

Geography Long Term Overview - 2025 to 26 (detailing links to National Curriculum and Tier 3 Vocabulary - Refined Substantive Knowledge and Disciplinary Knowledge)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|--|--|
| <p>Foundation</p> <p>Key questions to be explored</p> | <p>All About Me</p> <p>Are we all the same? How are we the same/different?</p> <p>What changes do you notice in the different seasons</p> <p>Can I name and describe these locations around Blackpool (past and present (People, Culture and Communities)</p> <p>Understanding the World ELG</p> | <p>My Place in the World</p> <p>Are we all the same? How are we the same/different? (comparing to grandparents and people who help us)</p> <p>Can you name and describe how locations around Blackpool have changed? (Past and Present Understanding the World ELG)</p> | <p>Materials Matter</p> <p>What changes do you notice in the different seasons? (The Natural World, Understanding the World ELG)</p> | <p>Habitats - Who Lives Where?</p> <p>Why do worms live underground? Why are the Oceans and rainforests in danger and how can we help? (The Natural World, Understanding the World, ELG)</p> <p>Can African animals live in Layton? (The Natural World, Understanding the World ELG)</p> | <p>Farm to Fork</p> <p>Which country would you like to visit from our story and why?</p> <p>Explain the similarities and differences between life in this country and life in Africa/North Pole/ South Pole? (People, Culture and Communities, Understanding the World ELG)</p> | <p>Once Upon a Time....Long, Long ago</p> <p>Can I compare and contrast the locations of the traditional tales we are reading: (Ghanaian Goldilocks, Princess and the Pea set in Africa)</p> <p>(People, Culture and Communities, Understanding the World ELG)</p> |
| <p>Early Learning Goals</p> <p>Knowledge categories: Investigating places: L = Location PF = Physical features HF= Human features D = diversity</p> <p>Investigating patterns: HP = Human processes PP = Physical processes</p> <p>Communicating geographically: T = techniques</p> | <p>Understanding the World</p> <p>Past and Present ELG</p> <p>Children at the expected level of development will</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> | <p>Understanding the World</p> <p>The Natural World ELG</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Understanding the World</p> <p>The Natural World ELG</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Understanding the World</p> <p>The Natural World ELG</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Understanding the World</p> <p>People Culture and Communities ELG</p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>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.</p> | <p>Understanding the World</p> <p>The Natural World ELG</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
| Tier 3 vocabulary | birth place, Layton, Blackpool, similarities, differences, culture, | natural, world, environment, human feature , physical feature, landmark, map, route, community, | seasons, weather, autumn, winter, spring, summer, patterns, changes, | environment, habitat, adaptation, pollution, native, | north pole, south pole, climate, similarities, differences, | compare, contrast, environment, land, water, aerial map, globe |
| Knowledge Categories | L, PF, HF | T, HF, PF, HP | PP, | HF, PF, | D, HF, PF, | D, L, PF, HF |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|---|--|--|
| <p>Year 1</p> <p>Link to key concept(s) and critical thinking</p> | <p>Investigating Places:</p> <p>Location of Layton Primary School</p> <p>(Analysing)</p> | <p>Investigating Places and Communicate geographically:</p> <p>Villages, Towns and Ciites</p> <p>(Evaluating)</p> | <p>Investigating Places:</p> <p>Spotlight: London</p> <p>(Analysing)</p> | <p>Investigating patterns:</p> <p>Weather: Blackpool</p> <p>(Evaluating)</p> | <p>Investigating Places:</p> <p>Bodies of Water - Irish Sea, River Thames, English Channel</p> <p>(Reasoning)</p> | <p>Communicate geographically:</p> <p>Mapping a Route: Layton Primary School</p> <p>(Decision making)</p> |
| <p>National Curriculum Objective</p> <p>Knowledge categories: Investigating places: L = Location PF = Physical features HF= Human features D = diversity</p> <p>Investigating patterns: HP = Human processes PP = Physical processes</p> <p>Communicating geographically: T = techniques</p> | <p>Place knowledge</p> <p>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> | <p>Place knowledge</p> <p>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> | <p>Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | <p>Human and physical geography</p> <p>- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> | <p>Locational knowledge</p> <p>- name and locate the world's seven continents and five oceans</p> | <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> - use directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surroundings. |
| Tier 3 Vocabulary | country, location, human feature, route, aerial photogrpah, range of prepositional language | village, town, city, population, statistic, human feature, physical feature, settlement, land-use | capital, city, United Kingdom, Europe. human process, physical process | season, seasonal, trend, weather symbol, climate, north pole, south pole. equator | ocean, sea, channel, lake, pond, reservoir, river, globe, proportion, water distribution. | prepositional language, beside, next to, underneath, compass, map, route, north, south, east, west |
| Knowledge Categories | L, HF, T | D, T, HF, PF, HP | PP, L, T, D | PF, PP, T | L, PP, PF, D | T, HF, |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|---|--|--|
| <p>Year 2</p> <p>Link to key concept(s) and critical thinking</p> | <p>Investigating places and patterns:</p> <p>Diversity: United Kingdom</p> <p>(Reasoning)</p> | <p>Investigating patterns:</p> <p>Continents (1) North and South Poles</p> <p>(Evaluating)</p> | <p>Investigating places and patterns:</p> <p>Continents (2), Seas and Oceans</p> <p>(Analysing and evaluating)</p> | <p>Investigating places:</p> <p>The Journey of a River</p> <p>(Decision making)</p> | <p>Investigating places:</p> <p>Spotlight: Compare and contrast Pond Inlet vs Blackpool</p> <p>(Analyse and evaluate)</p> | <p>Communicate geographically:</p> <p>Fieldwork: Practical geography - Maps - How do I get to Stanley Park?</p> <p>(Problem solving)</p> |
| <p>National Curriculum Objective</p> <p>Knowledge categories: Investigating places: L = Location PF = Physical features HF= Human features D = diversity</p> <p>Investigating patterns: HP = Human processes PP = Physical processes</p> <p>Communicating geographically: T = techniques</p> | <p>Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p> <p>Human and physical geography</p> <p>- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</p> | <p>Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> | <ul style="list-style-type: none"> Geographical skills and fieldwork use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial 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>Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> | <p>Geographical skills and fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</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>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Add in 4 compass points</p> |
| Tier 3 vocabulary | country, United Kingdom, Europe, culture, custom, tradition, topographical, | equator, north pole, south pole, flora, fauna, | continent. oceans, seas, channel, compare and contrast, port, harbour | river, source, mouth, estuary, meander, ox-bow lake, tributary, drainage basin, | continent, culture, climate, vegetation, wildlife, landscape, climate zone, | street map, aerial view, route, direction, north, south, east, west. |
| KnowledgeCategories | L, HF, PF, D, T | L, T | L, D, T | PF, L, PP, HP | HF, HP, D, L, PF, PP | HP, T |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|---|--|
| <p>Year 3</p> <p>Link to key concept(s) and critical thinking</p> | <p>Investigating places and patterns:</p> <p>Energy Resources: Water and Energy</p> <p>(Reasoning)</p> | <p>Investigating patterns and places:</p> <p>Counties and Cities (include Lancashire Day)</p> <p>(Evaluating)</p> | <p>Investigating patterns and places:</p> <p>Floodplains - flood defences</p> <p>(Analyse)</p> | <p>Investigate places: Investigating patterns:</p> <p>Spotlight: Europe - Greece (history link), Italy (linked to history), locate Russia (Use population maps) (Analyse)</p> | <p>Investigating patterns and places:</p> <p>Climate Zones - polar (Pond Inlet), temperate (Europe) and tropical</p> <p>(Evaluating)</p> | <p>Communicate geographically: Fieldwork</p> <p>Fieldwork: Nature Reserve Martin Mere vs Marton Mere</p> <p>(Decision making)</p> |
| <p>National Curriculum Objective</p> <p>Knowledge categories: Investigating places: L = Location PF = Physical features HF= Human features D = diversity</p> <p>Investigating patterns: HP = Human processes PP = Physical processes</p> <p>Communicating geographically: T = techniques</p> | <p>Human and physical geography:</p> <p>describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>Locational knowledge</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> | <p>Human and physical geography:</p> <p>describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>Locational knowledge</p> <p>- locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> | <p>Locational knowledge:</p> <p>- identify the position and significance of the Equator, Northern Hemisphere, Arctic and Antarctic Circle,</p> | <p>Geographical skills and fieldwork:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p> |
| Tier 3 Vocabulary | water cycle, water source, freshwater, evaporation, condensation | county boundary, shire, government, topography, settlement, land use | floodplain, breach, defences, impact, valley, human process | population density, population distribution, settlement, europe, continent, purpose, | climate zone, biome, tropical temperate, polar, northern and southern hemisphere, equator, climate graph, | conservation, nature, ecosystems, survey, Royal Society for the Protection of Birds, nature reserve |
| Knowledge Categories | PF, D, L, HP | T, L, PP | HF, HP, PP, PF | PP, PF | D, HF, HP, L | D, T, HF, PF |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|--|---|--|
| <p>Year 4</p> <p>Link to key concept(s) and critical thinking</p> | <p>Understanding the World/ People, Culture and Communities</p> <p>Our school environment (inside and outside)</p> <p>My home</p> <p>Autumn walk (Seasonal changes)</p> <p>Discuss the day of the week and weather</p> | <p>Understanding the World/ People, Culture and Communities</p> <p>Similarities and difference (comparing to grandparents and comparing people who help us)</p> <p>Comparing celebrations around the World (Diwali and Christmas)</p> | <p>The Natural World/ People, Culture and Communities</p> <p>Seasonal Changes (Autumn compared to Winter)</p> <p>Simple maps based on a journey they experience (Looking at landmarks in Blackpool and go on the Naughty Bus Trip)</p> | <p>The Natural World</p> <p>Hatching chicks</p> <p>Visit to a working farm</p> <p>Link between planting and food growing</p> | <p>Understanding the World The Natural World</p> <p>Hot countries and cold countries - compare - food, weather, clothes</p> <p>Link between planting and eating</p> <p>Healthy eating</p> | <p>People, Culture and Communities</p> <p>Changes in the environment and reasons for change</p> |
| <p>National Curriculum Objective</p> <p>Knowledge categories:</p> <p>Investigating places:</p> <p>L = Location</p> <p>PF = Physical features</p> <p>HF= Human features</p> <p>D = diversity</p> <p>Investigating patterns:</p> <p>HP = Human processes</p> <p>PP = Physical processes</p> <p>Communicating geographically:</p> <p>T = techniques</p> | <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography: describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world:</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | <p>Locational Knowledge</p> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - 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. |
| Tier 3 vocabulary | settlement, land use patterns, population density, population maps, | economy, trade, tourism, distribution of resources, | diversity, land use, settlement, topography, water courses, mountain ranges, road networks | economic activity, tourism, road and rail networks | mountain range, fold mountains, volcanic mountains, tectonic plates | pollution, carbon emissions, greenhouse effect, air quality |
| Knowledge Categories | L,, T, D | D, L, T, HF, PF, PP, HP | HP, PP | PP, PF, | D, HF, HP, L | T |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|--|
| <p>Year 5</p> <p>Link to key concept(s) and critical thinking</p> | <p>Investigating patterns:</p> <p>Biomes and Vegetation Belts (link to the climate zones studied in Year 3)</p> <p>(Decision Making)</p> | <p>Investigating patterns:</p> <p>Coastal deterioration: Coastal erosion</p> <p>(Problem solving)</p> | <p>Investigating places:</p> <p>Earthquakes and Volcanoes</p> <p>(Analysing)</p> | <p>Investigating patterns and places:</p> <p>Rainforests</p> <p>(Analyse and evaluate)</p> | <p>Investigating patterns and places:</p> <p>Spotlight: South America</p> <p>(Reasoning)</p> | <p>Communicating geographically:</p> <p>Fieldwork - Grid references are the best method to locate places?</p> <p>(Evaluating)</p> |
| <p>National Curriculum Objective</p> <p>Knowledge categories: Investigating places: L = Location PF = Physical features HF= Human features D = diversity</p> <p>Investigating patterns: HP = Human processes PP = Physical processes</p> <p>Communicating geographically: T = techniques</p> | <p>Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>Human and physical geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - 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. |
| Tier 3 Vocabulary | tropical rainforest biome, climate change, carbon footprint, flora, fauna,, biome, | coastal erosion distribution map, erosion, deposition, climate change, global warming | earthquake, tectonic plates, tectonic plate distribution map, earthquake zone, epicentre, magnitude, seismic waves, | biodiversity, canopy, emergent layer, understory, forest floor, indigenous, extinction, endangered. | deforestation, biodiversity, threat, carbon footprint | grid reference, ordnance survey map, symbols, key, what 3 words, geographical mapping systems (GPS) |
| Knowledge Categories | T, L, PF, PP, HP | PP, HP, L, PF | PF, PP, L, HF, T | PP, PF, D, L, T | HF, HP, PF, PP | T, HP, HF |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|--|--|
| <p>Year 6</p> <p>Link to key concept(s) and critical thinking</p> | <p>Investigating patterns:</p> <p>Natural Resources: Sustainability</p> <p>(Decision making)</p> | <p>Investigating patterns:</p> <p>Time Zones</p> <p>(Reasoning)</p> | <p>Investigating patterns and places:</p> <p>Spotlight: North America</p> <p>(Decision making)</p> | <p>Investigating places and patterns:</p> <p>Air Miles: Sustainability and fashion</p> <p>(Evaluating)</p> | <p>Investigating places and patterns:</p> <p>Farm to Plate</p> <p>(Reasoning)</p> | <p>Communicating geographically:</p> <p><u>Practical Geography - Nature Reserve - Mapping</u></p> <p>(Problem solving)</p> |
| <p>National Curriculum Objective</p> <p>Knowledge categories: Investigating places: L = Location PF = Physical features HF= Human features D = diversity</p> <p>Investigating patterns: HP = Human processes PP = Physical processes</p> <p>Communicating geographically: T = techniques</p> | <p>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | <p>Locational Knowledge</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> | <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Human and physical geography:</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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. |
| Tier 3 vocabulary | natural resource distribution, fossil fuels, economic minerals, renewable resources, non-renewable resources, sustainability, finite, infinite, consumption, usage, | time zone, Greenwich Meantime, Greenwich Meridian, Prime Meridian, international date line | savannah, tourism, | calculate, predict, time zone, journey, mode of transport, cost per mile, destination, flight operator, | globalisation, global supply chain, urban, suburban, rural, port shipping container, forced labour, labour costs, import, export, | geographical |
| Knowledge Categories | HP, PP | HF, HP, PF | L, HP, D, | D, HP, PP | L, D, HF, HP | T |

Progression in Key Substantive Knowledge and **Disciplinary Skills** - Retrieval Practice/Spaced learning

| | Locational and Place Knowledge (knowing the location of continents, oceans, regions, counties, countries, capital cities, global positions, compass directions, distances) | Human and Physical Knowledge (including physical and human features, diversity, physical and human processes) | Geographical Skills and Fieldwork (Techniques - fieldwork, using secondary geographical sources, using GIS) |
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| EYFS Substantive Knowledge | <p>Know they live in Layton and their school name is Layton Primary School on Lynwood Avenue in Blackpool.</p> <p>Know the purpose of some of the buildings in Layton e.g. shop, library, office</p> | <p>Know that there are different weathers in different seasons and discuss the weather as a daily routine. (on-going all year)</p> <p>Know, and describe, how children’s lives in other countries may be similar or different (food they eat, how they get to school, where they live and the weather there)</p> | <p>Observe maps of familiar locations e.g. The Naughty Bus trip, Layton Primary School, including aerial views</p> <p>Know simple positional cues (next to, behind etc) and explore locational cues (far away, near etc)</p> |
| Disciplinary Skills | <p>Explore through stories and videos places in the world that are different to where they live. e.g. food tasting in Handa’s Surprise, videos when read Ghanaian Goldilocks etc.</p> <p>Observe maps of familiar locations e.g. Layton Primary School, The Naughty Bus trip, Farmer Parr’s</p> | <p>Describe the changes in the seasons through hands on exploration and through story.</p> | <p>Begin to use basic geographical vocabulary to describe key natural features (sea, lake, mountain, farm, beach, coastline) and key human features (library, shop, buildings, house) through real-life experience.</p> <p>Draw a simple pictorial map e.g. The route of the Naughty Bus and Blackpool landmarks.</p> <p>Use, and follow, simple positional cues (next to, behind etc) and explore locational cues (far away, near etc)</p> |

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| <p>Year 1</p> <p>Substantive Knowledge</p> | <p>Know the location of where they live (Layton-Blackpool-England)</p> <p>Know their home address and what type of house they live in.</p> <p>Begin to understand how to locate the equator, North Pole and South Pole are on a globe.</p> <p>Know what a capital city is that London is the capital city of England., (the South of England).</p> <p>Begin to locate the 4 countries that make up the United Kingdom and name the 3 main seas.</p> | <p>Know the main differences between city (Preston), town (Blackpool) and village (Singleton)</p> <p>Know some of the main differences - positive and negative -of living in a village or city</p> <p>Know and recognise weather symbols.</p> <p>Know weathers associated with each season and describe which is the hottest and coldest season in the UK.</p> <p>(Know the human features - city, town, village, farm, house, office, shop (On-going all year) and the physical features - beach, cliff, coast, season, weather (on-going all year)</p> | <p>Know how to use simple maps of a familiar location e.g. the school grounds - compare an ordnance survey map to an aerial photograph</p> <p>Know which is N, E, S and W on a compass and use this to follow a map of a familiar place e.g. school grounds.</p> <p>Know and use the terminology below, next to, beside (On-going all year)</p> <p>Know how to use the weather station/app to record data about the weather in Layton. (On-going all year)</p> |
| <p>Disciplinary Skills</p> | <p>- Begin to use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and the oceans studied. (UK countries, continents, oceans, seas around the UK etc) (including fieldwork within the school grounds)</p> | <p>- Identify seasonal and record daily weather patterns in Layton and explore the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p> | <p>Use basic geographical vocabulary to describe:</p> <p>- Key physical features, including: beach, coast, forest, hill, mountain, ocean, river soil, valley, vegetation and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>Devise, label and follow a simple map; use and construct basic symbols in a key. e.g. in the school grounds (create a 3D map using lego etc)</p> <p>Begin to identify compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> |

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| <p>Year 2 Substantive Knowledge</p> | <p>Know and locate the 4 capital cities of England, Scotland, Wales and Northern Ireland.</p> <p>Describe two human and physical features of any of the 4 capital cities of United Kingdom (mountain, river, historical landmark or stadium)</p> <p>Know the name and locate the seven continents of the world.</p> <p>Know the names of and locate the 5 oceans of the world.</p> <p>Know and locate the equator, North Pole and South Pole are on a globe and the impact this has on climate.</p> | <p>Know 2 human and 2 physical geographical features of the small area in Canada (Pond Inlet) you are studying (to compare to the UK).</p> <p>Know and label the main features of a river (including map symbols when drawing a map of the River Wyre)</p> <p>Identify the physical features: mountain, lake, island, valley, river, cliff, forest and beach. (On-going all year)</p> <p>Know the human features: city, town, village, factory, farm, house, office, port and harbour</p> | <p>Know, and use, compass directions N, E, S and W.</p> <p>Know the difference between a digital representation of a map and ordnance survey map.</p> <p>Know key map symbols to include in a pictorial map of the local area. e.g. drawing a route to Stanley Park</p> |
| <p>Disciplinary Skills</p> | <p>- Use world maps, atlases, aerial images and globes to identify the United Kingdom and its countries as well as the countries, continents and the oceans studied. (UK countries, continents, oceans, seas around the UK etc) (including fieldwork in the local area - Stanley Park and River Wyre)</p> | <p>- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p> | <p>Use basic geographical vocabulary to describe (including, where appropriate similarities and differences through studying the local area) (CG) -Key physical features, including: beach, coast, forest, hill, mountain, ocean, river soil, valley, vegetation and weather -Key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>Devise, label and follow a map; use and construct basic symbols in a key. e.g. from Layton Primary to Stanley Park, River Walk (Communicate geographically)</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map (Communicate Geographically)</p> |

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| <p>Year 3 Substantive Knowledge</p> | <p>Know the names of and locate 3 counties and at least 3 cities in England.</p> <p>Know the location of at least 3 European countries. (Including Russia)</p> <p>Know and locate the position of the equator, northern hemisphere, southern hemisphere and lines of latitude (to determine climate zones - polar, temperate and tropical).</p> | <p>Know and explain the stages of the water cycle.</p> <p>Know how water is sourced to our homes in Blackpool. and understand the impact of water consumption in the wider world. (National Geographic - world water map)</p> <p>Know at least 2 human and 2 physical geographical features of the United Kingdom (linked to Counties (Aut 1) (and knowledge retrieved from Year 1 and 2) .</p> <p>Begin to know what determines settlement and land use patterns of Europe (road and rail networks, types of farming and industry) (Focus: Greece/Italy)</p> | <p>Use maps, atlases and globes to locate countries and area studied, including Russia. - including interpretation of atlas maps of different scales, digital maps, topographical maps</p> <p>Use a map, with symbols, to explore an unknown place (trip to Martin Mere).</p> <p>Begin to use four figure grid references to locate geographical features on a map.</p> |
| <p>Disciplinary Skills</p> | <p>- Name and locate the equator, northern hemisphere, southern hemisphere, lines of latitude the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> | <p>- Begin to describe key similarities and differences of:</p> <ul style="list-style-type: none"> - physical geography, including: rivers, mountains, and the water cycle - Human geography, including: settlements and land use | <p>Use an increasing range of world maps (including atlases, globes and digital/computer mapping to locate countries and describe features e.g. a topographical map to locate rivers and floodplains, population maps of cities studied in Europe.</p> <p>Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location, beginning to plan own enquiry</p> |

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| <p>Year 4 Substantive Knowledge</p> | <p>Know the location of at least 5 European countries (including Russia).</p> <p>Know the name of the capital city of three European countries (using an atlas to support).</p> <p>Know at least two reasons why a named capital city has been given that status. (population, important location)</p> <p>Know and locate the equator, Tropic of Cancer and Tropic of Capricorn are on a world map.</p> | <p>Know and explain at least two differences between living in a coastal town in the United Kingdom and Italy (Compare Blackpool and Amalfi). (compare at contrast transport links, accessibility to resources, occupations etc)</p> <p>Know at least 2 differences between a local village, town and city and national village, town and city (link to areas previously studied) (Lake District vs Blackpool)</p> <p>Know at least two reasons why settlements grow and change overtime.</p> | <p>Know how to use a range of maps, digital maps, atlases and globes to locate country and area studied, including Russia. e.g.Use a topographical map to investigate the difference between flat ground and high ground.(the Lake District compared to Blackpool)</p> <p>Use population maps to investigate changes in settlement (village, town and city) (Lake District)</p> <p>Use four figure grid references to locate geographical features on a map.</p> |
| <p>Disciplinary Skills</p> | <ul style="list-style-type: none"> - Name and locate the equator, northern hemisphere, southern hemisphere, lines of latitude the tropics of Cancer and Capricorn, Arctic and Antarctic Circle - Use a range of world map types to name and locate counties and cities of the United Kingdom, countries of Europe, geographical regions and their identifying human and physical characteristics (including hills, mountains, cities, rivers, key topographical features and land-use patterns). | <ul style="list-style-type: none"> - Describe geographical similarities and differences between a range of areas studies e.g. coastal regions, mountainous regions, land use, tourism and reasons for settlement growth and change | <ul style="list-style-type: none"> - Describe key aspects of:physical geography, including: rivers, mountains, and the water cycle and human geography, including: settlements and land use - Ask and answer geographical questions about the physical and human characteristics of a location, setting up their own enquiry to answer the question(s) raised. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies |

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| <p>Year 5 Substantive Knowledge</p> | <p>Using a map, locate 5 countries of South America and some major cities.</p> <p>Know and locate the position of latitude, longitude, equator, northern hemisphere and southern hemisphere, Tropic of Cancer and Capricorn (in relation to biomes).</p> | <p>Know the causes of coastal erosion and the impact it has on settlements.</p> <p>Know and compare at least 3 differences between living in the United Kingdom and a South American country.</p> <p>Know and describe what causes an earthquake. and label the different parts of a volcano.</p> <p>Name the main types of biome and the specific features of a rainforest (link to South America), identifying at least 2 threats to this biome.</p> | <p>Use maps, atlases and globes to locate country and area studied, including Russia. (spotlight on South America)</p> <p>Know that different scale Ordnance Survey maps use different symbols.</p> <p>To know how to use 6 figure grid reference and the eight points of a compass to locate specific geographical features.</p> |
| <p>Disciplinary Skills</p> | <p>Use a range of maps to begin to identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones (including day and night)</p> | <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations i.e. how do the physical features affect the human activity within a location.</p> <p>Use an increasing range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> | <p>Begin to use the eight points of compass, 6 figure grid references, symbols and a key (that uses ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying and explaining patterns (e.g. coastal erosion, land use in the rainforest, biomes and vegetation belts, climate zones, earthquake zones)</p> |

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| <p>Year 6 Substantive Knowledge</p> | <p>Know and locate the position of latitude, longitude, equator, northern hemisphere and southern hemisphere, Tropic of Cancer and Capricorn (in relation to biomes) and Greenwich meridian on a world map.</p> <p>Using a map, locate 5 countries of North America and some major cities.</p> | <p>Know and describe 2-3 human and 2-3 physical geographical features of area of study (North America) - 2 contrasting locations within North America.</p> <p>Know at least 2 different types of natural resources (minerals, wood, water)- where they are found and why they are important - explain how to be sustainable (locally and globally)</p> <p>Explain how 'fast fashion' and food production is having an impact on the environment and how this can be reduced.</p> | <p>Use maps, atlases and globes to locate country and areas studied, including Russia. (spotlight on North America)</p> <p>Know about time zones and calculate differences.</p> <p>Explain how to collect, analyse geographical data in the field to draw conclusions based on their own geographical question. e.g. diversity of land use in Stanley Park, feasibility of relocating play area at Stanley Park etc</p> |
| <p>Disciplinary Skills</p> | <p>Use a range of maps to begin to identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones (including day and night)</p> | <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations i.e. how do the physical features affect the human activity within a location</p> <p>Use an increasing range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p> | <p>Use the eight points of compass, 6 figure grid references, symbols and a key (that uses ordinance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying and explaining patterns (e.g. coastal erosion, land use in the rainforest, biomes and vegetation belts, climate zones, earthquake zones)</p> |

Half Termly Progression 2025 to 26 (to support half termly overview planning)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | <p style="text-align: center;">All About Me</p> <p>Know that there are different weathers in different seasons and discuss the weather as a daily routine. (on-going all year)</p> <p>Know they live in Layton and their school name is Layton Primary School on Lynwood Avenue in Blackpool.</p> | <p style="text-align: center;">My Place in the World</p> <p>Know that there are different weathers in different seasons and discuss the weather as a daily routine. (on-going all year)</p> <p>Know the purpose of some of the buildings in Layton e.g. shop, library etc</p> | <p style="text-align: center;">Materials Matter</p> <p>Know that there are different weathers in different seasons and discuss the weather as a daily routine. (on-going all year)</p> <p>Observe maps of familiar locations e.g. The Naughty Bus trip, Layton Primary School, including aerial views</p> | <p style="text-align: center;">Habitats - Who lives where?</p> <p>Know that there are different weathers in different seasons and discuss the weather as a daily routine. (on-going all year)</p> <p>Know simple positional cues (next to, behind etc) and explore locational cues (far away, near etc)</p> | <p style="text-align: center;">Farm to Fork</p> <p>Know that there are different weathers in different seasons and discuss the weather as a daily routine. (on-going all year)</p> <p>Know, and describe, how children's lives in other countries may be similar or different (food they eat, how they get to school, where they live and the weather there)</p> | <p style="text-align: center;">Once Upon a Time....Long, Long ago</p> <p>Know that there are different weathers in different seasons and discuss the weather as a daily routine. (on-going all year)</p> <p>Know, and describe, how children's lives in other countries may be similar or different (food they eat, how they get to school, where they live and the weather there)</p> |
| <p>- Begin to use basic geographical vocabulary to describe key natural features (sea, lake, mountain, farm, beach, coastline) and key human features (library, shop, buildings, house) through real-life experience.</p> <p>- Explore through stories and videos places in the world that are different to where they live. e.g. food tasting in Handa's Surprise, videos when read Ghanaian Goldilocks etc.</p> <p>- Describe the changes in the seasons through hands on exploration and through story.</p> <p>- Draw a simple pictorial map e.g. The route of the Naughty Bus around Blackpool landmarks, classroom and outside area etc</p> <p>- Observe maps of familiar locations e.g. Layton Primary School, The Naughty Bus trip, Farmer Parr's</p> <p>- Use, and follow, simple positional cues (next to, behind etc) and explore locational cues (far away, near etc)</p> | | | | | | |
| Year 1 | <p style="text-align: center;"><u>Location: Layton</u></p> <p>Know the location of where they live (Layton-Blackpool-England)</p> <p>Know their home address and what type of house they live in.</p> <p>Know the difference between a human and physical feature within the local area.</p> | <p style="text-align: center;"><u>Village, town or city?</u></p> <p>Know the main differences between city (London), town (Blackpool) and village (Staining) (human and physical features).</p> <p>Know some of the main differences - positive and negative -of living in a village or city.</p> | <p style="text-align: center;"><u>Spotlight: London</u></p> <p>Know what a capital city is that London is the capital city of England.</p> <p>Know the location of London in the South of England and know some human and physical features of London.</p> | <p style="text-align: center;"><u>Weather: Blackpool</u></p> <p>Know weathers associated with each season and be able to describe which is the hottest and coldest season in the United Kingdom.</p> <p>Know and recognise some weather symbols.</p> <p>Know how to locate the equator, North Pole and South Pole on a globe.</p> | <p style="text-align: center;"><u>Bodies of Water - Irish Sea, North Sea, English Channel</u></p> <p>Begin to locate the 4 countries that make up the United Kingdom and name the 3 main seas.</p> <p>Know the difference between how bodies of water are represented on a map (e.g. river vs lake vs sea)</p> | <p style="text-align: center;"><u>Local area: Mapping a route - Layton Primary School</u></p> <p>Know the difference between an ordnance survey map and an aerial photograph.</p> <p>Know and use map symbols of a familiar location.</p> <p>Know which is N, E, S and W on a compass and use this to follow a map within the school grounds.</p> |
| <p>- Use basic geographical vocabulary to describe Key physical features, including: beach, coast, forest, hill, mountain, ocean, river soil, valley, vegetation and weather Key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>- Identify seasonal and record daily weather patterns in Layton and explore the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p> <p>- Devise, label and follow a simple map; use and construct basic symbols in a key. e.g. in the school grounds (create a 3D map using lego etc)</p> <p>- Begin to use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and the oceans studied. (UK countries, continents, oceans, seas around the UK etc) (including fieldwork within the school grounds)</p> <p>- Begin to identify compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> | | | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 2 | <p>Diversity: United Kingdom</p> <p>Know and locate the 4 capital cities of England, Scotland, Wales and Northern Ireland.</p> <p>Describe two human and physical features of any of the 4 capital cities of United Kingdom (mountain, river, historical landmark or stadium)</p> | <p>Continents (1) North and South Poles</p> <p>Know and locate the equator, North Pole and South Pole are on a globe.</p> <p>Know the name and locate the seven continents of the world.</p> | <p>Continents (2), Seas and Oceans</p> <p>Know the names of and locate the 5 oceans of the world.</p> <p>Identify the physical features: mountain, lake, island, valley, river, cliff, forest and beach. (On-going all year)</p> | <p>The Journey of a River</p> <p>Know the physical features of: mountain, lake, island, valley, river, cliff, forest and beach</p> <p>Know the human features: city, town, village, factory, farm, house, office, port and harbour</p> <p>Know and label the main features of a river (include map symbols when drawing a map)</p> | <p>Spotlight: Compare and contrast Pond Inlet vs Blackpool</p> <p>Know 2 human and 2 physical geographical features of the small area in Canada (Pond Inlet) (to compare to the UK).</p> <p>Know the difference between a large scale map and small scale map.</p> | <p>Local area - Fieldwork: Mapping a route - Layton Primary School to Stanley Park</p> <p>Know, and use, compass directions N, E, S and W.</p> <p>Know the difference between a digital representation of a map and ordnance survey map.</p> <p>Know map symbols to include in a pictorial map of the local area.</p> |
| <p>- Use basic geographical vocabulary to describe (including, where appropriate similarities and differences through studying the local area) (CG)</p> <p>Key physical features, including: beach, coast, forest, hill, mountain, ocean, river soil, valley, vegetation and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles (Investigate Patterns)</p> <p>- Devise, label and follow a map; use and construct basic symbols in a key. e.g. from Layton Primary to Stanley Park, River Walk (Communicate geographically)</p> <p>- Use world maps, atlases, aerial images and globes to identify the United Kingdom and its countries as well as the countries, continents and the oceans studied. (UK countries, continents, oceans, seas around the UK etc) (including fieldwork in the local area - Stanley Park and River Wyre) (Investigate Places)</p> <p>- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map (Communicate Geographically)</p> | | | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 3 | <p>Energy Resources: Water and Energy</p> <p>Know and describe the stages of the water cycle.</p> <p>Know how water is sourced to our homes in Blackpool.</p> <p>Know the impact of water consumption in the wider world. (National Geographic - world water map)</p> | <p>Counties and Cities (include Lancashire Day)</p> <p>Know the names of and locate 3 counties and at least 3 cities in England.</p> <p>Know a tradition, an identifying physical and human feature of 3 counties - this may include key topographical features (including hills, mountains, coasts and rivers) and key human features (historical landmark, famous buildings, sports stadium etc)</p> | <p>Floodplains - flood defences</p> <p>Know how to use a digital map to look at local areas at risk of flooding. (include use DfE check long term flood risk service)</p> <p>Know at least 2 long term and short term affects of flooding in a local area (St Michaels)</p> <p>Know at least two ways of reducing flood risk. (link to local area - St Michaels)</p> | <p>Spotlight: Europe - Greece (history link), Italy (linked to history), locate Russia (Use population maps)</p> <p>Know the location of and at least 3 European countries. (Including Russia)</p> <p>Know different types of land use in Europe. (cities, road and rail networks, types of farming and industry) (Focus on Greece and Italy)</p> <p>Know how to use an atlas map to interpret the physical features of a country (focus on Europe - spotlight on Greece and Italy)</p> | <p>Climate Zones - polar (Pond Inlet), temperate (Europe) and tropical</p> <p>Begin to know that lines of latitude determine climate zones and that climate is the average pattern of weather taken over a period of time.</p> <p>Know the locations of polar, temperate and tropical climate zones (using climate graphs from each zone to identify patterns in data)</p> <p>Know at least two adaptations of plants and animals - (compare Pond Inlet, Greece)</p> | <p>Fieldwork:</p> <p>Local area: Martin Mere vs Marton Mere - Which is the most effective area of conservation? (geographical enquiry)</p> <p>Describe at least two key differences between Martin Mere and Marton Mere - may include their size, the specific habitats they protect (e.g., woodlands, wetlands, coastal areas), and the types of plants and animals they are designed to conserve.</p> <p>Know how to conduct a geographical enquiry, including visiting sites to gather data.</p> <p>Begin to use four figure grid references to locate geographical features on a map.</p> |
| <ul style="list-style-type: none"> - Name and locate the equator, northern hemisphere, southern hemisphere, lines of latitude the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. - Begin to describe key similarities and differences of: <ul style="list-style-type: none"> - physical geography, including: rivers, mountains, and the water cycle - Human geography, including: settlements and land use - Use an increasing range of world maps (including , atlases, globes and digital/computer mapping to locate counties, countries and capitals to describe geographical features e.g. a topographical map to allocate rivers and floodplains, population maps of cities studied in Europe.) - Ask and answer geographical questions about the physical and human characteristics of a location, beginning to plan own enquiry. - Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies | | | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 4 | <p>Europe: Capital Cities - Italy, France, Russia, Spain, Germany, Greece, Switzerland</p> <p>Know the location of at least 5 European countries (including Russia).</p> <p>Know the name of the capital city of these European countries (using an atlas to support).</p> <p>Know at least two reasons why a named capital city has been given that status. (population, important location)</p> | <p>Spotlight contrast: United Kingdom versus Italy (Blackpool vs Amalfi coast)</p> <p>Know at least two human and two physical geographical features of the contrasting area of study. (Amalfi -Italy)</p> <p>Know and explain at least two differences between living in a coastal town in the United Kingdom and Italy (Compare Blackpool and Amalfi). (compare at contrast transport links, accessibility to resources, occupations etc)</p> | <p>Settlement - Population Maps: Urban and Rural (link to the United Kingdom and areas already have prior knowledge of)</p> <p>Know at least 2 differences between a local village, town and city and national village, town and city (link to areas previously studied)</p> <p>Know at least two reasons why settlements grow and change overtime.</p> | <p>Tourism: Compare and contrast Blackpool and the Lake District</p> <p>Know at least two economic activities common to Blackpool and the Lake District.</p> <p>Know (compare) the different land use of the Lake District and Lancashire.</p> <p>Know a positive and negative impact of tourism on Blackpool and the Lake District.</p> | <p>Mountain Ranges - Compare and contrast the Lake District and Alps</p> <p>Know the similarities and differences between the Lake District and the Alps in terms of - area covered, altitude, climate zones, land use, tourism and how they were formed.</p> <p>Use four figure grid references to locate geographical features on a map.</p> | <p>Local area - Fieldwork - What impact does road use have on the residents of Layton? (Geographical enquiry)</p> <p>Know how to collect data to undertake a geographical enquiry i.e. undertake a traffic survey in different locations of Layton</p> <p>Use digital technology to display data in graph format and reach conclusions to the question(s) raised.</p> |
| | <ul style="list-style-type: none"> - Name and locate the equator, northern hemisphere, southern hemisphere, lines of latitude the tropics of Cancer and Capricorn, Arctic and Antarctic Circle - Describe key aspects of: physical geography, including: rivers, mountains, and the water cycle and human geography, including: settlements and land use - Describe geographical similarities and differences between a range of areas studies e.g. coastal regions, mountainous regions, land use, tourism and reasons for settlement growth and change - Use a range of world map types to name and locate counties and cities of the United Kingdom, countries of Europe, geographical regions and their identifying human and physical characteristics (including hills, mountains, cities, rivers, key topographical features and land-use patterns). - Ask and answer geographical questions about the physical and human characteristics of a location, setting up their own enquiry to answer the question(s) raised. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies | | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 5 | <p><u>Biomes and Vegetation Belts</u></p> <p>Know the location of the Tropic of Cancer and Tropic of Capricorn on a globe in relation to the major biomes.</p> <p>Know the main types of biome and a main feature of each (rainforest, grassland, woodland, savannah, desert, tundra).</p> | <p><u>Coastal deterioration: Coastal erosion</u></p> <p>Know that coastal erosion is caused by wind, wave and human activity and explore the different landforms that are the of coastal erosion.</p> <p>Use primary sources to investigate the negative impacts of coastal erosion (explore coastal erosion risk using gov.uk)</p> | <p><u>Earthquakes and Volcanoes</u></p> <p>Know and describe what causes an earthquake (using a map of tectonic activity to support) and how volcanoes are formed.</p> <p>Know and label the different parts of a volcano and know why some settlements are close to volcanoes.</p> | <p><u>Rainforests</u></p> <p>Map the location of rainforests around the world (reference to Tropic of Cancer and Capricorn).</p> <p>Name the four layers of the rainforest and describe the features of each layer.</p> <p>Know at least two of the specific threats to the rainforests - deforestation, climate change, invasive species and disease, overgrazing of cattle, palm oil plantations)</p> | <p><u>Spotlight: South America</u></p> <p>Know at least 3 specific geographical features of the Amazon rainforest biome - (in terms of size and location, biodiversity, carbon storage, deforestation threat, ecological importance, indigenous communities).</p> | <p><u>Fieldwork - Grid references are the best method to locate places?</u></p> <p>Know the range of methods used to locate a specific location i.e. 4 and 6 figure grid references, 4 and 8 compass points, global positioning system (GPS) e.g. what3words</p> <p>Know how to use the eight points of compass and 6 figure grid references to locate geographical features.</p> |
| <p>Use a range of maps to begin to identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones (including day and night)</p> <p>Begin to use the eight points of compass, 6 figure grid references, symbols and a key (that uses ordinance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying and explaining patterns (e.g. coastal erosion, land use in the rainforest, biomes and vegetation belts, climate zones, earthquake zones)</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations i.e. how do the physical features affect the human activity within a location</p> <p>Use an increasing range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p> | | | | | | |

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| Year 6 | <p><u>Natural Resources: Sustainability</u></p> <p>Know at least 2 types of natural resources, where they are found and why they are important. (focus on wood, water and fossil fuels)</p> <p>Explain at least two ways of improving sustainability - local and global significance.</p> | <p><u>Time Zones</u></p> <p>Know lines of longitude and explain their significance on time zones around the world.</p> <p>Know how time zones impacts on the travel industry.</p> | <p><u>Spotlight: North America</u></p> <p>Use knowledge of North America to describe at least two contrasting locations within North America- e.g. differences in climate zones, biomes, population and tourism across North America.</p> | <p><u>Air Miles: Sustainability and fashion</u></p> <p>Know the natural resources used in the production of clothing (plant based, animal based and synthetic)</p> <p>Know the advantages and disadvantages of animal, plant and synthetic textiles.</p> <p>Describe at least two methods of reducing the impact of textiles on the environment.</p> | <p><u>Farm to Plate</u></p> <p>Know the stages of food production involved in producing an item of food from growth/rearing to consumption. e.g. bread, pasta, fresh eggs.</p> <p>Know at least 2 ways to reduce the carbon footprint of food.</p> | <p><u>Practical Geography - Fieldwork - local area study (Kingscote Park or Stanley Park)</u></p> <p>Know the difference between qualitative and quantitative data when undertaking fieldwork investigations.</p> <p>Explain how to collect, analyse geographical data in the field to draw conclusions based on their own geographical question. e.g. diversity of land use in Stanley Park, feasibility of relocating play area at Stanley Park etc</p> |
| <p>Use a range of maps to begin to identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones (including day and night)</p> <p>Use the eight points of compass, 6 figure grid references, symbols and a key (that uses ordinance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying and explaining patterns (e.g. coastal erosion, land use in the rainforest, biomes and vegetation belts, climate zones, earthquake zones)</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations i.e. how do the physical features affect the human activity within a location</p> <p>Use an increasing range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p> | | | | | | |