



<p>Reception</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • 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
<p>Early Learning Goals</p> <ul style="list-style-type: none"> • 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. • 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

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational Knowledge</p> 		<ul style="list-style-type: none"> -Name the four countries of the UK, capital cities and surrounding seas. -Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks in the UK. -Begin to know simple features 	<ul style="list-style-type: none"> -Identify hot and cold places and locate them on a map, looking at how they relate to the position of the Equator. - Name and locate the world's seven continents and five oceans. - Describe where different continents are located. Use a 	<ul style="list-style-type: none"> -Locate North America on a world map and explore the landscape. -Locate Europe on a world map and its relative location to the UK and identify some of its main characteristics. -Name 8 countries in Europe, and 	<ul style="list-style-type: none"> - Identify the position and significance of lines of latitude: The Equator, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle - Locate different climate zones and explore the differences between the 	<ul style="list-style-type: none"> - Name three major cities of Brazil and know the capital city is Brasilia. -Know four of the world's major summits (seven summits), including: Everest, Kilimanjaro, Mont Blanc, Aconcagua. -Locate and identify a range 	<ul style="list-style-type: none"> -Know the location of the countries within the UK and compare and contrast the different counties of the UK. -Locate Warrington, Cheshire, and the North-west on a UK map (using an atlas and Digimap)

		<p>of the countries of the UK</p> <ul style="list-style-type: none"> -Use aerial photographs to recognise and describe the basic human and physical features of the capital of the UK: London. -Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks 	<p>range of maps (country, street maps, aerial views and online maps) to locate places and landmarks.</p>	<p>their capital cities.</p>	<p>Northern and Southern Hemispheres.</p> <ul style="list-style-type: none"> -Understand that climate depends primarily on the latitude of a particular place in relation to the equator and the poles (building on knowledge from hot and cold regions Y2). -Find and locate the world's rainforests on a map, and the significance of the lines of latitude on the location of rainforests. (linked to climate zones in Y4). -Know how to locate South America on a world map. -Locate and identify a range 	<p>of climatic, physical and human features, including the major cities on the Atlantic coast.</p> <ul style="list-style-type: none"> -Identify the position and significance of the Prime/Greenwich Meridian and time zones in both South America and the UK. 	<ul style="list-style-type: none"> -Name and locate six cities in the UK. -Know the names and locations of eight counties in England, including, Cheshire, Yorkshire and Cumbria.
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					of climatic, physical and human features, including the Andes, The Amazon Rainforest and The Amazon -Name and locate at least four countries and their capital cities in South America.		
Place Knowledge 	-Recognise features of the immediate Environment, including the name of the Culcheth Road, and talk about Culcheth (village), Warrington - Recognise some similarities and differences between life in this country and life in other countries.	-Know human features of our local area of Culcheth and Warrington, including houses, shops, roads, schools, playgrounds, etc -Know the physical features of our local area of Culcheth and Warrington, including, hills and rivers. -Begin to know the differences between town	Understand the human and physical geography of the UK and the local area (from Year 1). -Locate Zambia on a world map and know that it is a hot place compared to the UK. -Locate the village of Mugurameno and know that it is located near the River Zambezi and	-Name the major rivers in the UK, including the River Thames as well as the River Mersey. - Describe the location and main human and physical features of North America -Know the names of at least four countries in North American and the names	-Describe the key characteristics of the Congo Rainforest in Africa. - Explain the importance of the Amazon Rainforest on the wider continent of South America. -Understand the key differences between living in Oldham and the Amazon region.	- Understand the term inequality and explain the inequality experienced in cities in South-east Brazil. -Describe and explain what life is like for residents in a densely populated area and understand what a Brazilian favela (settlement) is. -Understand and explain the	-United Kingdom unit (see human and physical geography section) -Understand local, regional, national and international links to our local area. -Identify the principal human and physical features of the north-west of England within the UK.

	<p>- Children are told the names of countries in the books that are shared and can discuss life in those countries.</p>	<p>and country locations, focusing on the amount of buildings located around school and compare with aerial photographs of the local countryside areas.</p>	<p>describe how people use the river. -Explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives. - Understand geographical similarities and differences of Warrington in the UK with Mugurameno in Zambia</p>	<p>of their capital cities. -Name the largest country in North America and the names of four other countries and their capital cities. -Name at least 5 states in USA, and compare the landscapes of different US states. -Compare New York state, New York City within our local area (Culcheth, Cheshire, Lancashire), focusing on the similarities and differences between states and counties in the UK. -Understand the main human and physical features of the</p>		<p>similarities and differences in daily life between the UK and Rio and the South-East of Brazil. -Know the main human, physical and climatic similarities and differences between the major cities of South-east Brazil and local towns and cities in the UK, including Culcheth, Manchester and Liverpool. -Recognise the importance of the Himalayas for people living in the region.</p>	<p>-Understand how the local area (Warrington) meets the needs of the local population.</p>
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				<p>Mediterranean region of Europe, with a focus on Italy and Greece, understanding the impact that the physical landscape has on human land-use and the way people live their lives (including, different cuisines).</p> <p>-Know at least four main differences between daily life in Athens, Greece and our local area.</p>			
<p>Physical and Human Geography</p> 	<p>-Discuss how we care for the natural world around us.</p> <p>- Through modelling children discuss features of the natural world, both natural and</p>	<p>Order the months of the year and recognise seasons.</p> <p>-Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Recognise and describe the features of hot and cold places.</p> <p>-Identify the animals that live in hot and cold places and recognise how they adapt. -Use</p>	<p>-Describe and explain how the water cycle works.</p> <p>-Identify the main courses of a river: the upper, middle and lower courses.</p>	<p>-Understand and explain how latitude is linked to climate.</p> <p>-Know the main climate zones: polar, tundra, temperate, Mediterranean, arid, tropical and</p>	<p>-Understand that under the earth's surface are plates.</p> <p>-Understand that fold mountains are formed at convergent plate boundaries;</p>	<p>-Understand the physical characteristics of the UK. Including mountains, lakes, coastal regions and national parks.</p>

	<p>man-made. - Understand the changing seasons and the effects on the natural world around them. - Talk and discuss the weather and the clothes needed in each season, during outdoor play.</p>	<p>and know the differences between the seasons -Name a range of weather types. -Identify the types of clothing worn in different weather, offering explanations about how weather can affect people's lives, giving examples both positive and negative. -Relate weather types to the seasons and months of the year. -Identify the types of weather we have in the United Kingdom and record the daily weather in our area.</p>	<p>the terms: deserts, rainforests and polar regions. - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles - Begin to classify key features of places into 'natural' and 'man-made' - Identify the physical features of a continent. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Identify the human features</p>	<p>-Name the main features of a river, and the way that land use changes from the source to the mouth. -Describe and explain the process of erosion and deposition during the course of a river's journey, that results in meanders and oxbow lakes. - Know that most major world cities are located near rivers, understanding how rivers have impacted on human life and land-use over thousands of years and still today, with a focus on how</p>	<p>the micro/sub climate found in mountainous regions. -Compare the similarities and differences between temperate and tropical climates. -Explore weather patterns within a climate zone. -Identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer on the North American and southern European climate - Recognise the different layers of life in a rainforest, considering</p>	<p>describe and explain the process. -Know the key difference between a hill and a mountain and understand the key features of mountains: summit/peak, ridge, valley, face, slope -Understand and describe how mountain ranges can affect weather, given their climate. - -Describe and understand the types of settlement found in Rio de Janeiro and the other major cities in South-east Brazil. -Understand how land-use development in some cities South-east Brazil as resulted in</p>	<p>-Describe how humans have affected the UK's landscape and know the key land use, economic activity and distribution of natural resources. -Describe and explain some of the major different industries in the UK towns and cities (rural land-use been covered in Y5 but will be recapped). -Understand the different types of energy sources used in the United Kingdom, including, electricity, gas and renewable energy.</p>
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		<p>-Know how the weather can affect different jobs. Use basic geographical vocabulary to refer to.</p> <p>-beach, cliff, coast, forest, hill, mountain, sea, ocean, river.</p> <p>-city, town, village, factory, farm, house, office and shop.</p>	<p>of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>people use rivers.</p> <p>-Recognise and explain how human activities affect rivers, including pollution and dams.</p> <p>-Describe how flooding affects local communities living nearby rivers.</p> <p>- Identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer on the North American and southern European climate.</p> <p>- Explore the physical geography of the Rockies mountain range (USA).</p>	<p>biomes and vegetation belts.</p> <p>-Recognise the features that make up a rainforest, including, the climate, animals and plants, people, food and medicine.</p> <p>-Describe and explain the physical impacts of deforestation of the Amazon Rainforest.</p>	<p>high-population density and difficult living conditions.</p>	<p>-Evaluate the advantages and disadvantages of wind energy.</p>
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				<ul style="list-style-type: none"> -Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area. -Understand the differences in physical and human landscapes found in different US states: Physical – climate zones, biomes, mountains, volcanoes and rivers Human – types of settlement and land use, with a focus on New York City. 			
<p>Geographical skills and fieldwork</p> 	<ul style="list-style-type: none"> - Draw information from a simple map. - Look and comment on aerial views of 	<ul style="list-style-type: none"> -Use world maps, atlases and globes to locate the United Kingdom and its countries. 	<p>Identify hot and cold places and locate these on a world map. - use world maps, atlases and globes to</p>	<ul style="list-style-type: none"> -Use the index in an atlas to locate the world's longest rivers. - Understand how to use digital 	<ul style="list-style-type: none"> -Use maps, atlases and globes to locate the countries of South America and describe features studied 	<ul style="list-style-type: none"> -Use maps, atlases and globes to locate the countries of South America and describe features studied 	<ul style="list-style-type: none"> -Use maps, atlases and globes to locate the counties, cities of the UK. -Use Digimap (digital mapping)

	<p>the school setting</p> <ul style="list-style-type: none"> - Recognise buildings, open space, roads and other simple features from aerial photos. - Draw simple maps of their classroom and outdoor space in EYFS. or an area visited (e.g. a farm, trim trail, etc.) 	<ul style="list-style-type: none"> -Use simple fieldwork and observational skills to study the geography of their school and its grounds; -Observe and identify the key human and physical features of its surrounding environment. -Know what a map shows us and explain some basic features of maps, e.g. roads and buildings. -Draw a simple sketch map of the school and local area from observations in the outdoor environment. Know and use the terminology of left, right, above, below, next to. 	<p>identify the 7 continents and 5 oceans. -use world maps to locate the continents of Europe and Africa and then the location of the UK and also Zambia. -Use aerial photographs to 'view from above' and recognise basic human and physical features. -Use and follow simple compass directions (NESW); -Plan and follow routes on a map using map symbols; -Ask geographical questions – Where is it? What is this place like? How near/far is it? -</p>	<p>mapping to locate satellite images of the world's major rivers. -Use and atlas to find and locate rivers in the UK, identifying the source and mouth of the river.</p>	<ul style="list-style-type: none"> -Use digital/computer mapping to study the human and physical features of the Amazon region. 	<ul style="list-style-type: none"> -Use maps, atlases and digital mapping to explore and locate the UK's highest mountains . -Locate the main mountain ranges of the world on a world map, understanding their location in relation to plate boundaries. -Use the eight points of a compass. -Use Ordnance Survey maps, aerial photographs and digital mapping tools (Digimap) . -Use four and six-figure grid references with Ordnance Survey maps. -Use and understand the symbols and key 	<p>to explore the geography of the UK, describing human and physical features.</p> <ul style="list-style-type: none"> -Use the eight points of a compass and Ordnance Survey maps to navigate around a local area. -Use Ordnance Survey maps, aerial photographs and digital mapping tools (Digimap) to explore the local area. -Use four and six-figure grid references with Ordnance Survey maps of the Pennines and Warrington area. -Use sketch maps and digital
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		<p>-Plan a simple route around the local area using a map and key vocabulary.</p>	<p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>-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.</p>			<p>used on Ordnance Survey maps.</p>	<p>technologies (Digimap) to record and present the human and physical features of the local area. (including a local walk)</p> <p>-Use an aerial image to describe the key physical and human features of the region and local area</p> <p>-Use distance and compass points to identify the approximate location of a place.</p> <p>-Use scale on a map to measure approximate distances.</p> <p>-Annotate an Ordnance Survey Map to accurately locate specific Sites, creating symbols</p>
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							and a key for a simple land use map.
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	Additional mapping and fieldwork skills
<p>Mapping</p> 	<p>Map Drawing</p> <ul style="list-style-type: none"> • Make a sign post map in their classroom or another room to show other places in school and the neighbourhood. • Add features to an outline map of their school playground or local park- both an affective map as well as a land use map, this could be completed either on a paper map or alternatively using Digimap for schools. • Draw a part of their local area using symbols to indicate certain aspects e.g. Church, pub, Mosque, market • Design some changes for an area they know well e.g. a local park using a large-scale map or an aerial photograph as a starting point. • Make a sketch map in a defined area. • Make a more accurate map using distances and scale. Map Using • Use a large-scale street plan or 1:1250 map. • Follow a route to a local feature e.g. shops, library, marking points of interest. • Mark key features of the local area e.g. school, park, row of shops, war memorial, phone kiosk, on a street map • Describe what you would pass on a route to another place using a 1:25,000 map (explorer) or 1:50,000 map (land ranger) or to the reservoirs. • Describe what that place is like using aerial photograph and Digimap for schools. • Use Ordnance Survey maps, understanding four and six-figure grid references, compass points, symbols and keys.
Fieldwork	Key Stage 2 Fieldwork project ideas



1. School Building and Grounds - Some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see, with a key.
 - Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are
 - Design routes around the school for other pupils to follow, using geographical coordinates to identify where key features are.
 - Undertake environmental surveys of the school grounds
 - litter, noise, likes/ dislikes, areas for improvement
 - Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording rainfall
 - is it the same on all sides of the school.

2. Land-use - Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:
 - Residential: houses, flats, hotels, hostels
 - Retail: food, clothing, footwear, sports, toys, furniture, etc.
 - Professional/ Commercial: banks, building societies, housing companies, company offices etc
 - Industrial and Storage: machine tools, engineering, factories, warehouses
 - Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes
 - Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools
 - Other: vacant property, car parking, open spaces, development sites
 - Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time.
 - Investigate why the land-use has changed
 - Undertake a survey of buildings and materials
 - Investigate what jobs people do within and beyond the school, in the local area.
 - Sort them into categories and investigate where and how far people travel to work

- Compare shops in the local area with the nearest or high street with Warrington Town Centre or the nearest out of town shopping centre
- Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits
- Investigate why the high street/ shopping centre/ town centre is a busy place?

3. Environmental Activities - Undertake a traffic survey of the local main road; tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses

- Collate the data collected and record it using data handling software to produce graphs and charts of the results - how is traffic controlled? What are the main problems?

- Undertake a street/ noise survey of the local road/ high street -

Undertake a general survey of the local road/ high street:

- Do the pupils like/ dislike the road/ street

- A comparison with another busier/ quieter street/ road

- Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?

- With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic.

- Use local maps to find other routes traffic might take

- Undertake a survey to see what different views and feelings people have got about the effects of environmental change on themselves and others.

- Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road