



# Understanding of the World

Nursery	Develop Matters PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>Who am I?</b>					
<b>Autumn Term 2</b>					
<b>Who is in my community?</b>	People, Culture and Communities: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	know about different cultural events	talk about differences between people	family ; community ; self	Names of countries, names of religions and festivals, vocabulary surrounding weather, clothing and food (depending on children's experiences and observations)
		know that families and communities can have differences.			
<b>Spring Term 1</b>					
<b>How do we get to the South Pole?</b>	People, Culture and Communities: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	know that some places are much further away	talk about a simple pictorial map	world ; space and distance	Names of countries, hot, cold, windy, sunny, rainy, ice, freeze, melt
<b>Spring Term 2</b>					
<b>What can we grow?</b>	Understand the key features of a plant cycle	knowledge of how to grow and care for plants	Use equipment to observe plant grow	growth ; change	growth, energy, thrive, decay, planet, beautiful, care, look after
	understand the need to respect and care for the natural environment	Knowing what our planet needs	Putting rubbish into correct recycling bins, seeing what needs doing in the nursery garden	Planet, care, respect	
<b>Summer Term 1</b>					
<b>What is under the sea?</b>	Care for living things	know some aspects of marine life and how to care for	group / classify different sea creatures according of features	environmental responsibility	environment, marine, sustainable,
	talk about what they see				

<b>Summer Term 2</b>					
<b>Where will adventure take us?</b>	People, Culture and Communities: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	knowledge of different terrain and types of places	build an itinerary for an explorer ; match best and most appropriate ways to travel	Countries, cultures, transport, difference	Names of countries, towns, places, names of modes of transport



# Understanding of the World

Reception	Development Matters PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>What makes me happy and healthy?</b>	Provide children with have frequent opportunities for outdoor play and exploration.	Understand that change happens	Use senses to explore the world	Change, senses, world, seasons.	intercultural understanding, growth, decay, cause, effect, place, location
	Create opportunities to discuss how we care for the natural world around us.			Place	
<b>Autumn Term 2</b>					
<b>Where in the world do animals live?</b>	Recognise some environments that are different from the one in which they live.	knowing about seasons	describe and compare different seasons and features of different seasons	Place and location	habitat, Africa, animals
		knowing seasons are different across the world at the same time	compare our environment to Handa's	Similarity and difference	
				Environment	
<b>Spring Term 1</b>					
<b>What makes a good toy?</b>	Explore the natural world around them.	Know how different materials are more suitable for different jobs.	Be able to select the most appropriate materials for toy making.	Understand how toys have changed through time and that there are different toys in different countries.	Evaluate Innovation Similarity Difference
		Know that there are different kinds of toys in different countries.			
<b>Spring Term 2</b>					
<b>What happens on the farm?</b>	Draw information from a simple map.	Know what a map is.	Use a map and information to gain knowledge.	observation	map, direction, north, east, south, west, forwards, backwards, left and right.
		Know how to use a map.			

Summer Term 1					
<b>How can I be a superhero?</b>	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Know that the year is made up of the four seasons.	Be able to talk about some of the differences between the seasons in terms of weather/plant life/ animal life/festivals. Observe and describe the changes taking place throughout Spring into Summer	seasons, responsibility, features of seasons.	Knowledge and understanding Similarity and difference Comparison Description Observation Responsibility
	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.	Know the life cycles of certain animals	Be able to order and describe an animal lifecycle e.g. a chick, frog or ladybird.		
		Know that each season has its own changes and characteristics e.g. weather/animals/plants/festivals.			
		Know that we as humans can have an impact on the world by our actions.	Be able to talk about how about and why we should take care of the Earth, each other and creatures which share the Earth with us		
		Know that we have a responsibility to take care of the planet and its creatures.	Be able to compare different places on the Earth in terms of weather, people, plants and animals from some of the texts we have read throughout the year.		
		Know that different parts of the world have different landscapes/weather /creatures and plant life.			
Summer Term 2					
<b>What goes up, up and away?</b>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know that there are different countries in the world.	Be able to explain their experiences of going to other countries or explain what they can see from photos.	Similarity and difference	countries, continents, languages



# Geography

Year 1	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>What do I know about the UK and where I live in Didsbury?</b>	Use basic geographical vocabulary to refer to: key human features	Develop knowledge about their locality, specifically the key human features of Didsbury:	I can use simple fieldwork and observational skills to study the geography of my school and its grounds.	Place and location	city, town, village, factory, farm, house, office, shop, cinema, library Map, location, England, Wales, Scotland, Northern Ireland, Cardiff, Belfast, Edinburgh, London, Didsbury, features, season, winter, Autumn, Spring, Summer, observation
	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.	Identifying their city and town name, and learning about local shops and wellknown landmarks in Didsbury	Interpret symbols on a map and locate places on a map.	Environment	
	Explain where I live and tell someone my address	Understand what a map represents	I use first hand observation to investigate places - the school grounds, the streets around and the local area.	Human geography	
	Name, locate the four countries and capital cities of the United Kingdom.	Know that symbols on a map are small pictures or letters that stand for different features in an environment	Use observational skills to identify features of their local area	Map skills	
	Know the name of the nearest town or city.		Discuss what they liked and disliked about their local area (link to English spoken language)	Location	
	Know and name the characteristics of the local area.	Know the four countries and capital cities of the United Kingdom and locate them on a map.	I use world maps, atlases and globes to identify UK & its countries		
	Know the main differences between city, town and village.	To know everyone has an address, and its purpose.	I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.		
			Know and be able to say their address, including postcode.		
			Know that all streets have a name, including post code.		
		Know about the features in their local environment and be able to follow a simple map.			
<b>Autumn Term 2</b>					

<b>How different was my grandparents' childhood to mine?</b>	Know the four countries and capital cities of the United Kingdom.	Know the four countries and capital cities of the United Kingdom and locate them on a map.	I can answer questions about the weather.	Location	Map, location, England, Wales, scotland, Northern Ireland, Cardiff, Belfast, Edinburgh, London, Didsbury, features, season, winter, Autumn, Spring, Summer, observation
	Use world maps, atlases and globes to identify the United Kingdom and its countries	Understand the differences between the 4 seasons and how the weather changes.	I use first hand observation to investigate places - the school grounds, the streets around and the local area.	seasonal changes	
	Know and explain how the weather changes throughout the year and name the seasons		I can make a simple map (e.g. from a story).		
<b>Spring Term 1</b>					
<b>Why are humans not like tigers? Animals including humans</b>	Use world maps, atlases and globes to identify the United Kingdom and its countries.	To know the local area of where we live, and to know we live in the UK.	To be able to read a map and use globes and atlases.	Seasons	United kingdom, location, country, sea, English Channel, North sea, Irish sea, Seasons,
	Use a map to locate where I live	Understand the differences between the 4 seasons and how the weather changes.		Weather	
	Know the names of the three main seas that surround the united kingdom.			Location	
	Know and explain how the weather changes throughout the year and name the seasons				
<b>Spring Term 2</b>					
<b>How can I make a fashionable logo about where I am from?</b>	Identify seasonal and daily weather patterns	Understand that the weather changes with the seasons	Use observational skills to identify seasonal change in our local area across a given time	Environment	Culture, heat, express, weather, changes, seasons, environment
	I can explain how the weather changes throughout the year and name the seasons	Know what specific changes occur throughout autumn in the United Kingdom	Discuss what they liked and disliked about different seasons (link to English spoken language)	Location	
	I can explain the clothes that I would wear in hot and cold places	Know that seasonal change in the United Kingdom can look very different to seasonal change around the world, e.g. in Australia	Share personal experiences about cultures and environments from around the world	Place	
		Understand that due to different seasons, cultures and environments, people around the world dress and express themselves differently to each other	Explain why people in different countries dress differently to other countries	Culture	
			Identify specific countries on a world map	Seasonal change	
			World Fashion		

Summer Term 1					
<b>Why are some places in the world always hot and others are always cold?</b>	Human and Physical Geography: identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Be able to locate equator, the north pole and the south pole.	Know that climates differ in different parts of the world. Know that animals have specific habitats.	Explain why animals are suited to certain habitats and understand why animals cannot live elsewhere.	Physical Geography	Map, atlas and globe use, Equator, North, south, east, west, compass, points, north pole, south pole, habitats, climate, habitat
	I can explain the clothes that I would wear in hot and cold places	know how people have adapted to live in hot and cold places.	Be able to say where they live and tell someone their address.	Habitats	
	Know that in the polar regions it can be dark or light all day.	Know that the earth has an equator.	To be able to use an atlas or globe to identify the North and South Pole and Equator.	Climate	
	Know how people have adapted to live in a very hot climate.	Know features of hot and cold places in the world.	Know which is North, South, East or west on a compass.	Location	
	Know how people have adapted to live in a very cold climate	Know where the equator, north pole and south pole are on a globe.	Applying knowledge of compass directions when looking at maps		
	Explain some of the main things that are in hot and cold places.	Know some of the key physical features of very hot or very cold places.	I can use simple compass directions (NSEW)		
	Know the four main points on a compass.	I understand that there are 4 main points on a compass and be able to locate them.	I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		
		I can identify the countries studied.			
<b>Summer Term 2</b>					
<b>Who were and are the famous Manchester people?</b>	Children to be able to discuss where they live, their address, city and country.	To know there are 4 countries in the UK.	Map reading.	Place	Map, location, England, Wales, Scotland, Northern Ireland, Cardiff, Belfast, Edinburgh, London, Didsbury, features, season, winter, Autumn, Spring, Summer, observation, Compass, north, south, east and west, city, country, capital
	Name and locate 4 countries of the UK and their capital cities.	To know the 4 capital cities.	Using an atlas.	Space	
	Use maps of the United Kingdom and the 4 UK countries.	To know their address and have a simple understanding of where they live in relation to other places in the UK.	Locating on a map	Scale	
	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	Understanding of the compass directions North, South, East and West	Using directional language - 4 compass points.		

			Planning a route using a map for guidance		
			I can complete a chart to express opinions during Fieldwork.		



# Geography

Year 2	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>Would a Dinosaur make a good pet?</b>	Pupils should be taught to:	To know where in the world dinosaurs lived (land and sea):	To be able to classify dinosaurs (diet, appearance, etc).	environment interaction	habitat, rainforest, desert, species, pond, indigenous
	Locational knowledge:	physical features at the time at which dinosaurs roamed the Earth.	To be able to research dinosaurs and find necessary information (books, internet, etc).	landscape	
	- name and locate the world's seven continents and five oceans	name the relevant continents and oceans.		location	
	Place knowledge:	To know and understand appropriate vocabulary such as habitat, extinct, continent, herbivore.			
	- understand geographical similarities and differences	To know how different dinosaurs adapted to their environment.			
	Human and physical geography:				
	- use basic geographical vocabulary to refer to: key physical features, including:, sea, ocean, soil.				
	- 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				
<b>Autumn Term 2</b>					
<b>What lessons have we learnt from the Great Fire of London?</b>	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	To know where London is and why it is a capital city	Identify London on a map of the UK along with three other major UK cities	Space	River Thames, Thomas Farriner, Pudding Lane, Flammable, St Paul's Cathedral, Christopher Wren, Fire Break, Fire Hook, Human and Physical, Map
	Human and physical geography	To know the human and physical features of London, particularly with the housing in London	Compare and explore the human and physical features of London	Time	
	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	To know the three main seas surrounding the United Kingdom	To use geographical vocabulary to describe London	Scale	
		To know major cities outside of London including Manchester, Birmingham and Cardiff		landscape	
		To know the nearest city to Manchester and how to travel to London from Manchester		location	
		To know that London is the largest city in the United Kingdom and in Europe		place	
				Map skills	
<b>Spring Term 1</b>					
<b>What are the main</b>	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 (Africa- Kenya and Tanzania)	understand geographical similarities and differences through studying the human and physical geography of Kenya and Tanzania	Identify Africa on the map looking at where it is in relation to the equator and how close it is to the UK.	Space	landscape, Kenya, Tanzania, countries, oceans, seasons, climate, savannahs, plains, weather
	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 (Africa- Kenya and Tanzania)	To understand the climate in Africa and how it differs to the UK.	In Autumn 1, we studied Manchester and looked at the human and physical features. Now identify the human and physical features of places in Africa e. g. Kenya and Tanzania.	Time	
	Ge1/1.3b 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	To understand geographical vocabulary: beach, cliff, coast, mountain, sea, ocean, river, soil, vegetation, season and weather	Compare the climate in Africa to the UK.	Scale	

<b>What are the main differences between my life and a small village in Africa?</b>	key human features, including: city, town, village, farm, house,	To understand that Africa has many affluent areas as well as economically deprived areas. And that just like the UK there are people from many different cultures and backgrounds who live there.	To use the following geographical vocabulary to describe Africa: mountain, sea, ocean, river, soil, vegetation, season and weather	landscape
	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 (Africa)			location
	Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map			
	Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;			

### Spring Term 2

<b>Which internationally famous person did something incredible in the past?</b>	Locate the world's countries, using maps.	Knowing people come from different places in the world	Mapping skills Identify South Africa and America on the map looking at where it is in relation to the equator and how close it is to the UK.	Location	Time line, discrimination, prejudice, South Africa, African National Congress, apartheid, segregation, government
	Finding places within countries.	To understand that South Africa and America have many affluent areas as well as economically deprived areas. And that just like the UK there are people from many different cultures and backgrounds who live there.	Find where both people lived	Human and Physical	
			Find on the map where Nelson Mandela was in prison	Map Skills	

### Summer Term 1

<b>How different are the environments close to our school?</b>	Locational knowledge	Geographical skills and fieldwork	Name and locate continents, oceans and the characteristics of the four countries in the UK	Place and location	Maps, OS Maps, Didsbury, Manchester, location, compass, fieldwork, observations, ariel photos
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	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	Identify seasons and weather patterns in the UK	Scale	
	Place knowledge	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 photos to recognise landmarks and basic human features	Environment	
	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	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 compass directions (N, S, E, W)	Physical and Human	
	Human and physical geography	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.	Devise a simple map using basic symbols in a key	Map skills	
	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 world maps, atlases and globes – to locate UK	Data collection,	
	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		Use simple fieldwork and observational skills to identify key human and physical features	analyses and	
			Explore Ordnance Survey map	communicating	

### Summer Term 2

<b>How can I make a</b>	The children should develop knowledge of the United Kingdom and their locality.	Knowing people come from different places.	Label a diagram or photograph using some geographical words.	Location	Maps, Atlases, OS Maps, ariel photographs, location, compass, human and physical, coastal towns, locality
	Find places within their country and Find where they live on the map	What makes a place good for a holiday?	To find out about the seaside by using different sources of evidence? Eg asking some good questions to someone else?	Human and Physical	
	They should understand geographical similarities and differences through studying the human and physical geography of where they live and the seaside	Name the main cities of England, Wales, Scotland and Ireland?	To be able to explain what makes the seaside special?	Map Skills	
	Be able to refer to key physical and human features.	Name well known seaside towns in the North West.	Learn to describe some human features of the seaside, such as the jobs people do?		

**How can I find a  
moving Victorian  
vehicle?**

	Be able to find where they live on a map of the UK?	Be able to say what they like and do not like about their locality and the seaside?	
	Know how coastal towns are different to inland towns.	Can they describe some physical features of own locality and the seaside?	
	Name the main cities of England, Wales, Scotland and Ireland?	Can they describe some of the features associated with an island?	
	Name well known seaside towns in the North West.		
	Be able to find where they live on a map of the UK?		
	Know how coastal towns are different to inland towns.		



# Geography

Year 3	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>What causes earthquakes, volcanos and mountains?</b>	· To locate the worlds countries on a map and 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	To know that a map shows the location of countries, cities, towns and regions	· To be able to read a map and find different countries, continents	Volcanoes creation and eruption Creation of mountains	Volcanoes Earthquakes Mountains Latitude Longitude Equator Tropic of Cancer / Capricorn Positives/Negatives Igneous Compass directions
	· Describe and understand key aspects of volcanoes and earthquakes, mountains	understand geographical similarities and differences through studying physical geography of the United Kingdom and a region within North or South America	Confidently locate places on a map	Impact of volcanoes	
	· Identify the position and significance of latitude, longitude, equator, northern hemisphere, Southern hemisphere, tropics, Arctic and Antarctic.		· Use an 8 point compass successfully to find a direction.		
	· Use 8 points of a compass to build knowledge of the wider world		· Annotate a map noting northern and southern hemisphere and the tropics of cancer and Capricorn.		
			· Use a key accurately.		
			· To use secondary resources to research about volcanos		
			· Present findings in written format		
			· Use appropriate geographical vocabulary.		
		Demonstrate how a volcano erupts.			
<b>Autumn Term 2</b>					
<b>How can I create a large structure to</b>	Describe and understand key aspects of human geography, including	Buildings can be built different ways and using a variety of materials.	Explain what materials are used to construct buildings and where these come from, with links to sustainability		economic economy distribution human geography sustainable
	types of settlement and land use,	Where are the sites for building? Land use and types of land			
	economic activity including trade links,				

<b>Large structure to represent Manchester?</b>	distribution of natural resources,				
	geography of Manchester, land types and areas.				
<b>Spring Term 1</b>					
<b>How did Britain change between the Stone age and Iron age?</b>	Do the children use correct geographical words to describe a place and the things that happen there?	To be aware of specific geographical vocabulary, including: Settlement, community, landscape, map, diagram, monument	name and locate counties and cities of the United Kingdom, geographical regions, identifying human and physical characteristics, key topographical features	Locational Knowledge and map skills to identify settlements from the Stone, Bronze and Iron Ages in the UK?	Settlement, community, landscape, map, diagram, monument, change, human, physical, trade, resources
	Can the children identify key features of a locality by using a map?	To know that a map shows the location of countries, cities, towns and regions	(including hills, mountains, coasts and rivers), and land-use patterns; and understand		
	Are the children able to confidently describe physical features in a locality?	To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,	how some of these aspects have changed over time		
	Are the children able to confidently describe human features in a locality?	mountains, volcanoes and earthquakes, and the water cycle	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
		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			
<b>Spring Term 2</b>					
<b>Why do we love holidays in the Mediterranean?</b>	To locate the world's countries, using maps to focus on Europe	To be able to use maps [atlases, and globes] to locate and to start to describe features.	To be able to use maps [atlases, and globes] to locate and to start to describe features	To locate the countries, features and weather in European countries.	Locate, continent, country, city, town, village, seaside, resort, difference, comparison, climate, area, region, coast, inland, physical, human, mountains, rivers, lowland, landmarks, sights, European Union, Brexit.
	To name some well-known European countries	To know that Physical features are things such as seas, mountains and rivers are natural.	Start to frame questions and answers in geographically valid ways (eg about change/difference).		
	To identify environmental regions, key physical and human characteristics, countries, and major cities.	To know that Human features like houses, roads and bridges are things that have been built by people.	Select information according to relevance (i.e. spot the 'main' landmarks).		
	To name and locate the capital cities of neighbouring European countries				

	To be aware of different weather in different parts of the world, especially Europe?				
<b>Summer Term 1</b>					
<b>What was Ancient Egypt's civilisation ahead of its time?</b>	To describe and understand physical geography, including: climate zones,	To know where Ancient Egypt is and why they settled there.	Select information according to relevance (i.e. spot the 'main' landmarks).	Comparison	Land use, physical, human, economics, climate, river, desert, locate, resources, trade, farming, fishing, hunting
	To describe and understand human geography, including: types of settlement and land use, economic activity.	To know the location of Egypt and Africa in relation to the UK and Europe			
	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Link to Mediterranean nations previously studied			
<b>Summer Term 2</b>					
<b>How did the blossom become an apple?</b>	Link to National Fieldwork Week				Physical, growing, farming, land use, map, route, locality, key, symbols, community, climate, weather, sketch
	Do they use correct geographical words to describe a place and the things that happen there?	Do the children understand the meaning of the words sketch map, route, locality, key, symbols, community.	To use geographical vocabulary accurately.	To have the knowledge and skills to create a simple sketch map from Beaver Road First School to Fog Lane Park.	
	Can they identify key features of a locality by using a map?		To draw an accurate map with symbol key and symbols		



# Geography

Year 4	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>Is Greece really as ancient as they say?</b>	Locate the world's countries, using maps to focus on Europe	Know where Greece is on a world map, in relation to the UK and in Europe and the importance of its location.	Map Reading: Can they find the same place on a globe and in an atlas?	Place and Location	Location, Greece, European Union, Crete, Sparta, Navigate, Atlas, Digital Mapping
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Know the countries that make up the European Union.	Locating Ancient Greece, Athens and Sparta on a map.	Map Skills	
		Know about the location, physical features and climate of modern Greece	Selecting and using reliable resources (e.g. weather forecasts, photographs, books) to collect information about the weather and climate in Greece.		
		Know that Ancient Greece consisted of city state			
<b>Autumn Term 2</b>					
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Know where six main cities in the UK are located on a map.	Using maps, atlases and digital mapping to find major UK cities.	Place and location	"economic activity, trade links, land use, finance retail municipal industrial employment infrastructure, arable pastoral, mixed farming, carrying capacity, statistics, contiguous Hills, Mountains, Cities, Rivers, Valleys, Land-Use, Environment, Map, Atlas, Survey, Population, Transport, Landlocked, Economic, Aerial time zone, federation, union, autonomy, sovereign, state, province, biome, vegetation, region, dominant, environmental anemometer barometer"
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Know and understand the difference between GB, British Isles & UK.	Use oblique and aerial view	Scale	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Know the main geographical features of Manchester.	Begin to use grid reference	Environment	
	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	To know the geographical features of a city	Annotate digital maps with markers, text and photographs	Physical and Human features	

<b>What are the main features of the UK?</b>	Describe and understand key aspects of 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	Know and understand the difference between human and physical features of Manchester	Accurately measure distance, including non-linear distances	Processes	
	Explain why people may be attracted to live in cities.	Know and understand how significant events such as a global pandemic can impact a city	Draw a map or plan from a description.	Map skills	
	Carry out research to discover features of villages, towns or cities.	Know and understand how significant events such as a global economy can impact rural areas	Identifying and discussing geographical features of a city including: Parks, Rivers, Motorways, Landmarks, Landlocked, High Population, Transport features with regards to Manchester.	Data collection, analyses and communicating	
		Know that humans have changed a locality over time.	Comparing features of a village (Mountains, a village shop, pub, church, lower population, less transport options) to a city.		
			Identifying and recognising similarities and differences between rural areas and cities		
			Comparing and contrasting cities and villages and drawing out pros and cons of both		
			Carrying out a survey to discover features of cities and villages and preferences of habitants.		
			Noting differences as a locality evolves over time and consider pros and cons of change		
<b>Spring Term 1</b>					
<b>What happens to the food we eat?</b>	Recap - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use	Know where six main cities in the UK are located on a map.	Using maps, atlases and digital mapping to find major UK cities.	Place and location	Latitude Longitude Equator Tropic of Cancer / Capricorn Positives/Negatives Igneous Compass directions
	Recap - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use	To know that a map shows the location of countries, cities, towns and regions	To be able to read a map and find different countries, continents	Volcanoes creation and eruption	
<b>Spring Term 2</b>					

<p><b>What are the main differences about living in the UK and Spain?</b></p>	Name and locate counties and cities around the world, identifying the geographical regions and their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns;	Know where six main cities in the UK are located on a map.	Using maps, atlases and digital mapping to find major UK cities.	Place and location Scale Environment Physical and Human features Processes Map skills Data collection, analyses and communicating	<p>Geography, Locate, Counties, Cities, Countries, United Kingdom, Geographical, Regions, Human, Physical, Features, Hills, Mountains, Cities, Rivers, Valleys, LandUse, Environment, sustainability, Map, Atlas, Survey, Population, Transport, Landlocked, Economic, Aerial, climate zones - temperate, tropical, polar, mediterranean, arid, mountain</p>
		Know and understand the difference between GB, British Isles & UK.	Use oblique and aerial view		
	To describe and understand key features of physical geography in particular: climate zones	Know the main geographical features of the UK and that of Spain.	Begin to use grid reference		
	To describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, minerals and water.	To know the geographical features of a city and a rural area and the differences between the UK and Spain	Annotate digital maps with markers, text and photographs		
		Know and understand the difference between human and physical features of an area	Accurately measure distance, including non-linear distances		
		Know and understand how significant	Draw a map or plan from a description.		
		Know that humans have changed a locality over time.	Identifying and discussing geographical features of a city including: Parks, Rivers, Motorways, Landmarks, Landlocked, High Population, Transport features.		
<b>Summer Term 1</b>					
<p><b>How did Britain change between the end of the Iron Age and the end of the Roman occupation?</b></p>	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Know where the Roman Empire originated and use a map to locate Rome	Locating Rome on a map and using maps, atlases, globes and digital maps	Human and Physical	Roman Roman Empire Rome
	Ge2/1.2a 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 in North or South America	Know the features of Ancient Rome and the similarities and differences in the human and physical geography of Britannia and Ancient Rome	Comparing and contrasting the similarities and differences in the human and physical geography of Rome and Britain	Similarities and Differences	Chariot Gladiator Myth Barbarian Pantheon Baths Amphitheatre
		Understand how the Romans impacted the physical and human geography of modern day Britain	Exploring the impact of the Roman invasion on the human and physical geography of modern day Britain	Location	Standard Sewer Villa Colosseum
					Slave Shield Sword
					Emperor

## Summer Term 2

<b>How can I make a functional electronic torch?</b>	Recap - To describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, minerals and water	Know and understand how significant events such as a global economy can impact rural areas	Identifying and discussing geographical features of a city including: Parks, Rivers, Motorways, Landmarks, Landlocked, High Population, Transport features.	Population and economic activity	Population, Transport, Economic



# Geography

Year 5	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>How are rivers formed?</b>	Use fieldwork to observe, measure record and present the human and physical features in the local area.	Understand key aspects of human geography, including types of settlement and land use.	Describe key aspects of physical geography, including the water cycle	Rivers	hills, mountains, coasts, rivers, land-use patterns, the water cycle
	Use maps, atlases, globes and digital/computer mapping.	Extend confidence, enjoyment and mastery of technical language	Use maps, atlases, globes and digital mapping to locate features studied.	The water cycle	
	Describe and understand key aspects of physical geography including rivers and the water cycle.	Understand about watershed and that rain travels in different ways on different terrain.	Use search technologies effectively.	Physical and human processes	
		Understand and use the terms associated with water travelling to rivers.	Retrieve, record and present information from non-fiction.		
		Be able to discuss the effects of human impact on floodplains.	Name and locate key topographical features.		
		Understand the importance of flood management systems.	Identify human and physical characteristics of coasts and understand how some of these aspects change over time.		
<b>Autumn Term 2</b>					
<b>How did Britain change between the end of the Roman occupation and 1066?</b>	locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Know the countries from which the Anglo-Saxon and Vikings came from when settling Britain.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	location settlements movement	Angles Saxons Jutes Britons Scandinavia settlement
	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	Know the regions of Britain settled by the Anglo-Saxons and Vikings.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	location settlements movement	

Spring Term 1					
<b>How can I create a watermill system?</b>	describe and understand key aspects of 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	Know how watermills have been used as sources of power. Know how water has influenced human settlement.	water power and its impact on human settlement	settlement location	location water-power energy
Spring Term 2					
<b>Will we ever send another human to the moon?</b>	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	Know the locations of the USA and Russia on a map.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	location human interaction	United States of America Russia Europe North America
Summer Term 1					
<b>Why should the Rainforests be important to us all?</b>	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).	Know which layers make up the Rainforest.	Use atlases and globes to locate the world's Rainforests.	The Rainforests	Rainforest; layers; canopy; forest floor; deforestation; tropic of Cancer; tropic of Capricorn; Equator; Amazon; understory; emergent; species; habitat; food chain; food source; logging; industry; profit; clearing
	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 in North or South America.	Know where the Rainforests of the world are located.	Use maps to locate countries and continents.	Place and location	
	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Know which animals live in the Rainforest.	Measure and record the human and physical features in the Rainforest.	Environment	
		Understand the difference between human and physical geography.	Locate the tropics of cancer and capricorn, and the equator on a world map.Discuss and explain their impact on the Rainforests.		
		Understand the impact that deforestation is having on the Rainforests.			
Summer Term 2					

<b>Why were the Mayans the envy of the world?</b>	locate the world's countries, using maps , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Name and locate countries in Central America.	Locate areas of Mayan settlements on a map and link to modern country names for the region.	location	Central America Mexico Belize Guatemala



# Geography

Year 6	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
<b>Autumn Term 1</b>					
<b>What impact did World War I and World War 2 have on people?</b>	Locate the world's countries, using maps to focus on Europe	Develop a familiarity with the location of the countries involved in first year of WW2 by locating them on a map of 1939 Europe.	Use world maps, atlases and globes to identify and locate the United Kingdom and its allied countries, as well as the axis countries, continents and oceans.	Place and location	Germany, England, Europe, America, trade, cities, borders, Russia, island, human impact, allied and axis countries, independence, power, rivals, annex, Front
	Use maps,atlases, globes to locate countries and features studied	Understanding about the benefit of the United Kingdom being an island the importance of the English Channel	Name and locate the world's seven continents and five oceans		
	Describe and understand key aspects of: human geography in Europe, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Boundaries of Allied and Axis countries	Identify boundaries between countries and migration: tracking the movement of people e.g. Jews		
		Knowledge about the Channel, South East coast of England and some Luftwaffe targets in the UK.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name topographical features (including coasts) and understand how these have been part of historic events such as Dunkirk and D-Day landings		
		Understand the impact of food rations and the rationale behind the 'Dig For Victory' campaign (resources and raw materials)			
		Understand the extent to which the public spaces of Britain were used for allotments			
		Life of civilians at home, including the Dad's Army and Land Girls			
		Understanding about the impact of World War 1: as a result of the First World War, there was a Global Depression.			

		Children to understand that countries became axis so with the decline of liberalism and the rise of nationalism (no imports), this led to a slump in international trade. After the Second World War trade started growing again.		
--	--	---	--	--

**Autumn Term 2**

<b>How does the Earth recycle water?</b>	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	understand key aspects of human geography, including types of settlement and land use.	Describe key aspects of physical geography, including the water cycle	Physical and Human processes	hills, mountains, coasts, rivers, land-use patterns, the water cycle
	Describe and understand key aspects of The Water Cycle	Extend confidence, enjoyment and mastery of technical language	Use maps, atlases, globes and digital mapping to locate features studied.		
	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Understand about watershed and that rain travels in different ways on different terrain.	Use search technologies effectively.		
		Understand and use the terms associated with water travelling to rivers.	Retrieve, record and present information from non-fiction.		
		Be able to discuss the effects of human impact on floodplains.	Name and locate key topographical features.		
		Understand the importance of flood management systems.	Identify human and physical characteristics of coasts and understand how some of these aspects change over time.		

**Spring Term 1**

<b>What is Evolution?</b>	Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics.	fossils provide information about locations	Locate the locations on the HMS Beagle journey and also the location of Lyme Regis and surrounding areas	Location characteristics	Interdependence, adaptation, genetics, fossil, environment, natural selection, Darwinism, evolutionists, theory, species, mutation, abiogenesis, homologous structures, phylogeny, vestigial, habitat, twins, ancestors, climate, extinct, paleontology, observation
		identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Identify features of the physical environment such as cliffs etc when fossil hunting		


**Spring Term 2**

<b>How can I find my way around?</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	improve knowledge and understanding of map symbols, keys, compass direction and grid references	Confidently plot four and six-figure grid references.	Locational and place knowledge	Ordnance Survey, symbol, hemisphere, latitude, longitude, time zones, grid references, aerial photograph, Greenwich meridian, tropics, compass points, navigate
	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.	Identify and categorise land use within their BRPS and its surroundings specific features and places in the UK	Use the eight points of a compass to direct people to a location.	Geographical Skills & Field work	
	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.	Four countries recap and counties across the UK	Describe human and physical features, including contours and relief.		
	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.		Research and record detail of BRPS and its surroundings to maps.		
	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.		Create sketch maps and plans of the school and surroundings area		
	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).		Use maps, atlases and digital maps to locate counties in the UK		
			Identify physical and human features of contrasting UK counties on maps		
			Use maps and atlases to describe physical and human features of an area		
			Locate places around the world using maps, atlases, globes and digital mapping.		
			Identify and describe physical and human features on maps.		
			Use online mapping tools.		

Summer Term 1					
<b>Why is a successful brand important to an entrepreneur?</b>	Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources	Distribution of natural resources across the World focussing on energy and innovation	Children will be able to discuss the relevance of the sustainable development goals and how they have impacted on infrastructure and innovation over time	Innovation	human geography, settlement and land use, economic activity, trade links, distribution of natural resources
				Infrastructure	
Summer Term 2					
<b>Why did the Islamic Golden Age advance History?</b>	Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Name and locate countries/cities on other continents that might have been in the news	Explain how types of map give different perspectives / show prejudice	Development	expansion of Islam and Arabic culture; North Africa, Middle East, Central Asia and Southern Europe, arts, commerce and science. Trade links
	Present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies	Understand the economic, sphere of influence and demographic of the Islamic Golden Age	Regularly ask and answer perceptive questions in geographically valid ways.	Influence	
			Thoughtfully organise information by relevance, and politely critique others.		
			Created/illustrated maps to show the connections and developments of the Islamic world.		