**Geography Framework**

**Golden Thread- *Where would you like to live?***

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | | Summer 2 |
| Nursery | **Location and Place Skills**  Children will explore our EYFS environment and find out where different places are e.g. toilets, mud kitchen, Reception | **Location and Place Skills**  Children will know that our school is in Manchester. | **People, Culture and Communities**  Children will talk about similarities and differences between themselves and people in the local community. | **People, Culture and Communities including map work**  Children will know that there are different countries in the world.  Children will understand how we have to travel to these countries. | **Location and place skills**  Children will know that we live in England.  Children will find out about the England flag. | | **Globe, map and plan reading skills**  Children will know that we live on Earth and that the globe represents the world. |
| Reception | **Globe, map and plan reading skills**  Children will know that the green on a globe is land and the blue is sea.  Children will know that the globe shows different countries around the world.  Children will identify typical weather in Autumn. | **People, Culture and Communities**  Children will learn about how people in different countries celebrate Christmas.  Children will know that Manchester is in England. | **Human and physical geography enquiry**  Children will know that we do not have certain animals in England and will compare them with Africa.  Children will identify typical weather patterns in Winter. | **Location and Place Skills**  Children will know the name of the road that our school is on.  Children will explore aerial views of our school and identify key features.  Children will identify typical weather patterns in Spring. | **Human and physical geography enquiry**  Children will know that we can only grow certain fruits and vegetables in England. | | **Human, physical and geography enquiry**  Children will know that we do not have certain sea life in England and will compare with Australia’s Coral Reef.  Children will identify typical weather in Summer. |
| Year1 | **Local Map Work Area Study including Fieldwork:**  **Kapow- What is it like here?**  **Mapping our school** and identifying school grounds, the streets around and the local area. Recognising and recording different types of land use, buildings and environments from their knowledge |  | **Human and Physical Geography enquiry with, map and plan reading skills:**  **Kapow- What is the weather like in the UK**  Identify and know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Identify seasonal/ daily UK weather patterns |  | **Location and Place Skills including fieldwork:**  **Kapow- What is it like to live in Shanghai?**  **Moss Side vs a small area of a contrasting non-European country**  Know and identify geographical similarities and differences through studying the human & physical geography of Moss Side and an area of a contrasting non-European country | |  |
| Year 2 | **Location and Place Skills using Human and physical geography enquiry**  **Kapow- What is it like to live by the coast?**  **Manchester vs Coastal UK areas.**  To name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas.  Identify the key human and physical features of the surrounding environment of our school |  |  | **Kapow: Why is our world wonderful?**  UK features and landmarks.  Oceans around the world.  Our local area  Amazing places around the world. | **Globe, Map and Plan Reading Skills with location and place skills:Kapow Would you prefer to live in a hot or cold place**  Name and locate 7 continents & North/South Pole  , Use simple compass directions Follow a route on prepared maps (left/right) & find information).  Using locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.  and describe maps of the world | |  |
| Year 3 | **Human and Physical geography enquiry skills including map and fieldwork:  Kapow- What are Rivers and how are they used?**  **River Study: River Mersey**  Locational geography – use of compass points, maps & fieldwork and the water cycle  Locate major rivers around the world |  |  | **Kapow- Where does our food come from?**  **Global, map world and plan reading skills**  Using globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns; | **Human and Physical Geography Enquiry**  **Kapow: Are all settlements the same?**  **Understanding how Geography has changed over time**  Know and describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the locations and countries studied.  Importance of rivers to the earliest civilisations  *\*Cross Curricular History Link – Early Civilisations* | | |
| Year 4 | **Kapow**  **Why are Rainforests important to us?**  Describe a biome  Locate and find features of the Rainforest  Describe the 4 layers of the rainforest  How is it changing  How is it so important to us |  | **Human and Physical Geography enquiry including globe, map and plan reading skills**  **Kapow- Why do people live near Volcanoes?**  **Naples & Pompeii compared with the North West of England**  *\*Link with History – Roman Empire*  **Volcanoes and Earthquakes**  Locating, understanding cause and impact around the world  Know and describe types of settlement and land use, economic activity and the distribution of some natural resources of the locations and countries studied. Identify differences between places. | |  | **Kapow- Who lives in Antarctica?**  **Location & Place Skills including fieldwork, globe and map reading skills:**  **Focus on the 4 countries and regions of the UK** including human and physical features: mountains, hills, rivers.  Compare the same to Antarctica. | |
| Year 5 | **Location and Place Skills with human and physical geography enquiry**  **Kapow- Can carry out an independent field work enquiry?**  **UK Study**  Identifying multiplecities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts Describe processes that give rise to key physical & human geographical features of the world | **Location and Place skills with fieldwork and human, geographical and physical geography features**  **Kapow- What is life like in the Alps?**  Developing maps study skills using OS, locating specific places and human and geographical features and understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts. |  |  | **Location and Place skills with human and physical geography enquiry skills.  Kapow-Where does energy come from?**  Describe the significance of energy  Look at renewable and non-renewable energy  Pros and Cons of different energy sources.  Understand geographical similarities and differences through the study of physical geography. | | |
| Year 6 |  | **Location and Place Skills with Globe, map and plan reading skills Kapow- Why do oceans matter?**  **Kapow- Would you like to live in the desert?**  Concentrating on environmental regions, key physical or human characteristics, countries, and major cities. Understand and know that there are geographical similarities and differences of a region of the UK and a region within South America  Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones | |  |  | **Human and Physical enquiry skills with fieldwork opportunities Kapow- Why does population change?**  **Manchester, UK and the Wider World**  Using OS maps & compass points at different scales, know directions in neighbourhood and align a map with route.  Understand key aspects of: climate zones, biomes and vegetation belts.  Give a few reasons for the impact of geographical influences/ effects on people place or themes studied. | |