we go</i>	<i>Growing</i>	<i>Animals</i>	<i>Superheros</i>
<ul style="list-style-type: none"> Journey to school - know where their school is and what they pass on the way to school 	<ul style="list-style-type: none"> How does a letter get to my home - write their basic address, that they live in Northwich which is a town in England 	<ul style="list-style-type: none"> Transport walk - river/canal Draw map of journey in local area or imaginary maps Chinese new year - locating where China is and how they celebrate. How would we get there? 	<ul style="list-style-type: none"> Seasons and basic what's the weather today Locate other countries they know and discuss the weather in that country 	<ul style="list-style-type: none"> School environment - where is the best place for habitats - map of field and locate where. Local environments for animals - farm animals live on farms and fields, foxes may live in forests. 	<ul style="list-style-type: none"> Sustainability Protecting our environment Visit local park



Curriculum Map

Medium term overview - Year 1/2

Enquiry Question	Why are the Great Fire of London and The Gunpowder plot significant? (history)	What did Isambard Kingdom Brunel and Mary Jackson do for us? (History/Geography)	Sum 1 - What's unique about the UK? Sum 2 What is the difference Northwich and Timboni?
	<ul style="list-style-type: none"> • Which countries make the UK and where do we live? (links to PSHE also about our local community and what it means to be British) • Identify capital cities of the UK • Begin to introduce surrounding seas • Where is London - our capital city. • Children to draw their own simple plan of London after the fire and add symbols and a key 	<ul style="list-style-type: none"> • Recap countries and capital cities of UK and surrounding seas • Locate London and Bristol on a map - Brunel's first Railway • Locate North America • Locate continents and oceans • NB - these can be done orally/practically 	<ul style="list-style-type: none"> • What is the UK like? Explore the UK and the key characteristics of each country including human features. Chn to use range of photographs and digital mapping to explore • Identify 7 continents and 5 oceans • Chn to identify hot and cold areas in relation to equator and poles • Use variety of maps to locate UK and Africa • identify differences between town, city and village - locate on map • Similarities and differences between Northwich and Timboni • A trip to the Heritage trail looking for physical/human features • Any new similarities and differences from our walk compared to Timboni pics • Identify any similarities in how the land is used Food, crops, medicines etc



Curriculum Map

Medium term overview - Year 3/4

Enquiry Question	Who first lived in Britain? (History/Geography)	Would you like to live in the mountains? (Geography)	Were we all once Egyptians? (history)
	<ul style="list-style-type: none"> • Locate 4 countries of the UK, capital cities and surrounding seas • Chn to use OS map to locate areas of high and low land - what is a hill? • Identify some basic features • Locate where they would build a hill fort • Discuss features of the land which encouraged early settlers to settle and the move • Locate and discuss where they live and how this compares to the past - name types of settlements people live in today (change over time) 	<ul style="list-style-type: none"> • Locate 4 countries of the UK, capital cities and surrounding seas • Identify geographical regions of the UK • Children to use OS maps and 4 figure grid references to locate key physical and human features in Northwich • Identify how landscapes are different in the UK • Chn to look at how land use has changed over time from stone age to present day • Look at features of a mountain environment - recapping continents and oceans • Look at how mountains formed (basic) fold, dome, fault block mountain • Locate mountain areas in the UK with a focus on Snowdon using OS maps 	<ul style="list-style-type: none"> • Locate continents and oceans • Locate 7 continents and 5 oceans • Use 8 figure compass points to locate places around the world • Identify northern and southern hemisphere and the equator • Locate and place 4 ancient civilisations on world map - why were they all located close to the equator and near rivers? • How did they use the land? • Bridge back to settlements in Autumn - how are these similar/different?



Curriculum Map

Medium term overview - Year 5

Enquiry Question	Were the Saxons and Vikings the same, both invaders? (history)	Is there more to North America than Disneyland? (Geography)	Who achieved most, the Maya or the Vikings? (History/Geography)
	<ul style="list-style-type: none"> Locate countries making up the British Isles Look at land use In Roman Era (bridge back to Year 4) Look at why the Saxons and the Vikings came to Britain - compare using maps. How have they changed. Use a range of maps extending to using 4/6 fig grid references to locate key features Locate key counties of the UK now and how they have changed - have any names remained the same or similar Where did the Saxons and Vikings settle and why - use range of maps to locate features (bridge back to year 3 and 4) Name and locate regions in the UK 	<ul style="list-style-type: none"> Volcanoes, why and how an eruption happens Name and locate volcanoes focused on North and South America Why do people live near volcanoes - energy links Earthquakes - how they happen, where and why. Locate earthquakes and the impact they have use a range of maps and mapping programmes to locate countries North America and the capitals look at how latitude in North and Central America effects climate zones and environmental regions look at how and why humans have changed physical landscape of North America including economic activity discuss environments and climate affecting people living in the area Look at how being a very large country causes problems in terms of having many different lines of latitude Compare how the Great Lake region is the same or different to our region where we 	<ul style="list-style-type: none"> what is biome? What are the biomes around the world. locate where the Maya were from Discuss the climate zone for central America and compare to other climate zones around the world Create a sketch map and label Look at the advantages and struggles would they have faced living in a rainforest biome identify physical features and significance of equator, hemisphere etc



Curriculum Map

Medium term overview - Year 6

Enquiry Question	Why is Britain so diverse? (History and geography)	Would you live in South America? (geography)	Why do we trade? (Geography and history)
	<ul style="list-style-type: none"> • Migration, what is it and why did people come to Britain • Push and pull factors for people coming to Britain • Explore if the Romans, Saxons and Vikings pulled or pushed to Britain • How has migration impacted the people e.g. food we eat, racism, discrimination 	<ul style="list-style-type: none"> • Locate South America/Brazil on digit mapping and create a route from Northwich • Identify the human and physical features of Brazil • Bridge back to climates/biomes from year 5 and identify climate zone/biomes for South America how does this differ to North America and UK - look deeper in to the climate of Brazil • Discuss urbanisation and the push/pull factors • Human features of Brazil and the difference between rich and poor • Using ICT to identify what life is like in Brazil 	<ul style="list-style-type: none"> • Look at what Trade is and the scale at which it can be carried out. Explore the developments that have come with trade. • Explore food trade and how in the UK we won't have a lot of foods without trade (bridge back to A) • Identify key stages of trade and the importance of each stage • Identify the patterns of global trade and how and where UK exports to • Fairtrade, what is it and who does it affect? • Highest value exports linking with human and physical features of places



Curriculum Map

Medium term overview - Year 6 cont...

Enquiry Question	What is the Heritage of Northwich? (History)	What evidence is there in Northwich of connections to other places?
	<ul style="list-style-type: none">• Locate places on a range of maps and plan routes to walk in the local area	<ul style="list-style-type: none">• Use 6 figure grid references to locate key settlements in and around Northwich• Use symbols and keys on maps to identify key features• Think about why people may have been pulled/pushed to Northwich• Speciality shops/restaurants discuss why they are here, who uses them, have they always been here?• Carry out survey for those people using the shops/restaurants• Present findings



Curriculum Map

End points - EYFS

	Locational Knowledge	Place knowledge	Human and Physical Geography	Skills and fieldwork
EYFS	<ul style="list-style-type: none"> To know how they are part of their own locality, which is part of a bigger world Know we live in England. Know our school is in Northwich. Know their journey to school Know there are other places continents/ countries in the world and name some of them. (depending on chns family links) 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation and discussion, <i>River, road, tree, field, playground, shop, house.</i> To know about 1 similarity and 1 difference between myself and others, and among families, communities, cultures and traditions. 	<ul style="list-style-type: none"> To know and talk about places they have visited or been to on holiday including <i>beach, farm (trip)</i> To know some key aspects of hot and cold countries and the wildlife there. 	<ul style="list-style-type: none"> Draw maps of real or imaginary places
KS1 sustainability week	To understand the effect my behaviour can have on the environment			



Curriculum Map

End points - Year 1/2

	Locational Knowledge	Place knowledge	Human and Physical Geography	Skills and fieldwork
Year 2	<ul style="list-style-type: none"> Children can name the four countries of the UK and their capital cities (A) Chn can name and locate 4 countries of the UK, their capitals and surrounding seas (Sp) Chn can name 7 continents and the 5 oceans (Su) 	<ul style="list-style-type: none"> Chn can identify the characteristics of the UK (Sp/Su) Children can name and locate and identify key characteristics of hot and cold places, relative to the equator and poles on a map (Su) Children understand and can name some of the differences between physical and human features of Kenya including forest, soil, vegetation (Su) 	<ul style="list-style-type: none"> Chn can identify the physical and human features of the UK including <i>beach, cliff, coast, sea, ocean, vegetation, soil, mountain, valley, harbour, office buildings</i> (Sp) 	<ul style="list-style-type: none"> Chn can identify key features of the UK using photos and maps (A/Su) Chn can use the four points on a compass to describe position of countries in UK (Sp) children can identify Africa in atlases and on globes (Su)
KS1 Fieldwork week	<p>Chn can use maps, photos to carry out field work within the school locality (A)</p> <p>Chn use observational skills to study the geography of their school and its grounds (A)</p>			
KS1 Sustainability week	<p>Chn can say how we can protect and improve our school for the future. (Su)</p> <p>Chn can identify ways to reduce waste and save energy within school (Su)</p>			



Curriculum Map

End points - Year 3/4

	Locational Knowledge	Place knowledge	Human and Physical Geography	Skills and fieldwork
Year 3	<ul style="list-style-type: none"> Give (at least) 1 example/ reason why land use has changed over time *taught within the history curriculum (A) Know the names of and locate 1-2 local counties, Cheshire, Greater Manchester or Merseyside and cities and name them in relation to high and low land (Sp) to identify areas of high and low land in the UK (A/Sp) Name and locate main mountain regions within the UK including Snowdonia and The Pennines (Sp) 	<ul style="list-style-type: none"> Chn can name the regions of the UK and know the main differences between an urban and rural location within the UK (Sp) 	<ul style="list-style-type: none"> Know and name some of the physical features related to the UK e.g lake district, costal areas..... Chn can describe what the area around mountains is like using labelled sketch maps (Sp) Chn can identify one way in which mountains are formed (Sp) 	<ul style="list-style-type: none"> Chn can locate features on an OS map using 4 figure grid references and a key (Sp) Chn know and use 4 figure compass points begin to use 8 figure (Sp) Chn can identify the equator, northern and southern hemisphere, using a globe and a world map (Su) Use topographical maps to know about contours (Sp) *History curriculum * to know why cities are located next to rivers. Chn to locate 4 ancient civilisations and give one reason why they were located where they were (Su)
LKS2 Fieldwork week	<p>Chn can identify on maps features in the local environment (A)</p> <p>Chn can use fieldwork skills to collect data (A)</p>			
LKS2 Sustainability week	<p>Chn can understand the term fair trade and its implications on the lives of so many people (Su)</p> <p>Chn know the main physical and human differences between developed and third world countries (Su)</p>			



Curriculum Map

End points - Year 5

	Locational Knowledge	Place knowledge	Human and Physical Geography	Skills and fieldwork
Year 5	<ul style="list-style-type: none"> • Chn can identify and locate Equator, latitude, longitude, the Arctic Circle and the Tropic of Cancer in relation to North America using maps and globes (Sp) • Know what is meant by the term Tropics (Sp) • Can name 5 countries of North America (Sp) • Can name and locate 2 volcanoes (Sp) • Name and locate 6 regions of the UK 	<ul style="list-style-type: none"> • know key differences between living in the UK and in a country in North America (Sp) • Know why the north and south poles have long periods of light and dark according to the time of year and know how people adapt their lives accordingly * taught within science curriculum* (Su) 	<ul style="list-style-type: none"> • Chn understand why certain areas of the UK and North America are tourist attractions and can locate these areas (Sp) • Chn can say what a biome is and give 3 examples of biomes and where located and why (Su) • Label layers of the rainforest and know what deforestation is (Su) • Chn can say what a volcano is, how its formed Chn can name where and why earthquakes occur (Sp) 	<ul style="list-style-type: none"> • Chn can use 6 fig grid reference (Sp/S) • Chn can use 6 fig grid references to locate human and physical features (Sp/Su)
UKS2 Fieldwork week	<p>Chn can plan a route within the local area .Chn can use appropriate language when giving directions Chn can use sketch maps and plans to describe features in the local area (A)</p> <p>Chn can recognise the positive and negative impacts of plastic (A)</p>			
UKS2 Sustainability week	<p>Chn have an understanding of climate change and it's potential impact on our lives (Su)</p>			



Curriculum Map

End points - Year 6

	Locational Knowledge	Place knowledge	Human and Physical Geography	Skills and fieldwork
Year 6	<ul style="list-style-type: none"> Chn can name some countries of South America, their capitals and environmental region (Sp) Chn can relate location to trade links (Sp) 	<ul style="list-style-type: none"> Contrast the main features found in two different biomes, rainforest and desert Appreciate that climate and physical features has an important part to play when considering how people live (Sp) 	<ul style="list-style-type: none"> Chn can name 2 push and 2 pull factors (A/Sp) Chn can understand that the distribution of energy, minerals, water and food has an impact on migration (Sp) Chn can begin to understand Fairtrade 	<ul style="list-style-type: none"> Chn can draw, annotate, create key on a sketch map of the local area. Including their route of their local heritage walk using scale (Su) Using graphs to record temperature and rainfall (Sp) Know what is meant by latitude and longitude (Sp) Pupils can collect, analyse and communicate with a range of data gathered through experiences of fieldwork (Su)
UKS2 Fieldwork week	<p>Chn can plan a route within the local area Chn can use appropriate language when giving directions and plans to describe features in the local area (A)</p> <p>Chn can recognise the positive and negative impacts of plastic (A)</p>			
UKS2 Sustainability week	<p>Chn have an understanding of climate change and it's potential impact on our lives (Su)</p>			



Curriculum Map

Progression of skills - Key concepts



Progression of Key Knowledge Concepts	Interdependence	Space	Human Features	Physical Features
		Scale	Cultural Diversity	Environmental Impact
	Developing a sense of place runs through all the key concepts above.			
EYFS	Children discover the similarities and differences between their own lives and the lives of people in different countries	Children discover they live in a town.	Children discover the human features around them	Children discover the physical features around them
Year 1/2	Children discover the similarities and differences between countries of the UK	Children discover the four countries of The UK and the UK is part of Europe, one of the continents that make up the world.	Children discover the human features and culture of countries of The UK and hot and cold places around the world	Children discover the physical features of the countries of The UK and hot and cold places around the world. They are introduced to the concept of weather.
Year 3/4	Children discover the similarities and differences between regions in the UK. They also explore Mount Everest region in minor detail.	Children discover counties in The UK and Europe in more detail.	Children discover the human features and culture of counties of the UK and mountainous regions. They are introduced to the concepts of settlements and land use.	Children discover the physical features of counties of the UK and mountainous regions. They are introduced to the concept of mountains and their environmental impact.
Year 5	Children discover the similarities and differences between North America and their own lives in UK. They also explore South East England in small detail.	Children discover North America in more detail.	Children discover the human features and culture of the USA . They consider the differences in lives between people who live in a rainforest and their own lives.	Children discover the physical features of the USA. They are introduced to the concept of vegetation belts, biomes, and rainforests, volcanoes and earthquakes and their environmental impact
Year 6	Children discover the similarities and differences between South America and their lives in the United Kingdom. The children look at how Northwich has links to other countries.	Children discover South America in more detail. Children discover UK and its relationship with other countries.	Children discover the human features and culture of Brazil and other areas of South America . They are look further in to trade links, settlements and land use . The look at the distribution of natural resources and its positive and negative impact on humans	Children discover the physical features of South America. They look at the distribution of natural resources and its impact on the environment.



Curriculum Map

Progression of skills - Fieldwork skills



Progression of Fieldwork Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Fieldwork is undertaken at the start of each year in KS1, LKS2, UKS2. Fieldwork is then carried out throughout the year with some year groups having support from the local high school						
Posing and Planning	Ask who, what, where, when and why questions to find out more	Suggest simple geographical questions before taking part in teacher-led enquiries	Suggest simple geographical questions before deciding on a whole-class enquiry, planned by the teacher	Suggest geographical questions before deciding on a whole-class enquiry, that they help to plan	Suggest geographical questions before deciding on a whole-class enquiry, that they plan individually	Suggest geographical questions before deciding on an enquiry as a group, planned with guidance from the teacher	Suggest geographical questions before deciding on an enquiry individually or in a group, planned independently
Collecting Data	Data is collected by speaking to an adult and through self-discovery play	Data is collected as a whole class using a method chosen by the teacher	Data is collected in groups using a method chosen by the teacher	Data is collected individually using a method chosen by the teacher	Data is collected using a method chosen by the children with guidance from the teacher	Data is collected using a range of methods chosen by the children	Data is collected with increasing accuracy using a range of methods chosen by the children
Reflecting and Evaluating	Discuss their answers with their friends and family	Discuss their fieldwork findings as a class	Discuss their fieldwork findings in groups	Begin to formally present their findings with a question they would like to find out next time	Formally present their findings with some consideration to what they would do differently next time	Formally present their findings with some consideration to what they could do next time and a whole-class discussion on whether the evidence and method of collection was reliable	Formally present their findings with consideration to what they could do next time and whether their evidence and method of collection was reliable



Curriculum Map

Progression of skills - Map Skills

Progression of Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Positional Language	Use simple directional language (forwards, backwards, move towards) to move around a space	Use directional language (up, down, left, right, forwards, backwards) to navigate around a map begin to use four compass points	Use a mix of directional language and the four points of a compass to navigate around a map	Use the four points of a compass to navigate around a map confidently and begin to use four – figure grid references	Use the eight points of a compass and four figure grid references to navigate around a map	Use the eight points of a compass to navigate around a map and four-figure grid references to navigate around a map	Use the eight points of a compass to navigate around a map and use six-figure grid references to navigate around a map
Drawing Maps	Begin to draw places they know and maps from stories	Draw places they know are close to one another to form a basic map of school and local area	Draw a map of a real place with some drawn features, using aerial photographs for support	Draw or make a map of a real location that includes a range of human and physical features	Draw a map based on a fieldwork sketch with symbols and a key	Draw a map with positioning of key features located accurately in relation to one another and use OS Symbols	Draw a map that begins to show appropriate distance between places or features based on a given scale
Representation on Maps	Begin to recognise represented features on a map	Use own symbols on a basic map	Use agreed symbols and begin to understand the need for a key	Use standard symbols and a key	Begin to recognise basic symbols on an OS map	Use most OS symbols on a map	Use atlas symbols
Using Maps	Pick out information from a simple map	Use a simple picture map to move around the school	Follow a short route on a small-scale map	Follow a longer route on a small-scale map with increasing accuracy	Follow a route on a large-scale map	Select a type of map for a specific purpose and follow a route	Select an appropriate map at an appropriate scale and follow a route.



Curriculum Map

Progression of skills - Vocabulary KS1

Key Geography Vocabulary: Always revisit the year group's before key vocabulary					
	Human features	Physical features	Geographical map skills and fieldwork	Other useful words for this age group	Challenge for this age group
EYFS	Building , Town, farm , road, park, Path, people,	Beach, sea , river , desertl, countryside, forest / wood, weather, seasons	Map , local, place, globe	Village , city, shop , land , house , water, Pond	
Year 1/2	human features, City, Capital city, town, village, port, harbour, Canal	physical features, cliff, mountain, coast, soil, valley, vegetation, weather	Europe, Asia, North and South America, Antarctica, Africa Australia, Belfast, Cardiff, Edinburgh, London, North/ Irish Seas, English Channel, Arctic/Southern/Pacific/Atlantic/Indian Ocean, Fieldwork, aerial photograph, map key symbols	Patterns, characteristics, surrounding seas, Culture, hot/cold	Human resources natural resources, human and physical environments, diverse vegetation, urban rural challenge



Curriculum Map

Progression of skills - Vocabulary KS2

Key Geography Vocabulary: Always revisit the year group's before key vocabulary

	Human features	Physical features	Geographical map skills and fieldwork	Other useful words for this age group	Challenge for this age group
Year 3/4	Economy, Trade, Energy, Fair trade	Erosion, deposition, water cycle, coast, Tributary confluence, meander, source, mouth environmental regions	Ordnance Survey map, Scale	Compare/ contrast, river features, Interaction between physical and human processes Interconnected, globally significant , 4 figure grid references	Estuary, terrestrial ox bow lake, equator, delta, bay, British Isles
Year 5	Trade, Deforestation, Derelict, Fair trade	climate zones, Principal states, volcanoes earthquakes	Global warming, Latitude, Longitude, North/ South hemisphere, Greenwich Meridian	Geographical influences / significance, Climate change, Ordnance Survey, Geographical Information Systems	Relief, Digital mapping, Tropics of Capricorn and Cancer hemisphere
Year 6	Economy, Sustainable , Urban Push/pull factors	Biomes/ Vegetation belts Energy, Minerals, Rural Volcanoes, earthquakes	Arctic and Antarctic Circle Distribution of natural resources	spatial variation Human influences / significance/ 6 figure grid references	