

Y1

The World
Use maps to identify countries of the United Kingdom

Climate
identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles identify seasonal and daily weather patterns in the United Kingdom

Field Work
Use observational skills to study the geography of the school grounds.
use positional language (near and far; left and right) to describe the location of features and routes on a map

Y2

The World
using maps, atlases and globes to name and identify continents, countries and oceans name, locate and identify characteristics of the UK and its surrounding seas including capital cities

Human and Physical
learn and use subject specific vocabulary compare the physical and humans geography of Manchester to another non-European country—Link to Black History

Maps and Field Work
use simple compass directions to describe the features and routes on a map
use aerial photographs to create a map with a simple key
use simple fieldwork and observational skills to study the geography of the local area

Y3

The World
use maps to locate the continents study environmental regions, key physical and human characteristics, countries, and major cities of the world

Physical Geography
mountains, volcanoes and earthquakes

Maps and Field Work
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
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

Y4

The United Kingdom
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,

Physical Geography
the water cycle, climate zones, biomes and vegetation belts, rivers, equator and the tropics.

Maps and Field Work
use a range of devices such as maps, atlases, globes and digital/computer mapping to locate countries and describe features, use maps, atlases, globes and digital/computer map use the eight points of a compass, four and six-figure grid references, symbols and key 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 using a range of methods, including sketch maps, plans and graphs, and digital technologies

Y5

The World
identify the Equator, the Tropics of Capricorn and Cancer, the Arctic and the Antarctic Circle, compare a region of the UK with a region of a European and a region in North or South America, use maps to locate the continents study environmental regions, key physical and human characteristics, countries, and major cities of the world .

Human Geography
types of settlement and land use patterns of the local area and how this has changed over time, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Maps and Field Work
use maps, atlases, globes and digital/computer map use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world mapping to locate countries and describe features studied

Y6

The World
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)

Human Geography
types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Maps and Field Work
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

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography

