



ST ANNE'S RC PRIMARY SCHOOL GEOGRAPHY POLICY AND PROGRESSION

Whole School Geography Policy and Progression 2026 to 2027



Policy Statement and Catholic Mission

At St Anne's RC Primary School, geography helps pupils understand God's world, the people who live in it and the relationships between places, environments and communities. Our curriculum is ambitious, coherent and language rich. It builds secure locational and place knowledge alongside the geographical skills needed to investigate, interpret and communicate information about the world.

Our Mission

"Following in Jesus' Footsteps with Love in Our Hearts."

Our Catholic mission calls pupils to value creation, recognise the dignity of every person and act responsibly towards their neighbours and the environment. Geography provides meaningful opportunities to explore stewardship, interdependence, fairness, sustainability and the consequences of human choices. Pupils are encouraged to respond with curiosity, compassion and hope.

Scope

This document sets out the policy, whole-school overview and progression for geography from Nursery to Year 6. It identifies curriculum intent, teaching expectations, assessment, inclusion, monitoring, enquiry questions, essential knowledge, geographical skills and vocabulary. It should be read alongside the Curriculum Policy, Teaching and Learning Policy, Assessment Policy, Equality Policy and SEND Information Report.

Geography Curriculum Intent

We want pupils to be fascinated by God's world and the people in it, and to develop a sense of awe and wonder about the beauty and diversity of our planet. Pupils investigate people, places and natural and human environments, and learn how physical and human processes shape the Earth.

The curriculum develops knowledge of Audenshaw, Manchester, the United Kingdom and contrasting regions of the wider world. It is organised around increasingly demanding enquiries and recurring concepts: place, space, scale, interconnection, physical and human processes, environment, sustainability and change.

We aim for pupils to

- develop contextual knowledge of globally significant places, including their defining physical and human characteristics
- understand the processes that create and change physical and human features and how these processes are interdependent
- use maps, atlases, globes, aerial photographs, Ordnance Survey maps and digital mapping with increasing independence
- collect, analyse and communicate geographical data through purposeful fieldwork and enquiry
- compare places at different scales and explain patterns, connections and change
- use precise geographical vocabulary and communicate findings through maps, numerical and quantitative skills, discussion and writing
- consider the impact of human action and natural hazards and develop informed attitudes towards sustainability and stewardship.

National Curriculum

The planned curriculum meets the geography programmes of study for Key Stages 1 and 2. EYFS provision develops People, Culture and Communities and The Natural World within Understanding the World. The overview retains the school's agreed enquiries while making progression in substantive and disciplinary geographical knowledge explicit.

Curriculum Design and Implementation

Curriculum Organisation

Each year group follows three main geographical enquiries, normally one per term. Enquiries are sequenced from familiar places to wider and more complex contexts. Locational knowledge is deliberately revisited, while mapping and fieldwork move from simple observation and directional language to independent use of grid references, data collection, analysis and evaluation.

Substantive and Disciplinary Knowledge

Substantive knowledge includes locations, places, environments, physical and human features, processes and geographical vocabulary. Disciplinary knowledge is how pupils investigate geography: asking questions, observing, measuring, collecting and analysing data, interpreting maps and images, identifying patterns, comparing places and reaching evidence-informed conclusions. Both are planned, explicitly taught and revisited.

Teaching Principles

- begin with prior learning and establish where a place is at local, national and global scales
- teach essential vocabulary explicitly and expect pupils to use it accurately in speech and writing
- use carefully selected maps, atlases, globes, photographs, texts, data and digital mapping
- model geographical questions, comparison, pattern-seeking, explanation and evaluation
- plan fieldwork with a clear enquiry purpose and revisit findings in the classroom
- include structured talk, reading, map-making, data handling and extended geographical writing
- use retrieval to strengthen connected knowledge and address misconceptions promptly
- teach environmental questions in an age-appropriate, balanced and hopeful way.

Local Geography and Fieldwork

Audenshaw, the school grounds, Manchester and the wider North West provide authentic contexts. Fieldwork progresses from sensory observation and simple maps to traffic surveys, orienteering, river studies, interviews, field sketches, photographs and evaluated data collection. Visits are selected for their contribution to the intended learning and are prepared for and revisited in class.

Inclusion Assessment and Impact

Inclusive and Adaptive Teaching

All pupils are entitled to the same ambitious geographical questions and concepts. Teachers remove barriers through pre-teaching, vocabulary support, visuals, tactile and enlarged maps, chunked texts, modelled fieldwork, sentence stems, assistive technology and alternative ways to record. Adaptation preserves the geographical thinking and intended learning rather than replacing it with an unrelated task.

Pupils with SEND, pupils learning English as an additional language and pupils with gaps in prior knowledge receive timely support and additional practice. Greater depth comes through stronger reasoning, independent enquiry, evaluation of evidence and more nuanced explanations, not simply additional content.

Assessment

Assessment is used to identify what pupils know, understand and can do as geographers. Teachers draw on questioning, retrieval, mapping, fieldwork records, data, discussion, written and practical outcomes, quizzes and pupil explanation. End-of-unit judgements consider both secure substantive knowledge and the disciplinary process used to reach a conclusion.

Impact

By the end of Year 6, pupils should possess connected locational knowledge, understand important physical and human processes, interpret a range of maps and data, plan and evaluate fieldwork, explain geographical patterns and change, and communicate evidence-informed conclusions. They should understand the significance of their local area and their responsibilities as stewards of the wider world, and be ready for the demands of Key Stage 3.

Leadership Monitoring and Review

The Geography Subject Leader

- maintains the overview, progression and supporting curriculum documentation
- supports staff subject knowledge and the effective teaching of geographical enquiry
- reviews planning, pupils' work, assessment, fieldwork and pupil voice across the school
- checks curriculum breadth, locational knowledge, vocabulary, map skills, representation and access
- identifies priorities, provides professional development and evaluates impact
- reviews maps, data, texts, visits and resources for accuracy, accessibility and educational value.

Teachers

- follow the agreed sequence and make prior learning explicit
- teach accurate content and vocabulary
- select maps, data and fieldwork methods purposefully
- make effective adaptations while retaining ambition
- assess learning and address gaps or misconceptions promptly

Monitoring Evidence

Evidence	What leaders consider
Curriculum plans	Coverage, sequence, concepts, vocabulary, end points and meaningful local links.
Learning and work	Typical teaching, geographical thinking, progression, challenge and quality of outcomes.
Fieldwork	Purpose, progression, participation, evidence gathered and use of findings.
Pupil voice	What pupils remember, how they connect learning and how they use maps, data and vocabulary.
Assessment	Secure knowledge, misconceptions, differences between groups and next actions.

Policy Information

Field	Details
School	St Anne's RC Primary School, Audenshaw
Policy owner	Geography Subject Leader
Approved by	Local Governing Body

Field	Details
Policy updated	October 2026
Next review	October 2027 or earlier if curriculum requirements change
Mission statement	Following in Jesus' Footsteps with Love in Our Hearts

Whole School Geography Overview

Phase	Golden Thread	Autumn	Spring	Summer
Nursery	Discovering places and the natural world	Immediate environment and seasons	Maps and places through provision	Contrasting countries and environments
Reception	Exploring our world	TOPIC: I wonder why the leaves are not green?	TOPIC: We're going on a Bear Hunt	TOPIC: Places from around the world
Year 1	Key Concept - Places are different!	What's it like to live in Audenshaw? Fieldwork	Why do people want to visit Blackpool? Trip – Blackpool	Where in the world is Mexico?
Year 2	Key Concept How can we compare places?	It's a wet world!	What are the key features of our school grounds? Fieldwork	Why do people visit Manchester? Trip - Manchester
Year 3	Key Concept - What do key features tell us about a place?	Who are our European neighbours?	Map creators! Fieldwork CC Link - Outdoor and adventurous activity challenges both individually and within a team	What's it like to live in Italy?
Year 4	Key Concept- Why do people choose to live somewhere?	Rainforests	Giving Directions Fieldwork	What's New York like?
Year 5	Key Concept How and why is our planet changing?	Where in the world is Brazil? CC Link - English - The Explorer by Katherine Rundell	Natural disasters- why do they happen?	Rivers Trip - Plan your visit The Wildlife Trust for Lancashire Manchester and North Merseyside
Year 6	Key Concept: Pay Attention to Place – Manchester	Fieldwork – Attention to Place - A study of Manchester	What's happening in the news?	Putting Manchester on the Map

Whole School Conceptual Development

Stage	Primary emphasis	Concepts developed
EYFS	Immediate environment, seasons, simple maps and contrasting places	place, environment, weather, similarity, difference
Year 1	Audenshaw, a UK seaside town and a contrasting non-European country	place, location, human and physical features, route
Year 2	World water, school fieldwork and Manchester	scale, comparison, continents, oceans, settlement
Year 3	Europe, mapping and Italy	region, grid reference, fieldwork, climate, economy
Year 4	Rainforests, local direction and North America	biome, land use, interconnection, time zone, sustainability
Year 5	Brazil, natural hazards and rivers	process, change, tectonics, trade, pollution, climate
Year 6	Manchester, current global issues and local identity	place, perspective, evidence, land-use change, stewardship

Geographical Skills and Fieldwork Progression

Stage	Locational and Place Knowledge	Human and Physical Processes	Maps and Spatial Skills	Fieldwork and Enquiry	Communication and Evaluation
EYF5	Know familiar places and recognise that countries and environments differ.	Observe weather, seasons and features of the natural world.	Draw information from simple maps and use positional language.	Explore outdoors using senses and make simple observations.	Talk about what is seen, heard and felt and make simple comparisons.
Year 1	Locate the UK, its countries and capitals; compare Audenshaw, Blackpool and Mexico.	Identify basic human and physical features and seasonal weather.	Use world maps, atlases, globes, aerial views, simple keys and directional language.	Observe the school locality and record familiar features.	Describe routes, features, similarities and differences using basic vocabulary.
Year 2	Locate continents, oceans, the UK and Manchester.	Recognise hot and cold areas and features of settlements.	Use aerial plans, four compass points, symbols and simple maps.	Observe and map the school grounds; use photographs and a simple route.	Organise findings and explain advantages and disadvantages of places.
Year 3	Locate European countries, cities, UK counties and Italy.	Describe climate, volcanoes, land use, trade and natural resources.	Use atlases, digital maps, eight compass points, OS maps and four-figure references.	Undertake orienteering, collect information and present findings.	Compare places and justify conclusions using evidence.
Year 4	Locate rainforests, North America, New York and UK counties.	Explain biomes, the water cycle, settlement, trade, resources and time zones.	Use OS symbols, four-figure references, aerial and digital maps.	Measure rainfall, conduct traffic surveys and organise results.	Interpret data and explain patterns, connections and differences.
Year 5	Locate South America, Brazil, hemispheres, tropics, oceans and rivers.	Explain tectonics, hazards, river processes, climate change and trade.	Use maps and digital tools to analyse global patterns and river journeys.	Select instruments, conduct river fieldwork, record weather and evaluate photographs.	Analyse impacts and communicate evidence-informed responses to environmental issues.
Year 6	Apply secure knowledge of the UK, Manchester and the wider world.	Explain land use, economic activity, climate, hazards and environmental change.	Use eight compass points, OS maps, symbols and six-figure grid references independently.	Plan interviews and censuses; use sketches, photography, databases and evaluated evidence.	Compare perspectives, interrogate evidence and reach balanced geographical conclusions.

Nursery Geography Progression

Nursery – Discovering Places and the Natural World

Curriculum element	Planned progression
Overview	Geography is developed through Understanding the World. Children explore their immediate environment, notice seasonal change, talk about other countries and environments, and begin to interpret simple maps through play, stories and outdoor learning.
Knowledge and skills	Explore the natural world; describe what can be seen, heard and felt outside; recognise seasonal change; notice similarities and differences between countries and environments; and draw information from a simple map.
Enhancements	Outdoor exploration, seasonal observations, family photographs and experiences, maps, globes, small-world play, key texts and repeated opportunities within provision.
Vocabulary	place, home, school, country, world, map, near, far, weather, season, natural, human, same, different

Reception Geography Overview

Reception – Exploring Our World

Term	Enquiry	Curriculum overview
Autumn	TOPIC: I wonder why the leaves are not green?	We guide children's understanding by drawing children's attention to the weather and seasonal features, providing opportunities for children to note and record the weather. Throughout the year, we take children outside to observe the natural world and encourage them to observe how animals behave differently as the seasons change
Spring	TOPIC: We're going on a Bear Hunt	Reception children are familiarised with the name of the road and town our school is located in. We look at a birds-eye view of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Children are given opportunities to draw simple maps of their immediate environment (classroom), and maps from imaginary story settings they are familiar with.
Summer	TOPIC: Places from around the world	Children are taught about places in the world that contrast with locations they know well using relevant, specific vocabulary to describe contrasting locations. We use images, video clips and shared texts to bring the wider world into the classroom. Teachers explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. Children are taught about a range of contrasting environments within both their local and national region, vocabulary needed to name specific features of the world, both natural and made by people is modelled.

Reception Knowledge Skills and Vocabulary

Dimension	Autumn	Spring	Summer
Knowledge and skills	Explore the natural world around them UTW	Draw information from a simple map UTW Talk about members of their community UTW	Understand the effect of changing seasons on the natural world around them UTW Recognise some similarities and differences between life in this country and what it is like in other countries UTW Recognise some environments that are different to the one in which they live UTW
Sticky knowledge	Know that the leaves change colour in Autumn. Know that some animals store food for winter. Know that the weather changes in Autumn.	Know that a birds-eye view is the view from above. Know that a map is a drawing that shows features such as buildings and roads Know that maps have symbols.	Know some similarities and differences between Audenshaw and Pakistan/India/eastern Europe, Nigeria/ Gambia Know that there are different environments.
Enhancements	Large weather map for children to re-intact the weather forecast Key text within provision Observational drawing of the natural world Frequent opportunities for outdoor play and exploration	Key text within provision Using resources from the creative area the children have opportunities to make a simple map of the places visited in the story Use bee-bots to program directions on a simple map	Key text with provision Photographs from countries relating to children's experiences Enhance snack time with a variety of foods from different countries Globe in provision
Vocabulary	seasons, weather, change, autumn, natural world	forest, river, map, farm, path, pond, road, park	country, environment, similarity, difference, globe, travel

Year 1 Geography Overview

Year 1 Key Concept - Places are different!

Term	Enquiry	Curriculum overview
Autumn	What's it like to live in Audenshaw? Fieldwork	The children begin this topic by naming and locating the four countries and capital cities of the United Kingdom. Children then move on to Audenshaw and learn about the immediate area around our school including Moravian. They investigate the local amenities and explain why Audenshaw is a good place to live. The topic includes a local field trip, and the children use directional language to locate key features of the area. They are introduced to basic maps and symbols. Using a bird puppet, they are introduced to the concept of a 'bird's eye view' and use digital maps to locate human and physical features. They create a booklet using photographs from their walk, explaining the key physical and human features of Audenshaw.
Spring	Why do people want to visit Blackpool? Trip – Blackpool	Children recap on previous learning about the United Kingdom. They recall the four countries and capital cities. This topic includes a day trip to Blackpool but not before the children have carried out some research on what they can expect to find there. They look at the key features and landmarks of Blackpool. They compare the digital map image of Audenshaw and Blackpool and discuss similarities and differences. The children then gather the information they have and create a Blackpool Visitor's Fact file using geographical terms and vocabulary.
Summer	Where in the world is Mexico?	Children recap on previous learning about the United Kingdom. They recall the four countries and capital cities. The children investigate Mexico. They use the BBC Barnaby Bear clips as a resource. They compare Mexico City to the Mexican countryside and look at the features that make Mexico a popular holiday destination. They investigate the key physical and human features of Mexico. They write postcards from Mexico describing how long it took to get there and what they have seen.

Year 1 Knowledge Skills and Vocabulary

Dimension	Autumn	Spring	Summer
Geographical knowledge and skills	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's grounds and surrounding environment. Use directional language e.g. near, far, left, right to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key. Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.	Use geographical language for example, near and far; left and right, to describe the location of features and routes on a map. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, sea, ocean, and weather key human features, including city, town, house and shops Use aerial photographs to recognise landmarks. Listen to an adult asking another child or adult about familiar environments or activities E.g. about their home or holidays. Use everyday language to describe features in the environment E.g. bigger, smaller than. Recognise a photo taken by a teacher as record of what they have seen.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries. Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. Understand and use basic geographical vocabulary to refer to: key physical features, including: beach, mountain, sea, ocean, river, hill, vegetation, season and weather key human features, including: city, village.
Sticky knowledge	Know the names of the four countries that make up the UK and name the three main seas that surround the UK. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Know that we live in the city of Manchester. Know and use the terminologies: left and right; below and next to. Know a map is a view from above a place and it can have a key with symbols. Know that a route is how you get to somewhere.	Know the main differences between a city, town and village. Know the names of the four countries and capital cities that make up the UK and name the three main seas that surround the UK. Know and identify the following features: beach, sea, coast and cliff. Know which is the hottest and coldest season in the UK. Know that Blackpool is a famous seaside town in the northwest of England and that Blackpool Tower is a famous landmark that can easily be seen from a distance.	Know that Mexico is a country located in the continent of North America. Know that the capital city of Mexico is called Mexico City. Know that Mexico is a hot country throughout the year as it's close to the equator. Know that in Mexico they speak Spanish. Know the main differences between a place in England and that of a small place in Mexico. Know and identify the following physical features: mountain, lake, beach, river and volcano.
Vocabulary	bird's eye view, building, right/left, church, local area, map, key symbols, road, park, route, street, United Kingdom, capital cities	beach, coast/coastline, weather, sea, sand dunes, town, season, landmark, cliff	atlas, countryside, equator, country, lake, mountain, volcano, village, globe, weather, city/capital city

Year 2 Geography Overview

Year 2 Key Concept How can we compare places?

Term	Enquiry	Curriculum overview
Autumn	It's a wet world!	Children recap on previous learning about the United Kingdom. They recall the four countries and capital cities with an emphasis on the surrounding seas. During this topic, the children use globes, atlases and digital maps to identify how much of the world is covered in water. They identify water on different maps, globes and atlases. They identify the world's five oceans. They investigate which is the biggest/smallest ocean etc. and which oceans lie between which countries. They look at globes and learn about longitude, latitude, equator and the poles. They investigate the sun in relation to the earth and why we have warm/cold climates. Children identify and learn about the seven continents.
Spring	What are the key features of our school grounds? Fieldwork	Children recap on previous learning about the United Kingdom. They recall the four countries and capital cities. In this topic, the children begin by looking at an aerial map of the school and seeing if they can identify which area is which. They revisit the digital map image of Audenshaw and identify the areas around school. They then complete a study of the school and its grounds and identify the key human and physical features of its surrounding environment. They are introduced to the four points of the compass. Using the pigeon to create a bird's eye view they attempt their own maps of the school grounds, labelling the different areas and putting features such as grass, playgrounds on etc. Using their locational knowledge of the school they partake in an orienteering exercise in small groups in the form of a treasure hunt around the school grounds. They follow a basic map.
Summer	Why do people visit Manchester? Trip - Manchester	Building on their knowledge of maps, the children start this topic by comparing a digital map image of Audenshaw and Blackpool to a digital map image of central Manchester and how they are different. They predict what they will expect to see there. They then use Google Maps and street view to navigate round the streets on the digital map. They look for the key human and physical features of Manchester using a variety of research tools. They visit Manchester, travelling by train to further develop their knowledge of the physical and human features of the city. They tick off features from the maps they created themselves.

Year 2 Knowledge Skills and Vocabulary

Dimension	Autumn	Spring	Summer
Geographical knowledge and skills	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles. Join labels to correct features.	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 the key human and physical features of the school's grounds and surrounding environment. Use simple compass directions, north, south, east and west and locational/directional language, for example: near/far, left/right to describe the location of features and routes on a map. Use a camera in the field with help to record what they have seen. Label the photo with help.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Use basic geographical vocabulary to refer to: key human features, including: city, town, factory, house, office, and shop. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use a camera in the field with help to record what they have seen. Label the photo with help.
Sticky knowledge	Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world. Know where the equator, North Pole and South Pole are on a globe. Know that the equator is an imaginary line drawn around the middle of the Earth. Know some facts about the continents e.g. North America is twice the size of Europe. Know features of hot and cold places in the world.	Know the names of the four countries and capital cities that make up the UK and name the three main seas that surround the UK. Know and use the terminologies: left and right; below and next to. Know which is N, E, S and W on a compass. Know that symbols show what different things or places can be found in an area. Know that a map shows a view from above a place and that there are various types of maps e.g. map of world, map of UK, street map. Know their address, including postcode.	Know that Manchester is a city in North West England. Know that the people who live in Manchester come from different backgrounds and cultures. Know that Manchester is the third biggest city in the UK. Explain some of the advantages and disadvantages of living in a city or town. Know and identify the following human features: city, town, house, office, shop and factory.
Vocabulary	map, continents, atlas, globe, oceans, equator, North Pole, South Pole, population	bird's-eye view, simple map, map key symbols, environment, local area, direction, fieldwork, compass, near/far, left/right	city, house, town, office, city, shop, factory, population, atlas, bird's-eye view, map, landmark, direction, environment

Year 3 Geography Overview

Year 3 Key Concept - What do key features tell us about a place?

Term	Enquiry	Curriculum overview
Autumn	Who are our European neighbours?	Children recap on previous learning about the United Kingdom. They recall the four countries and capital cities. They also refer to the seven continents and recap their knowledge. In this topic, the children study Europe including Russia. They locate and name countries using atlases. They learn the capital cities of all the European countries. They are given a famous landmark from each country and, using a range of research tools, they find out where each landmark is and why it is important. They compare the diverse key physical and human features of Europe. The topic culminates in children presenting their findings to the question 'Where is the best place to holiday in Europe and why?'
Spring	Map creators! Fieldwork CC Link - Outdoor and adventurous activity challenges both individually and within a team	Children recap on previous locational knowledge including counties (new learning). This includes knowing that we live in Greater Manchester and we are surrounded by Lancashire, Merseyside, Cheshire, Derbyshire and West Yorkshire. The children develop their mapping skills. They take part in orienteering sessions at Debdale Park and learn how to map read using a compass with some independence. They work on four figure grid references. On returning to school, they create a treasure hunt for year 2 children providing them with maps and clues to follow. The maps have basic grid references and identify N, E, S, W. They work in teams to plot a trail for year 2 and then support them to complete the treasure hunt.
Summer	What's it like to live in Italy?	Children recap on previous learning about Europe. They recap countries, capital cities, seas and famous landmarks. The children locate Italy and begin by sharing what they already know about it. They study Italy, its key features, people, climate and food. They study Rome and why it is an important city. They will find out how volcanoes erupt and about the destruction of Pompeii. They compare Rome with the UK and discuss famous landmarks.

Year 3 Knowledge Skills and Vocabulary

Dimension	Autumn	Spring	Summer
Geographical knowledge and skills	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Gain confidence in speaking to an unfamiliar person. Records some of what they found out E.g. talking to someone from another European country about what it is like to live there Use a simple database to present findings.	Name and locate counties and cities of the United Kingdom. Use: the eight points of a compass Ordnance Survey maps four figure grid references. Use fieldwork to observe, measure 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. Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help. Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location. Use everyday standard and non-standard units occasionally E.g. A trundle wheel for metres. Begin to organise recordings.	Understand geographical similarities and differences through the study of human and physical geography of: Rome in Italy Through the identified year group locational study: build knowledge 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. Use maps and symbols and keys to build their knowledge of the and the identified area of Europe.
Sticky knowledge	Know that Europe is the world's second smallest continent. Know the names of and locate some European countries. Locate European countries and capitals on a map. Know some famous landmarks in some European countries. Know some human and physical features of some countries of Europe.	Know the names of, and locate, at least five counties and some cities in England. Know there is 8 points on a compass. Know what some of the Ordnance Survey symbols stand for. Know how to use four-figure grid references. Know that maps use symbols instead of words to label real-life features.	Know that Italy is in the continent Europe. Know that the capital city is Rome. Know the names of other cities in Italy like Florence, Venice, Naples and Pompeii. Know that there are active volcanoes in Italy. Know some of the key physical and human characteristics of Italy.
Vocabulary	European countries, physical features, human features, landmark, capital cities, atlas, globe, map index, Europe	compass, physical features, human features, Ordnance Survey, map, symbols, four-figure-grid references, locality	natural resources, volcano, economy, land use, climate, trade, rivers, Northern hemisphere, Mediterranean, landmark

Year 4 Geography Overview

Year 4 Key Concept- Why do people choose to live somewhere?

Term	Enquiry	Curriculum overview
Autumn	Rainforests	Children recap on previous learning about continents and oceans and seas. They learn about the location of the rainforests. They investigate climate zones, biomes and vegetation belts, rivers and the water cycle. They compare the climate in the rainforests to the climate in Manchester and do an investigation into how much rain falls over a two week period. They record their results. They examine the different layers of the rainforest and how tribes live and adapt to survive in this environment. They begin to investigate the effects of deforestation and how sustainable management is being implemented – this is revisited in depth in Year 5.
Spring	Giving Directions Fieldwork	Children recap on previous learning about the United Kingdom. They recall the four countries, surrounding counties and capital cities. The children build on previous work from year 3 to study Audenshaw exploring the area using maps. They use maps and compass points to give directions to and from local places of interest. They undertake traffic surveys at 3 different places in Audenshaw and make suggestions as to why some areas might be busier than others. They record their findings. They use the digital map image of Audenshaw that was first introduced in year 1, to navigate their way to identified places and follow each other's directions. They revisit why Audenshaw is a good place to live because of its key features.
Summer	What's New York like?	Children recap on previous learning about Europe and the seven continents before being introduced to North America. During this topic, the children locate North America and investigate and research its key human and physical features. They explore maps of America and predict what 4 contrasting places will be like based on their proximity. They go on to study New York. They use a range of multimedia to research the main features of the city. They create a link with a school in New York and compare the physical features and human features of Manchester and New York.

Year 4 Knowledge Skills and Vocabulary

Dimension	Autumn	Spring	Summer
Geographical knowledge and skills	Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, earthquakes and the water cycle. Build knowledge 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. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features. Use easy to read instruments E.g. rain gauge or metre tape. Count and record different types at the same time using a tally Organise results in a spreadsheet.	Use: The eight points of a compass Ordnance Survey maps four figure grid references Use symbols and keys to build their knowledge of the United Kingdom Use fieldwork to observe, measure 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. Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Record the main points shortly after E.g. Asks questions to a policeman about road safety issues in a town. Use a database to present findings.	Through the identified year group locational study, build knowledge 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. Understand geographical similarities and differences through the study of human and physical geography of: North America – New York. Locate the world's countries, using maps to focus on North America concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Identify the Prime/Greenwich Meridian and time zones (including day and night).
Sticky knowledge	Know that Rainforests cover approximately 6% of the Earth's surface and there are two types - Tropical and Temperate. Know the Amazon rainforest in South America is the largest tropical rainforest. Know that many things we have in our home come from rainforests including: chocolate, sugar and rubber. Know where the equator, Tropic of Cancer, Tropic of Capricorn are on a world map. Know and explain the features of a water cycle. Know that much of the life in the rainforest is found in the trees and to label the layers of a rainforest.	Know the names of, and locate, at least five counties and some cities in England. Know which is N, E, S and W on a compass. Know what some of the Ordnance Survey symbols stand for. Know how to use four-figure grid references. Know that Ordnance Survey maps are detailed maps of Great Britain where each square represents 1km squared. Know that a digital map uses technology.	Know that there are 23 countries in North America, with Canada being the biggest. Know that America is made up of 50 states. Know that North America is the third largest continent that lies between the Pacific and Atlantic Ocean. Know that there are famous landmarks in North America such as the Statue of Liberty, and the Empire State Building. Compare similarities and differences of the UK and North America. Describe human and physical features of the UK and North America.
Vocabulary	atlas, globe, rainfall, climate, water cycle, climate zones, biomes, land use, natural resources, rainforest, deforestation	Ordnance Survey, symbols, four-figure-grid references, compass, key, maps, fieldwork, aerial	human features, physical features, environmental region, economic activity, trade links, urban, topographical features, time zone

Year 5 Geography Overview

Year 5 – Key Concept How and why is our planet changing?

Term	Enquiry	Curriculum overview
Autumn	Where in the world is Brazil? CC Link - English - The Explorer by Katherine Rundell	The children research Brazil, starting by recalling previous knowledge about the rainforest. They apply what they know about the Amazon Rainforest, including its climate, the biodiversity, and its inhabitants to examine the effects of deforestation on the country as a whole. Using a range of media, they learn about the key physical and human features of Brazil and examine the changing trade links, distribution of natural resources and economic activity.
Spring	Natural disasters- why do they happen?	Children recap on previous learning about Europe and the seven continents, the five oceans and the equator and lines of latitude. The children explore the make-up of our planet in terms of land and water, northern/southern hemispheres and climate. They use this learning to begin to understand how volcanoes, tsunamis and earthquakes occur. They use maps and atlases to identify and analyse the Ring of Fire. They then explore the impact these disasters have on the communities. They record the weather over a period of days including temperature, rainfall, wind speed. They record their findings on a spreadsheet.
Summer	Rivers Trip - Plan your visit The Wildlife Trust for Lancashire Manchester and North Merseyside	Children recap on previous learning about the United Kingdom. They recall the four countries, surrounding counties, capital cities and seas. They recap previous learning about oceans in Year 2 and seas in Year 1. Children label maps to show where oceans, lakes and rivers can be located and discuss the differences between them. They complete a table to show the length of different rivers. They describe the life of a river using the correct terminology. This unit includes a fieldwork study to a river. They investigate the effects of climate change and plastic pollution on oceans, seas and rivers. They use their knowledge of the bodies of water to create a campaign to limit plastic pollution.

Year 5 Knowledge Skills and Vocabulary

Dimension	Autumn	Spring	Summer
Geographical knowledge and skills	Locate the world's countries, using maps to focus on South America concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region within South America. Describe and understand key aspects of -Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Identify the Prime/Greenwich Meridian and time zones (including day and night).	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic Circle Build knowledge 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. Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it.	Build Up UK Locational Knowledge: Naming and locating counties and cities of the United Kingdom through national events/ competitions, First News. Describe and understand key aspects of physical geography, including climate zones, rivers, mountains. Use maps, atlases, globes and digital/computer mapping to locate oceans, seas and rivers. Use field work 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. Use photo for their investigation. Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos.
Sticky knowledge	Know that Brazil is a country in South America. Know that Brazil is the largest country in the southern hemisphere. Know that Brazil is the world's largest exporter of coffee, soya bean and beef. Know the Amazon River runs through Brazil. Know that Brazil is home to a third of the world's rainforests. Know the causes and impact of deforestation. Know about time zones and work out differences. Know what is meant by biomes and what are the features of a specific biome.	Name the seven continents and five oceans and locate and name some European countries Know the names of some countries in the southern and northern hemisphere. Know what causes an earthquake. Know the different parts of a volcano. Know that natural disaster causes loss of life or property damage and leaves some economic damage. Know that there are about 6,800 natural disasters that happen every year worldwide.	Know the difference between an ocean, lake and river. Know that a river is a path that water takes as it flows downhill, normally towards another river, a lake, sea or ocean. Know and label the main features of a river. Know the name of, and locate a number of the world's longest rivers e.g. The Nile and know the names of the longest rivers in Britain e.g. The Severn and The Thames. Know why most cities are located by a river. Use Google Earth to locate a country or place of interest and to follow the journey of rivers.
Vocabulary	deforestation, global warming, climate change, exports, trade, economic activity, biomes	tectonic plates, seismic wave, volcano, earthquake, Ring of fire, eruption, dormant, epicentre magnitude	river, riverbank, source, erosion, tributary, mouth, confluence, estuary, meander, channel, pollution

Year 6 Geography Overview

Year 6 – Key Concept: Pay Attention to Place – Manchester

Term	Enquiry	Curriculum overview
Autumn	Fieldwork – Attention to Place - A study of Manchester	During this topic the children recall previous knowledge of the key physical and human features of Manchester including the Manchester Ship Canal and why it was historically key to the economic success of the city. They recap on previous learning about the United Kingdom. They recall the four countries, surrounding counties and capital cities. They use maps and digital maps to investigate the city taking note of landmarks and physical and human features. The children go on a field work visit to Manchester and navigate using Ordnance Survey maps. They are taught to follow more detailed maps and understand the 8 points of a compass. They take in the area and are encouraged to develop a sense of Manchester as a place and why it is a popular and growing city. Interview a selection of Manchester residents to gain opinions on the pros and cons of living in this city.
Spring	What's happening in the news?	Recap on previous learning, naming the continents and oceans of the world. Recall previous knowledge about human and physical features of continents studied. First News and BBC Newsround, the children research a key environmental issue. They create an extended piece of writing such as; a newspaper report or a persuasive letter, to highlight the issue. They research key world events, particularly linked to weather such as; flooding, hurricanes, tornados, avalanches, drought, famine. They use different sources of news and research why some continents are more prone to certain natural disasters. They examine the issues of climate change and what effect this is having on the planet. They use photography as a tool for measuring veracity and explore how different images of the same event can provide different perspectives.
Summer	Putting Manchester on the Map	They begin by recapping the physical features of the UK. They recap on counties and surrounding seas, capital cities and famous landmarks. Linked to their learning in history about famous Mancunians from the past, the children research and report on the famous landmarks of Manchester. Starting with an ordnance survey map of the city, they research and plot where famous landmarks and memorials are situated. They use street view to find real images of them to add to their map. In groups, they take a famous landmark and research the history and significance of it to report back to the class in a variety of way including the use of; photographs, sketches, written work, digital images. This is displayed on a whole class aerial view map.

Year 6 Knowledge Skills and Vocabulary

Dimension	Autumn	Spring	Summer
Geographical knowledge and skills	Describe and understand key aspects of physical geography, including biomes/vegetation belts (forests), rivers, mountains. Build knowledge 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. Use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use: the eight points of a compass Ordnance Survey maps - six figure grid references symbols and keys to build their knowledge of the United Kingdom. Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected. Select field sketching from a range of techniques for an investigation. Annotate sketches to describe and explain geographical processes	Locate the world's continents using maps Locate the world's oceans using maps. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Be aware of current global geographical issues identifying their own and other's view Select photography from a range of techniques as the most appropriate for the evidence they need. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Using maps focus on the UK's geographical region Manchester and identify 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. Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it.
Sticky knowledge	Know that we live in Greater Manchester and are surrounded by the counties Lancashire, Merseyside, Cheshire, Derbyshire and West Yorkshire. Know that Audenshaw is an area in Greater Manchester. Know how to use six-figure grid references. To know what most of the ordnance survey symbols stand for. Know which is N, NE, E, SE, S, SW, W and NW on a compass. Know the history of the Manchester Ship Canal and why it was vital to economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Know and name the continents and oceans of the world Know that different climate zones are prone to different types of extreme weather and be able to share examples. Know that weather is reported through different media channels and photography can be used to demonstrate the impact of weather. Begin to understand and articulate the impact of climate change on global weather trends.	Know that that we live in Manchester, the third largest city in the UK and describe key human and physical features of the city. Know and name the seas surrounding the UK. Know and name famous landmarks in Manchester and be able to articulate their origins and significance. Know and be able to articulate how to use an Ordnance Survey map, grid references, digital maps and online multi view maps.
Vocabulary	locality, physical features, human features, scale, symbols, aerial photograph, 8 points of a compass, water, ordnance survey, six-figure-grid reference, settlements	pollution, ozone, natural resources, woodland, energy, conservation, droughts	derelict, trade links, settlements, topographical features, land use, economy, economic activity, physical features, human features, region