

We speak the language of **Geography**...

By the time they leave pupils will:

- ⊕ Have a curiosity and fascination about the world
- ⊕ Use and combine a variety of geographical sources to obtain a detailed picture of a location or geographical process
- ⊕ Look closely and methodically when analysing a geographical source
- ⊕ Collect geographical information using a variety of fieldwork techniques including observations, sketches, surveys, questionnaires and digital technology Interpret results and identify patterns from a range of geographical data
- ⊕ Understand the physical and human characteristics of places and their interrelatedness
- ⊕ Appreciate differences and similarities between the people, places, environments and cultures they have studied
- ⊕ Understand connections between places: social, economic and environmental
- ⊕ Understand how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies
- ⊕ Appreciate the impact of geographical events and issues on different scales (personal, local, national, international, global)
- ⊕ Know about sustainable development and its impact on the environment
- ⊕ Understand that people have different views about geographical issues; give own opinions and reasons for these

EYFS links

Understanding of the World

Draw information from a simple map

Recognise some similarities and differences between life in this country and life in other countries

Explore the natural world around them - Describe what they see, hear and feel whilst outside

Recognise some environments that are different to the one in which they live

Understand the effect of changing seasons on the natural world around them

The Natural World ELG

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class

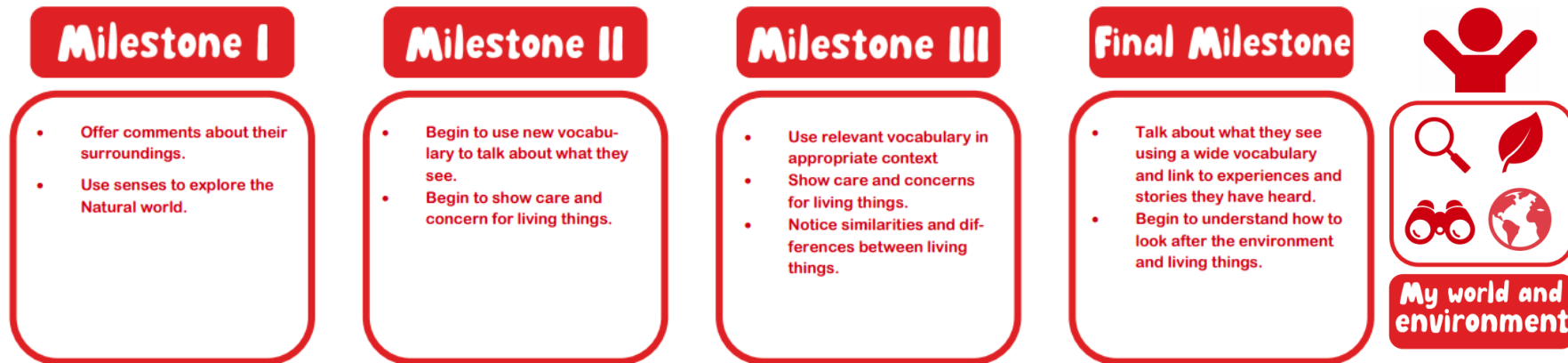
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

People, Culture and Communities ELG



Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from, when appropriate, maps

Curriculum End Points – Geography







EYFS – Little Wrens






EYFS – Reception Robins

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| ELG: The Natural World | Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |  |
| ELG: People, Culture and Communities | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |  |




The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.




| Year 1 | | |
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| <p>Theme: Our Local Life, An Investigation</p> <p>Children can explain the BIG idea: Investigation</p>  | <p>Theme: Our Wonderful weather</p> <p>Children can explain the BIG idea: Observation</p>  | <p>Theme: Our Zoo (My City and Others)</p> <p>Children can explain the BIG idea: Place, Compare</p>  |
| <p>Children can....</p> <ul style="list-style-type: none"> answer questions by collecting data and sharing it with people; ask questions about their locality; name some features of their locality – road, library, park, church, shops. | <p>Children can....</p> <ul style="list-style-type: none"> identify some weather types from their own experience: sun, rain, snow, cloud, thunder and some extreme weather types: hurricane, storm; record the weather using simple devices such as thermometers, weather vane and rain gauge; research and present my data in tables and graphs. | <p>Children can....</p> <ul style="list-style-type: none"> explain what it is like in Chester – explain ways it is similar and different to other places in the UK. compare Chester to other known places in the UK; identify some things which make Chester a special: Eastgate Clock, River Dee, Cathedral, The Rows, Amphitheatre. |
| Year 2 | | |
| <p>Theme: We're all in the same boat</p> <p>Children can explain the BIG idea: Pollution</p>  | <p>Theme: Our World Kitchen</p> <p>Children can explain the BIG idea: Interdependence</p>  | <p>Theme: Green Cities</p> <p>Children can explain the BIG idea: Space</p>  |
| <p>Children can....</p> <ul style="list-style-type: none"> name and locate the major oceans and seas in the world (including Atlantic and Pacific Ocean). explain would it be like to be on top of and under the ocean define what pollution is and how are humans harming the seas and oceans identify actions can we take to reduce pollution | <p>Children can....</p> <ul style="list-style-type: none"> Explain that the food on their plate comes from different regions of the world; identify who grows their food and how it gets here; suggest better ways we could eat and buy food to help save our planet. | <p>Children can....</p> <ul style="list-style-type: none"> use aerial photographs to recognise landmarks and features of London including Houses of Parliament, Big Ben and River Thames. name and identify characteristics of the capital cities of the UK (Edinburgh, Belfast, London and Cardiff) devise a simple map of my 'green city' use fieldwork of our local area to suggest ways we could make it more 'green' |

| Year 3 | | |
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| Theme: Marvellous Maps  Children can explain the BIG idea: Questioning | Theme: Our City – Rivers and Routes  Children can explain the BIG idea: Scale | Theme: What is it like in Cairo  Children can explain the BIG idea: Questioning |
| Children can.... <ul style="list-style-type: none"> find key cities and counties around Cheshire; locate Cheshire on a map describe key features of the area in which I live use maps and keys to find information | Children can.... <ul style="list-style-type: none"> identify major rivers of the UK (Thames, Dee, Tyne, Severn, Mersey and Trent) and the World (Danube, Ganges, Mississippi, Amazon, Nile); explain how rivers are created and what their features are, including source, tributary, channel, estuary and mouth; state some features which make the River Dee special; know how geographers carry out 'fieldwork' show their own fieldwork | Children can.... <ul style="list-style-type: none"> Compare Chester to Cairo finding similarities and differences; collect data about Chester and Cairo, and investigate it; ask questions about a Cairo, including physical and human features. |

| Year 4 | | |
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| Theme: How can we improve our local area?  Children can explain the BIG idea: Research | Theme: A European Journey  Children can explain the BIG idea: Culture | Theme: Volcanoes and earthquakes  Children can explain the BIG idea: Observation |
| Children can.... <ul style="list-style-type: none"> locate Upton on a range of maps and find physical and human features of Upton identify services are available in our locality collect and record evidence using ASK, ACQUIRE, EXAMINE, ANALYSE and ACT. suggest improvements to my locality based on my research explain how geographers use research to improve our world | Children can.... <ul style="list-style-type: none"> name some countries, rivers and mountains of Europe find them on a map of Europe; identify the human and physical features of some European countries; identify how capital cities are different across Europe and suggest some reasons why this might be. | Children can.... <ul style="list-style-type: none"> explain why volcanoes exist; explain why volcanoes are not dangerous all of the time; explain how we can tell if an eruption is likely to occur; explain how and why people choose to live close to volcanoes; identify how it might feel to experience one of these events |

Year 5

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| <p>Theme: Beyond the Earth </p> <p>Children can explain the BIG idea: Perspective</p> | <p>Theme: Enough For Everyone </p> <p>Children can explain the BIG idea: Sustainability</p> | <p>Theme: American Adventures </p> <p>Children can explain the BIG idea: Conservation and Protection</p> |
| <p>Children can....</p> <ul style="list-style-type: none"> Identify features of planet earth using images from satellites; Use atlases confidently to find and locate countries; Use satellite images to identify changes in our climate. | <p>Children can....</p> <ul style="list-style-type: none"> state what we 'need' and what do we 'want'; explain how we make energy and how can we do this more sustainably; suggest how can we conserve resources better and why do we need to do this so urgently. | <p>Children can....</p> <ul style="list-style-type: none"> identify the main features of North and South America; explain how and why temperate and deciduous forests are different; explain what it would be like in the rainforest; identify what challenges are facing the world's forests and how can we help. |

| Year 6 | | |
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| <p>Theme: Comparing the Caribbean with the UK </p> <p>Children can explain the BIG idea: Migration</p> | <p>Theme: Exploring the World Through the Ages </p> <p>Children can explain the BIG idea: Trade and Global Supply</p> | <p>Theme: Coastal Chaos </p> <p>Children can explain the BIG idea: Interaction</p> |
| <p>Children can....</p> <ul style="list-style-type: none"> explain which islands make up the Caribbean; identify how is it similar and different to the UK; suggest why do people settle where they do; identify what migration is and why people migrate; explain the benefits and problems of migration; identify that migration is not a new thing to the UK. | <p>Children can....</p> <ul style="list-style-type: none"> Identify what climate is and how it is different to a biome; explain what is trade and how can it be made fairer; suggest why people embark on expeditions; identify which regions of our world have been explored and why; think about where is there left to explore on our planet. | <p>Children can....</p> <ul style="list-style-type: none"> orientate themselves using maps; identify features of OS maps help us orientate ourselves; name the major counties, seas and coasts near to us in the UK; explain what erosion is and how it happens; explain how the coasts of the Isle of Man are similar and different to those near to us. |

Progression in Geography from EYFS to Year 6

EYFS – Little Wrens

| Subject | Autumn term 1 – What Makes me ‘me’? | Autumn term 2 – Let’s Celebrate |
|-------------------------|---|---|
| Understanding the World | <ul style="list-style-type: none"> • Make connections between the features of their families and other families • Notice differences between people • Develop positive attitudes about the differences between people • Consider the ways they have grown and change – beginning to make sense of own life story and family’s history • Use senses to explore a variety of natural materials • Make collections to investigate and talk about • Talk about what they see | <ul style="list-style-type: none"> • Talk about how they have celebrated different events and festivals • Continue to develop positive attitudes about the differences between people • Explore the festivals and celebrations of Halloween, Autumn and Christmas |
| Subject | Spring term 1 – Snow and Ice | Spring term 2 – People who help us |
| Understanding the World | <ul style="list-style-type: none"> • Explore the world around them using a variety of books, photographs and videos • Use simple maps and globes • Talk about the differences between materials and changes they notice | <ul style="list-style-type: none"> • Experience visits from a range of occupations such as firefighters, police, paramedic, farmer, hairdresser etc. |
| Subject | Summer term 1 – Growth and Change | Summer term 2 – On the Move |
| Understanding the World | <ul style="list-style-type: none"> • Observe and explore growth and decay over time (linked to plants in the kitchen garden) • Plant seeds and learn how to care for them • Talk about different vegetables and how they grow • Learn about a variety of foods and the importance of healthy eating and good dental care • Learn first-hand about the life cycle of butterflies and frogs | <ul style="list-style-type: none"> • Learn that there are different countries in our world • Talk about what they have noticed or have experienced • Learn about the different ways in which we can travel and how to keep safe • Learn the importance of keeping our oceans and beaches clean – beginning to understand the need to respect and care for the natural environment and all living things |


EYFS – Reception Robins



RECEPTION LONG TERM PLAN 23-24

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| GENERAL THEMES | FRIENDSHIP & ANIMALS | STARS & SPACE | ENVIRONMENT | TRADITIONAL TALES | GROWING | THE SEASIDE |
| UNDERSTANDING THE WORLD RE / FESTIVALS | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | | | | | |
| | <ul style="list-style-type: none"> Identify family - Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about what they do with their family - Can draw similarities and make comparisons between other families. Navigate around our classroom and outdoor areas. Make own investigations of the season of Autumn through Outdoor learning sessions | <ul style="list-style-type: none"> Use photos, discuss how we celebrate Christmas Use world maps to show where some stories, events and festivals are based. Encounter a range of fictional characters and creatures from stories. Identify change in living things – Changes in the leaves, weather, seasons, autumn focus | <ul style="list-style-type: none"> Listen to stories and place events in chronological order. Recognise change in seasons - winter focus Discuss own homes identifying what there is to do near their homes Make close observation of the natural world, including animals and plants Comment on what their home is like to draw comparisons | <ul style="list-style-type: none"> Use new vocabulary where appropriate. Use touch, smell and hearing to explore the natural world through hands-on experiences. Environments – Identify features of local environment using Google Earth, Google Maps and photos – Use texts and artefacts to draw comparisons with homes now and in the past (Grosvenor Museum Visit) | <ul style="list-style-type: none"> Use the words: recycle, recycling, re-use. Identify ways we can care for the natural world around us. Make comparisons from how they have changed from when they were a baby (past) Make close observation of the natural world, including animals and plants Learn the life cycles of chicks and butterflies Identify change in living things – Changes in the leaves, weather, seasons, Summer focus | <ul style="list-style-type: none"> Make close observation of objects – use the words float, sink, magnetic Make comparisons between contrasting environments using images, stories, props |
| | Black History Month (October) | Diwali Christmas | Valentines Day (14th February) Lunar new Year | Ash Wednesday Shrove Tuesday Holi Palm Sunday Easter Start of Ramadan | Eid (end of April) | |

Observing patterns, making connections, developing a sense of place, space and scale, conducting fieldwork

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Big Ideas | Place; compare; investigation; observation | Interdependence; pollution; space | Scale; questioning | Culture; research | Sustainability; conservation and protection. | Migration; physical processes; diversity |
| Topic Drivers | <p>Our Zoo (My City and Others) <i>Comparing Chester to other Non-European area (small area), finding countries of the UK (link to animal from the Zoo – Going on Safari)</i></p> <p>Our Local Life' (What is it like where I live?) Study locality, explore through fieldwork, make and explore maps.</p> <p>Our Wonderful Weather - monitoring and observing data, weather station</p> | <p>My World Kitchen – the Seven Continents and Our Interdependence</p> <p>'We're All in the Same Boat' (Seas and Oceans) – Oceans of the world and plastic pollution, litter related fieldwork</p> <p>Our United Kingdom - urban green spaces and 'wilding'</p> | <p>Mapping the UK (Marvellous Maps) – Asking and answering questions using Mapwork of the UK</p> <p>Our City – (Rivers and Routes) – Features of Rivers, rivers of the world to include The Water Cycle and local fieldwork on the River Dee</p> <p>Egyptian Journeys (What's it like in Cairo?) <i>Contrasting Locality to Chester, use of river, importance of river, city life</i></p> | <p>Vikings – Vicious or Victorious? (European Journey) - European countries, rivers and cities –journeys through Europe</p> <p>Ground breakers (Extreme Earth) - Volcanoes and Earthquakes (including modern case studies), formation of volcanoes and mountains</p> <p>Mini project - How can we use/improve our school grounds? Fieldwork - a project based on first hand field work, local study</p> | <p>'Enough for Everyone' <i>Looking at conserving and protecting the world's natural resources, the Global Economy and supply chain, FairTrade, take part in a campaign to improve our world.</i></p> <p>American Adventures- Geography of the Americans, including Forests - temperate, rainforests in the Americas and round the world, travel from top to toe thinking about longitude etc, rainforest structures.</p> | <p>Hidden Lives - Caribbean Crossings - locate countries, major cities, features of globe, look at 'settlement and migration', reasons for migration.</p> <p>Origins of Life – Exploring the World locating routes round the world and identifying reasons for exploring that region</p> <p>Life in the Extreme - Extreme Landscapes – (refugees and migration, climate zones, biomes, vegetation belts)</p> <p>Coastal Chaos - The coasts of the UK and The Isle of Man, fieldwork relating to coasts</p> |
| | Use Geographical Data (Substantive Knowledge) | | | | | |
| | <ul style="list-style-type: none"> use and construct basic symbols in a key; devise a simple map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; | <ul style="list-style-type: none"> use aerial photographs to recognise landmarks and basic human/physical features; devise a simple map, use and contrast symbols in a key; Name and locate the | <ul style="list-style-type: none"> use 8 points of a compass, 4 figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK; Identify and locate rivers | <ul style="list-style-type: none"> use 8 points of a compass, 4 figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK and Europe; Locate countries and | <ul style="list-style-type: none"> use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied, identify climate zones; identify the position and significance of longitude, | <ul style="list-style-type: none"> use 8 points of a compass, 6 figure grid references, symbols, key (including use of O.S maps) to build their knowledge of the UK including coasts; physical geography: climate zones, biomes, and |

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| | <ul style="list-style-type: none"> • use simple compass directions (N,S,E,W) and locational/directional language (e.g. near, far, left, right) to describe location of features and routes; • use maps to identify UK and its countries. | <p>world's seven continents and five oceans - use world maps, atlases and globes to identify the countries, continents and oceans;</p> <ul style="list-style-type: none"> • Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a world map. | <p>and mountain ranges of the UK on maps and atlases;</p> <ul style="list-style-type: none"> • Find and locate counties round Cheshire and beyond, and key cities; • use maps, atlases and globes & digital/computer mapping to locate countries can capitals of the world, describe features studied – use 8 points of a compass, symbols and key to build knowledge; • Collect and investigate data e.g. relating to earthquakes, drawing conclusions. | <p>capitals, mountains and rivers of Europe, using maps to focus on Europe (including Russia) concentrating on environmental regions, key physical/human characteristics countries, and major cities;</p> <ul style="list-style-type: none"> • use atlases, globes & digital/computer mapping to locate countries and describe features studied; • Use statistical data about Europe to ask and answer questions; • Collect their own data from field work and use this to ask and answer questions; | <p>latitude, the Prime/Greenwich Meridian and time zones (including day and night);</p> <ul style="list-style-type: none"> • locate countries and capitals using maps to focus on North America and South America concentrating on environmental regions, key physical/human characteristics, countries, forests and major cities; • Explore data relating to carbon footprint of our households and suggest ways this can be improved. | <p>vegetation belts;</p> <ul style="list-style-type: none"> • Identify the Caribbean countries, capitals, seas and oceans, including characteristic features of the nations, and geographical structure, use maps and images to support this; • Use maps to identify countries, counties, cities, physical features, coasts, seas of the UK; • Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle; • Track the routes of journeys of explorers and suggest their own route with reasons. |
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Challenge and Present Geographical Ideas (Disciplinary Skills)

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| <ul style="list-style-type: none"> • Ask simple questions about where they live; • Use fieldwork of the local area including: looking at shops in the locality – look at how the local area is used - Look at materials used in local environment (link to science); • Understand geographical similarities and differences through studying the human and physical | <ul style="list-style-type: none"> • Ask simple questions about an area or theme e.g. oceans/seas; • Use fieldwork of the local area including thinking about how an area is used and suggest ways this can be improved; • Suggest ways we are connected to other people in our community and round the world; • Suggest reasons that areas are polluted and ways this can be helps; | <ul style="list-style-type: none"> • Ask and answer a range of geographical questions about the physical and human characteristics of a location; • 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; • Explain how rivers are | <ul style="list-style-type: none"> • describe and understand key aspects of physical geography: tectonic plates, formation of mountains, volcanoes, earthquakes. • use fieldwork to observe, measure, record and present the human and physical features in a river study, using a range of methods, including sketch maps, plans and graphs and digital technologies; • Explain how a geographer works to research by asking questions, collect | <ul style="list-style-type: none"> • Be able to explain the process of global warming and the problems presented with our climate warming; • Understand the 'interconnected-ness' of our planet and the importance of everyone being involved in 'sustainability'; • Suggest solutions to the problems of climate change including globally, nationally and individually; | <ul style="list-style-type: none"> • Understand and present 'push' and 'pull' factors affecting migration; • Be able to explain both sides to a geographical issue e.g. migration, thinking about both the challenges and opportunities; • describe & understand key aspects of physical geography: coastal processes; • identify human and physical characteristics, key topographical features, land-use patterns, understand how these | |
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| | <p>geography of Chester compared to another place in the UK.</p> | <ul style="list-style-type: none"> • Present their ideas clearly to persuade other people of their view. | <p>important to settlements round them; be able to explain how people have used rivers to help establish settlements;</p> <ul style="list-style-type: none"> • Understand and explain the water cycle; • understand how land-use patterns change over time – link to earliest settlements; | <p>information and answer questions using their field work;</p> <ul style="list-style-type: none"> • Explain the ways and mean that people do and could move round Europe, suggest why some areas are more populated than others; • Explain what 'culture' is and ways we share and differ in our cultures. | <ul style="list-style-type: none"> • describe and understand the structure of a rainforest; • Understand the term 'deforestation' and suggest reasons this might happen, including why it is a problem for our planet; • Present the arguments for using Fair Trade products and how this benefits all people along the food chain; • Present data clearly to make a point of view clear to an audience – e.g. persuade people to take action on climate change; • Discuss and explain the terms conservation and protection; understanding their difference; • use fieldwork to observe, measure, record and present human/physical features at the coast using range of methods e.g. sketch maps, plans, graphs, digital technologies. | <p>changed over time;</p> <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present human/physical features at the coast using range of methods e.g. sketch maps, plans, graphs, digital technologies. |
| <p>Place in Locational Contexts (Substantive knowledge)</p> | | | | | | |
| | <ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical | <ul style="list-style-type: none"> • name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas; | <ul style="list-style-type: none"> • UK: name and locate geographical regions and their identifying human and physical characteristics, key topographical features (hills & mountains) Physical geography: | <ul style="list-style-type: none"> • describe and understand key aspects of physical and human geography, including: types of settlements and land uses, economic activity including trade links, and the distribution of resources | <ul style="list-style-type: none"> • describe and understand key aspects of physical and human geography, including: economic activity including trade links and the distribution of resources including food, minerals and | <ul style="list-style-type: none"> • use maps, atlases, globes * digital/computer mapping to locate countries and describe features studied; • describe and understand key aspects of human |

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| | <p>features of its surrounding environments;</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain etc. and human features: city, town, village, factory, shops, port, harbour etc. Locate these on a simple map of the local area. | <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain etc. and human features: city, town, village, factory, shops, port, harbour etc. Locate these on maps of local area and begin to find on maps of other areas. | <p>mountains, hill and coasts (link to rocks in science);</p> <ul style="list-style-type: none"> Compare and contrast a location in another country to their own locality; Explain own views about locations, thinking about what it would be like to be there, giving reasons. | <p>including food, minerals and water;</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region in a European country - comparing a European city with Chester; Plot journeys of Vikings on maps, suggesting what might have been trials of that geographical location along the way and geographical reasons for wanting to invade new locations. | <p>water;</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region in the UK and within North America (Compare forests of America – temperate and rainforests, then compare with UK) similarities and differences through study of human/physical geography of a region of the UK: (residential or local geographical region in depth). | <p>geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</p> <ul style="list-style-type: none"> Understand why some regions of the world are affected more by climate change than others and how this impacts migration. |
| <p>Big Ideas and Key Assessment Questions</p> | <p>Investigation I will answer questions by collecting data and sharing it with people I can ask questions about my locality I know some features of my local area Observation I know some weather types I know ways to record the weather I can research and present my data Place, Compare I know what is it like in Chester I know how Chester compares to other places I know I know some things which make Chester a special place</p> | <p>Pollution Where are the big oceans and seas in the world? What would it be like to be on top of and under the ocean? What is pollution and how are humans harming the seas and oceans? What actions can we take to stop this? interdependence Where does the food on my plate come from? Who grows it and how does it get here? Are there better ways we could eat to help save our planet? space Can I use aerial photographs to recognise landmarks and features of London? Can I devise a simple map of</p> | <p>Questioning Can I find key cities and counties around Cheshire? Can I locate Cheshire on a map? Can I use maps and keys to find information? Scale Where are the Rivers of the UK and the World? How are rivers created and what are their features? What makes the River Dee special? How do geographers carry out 'fieldwork'? Can I show my own fieldwork? Can I compare my locality to another? Can I collect data and investigate it? Can I ask questions about a geographical location,</p> | <p>Research Can I locate our area on a range of maps and find physical and human features of our local area? What services are available in our locality? Can I collect and record evidence? Can I suggest improvements to my locality based on my research? Can I explain how geographers use research to improve our world? Culture What are the countries, rivers and mountains of Europe called and where are they? What are the human and physical features of some European countries? How are capital cities different?</p> | <p>Perspective Can you identify features of planet earth using images from satellites? Can you use atlases confidently to find and locate countries? Can you use satellite images to identify changes in our climate? Sustainability What do we 'need' and what do we 'want'? How do we make energy and how can we do this more sustainably? How can we conserve resources better and why do we need to do this so urgently? Conservation and Protection What are the key features of the 2 continents of America? Why are forests different?</p> | <p>Migration What makes the Caribbean? How is it similar and different to the UK? Why do people settle where they do? What is migration and why do people migrate? What are the benefits and problems of migration? Is migration to the UK a new thing? Trade and Global Supply What is climate? What is a biome? What is trade and how can it be made fairer? Why do people embark on expeditions? What regions of our world have been explored and why? Where is there left to explore? Interaction How can we orientate ourselves</p> |

making connections
observing patterns
developing a sense of place, space and scale
conducting fieldwork



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| | | <p>my 'green city'?</p> <p>Can I use fieldwork of our local area to suggest ways we could make it more 'green'?</p> <p>Can I name and identify characteristics of the capital cities of the UK?</p> | <p>including physical and human features?</p> | <p>Observation</p> <p>Why do volcanoes exist?</p> <p>Are volcanoes always dangerous?</p> <p>How can we tell if an eruption is likely to occur?</p> <p>How and why do people choose to live closely to volcanoes?</p> <p>What would it be like to experience one of these events?</p> | <p>What would it be like in the rainforest?</p> <p>What challenges are facing the world's forests and how can we help?</p> | <p>using maps?</p> <p>What features of OS maps help us orientate ourselves?</p> <p>What are the major counties, seas and coasts near to us in the UK?</p> <p>What is erosion?</p> <p>How are the coasts of the Isle of Man similar and different to those near to us?</p> |
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