

Know how to:			Know what/key concepts:						
Interpreting sources of information (maps, diagrams, aerial photographs and globes)	Understand key processes behind human/physical features	Collect and analyse data, interpret geographical information, communicate geographical information	Use simple compass directions and locational/directional language	Locational knowledge: Local, National, and International	Place knowledge: comparing and contrasting	Human geography: Change and developing a breadth of vocabulary	Physical geography: Change And developing a breadth of vocabulary	Geographical skills and fieldwork	Conservation
	Autumn <b>Local</b>		Spring <b>National</b>				Summer <b>International</b>		
<b>EYFS</b>	In the EYFS pupils will develop the vocabulary to support future learning in Geography. Understanding of the World builds on children's own knowledge of their world around them and helps them to make sense of it. Children will have the opportunity to develop their knowledge through stories, non-fiction, and first-hand experiences. During the EYFS children will have opportunities to develop their knowledge and understanding of the world. Children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos, draw information from a simple map, understand that some places are special to members of their community, recognise some similarities and differences between life in this country and life in other countries, recognise some environments that are different to the one in which they live.								
<b>Year 1</b>	<p><b>Our School</b>  <b>Key concept:</b>  Interpreting sources of geographical information, Geographical Fieldwork Skills, Human and physical geography  <b>Key location:</b>  Winsford/ Winsford High Street  <b>Know how to:</b>  Use aerial photographs and maps to recognise local landmarks and basic human and physical features.  Use simple fieldwork and observational skills to study the geography of Winsford High Street, its grounds and the surrounding environment.  Devise a simple map and construct basic symbols in a key.  <b>Key questions:</b>  What does Winsford High Street look like from above?  Why do we use maps?  <b>Key vocabulary:</b>  house, shops, post box, fields, aerial map, key.</p>	<p><b>The UK from Above</b>  <b>Key concept:</b>  Identifying and Comparing, Geographical fieldwork skills, Human and physical geography, Locational knowledge  <b>Key location:</b>  United Kingdom  <b>Know how to:</b>  Name and identify characteristics of the 4 countries of the United Kingdom  Begin to use simple compass directions (north, south, east and west)  Use aerial photographs to recognise landmarks and basic human and physical features.  <b>Key questions:</b>  Which countries are in the United Kingdom?  How are the countries of the UK similar and different?  What does the UK look like from above?  <b>Key vocabulary:</b>  England, Wales, Scotland, Northern Ireland, country, north, south, west, east, landmarks</p>	<p><b>Let's go on holiday!</b>  <b>Key concept:</b>  Comparing and contrasting, Locational knowledge, Interpreting sources of geographical information  <b>Key location:</b>  The United Kingdom and a Non-European Country  <b>Know how to:</b>  Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom (Southport) and a small area in a contrasting non- European country.  Identify seasonal and daily weather patterns in the United Kingdom.  <b>Key questions:</b>  Are all places in the world the same?  Does it always rain in the UK?  <b>Key vocabulary:</b>  Weather, seasons, beach, sea, town, port, harbour</p>						
<b>Year 2</b>	<p><b>Our Local Area</b>  <b>Key concept:</b>  Geographical fieldwork, Human and physical geography  <b>Key location:</b>  Winsford and Hartington  <b>Know how to:</b>  Use aerial photographs and plan perspectives to recognise local landmarks and local human and physical features.  Use simple compass directions (north, south, east and west).  Use locational and directional language (near and far, left and right).  Describe the location of features and routes on a map.  <b>Key questions:</b>  Why is Winsford special? What do aerial maps of Winsford and Hartington tell us about the locations?</p>	<p><b>The Wonderful UK</b>  <b>Key concept:</b>  Identifying and comparing, Human and Physical Geography, Locational knowledge, Geographical fieldwork  <b>Key location:</b>  The United Kingdom  <b>Know how to:</b>  Locate the 4 countries of the United Kingdom.  Name, locate and identify the capital cities of the United Kingdom and its surrounding seas.  Use simple compass directions (north, south, east and west).  Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use aerial photographs to recognise and compare landmarks and basic human and physical features.</p>	<p><b>Bats around the World</b>  <b>Key concept:</b>  Interpret sources of geographical information, Locational knowledge, Human and physical geography, Conservation/change  <b>Key location:</b>  The 7 continents and oceans  <b>Know how to:</b>  Name and locate the world's 7 continents and 5 oceans.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  <b>Key questions:</b>  Where in the world can bats be found?  What does it mean to be endangered or extinct?  What can I do to help endangered animals?  <b>Key vocabulary:</b></p>						

	<p>Why might people visit Hartington?</p> <p><b>Key vocabulary:</b> Town, village, farms, fields, factory, salt mines, river, countryside, shop, compass directions (north, south, east and west)</p>	<p><b>Key questions:</b> How are the four UK capital cities the same and different? What surrounds the UK? How can we use a compass to describe the positions of countries, cities and seas in and around the United Kingdom?</p> <p><b>Key vocabulary:</b> Coast, forest, hill, mountain, sea, ocean, river, city, town, village</p>	<p><b>vocabulary:</b> Continents (Asia, Africa, North America, South America, Antarctica, Europe and Australasia), oceans (Pacific, Atlantic, Southern, Indian and Arctic), endangered, extinct</p>
Year 3	<p><b>The Romans in Cheshire</b> <b>Key concept:</b> Comparing and contrasting, geographical fieldwork, changing land use <b>Key location:</b> Winsford <b>Know how to:</b> talk about the physical and human features of Winsford, communicate information through maps, Interpreting sources of information, Use simple compass directions and locational/ directional language. <b>Key questions:</b> What influence did the Romans have on Cheshire? How has Cheshire changed over time and why? How do other people live in Cheshire? <b>Key vocabulary:</b> salt towns, agriculture, residential, commercial, transport, recreational, grid references, map symbols, hamlet, village, town, city, compass points, Cheshire.</p>	<p><b>Winsford, Wales and Anglesey</b> <b>Key concept:</b> Geographical skills and fieldwork (in Anglesey on residential visit), Identifying, developing locational and place knowledge. <b>Key location:</b> Anglesey, Holyhead <b>Know how to:</b> Understand and compare processes behind human and physical features. <b>Key questions:</b> What can I learn about Wales? What are the human and physical features of Wales? How is Winsford different to Anglesey? What fieldwork can I complete in Anglesey to compare it to Winsford? How could I present my fieldwork? <b>Key vocabulary:</b> human features, physical features, rural, urban, mountain, ocean, beach, cliff, transport, settlement.</p>	<p><b>Conservation in Indonesia</b> <b>Key concept:</b> Physical geography: Change and developing a breadth of vocabulary, Conservation. <b>Key location:</b> Asia, Indonesia <b>Know how to:</b> Understand key processes behind human/physical features <b>Key questions:</b> How is Indonesia different to where I live? What is an ocean habitat (aquatic biome) like? Why are the oceans polluted and in danger? <b>Key vocabulary:</b> ocean biomes, conservation, global, pollution, critical, aquatic, Asia, Indonesia.</p>
Year 4	<p><b>Northwich, Terracotta &amp; Salt Works</b> <b>Key concept:</b> Comparing and contrasting, geographical fieldwork. <b>Key location:</b> Northwich <b>Know how to:</b> Understand key processes behind human/physical features, Interpret sources of information (maps, diagrams, aerial photographs, and globes) <b>Key questions:</b> Can I understand how the terracotta industry, led by Jabez Thompson, influenced economic activity in Northwich?  How can I explore the changes of land use over time in Northwich?  What fieldwork can I complete to explore the human geography (examples of terracotta in buildings) in Northwich?  What is the distribution of natural resources (minerals) in Northwich and Cheshire?  What do the minerals in terracotta tell us about the rocks in Northwich – can you prove it?  <b>Key vocabulary:</b> Terracotta, Jabez Thompson, Northwich, land use, minerals.</p>	<p><b>Exploring UK counties</b> <b>Key concept:</b> Identifying, developing locational and place knowledge, Geographical skills and fieldwork (in York on residential visit) <b>Key location:</b> UK <b>Know how to:</b> Understand key processes behind human/physical features, Collect and analyse data, interpret geographical information, communicate geographical information. <b>Key questions:</b> Where do I live, and can I explore other UK counties? How did the Anglo-Saxons arrive in the UK? Can I compare the changes in counties' human and physical features over time? <b>Key vocabulary:</b> counties, Anglo-Saxons, settlement, land use, farming, agriculture, industrial.</p>	<p><b>Global Warming</b> <b>Key concept:</b> Physical geography: Change And developing a breadth of vocabulary <b>Key location:</b> Europe, Scandinavia, Russia <b>Know how to:</b> Compare and understand geographical similarities and differences through the study of human and physical geography of a region of a European country. <b>Key questions:</b> What is the positioning and significance of Arctic and Antarctic Circle? How can I learn about Arctic tundra biomes? What is the physical geography and climate in Scandinavia and Russia? How is global warming changing the world? Who is Greta Thunberg? <b>Key vocabulary:</b> global warming, Arctic and Antarctic Circle, biomes, tundra, climate.</p>
Year 5	<b>Growth of Winsford</b>	<b>Development of London as a Port</b>	<b>Rainforests &amp; Deforestation in South America</b>

	<p><b>Key concept:</b> Change and growth related to salt production  <b>Key location:</b> Winsford  <b>Know how to:</b> Understand key processes behind human/physical features  <b>Key questions:</b> What changes have happened in Winsford linked to the salt production? How has Winsford's land use changed over time? What changes have maps tracked over time?  <b>Key vocabulary:</b> agriculture, residential, commercial, transport, recreational, salt production, economic activity, OS maps.</p>	<p><b>Key concept:</b> Comparing and contrasting, geographical fieldwork (in London on residential visit)  <b>Key location:</b> London  <b>Know how to:</b> Interpret sources of information (maps, diagrams, aerial photographs), understand key processes behind human geography  <b>Key questions:</b> What has happened in London to influence the development of ports? How is economic growth influencing London? What evidence do I need to predict the future of ports in London?  <b>Key vocabulary:</b> Port, London, Development, Trade, human features, economic.</p>	<p><b>Key concept:</b> Conservation  <b>Key location:</b> South America  <b>Know how to:</b> Understand key processes behind human/physical features, interpret sources of information.  <b>Key questions:</b> How is the location of rainforests relevant to their features? Why are rainforests crucial to the world? What impact are humans having on rainforests?  <b>Key vocabulary:</b> longitude, latitude, Tropic of Cancer, Tropic of Capricorn, Equator, Deforestation, afforestation, vegetation belt, globalisation, multi-national corporation.</p>
<p>Year 6</p>	<p><b>Nantwich's Impact</b>  <b>Key concept:</b> Change in land use  <b>Key location:</b> Nantwich  <b>Know how to:</b> Map and record changes of land use over time and suggest reasons for these changes.  <b>Key questions:</b> How has the use of land changed over time and why might this be? How do we locate important/key places on a map? How do physical geographical features effect human settlement and geography?  <b>Key vocabulary:</b> Industry, land use, commercial, decline.</p>	<p><b>Rivers and Canals</b>  <b>Key concept:</b> Change in river use over time  <b>Key location:</b> Nantwich  <b>Know how to:</b> Use maps and other fieldwork instruments to discuss changes to a river and its surrounding areas.  <b>Key questions:</b> What role do/have rivers played in settlement across the UK? How are rivers formed and how do they impact a landscape? How can the changes within rivers be measured?  <b>Key vocabulary:</b> source, tributary, confluence, current, flow, erosion, deposition.</p>	<p><b>National Parks in North America</b>  <b>Key concept:</b> Conservation, comparing and contrasting  <b>Key location:</b> North America  <b>Know how to:</b> Compare and understand geographical similarities and differences through the study of human and physical geography of a region of the UK and South America.  <b>Key questions:</b> What are national parks and why are they important? How do national parks vary around the world and why? How does flora and fauna impact a geographical landscape?  <b>Key vocabulary:</b> national park, conservation, flora, fauna, cultural heritage, environment.</p>