

<b>Year 1</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic</b>	<b>Our School</b>	<b>The Mighty UK</b>	<b>Wonderful Weather</b>
<b>Big Question</b>	Can I talk confidently about my local area?	Can you locate all the countries in the UK and capital cities on a map?	Can I talk confidently about the weather?
Place	Name and locate places in the school and local area and their personal experiences e.g. leisure centre -keeps us healthy/school- helps us to learn/playground- used by children to play.	Name, locate and identify the 4 countries of the UK and their capital cities and the surrounding seas.	Identify basic seasonal weather patterns in the UK including the seasons- Autumn/Spring/Sum/Winter. Use a simple weather chart to talk about the weather and the effect on daily life. Use weather symbols for weekly forecasts. Identify weather dangers e.g. wind/snow/ice/extreme heat.
Location UK	To recognise some human and physical features of our school within its local environment.	Name local towns and name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas e.g. England, Ireland, Scotland and Wales, Irish Sea, English Channel etc.	Name and locate a range of hot and cold countries on a world map, with a focus on Jamaica and the North and South Poles.
Location Globe	To locate the school building on an aerial map.	To locate the UK within the wider world by using an atlas, map or globe.	<b>To access AccuWeather</b> which is the most accurate Source of Weather Forecasts and Warnings in the World.
Human and Physical	Distinguish between human and physical features of a small area (e.g. the school) and provide examples/hall/classroom/offices.	Describe landmarks in the UK e.g. Big Ben/London Eye/Liver Buildings/Edinburgh Castle/Giants Cause Way. Describe physical features- hills/cliffs/rivers (River Mersey & River Thames	To know that physical features such as mountains and rivers can affect the weather by directing air currents. To know how humans can affect the weather by burning fossil fuels and cutting down forests.

Geography Progress Map

Field Work and Observation	Use simple fieldwork and observational skills to study the geography of the school and its grounds. To know the school address. Draw simple maps with simple, shapes keys and symbols. Devise simple picture maps (e.g. school grounds) of SMAAA Describe and use the 4-compass points N/S/E/W-link to PE lessons and directional language.	Describe the location of features and routes on maps. (UK)	Make a range of observations about the weather, giving some reasoned explanations. Begin to understand weather recording instruments and make own weather recordings independently.
Key Vocabulary	Address Compass Locate OS Symbols Local Area Human Features Physical Features	Locate Identify England Ireland Scotland Wales North Sea Irish Sea English Channel	Seasons Forecast Temperature Thermometer Drought Hurricane Blizzard Climate

<b>Year 2</b>			
<b>Topic</b>	<b>Autumn</b> <b>Kirkby</b>	<b>Spring</b> <b>Africa</b>	<b>Summer</b> <b>North and South Pole</b>
<b>Big Question</b>	What is it like living in Kirkby?	What is the difference between Africa and the UK?	What is the difference between the North and South Pole?
Place	To talk about personal experiences in the local environment.	To talk about how their life is different compared to a child's life who is living in Africa.	To talk about the two polar regions: one at the top and bottom of the earth.

	Talk about similarities and differences and how “place” changes how the area of study is used by people.	To talk about what the climate would be like in Kenya compared to UK.	
Location UK	To name and locate areas: Kirkby/Merseyside/Liverpool.  To gain an awareness of Kirkby within the UK.	To name and locate areas in Africa.  To identify Africa on a world map and Kenya on the map of Africa.  To know Kenya is on the East Africa coast bordered by the Indian Ocean.	To name and locate areas within the North and South Pole.  To identify polar regions on a world map.  Use a globe to locate the northern and southern hemisphere.
Location Globe	To locate Kirkby on an aerial map, using street view.	To name and locate Africa on a world map and the oceans surrounding it.  To know Africa is divided in half almost equally by the equator.	To locate the North and South Pole within the wider world by using an atlas, map, globe or Google Earth.
Human and Physical	Distinguish the difference between human and physical features.  To know location of landmarks and their significance.	To describe and compare human and physical features in different locations.	To discuss 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
Field Work and Observation	To be aware of compass directions, North, South, East, West.  Observe maps to identify key features of Kirkby.  Gather and record data.	To use simple compass directions (North, South, West, East) to describe the location of a country from a given country.  To understand geographical similarities and differences through studying the human and physical geography of a small area in Kenya compared to the UK.	To describe and compare similarities and differences between the polar regions, by observing and discussing secondary sources.

Key Vocabulary	Map Town City Route Landmark Location Human Feature Physical Feature	Country Continent Central Rainforest Town Village Culture	North Pole South Pole Arctic Arctic animals Polar bears Penguins Region Culture
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Year 3			
<b>Topic</b>	<b>Autumn</b> <b>Rainforest</b>	<b>Spring</b> <b>Extreme Earth</b>	<b>Summer</b> <b>All around the UK</b>
Big Question	Where and what are rainforests and what challenges do they face?	How can nature have destructive powers?	What are the features of the UK and how have they changed over time?
Place	To gain an awareness of place and space of all of the rainforests within the world.	To gain an awareness of place and space of the volcanoes within the world.	To gain an awareness of place and space of some countries and cities within the UK and of the rivers and surrounding seas.
Location UK	To name and locate the major temperate rainforest zones in Britain, on <b>the west coast of Scotland</b> ; Snowdonia and the Elenydd in Wales; and in England, the Lake District, Forest of Bowland, Yorkshire Dales, Pennines, and Westcountry. To do this by using, maps, globes and Google Earth.	To know that there are no active volcanoes in the UK.  To name and locate the nearest active volcano to London, on a map of Europe, which is Vesuvius in Italy, 1000 miles away.	To name and locate the countries and some of the cities on a map of the UK.  To name and locate the main rivers and seas that run through and surround the UK.
Location Globe	To identify, name and locate all rainforests of the world either in an atlas, globe or Google Earth.	To name and locate extinct, dormant and active volcanoes within the world, on a map of the world, atlas or Google Earth.	To identify, name and locate the UK and its surrounding seas on a map of the world, globe or Google Earth

			and recognise where it is in the world in relation to other continents.
Human and Physical	To understand the physical features of the rainforest. To describe and discuss how human activities can affect the rainforest.	To know how volcanoes affect people's lives. To know the risks and benefits of living near to a volcano. To know how to keep safe in an earthquake and how they are measured.	To name and locate 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.
Field Work and Observation	To discuss the characteristics of rainforests. To compare both tropical and temperate rainforests.	To understand that an earthquake is the sudden release of stored energy in the earth's crust. Earthquakes may sometimes cause tsunamis, which may lead to loss of life and destruction of property.	To use the 8 compass directions to find a location on a map.  Follow a river on a map to find and name where it starts and ends.  Identify some counties local to their area on a map.
Key Vocabulary	Climate Location Forest floor Understory Canopy Deforestation Biome	Crust Mantle Magma Eruption Crater Dormant Extinct Richter Scale Tsunami	Compass pints Peak Population Immigration Migrants County

<b>Year 4</b>			
	<b>Autumn</b> <b>Europe</b>	<b>Spring</b> <b>United Kingdom</b>	<b>Summer</b> <b>How Kirkby has changed</b>
<b>Big Question</b>	Where is Europe in relation to the world and what characteristics does it have?	Where in the UK is Whitby and how does it contrast and compare?	How has our locality changed?
<b>Place</b>	To gain an awareness of place and space of where about our locality is located, within the continent of Europe.	To gain an awareness of place and space by locating our local area and Whitby on a map of the UK.	To observe local-maps from years gone by to present day, in order to gain an awareness of how changes have been brought about regarding place and space of human features.
<b>Location</b>	To locate the continent of Europe on a world map, atlas, globe and Google-Earth.	To locate the towns of Kirkby and Whitby on a map of the UK, Atlas, globe or Google Earth.	To observe where human-features had been located, within the locality, as to what may be there now.
<b>Location Globe</b>	To locate the continent of Europe and recognise where it is within the world, in relation to other continents.	To recognise where Kirkby lies on the map of the UK (NW) compared to where the seaside town of Whitby lies on the east coast of Yorkshire.	To locate on a local-map, all of the green spaces, which no longer exist anymore and why the land is changing.
<b>Human and Physical</b>	To identify each country in Europe and recognise that each country has their own physical and human features.	To explain the similarities and differences between human and physical geography of both towns and hoe people interact with them.	To discuss push and pull factors of the local area, focusing on characteristics such as population, housing, retail, agriculture, industrialisation, business and leisure.
<b>Field Work and Observation</b>	To compare England with Spain and to know which countries borders with other countries.  To name and locate rivers and seas that flow through and around them.	To discuss how land is used in Kirkby and Whitby and to recognise similarities and differences.	To collect and analyse data, in order to suggest ways in which the local-area could be improved, giving reasons.

## Geography Progress Map

		To give reasons about how and why life is different to people living in Whitby compared to where they live.	
Key Vocabulary	Continent Equator Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle Borders	Agriculture Leisure Industrialisation Northern Hemisphere Retail Land Use Coast Physical Feature	Human features Physical features Location Retail City Town Centre Regeneration.

Year 5			
	Autumn North America	Spring Local Geography	Summer Cafod –Enough for Everyone
Big Question	How do you think North America compares to our local area?	How is Kirkby connected to the wider world?	How do you think human needs have changed over time?
Place	To gain an awareness of place and space of the local area on a world map compared to where North America is located.	To gain an awareness of where Kirkby is on a map of the UK. Identify different forms of transport within the local area that connect to the wider world.	To gain an awareness of knowing where electricity is generated and distributed within the locality.
Location UK	To locate the continent of North America on a map of the world, atlas, globe and Google Earth.	To recognise characteristics in the locality and know how people interact with them.	To explain where electricity is generated and distributed within the UK.

Location Globe	To locate the continent of North America and recognise where it is within the world, in relation to other continents.	To locate the town of Kirkby within the UK and Europe. To recognise where it is within the world, in relation to other continents.	To know what makes an energy source renewable.  To know that access to natural resources varies in different countries. To understand that food shortages are a global problem.
Human and Physical	To understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (Merseyside and North America).	To discuss some of the land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.	To understand the importance of conserving food, water and energy supplies.  To explain which foods are imported and exported and the reasons for this.  To know people can reduce resource shortages around the world.
Field Work and Observation	To locate countries and cities of North America and England on a variety of maps, using 8 compass points and six-figure grid references.	To explore using different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.	To reflect on their own role in reducing resource shortages by reduce their carbon footprint.  Being aware of how CO2 levels impact global access to resources.
Key Vocabulary	Continent Location Climate Environment Physical Features Human Features Tundra	Ordnance Survey Location Climate Environment Physical features Tundra Co-ordinate Mountain Ranges	Renewable energy Import Export Conservation Carbon footprint Global warming Famine



Year 6			
	Autumn River Mersey	Spring South America	Summer Ecology
Big Question	Why is the River Mersey important?	How does South America connect with other countries within the wider world?	What changes can we make to help the world's ecology?
Place	To gain an awareness of the place and space of rivers within the locality.	To gain an awareness of place and space of the local area on a world map compared to where South America is located.	To gain an awareness of the place and space of land changing within the local area.
Location UK	To name locate local rivers on a map of England, Atlas, globe and Google Earth.	To locate the continent of South America on a world map, atlas, globe and Google Earth.	Observe maps to recognise how land is used and can change over time.
Location Globe	To name and locate rivers around the world.	To locate the continent of South America and recognise where it is within the world, in relation to other continents.	To name and locate on a world map and on Google Earth, changes that have occurred and the factors that have had an impact.
Human and Physical	To recognise features of rivers and to understand and discuss the impact that humans have on the rivers.	To understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America (Kirkby and South America).	To know how to get the best use and how to protect it.  To know about alternative power sources.
Field Work and Observation	To observe, measure, collect, analyse and present data, taken from features of a river within the locality.  To record by producing sketch-maps and graphs with the use of digital technologies.	To collect and analyse statistics to draw clear conclusions about locations.  To describe how countries and geographical regions are interconnected and interdependent.	Explore and discover problems that caused by burning fossil fuels.  To promote cleaner environments by looking at the pros and cons of different types of power.
Key Vocabulary	Mouth	Interconnected	Land use

## Geography Progress Map

	Source Valley Tributary Meander Estuary Confluence Conservation	Interdependent Analyse Climate Zones Statistics Population Trade Links Densities	Fossil fuels Industry Power stations Hydro Electric Footprint
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