

Year Group/ Term	Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Skill Led Learning Activities	Key Sticky Knowledge Cultural Capital St Wilfrid’s Specific Links to prior learning
Year 1 Autumn	What is the geography of where I live?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom	Small area of the United Kingdom	Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	<ol style="list-style-type: none"> 1. Identify and describe physical/ human features of environments – annotate/ discuss variety of photographs 2. Identify and observe familiar physical and human features – label street view maps (where possible, local area) Identify and locate where they live in the UK – map identification/ labelling (making links to countries of UK and home town/city) 3. Identify, describe and reason why land use changes – annotate local map 4. Understand and observe how land use can be grouped – local area map 5. Observe and record examples of physical and human features – geographical walk Describe and explain local walk and features – using online mapping tool to aid discussion 	Identify where Newton Heath is located - SW Where they live within the UK Where England is in relation to other countries of the UK/ in relation to London Introduction to physical and human geographical features Introduction to mapping
Year 1 Spring	How does the weather affect our lives?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	<ol style="list-style-type: none"> 1. Identify and describe basic elements of weather – teacher scribe key vocabulary Observe, measure and record elements – data recording sheets Present and offer reasons for change – simple graphs and pictograms 2. Identify, describe and explain ways that great artists depict the weather (cultural capital – influential artists/ cross-curricular) – create weather scene in style of artist 3. Observe how weather conditions change across seasons – create simple seasonal images/ description Recognise and describe how music can create a picture of the seasons – Vivaldi four seasons, recreate simple composition (cultural capital – influential composers) 4. Observe and reason distribution of hot and cold places – label map 	Revisiting where Newton Heath is located - SW Cultural capital exposure – great artists, composers, explorers

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Year 1 Summer	Why don't penguins need to fly?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs Plans Fieldwork	<ol style="list-style-type: none"> 1. Identify, recognise and describe the key features of Antarctica – labelled sketch/ photo 2. Identify how penguins have adapted – annotated diagram 3. Identify countries which lie within the Sahara Desert – discussion Identify, recognise and describe key geographical features of Sahara Desert – labelled sketch Explain why Antarctica is a desert – discussion 4. Describe, compare and contrast Arctic/ North Pole and Antarctica/ South Pole, giving reasons for differences – discussion 5. Describe and explain the food chain of the emperor penguin – food chain diagram 6. Compare and contrast the weather, geographical features and climate of Antarctica and Zambia – poster/ discussion 	Links to Year 1 Spring – hot and cold contrasting places Locate UK/ Newton Heath on map – SW - before linking to larger world map/ globe Revisit South Pole
Year 2 Autumn	Why does it matter where our food comes from?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	<ol style="list-style-type: none"> 1. Recognise that food comes from plants or animals, and that a farm is where this can be produced – labelled drawings Identify and describe a dairy farm and observe how milk is used as a raw material – research a dairy product 2. Identify and describe the main physical features of Devon, and compare and contrast with human features of its towns/cities – annotate photos Reason and explain why Devon’s weather helps with farming Compare and contrast Devon’s weather to rest of UK – summary paragraph/ graph 3. Describe how cheese is manufactured and exported – annotated world map 	Physical and human geographical features Compare and contrast towns and cities – link to Newton Heath Identify the UK, countries of the UK, and the UK in relation to the rest of the world Identify continents

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Year 2 Spring	How does Kampong Ayer compare with where I live?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles	Small area in a contrasting non-European country	Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	<ol style="list-style-type: none"> 1. Identify and locate where they live in the UK, within Europe and the World – mapping/discussion Compare location with Kampong Ayer, and to the equator and north/south poles – mapping/discussion Identify time differences between locations – mapping labelled 2. Identify, describe and observe homes in Kampong Ayer, and compare and contrast to own homes – draw and label/ categorise using charts 3. Identify and describe the main elements of the weather/ understand constant change – discuss Observe temperature increase/decrease across globe – labelled map Describe weather conditions – weather forecast 4. Identify and describe appropriate transport – poster Basic understanding of why boat building is an economic activity – costs of buying boats 5. Recognise, describe and reason the similarities between school life in different countries – presentation 6. Identify and describe the structure of a rainforest – labelled diagram 	Links to Year 1 Autumn – locating where they live/homes Links to Year 2 Spring – continents of the world Mapping Comparing own homes – SW Links to Year 1 Spring – weather Own school comparisons – SW Links to Year 1 Summer - adaptation

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Year 2 Summer	Why do we love being beside the seaside so much?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	<ol style="list-style-type: none"> 1. Identify and describe the main physical and human features of seaside environments – discussion/ labelling 2. Provide reasons for protecting living things – labelled sketches Describe popular seaside activities – postcard 3. Understand the interdependence of living things – food chain diagram Identify, describe and categorise living things – fieldwork Identify, categorise and explain distribution of sea shells on a beach – fieldwork 4. Identify, describe and offer reasons for the presence of pollution – fieldwork Describe and explain how people can take greater care of the seaside – discussion 5. Describe and explain reasons why seaside holidays have changed in living memory – discussion 6. Identify, describe and offer reasons for European flight destinations from Manchester airport 	Physical and human geography Links Year 1 Summer – food chain Manchester Airport – SW Trip to seaside – SW experience
Year 3 Autumn	Why do some earthquakes cause more damage than others?	South America Latitude and longitude Northern and Southern Hemisphere and time zones		Volcanoes and earthquakes	Maps, atlases, globes and digital/computer mapping Map symbols and key	<ol style="list-style-type: none"> 1. Locate and describe the effects of the Christchurch earthquake – label map 2. Observe and record the distribution of earthquakes – map and key 3. Identify, describe and explain the cause of earthquakes – annotated diagram Describe and explain why earthquakes occur in certain areas of the world – discussion 4. Understand, explain and conclude why the most powerful earthquakes don't always cause the most deaths – poster 5. Identify, describe and explain the causes of volcanoes – storyboard Explain why volcanoes occur in the same locations – explanation writing 	Physical and human geography Mapping and location Comparing Newton Heath to other places in the world – location SW Continents recap

<p>Year 3 Spring</p>	<p>Beyond the Magic Kingdom: what is the Sunshine State really like?</p>	<p>Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere and time zones</p>	<p>Region within North or South America</p>	<p>Climate zones Settlement and land use Economic activity and trade</p>	<p>Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key</p>	<ol style="list-style-type: none"> 1. Identify, describe and explain the function and attraction of theme parks – annotate plan/ route 2. Identify, locate, compare and contrast the US states Compare one state with florida (geographical) – presentation 3. Describe and explain historical significance of the Maya civilisation, giving reasons for its catastrophic end – discursive writing 4. Observe, describe, explain and draw conclusions about the pattern of visitors to the Magic Kingdom – choropleth map 5. Recognise and describe the key geographical features of a peninsula; compare and contrast peninsulas – annotate world map 6. Recognise key human and physical features/ achievements of the Kennedy Space Centre; explain geographical reasons for location – explanatory writing 	<p>Physical and human geography Mapping and location Comparing Newton Heath to other places in the world – location SW Continents recap Cultural capital – Kennedy Space Centre</p>
<p>Year 3 Summer</p>	<p>Why do so many people live in megacities?</p>	<p>Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere</p>		<p>Settlement and land use Economic activity and trade</p>	<p>Maps, atlases, globes and digital/computer mapping</p>	<ol style="list-style-type: none"> 1. Observe and describe the key features of cities; give reasons why people live in dense cities Describe and explain distribution of megacities – categorise photos/data table 2. Explain and reason why Baghdad was the first city with a million inhabitants – explanatory writing 3. Identify and locate top 10 cities in UK; compare and contrast with ten fastest growing cities – location map/ histogram Understand the main reasons why cities increase – discussion 4. Recognise and locate the largest cities in South America – map Describe and reason the features of Brasilia/ explain and conclude why the Brazilian government built a new capital city – discussion 5. Compare and contrast the benefits/ disadvantages of city life, reaching a judgement – discursive writing 	<p>Links Year 1 Autumn/ Year 2 Spring Continents and cities Comparing Newton Heath/Manchester to other towns and cities worldwide UK geography</p>

<p>Year 4 Autumn</p>	<p>How and why is my local environment changing?</p>	<p>United Kingdom</p>		<p>Settlement and land use</p>	<p>Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key and the use of Ordnance Survey maps Fieldwork - observe, measure, record and present</p>	<ol style="list-style-type: none"> 1. Identify, describe and give reasons for why environments change – annotate image Explain environmental change as the result of natural/ human activity – explanatory writing 2. Observe, record and explain changes that have occurred to the school and its environment – annotated map 3. Identify, describe and explain how life in the local area has changed/been affected by significant events – report 4. Demonstrate understanding of how the quality of environment may change – make judgements to explain observations – fieldwork/ graph 5. Recognise how satellites inform of environmental change; identify and explain changes – annotated notes 	<p>Links – Year 1 Autumn/ Year 2 Spring/ Year 3 Summer Mapping Physical and human geography Focus on St Wilfrid’s and local environment - SW</p>
<p>Year 4 Spring</p>	<p>How can we live more sustainably?</p>	<p>United Kingdom</p>		<p>Natural Resources -</p>	<p>Maps, atlases, globes and digital/computer mapping Fieldwork- observe, measure, record and present</p>	<ol style="list-style-type: none"> 1. Describe and explain what living sustainably means – discussion Identify, describe and explain differences between renewable and non-renewable resources – diagrams 2. Review basic school sustainability, and identify and explain priorities – action plan 3. Understand how solar panels and wind turbines generate electricity - discussion Identify, describe and reason how energy sources are changing – pie chart Explain how electricity is generated in hydroelectric power stations – discussion 4. Understand why creating new habitats for birds in a good example of sustainable development – satellite image 5. Describe, observe, explain and make a judgement of why solar cookers are beneficial to sustainability - poster 	<p>Mapping Continents and countries – links to location</p>

<p>Year 4 Summer</p>	<p>Why are jungles so wet and deserts so dry?</p>	<p>South America United Kingdom Latitude and longitude Northern and Southern Hemisphere</p>		<p>Climate zones Biomes and vegetation belts -</p>	<p>Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key</p>	<ol style="list-style-type: none"> 1. Observe, describe and explain the UK climate – maps and table 2. Identify, describe and reason for world climate distribution – map interpretation/ tables 3. Compare and contrast temperature and rainfall, reaching conclusions – comparison tables/ explanatory writing Construct a climate graph from local data; compare, contrast and make conclusions/ judgements – climate graph 4. Understand how climate affects the landscape of biomes and the plants/animals that live there – matching plants and animals to biomes 5. Observe, describe and explain why tropical rainforests have so much convectional rainfall – flow diagram 6. Describe the natural environment of the Atacama Desert/ explain why Arica is the driest inhabited place in the world – photograph discussion 	<p>Links to Year 1 Summer – deserts Links to Year 1 Spring/ Year 2 Spring – weather Human and physical geography World mapping – countries, continents</p>
<p>Year 5 Autumn</p>	<p>How do volcanoes affect the lives of people on Hiemaey?</p>	<p>Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones</p>	<p>A region in a European country</p>	<p>Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade</p>	<p>Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key</p>	<ol style="list-style-type: none"> 1. Identify, recognise and describe, using appropriate subject vocabulary – discussion 2. Identify, describe, compare and contrast the countries of Europe – annotated map 3. Recognise, describe and explain the key geographical features of the Westman Islands (Iceland) – interpreting photographs 4. Compare and contrast the physical and human geography of Vestmannaeyjar with the local area 5. Explain how volcanoes form, observe the global pattern and reason why – label map 6. Understand how and why Hiemaey changed over time; reason about the positive and negative impact – discussion 7. Understand the stages in the manufacture of an economic activity – export, import and trade, flow diagram 	<p>Links to Year 3 Autumn – Earthquakes World and European geography – links to all previous topics that locate areas of the world Links to Newton Heath – SW comparison Link to Year 2 Autumn – export/trade Link to year 1 Summer history - Pompeii</p>

<p>Year 5 Spring</p>	<p>What is a river?</p>	<p>Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere</p>	<p>A region of the United Kingdom</p>	<p>Rivers and the water cycle Natural resources</p>	<p>Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork - observe, measure, record and present</p>	<ol style="list-style-type: none"> 1. Identify and describe how physical features of rivers change from source to mouth – photo sequencing Explain why a river changes – discussion Recognise, describe, compare, contrast and explain how physical features change using OS maps/ photos – map interpretation 2. Identify and describe the features of river estuaries/ explain how they are important ecosystems – profiles and food chains 3. Describe the components of the water cycle/ the role that rivers play – experiment/ flow diagram 4. Recognise, describe and explain why the Isle of Dogs developed to become the busiest river port/ judge why it declined – television report 5. Interpret evidence and conclude why Bangladesh is at risk of annual flooding – graph and maps 6. Cultural capital choice – either reflect and evaluate techniques by classical composers to portray the river, creating own musical piece OR understand climatically what the Little Ice Age refers to and severe impacts on London – analysis of paintings 	<p>Cultural capital – examining influential work from famous artists/ composers Physical and human geography Links to Year 1 and 2 Summer – food chains</p>
<p>Year 5 Summer</p>	<p>Why are mountains so important?</p>	<p>Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere</p>		<p>Mountains Natural resources</p>	<p>Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps</p>	<ol style="list-style-type: none"> 1. Recognise, identify and explain what geographers define as mountains – discussion/ images Identify, locate and describe the location of the largest mountain ranges in the world – annotate world map Explain how the movement of plates can form fold mountains – discussion 2. Reflect upon, evaluate, conclude and make judgements on the success/failure of the Mallory expedition 1924 – short recount 3. Understand how fossils form, and explain why fossils of sea animals were found on Everest’s summit – diagrams and brief summary 4. Identify, describe, compare, contrast and explain the differences between the Cambrian Mountains and Himalaya Mountains – discussion and written comparison 	<p>Uk geography/ Countries and continents Physical and human geography Mapping Comparison to the UK Links Year 3 Autumn/ Year 5 Autumn – tectonic plates</p>

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Year 6 Autumn	How is climate change affecting the world?	<p>North America United Kingdom Latitude and longitude Northern and Southern Hemisphere</p>		<p>Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources</p>	<p>Maps, atlases, globes and digital/computer mapping Map symbols and key</p>	<ol style="list-style-type: none"> 1. Identify, describe and explain why communities in The Gambia are being affected by changes in weather/ evaluate impact – discussion/ explanation 2. Evaluate, conclude and make judgements on the impact of changing weather patterns in Victoria – graphs and charts 3. Understand why coastal communities need flood resilience plans, making judgements about what should be included – simple flood resilience plan 4. Reflect and evaluate viewpoints about implications of changing weather patterns in Greenland – discussion Identify, describe, compare, contrast and explain how global warming affects weather patterns – map interpretation 5. Understand how and why countries have acted to reduce global warming – judge effectiveness – discussion Understand how individuals, families and communities (including schools) can contribute to reducing greenhouse gas emissions – sustainability action plan 	<p>Human and physical geography Links Year 4 Summer – biomes Links Year 1 and 2 Spring; Year 4 Summer – weather/ climate Mapping Countries, continents Links to Year 4 Spring – sustainability Considering school impact - SW</p>
Year 6 Spring	Why is fair trade fair?	<p>Europe including Russia South America United</p>		<p>Climate zones Economic activity and trade</p>	<p>Maps, atlases, globes and digital/computer mapping Eight points of compass Four</p>	<ol style="list-style-type: none"> 1. Describe and explain why the Silk Road was the most important trade route in history; evaluate and reflect on changes – map and photo interpretation 2. Explain why and how countries trade, identify and describe commodities most frequently 	<p>Human and physical geography Mapping Continents and countries Links – Year 5 Autumn/ Year 2</p>

		Kingdom Latitude and longitude Northern and Southern Hemisphere		Natural resources	and six figure grid references Map symbols and key and the use of Ordnance Survey maps	<p>traded and evaluate – OS maps, categorising imports</p> <p>3. Compare and contrast range of commodities imported and exported by UK, describing differences – advert</p> <p>4. Describe, explain and reflect on why international trade isn’t always fair – proportion bar</p> <p>5. Explain Fairtrade, comparing and contrasting certified with non-certified farmers – discussion</p> <p>Evaluate and judge extent of school’s link with Fairtrade; reflect and make recommendations for the future- report/action plan</p>	Autumn (import/export/ trade) School contribution - SW
Year 6 Summer	Who are Britain's National Parks for?	North America United Kingdom Latitude and longitude Northern and Southern Hemisphere	A region of the United Kingdom	Mountains Types of settlement and land use Economic activity Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	<p>1. Identify, locate, describe and explain the distribution of the 15 National Parks in the UK – map</p> <p>Observe and record the common key natural features; explain why they are called ‘breathing spaces’ – photograph interpretation</p> <p>2. Recognise other special qualities of national parks – cultural heritage; reflect on own cultural heritage – personal heritage</p> <p>3. Recognise, describe and explain how national parks actively encourage visitors to enjoy and learn – persuasive piece</p> <p>4. Identify the key physical and human geographical features of Southwest England - discussion</p> <p>Identify and describe through observation ‘The Valley of Rocks’ in Exmoor, explaining the attraction – annotated sketch</p> <p>5. Understand who looks after national parks in the UK; reflect and evaluate importance of jobs – rank ordering. Include reference to farmers.</p> <p>6. Compare and contrast Everglades National Park with Dartmoor and Exmoor National Park; understand through explanation main similarities and differences - poster</p>	UK geography Cultural Capital – cultural heritage/ national parks Personal link – SW Mapping and world geography