



ST MARY'S R. C. PRIMARY GEOGRAPHY OVERVIEW 2021-2022



Our Whole-School Curriculum Intent

Our curriculum will:

- Build children's knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
- Provide knowledge in all subjects that builds sequentially through their time at St. Mary's
- Reflect the need and be specific to our local area and community
- Develop transferrable skills through their growing knowledge of the curriculum
- Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
- Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
- Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
- Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In history, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary's.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	This is me and my town – why would people visit Middleton?		Why do we want to explore the earth – polar regions?		Why do we want to be explorers? Did the pirates really sail the seven seas?	How and why has shopping changed in this area?
Year 2		What makes Britain, Britain?	I am a brave knight.....where should I build my castle?	How is life different to ours in the rainforests of Brazil?		What happens when it just won't stop raining in Middleton and elsewhere?
Year 3	How would you survive an angry volcanic eruption (Extreme Earth)				Why are maps so important and what can they tell me about life in Middleton?	Why did holidaying in Middleton change over the last couple of centuries? (geo link)
Year 4	Why are rivers so important?				Can we become geographical explorers? The Peak District!	A tale of two cities! Manchester and Rome – are they similar?
Year 5	Earth and Space (locational knowledge)	Does Greed Corrupt? (Fair Trade)			Why do we still want to go to America?	Being Historical Detectives in Victorian Rochdale (changes now)
Year 6					A matter of life and death Why do we need to save our planet?	

KS1/KS2 Aims

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Key Stage 1 Statutory Requirements

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.

Pupils should be taught to:

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • 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 • 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

			<ul style="list-style-type: none">• 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
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Key Stage 2 Statutory Requirements

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<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 	<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 	<ul style="list-style-type: none"> • describe and understand key aspects of: <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 	<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

<ul style="list-style-type: none">• 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)			maps, plans and graphs, and digital technologies
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Endpoints:

YEAR 1

UNIT TITLE: Year 1 Autumn 1 - This is me and my town - why would people visit Middleton?					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EP1 - All children understand that their local area is where they live and go to school	<p>EP1.1 Most chn know that their local area is called Middleton and can ask and answer simple (guided) questions about it</p> <p>EP1.2 Most chn can name a range of places in their local area eg. Truffet Park, Tesco, church and can talk about their purpose</p> <p>EP1.3 Most chn know the difference between human and physical features and can name human features and physical features in their school and local area</p>	EP2 - All chn can use observation skills to comment on their school grounds and local area (teacher led enquiry)	<p>EP2.1 - Most chn can make drawings/sketches to support their observations, recognise a photo taken by the teacher as a record of what they've seen and listen to an adult/speak to a familiar adult about their local area</p> <p>EP2.2 - Most chn can talk about likes and dislikes of their local area, based on their observations, and give reasons why</p> <p>EP2.3 - Most chn can identify a change in their school grounds or local area eg. new trees, new housing, based on their observations and suggest valid improvements</p>	EP3 - All chn know how to use photographs, aerial photographs and large scale maps of their area to identify places/landmarks	<p>EP3.1 - Most pupil can identify human features such as their home, school, landmarks ect on photos, aerial and large scale maps</p> <p>EP3.2 - Most pupil can identify physical features such as parks (Truffet), woodland, bodies of water ect on photos, aerial and large scale maps</p> <p>EP3.3 - Most chn can devise their own simple map of the classroom/playground/local area and use the language near and far to describe location</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn know that Middleton is in the country of England		Some chn know how to use a key on a map		Some chn can give their own and school's address

UNIT TITLE: Year 1 Spring 1 - Why do we want to explore the earth - polar regions?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>EP1 - All children know that our world is made up of continents</p>	<p>EP1.1 Most chn know that the continents are Europe, Asia, Africa, Australia, Antarctica, North America and South America</p> <p>EP1.2 Most chn can locate the continents correctly on a world map, atlas and globe</p> <p>EP1.3 Most chn know that we live in Europe</p>	<p>EP2 -All chn know the names of the North Pole, South Pole and Equator</p>	<p>EP2.1 - Most chn can locate the N Pole, S Pole and Equator on a world map, globe and infant atlas</p> <p>EP2.2 - Most chn know that places near the polar regions are cold</p> <p>EP2.3 - Most chn know that places near the Equator are hot</p>	<p>EP3 - All chn know that Antarctica is the continent where the South Pole is</p>	<p>EP3.1 - Most chn know the difference between the North and South Pole and can speak about the geography of both eg the South Pole is too cold for people to live permanently, but some have learnt how to survive near the North Pole; animals live in both areas and the N Pole is home to polar bears and the S Pole is home to penguins ect. They use sources to answer questions.</p> <p>EP3.2 - Most chn know that Captain Robert Falcon Scott was an explorer who went on an expedition to Antarctica a long time ago. They can recall the main points of what happened on his expedition</p> <p>EP3.3 - Most chn understand that the polar regions are under threat by human activity. They know that they world is getting warmer and glaciers are melting and ice caps are shrinking, making it difficult for animals to survive</p>

	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can use the compass points of east and west, as well as north and south to describe features		Some chn can suggest ways to help the sustainability of the polar regions		Some chn can suggest reasons why Scott should and should not have gone on an expedition to the Antarctic

*History objective

UNIT TITLE: Year 1 Summer 1 - Why do we want to be explorers? Did the pirates really sail the seven seas?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>EP1 - All chn know that The Golden Age of Piracy happened in the past, long before they were born</p>	<p>EP1.1 Most chn know that privateers were people given permission from the monarch to attack an enemy's ship</p> <p>EP1.2 Most chn know that people started to become pirates and these were not given permission; they would attack ships at sea to steal the goods and the ship itself. They can recall information about The Golden Age of Piracy, through the use of sources and understand that it ended when the Navy intervened.</p> <p>EP1.3 Most chn know the names of some famous pirates around during The Golden Age of Piracy and can recall facts about them, using sources</p>	<p>EP2 - All chn know how to use world maps, infant atlases and globes to understand that the world is also made up of oceans and continents and identify the difference</p>	<p>EP2.1 - Most chn recall the continents and name the world's oceans as the Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean; understanding that the 'seven seas' is a fictional term</p> <p>EP2.2 - Most chn locate the world's oceans on a map, atlas and globe</p> <p>EP2.3 - Most chn can use the term 'coast' to explain that pirates would attack coastal town due to them being close to the ocean</p>	<p>EP3 - All chn can use directional language to give/follow instructions (eg treasure hunt) and to describe positions on a map (eg treasure map)</p>	<p>EP3.1 - Most chn can use directional language to describe routes on a map (eg treasure map)</p> <p>EP3.2 - Most chn use the compass points of north and south (recap) to follow/give instructions and describe positions and routes on a map</p> <p>EP3.3 - Most chn can devise their own map (eg treasure map)</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS

Some chn can explain that girls were not allowed to be pirates and can explain how some girls managed to be pirates

Some chn know how to use a key when using or devising a map

Some chn can use the compass points of East and West, in addition to North and South

*History objective

UNIT TITLE: Year 1 Summer 2 - How and why has shopping changed in this area? (Rochdale Pioneers)

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>EP1 - All chn know that we have different types of shops in our local area such as corner shops, supermarkets, shopping centre (Middleton Arndale)</p>	<p>EP1.1 Most chn can talk about the purpose of different types of shops in our local area and when you might use each eg supermarkets is for a bigger food shop because they have a variety of food goods there.</p> <p>EP1.2 Most chn can ask enquiry questions and carry out fieldwork skills such as sketching, photography ect to observe shops in their local area and talk about how they have changed</p> <p>EP1.3 Most chn can use maps and aerial photography to identify the shops in their local area and historical maps to see how this has changed over time</p>	<p>EP2 - All chn know that that the shops in our local area have changed over time and how we shop has changed also.</p>	<p>EP2.1 - Most chn know that in the past shopping was done regularly and locally and a lot of the time the shopping was delivered. People tended to visit lots of different shop eg butcher, grocery, bakers, fishmongers.</p> <p>EP2.2 - Most chn know that now people can pay for shopping using a card, use self-service shop, shop online ect which is a change over time</p> <p>EP2.3 - Most chn can sequence photographs of shops over time and use sources such as photographs, artefacts and oral accounts (asking familiar adults questions) to talk about similarities and differences between shops and shopping habits today and in the past</p>	<p>EP3 - All children know that the Rochdale Pioneers created the first cooperative shop in our local area</p>	<p>EP3.1 - Most chn know that that the cooperative was created in the Victorian period because during this time there was a big difference between the lives of the rich and the poor factory workers and this was significant. The Pioneers created the shop so all had access to food</p> <p>EP3.2 - Most chn understand that we can use sources such as photographs, artefact and the Rochdale Pioneer Museum to find out about the Rochdale Pioneers and the creation of the cooperative</p> <p>EP3.3 - Most chn know that the co-op still exists but it has expanded and changed since the first shop opening</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS

	Some chn can explain why certain shops are where they are in our local area eg the larger Tesco supermarket is in Middleton Centre as more people will access it and the smaller Tesco is on Wood Street because people who live locally can use this		Some chn can explain how technology has changed the way we shop eg use of cards, online shopping, self service, refrigeration		Some chn can talk about aspects of the Victoria period or the Industrial Revolution
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*History objective

YEAR 2

<u>UNIT TITLE: Year 2 Autumn 2 - What makes Britain, Britain?</u>					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EP1 - All children know the UK is made up of the 4 countries- England, Northern Ireland, Scotland and Wales	<p>EP1.1 Most chn can locate the 4 countries on a map, globe and atlas</p> <p>EP1.2 Most chn know that they live in England and it is in Europe</p> <p>EP1.3 Most chn can ask enquiry questions and talk about characteristics, culture and traditions of the countries of the UK and use aerial photographs to identify human and physical features and landmarks in the UK</p>	EP2 - All chn know that countries have capital cities	<p>EP2.1 - Most chn should know that the capital city of England is London, Wales is Cardiff, Scotland is Edinburgh and Ireland is Belfast</p> <p>EP2.2 - Most chn should be able to locate the capitals on a map, globe and atlas</p> <p>EP2.3 - Most chn can ask enquiry questions and be able to talk about characteristics of the capital cities eg Edinburgh Castle is one of the most famous castles, Buckingham Palace is in London</p>	EP3 - All chn must know that seas surround the UK	<p>EP3.1 - Most pupil can name the seas that surround the UK</p> <p>EP3.2 - Most pupil can locate the seas surrounding the UK</p> <p>EP3.3 - Most chn can use compass points and locational knowledge to describe the position of countries and seas in relation to each other</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn know that England has the highest population of the 4 countries		Some chn can explain the difference between a village, town, city and country		Some chn know that the UK is a union of countries and Scotland recently voted to stay in the union

UNIT TITLE: Year 2 Spring 1 - I am a brave knight....where should I build my castle?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>EP1 - All children can explain what a monarch is and understand that Queen Elizabeth and Queen Victoria are/were monarchs</p>	<p>EP1.1 Most chn can ask enquiry questions and use sources to recall facts about the life of Queen Elizabeth and aspects of life in her period</p> <p>EP1.2 Most chn can ask enquiry questions and use sources to recall facts about the life of Queen Victoria and aspects of life in her period</p> <p>EP1.3 Most chn can compare the life of Queen Elizabeth and Queen Victoria and aspects of life in their different periods</p>	<p>EP2 - All chn know that Queen Victoria was a monarch in the past and Queen Elizabeth is our current monarch</p>	<p>EP2.1 - Most chn can place some monarchs in chronological order/Queen Elizabeth's life in chronological order</p> <p>EP2.2 - Most chn understand who the next monarch is going to be</p> <p>EP2.3 - Most chn understand how we can find out about monarchs and use sources to find out information themselves. They also ask questions</p>	<p>EP3 - All chn know that early castles were built as a place of defence</p>	<p>EP3.1 - Most chn can use aerial photographs and plan perspectives to identify the geography of the location of a castle and explain why it was built there eg on a hill</p> <p>EP3.2 - Most chn can locate castles in the UK such as Edinburgh Castle, Tower of London</p> <p>EP3.3 - Most chn use enquiry and fieldwork skills such as sketching, photography to study the geography of a castle first hand (eg Beeston/Skipton) (see fieldwork progression document to ensure this is aimed at year 2)</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can explain who the next monarch is going to be because they have good understanding of Queen Elizabeth's family tree		Some chn can compare castles through history		Some chn know that the Normans first built castles

*History objective

UNIT TITLE: Year 2 Spring 2 - How is life different to ours in the rainforests of Brazil?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EP1 - All chn know how to use a world map, infant atlas and globe to locate Brazil (should also be able to locate UK from prior learning)	<p>EP1.1 Most chn know Brazil is in the continent of South America and can identify the ocean closest to it</p> <p>EP1.2 Most chn can identify and locate the capital city (Brasilia) and Rio (should also be able to identify London and Manchester from prior learning)</p> <p>EP1.3 Most chn know Brazil is close to the Equator and can describe the similarities and differences between the weather in Brazil and Manchester</p>	EP2 - All chn can use aerial photographs and photographs to identify landmarks and physical and human features of Rio e.g. Copacabana Beach, Sugarloaf Mountain ect	<p>EP2.1 - Most chn can ask enquiry questions and conduct fieldwork in their local area to investigate the human and physical features of it (see fieldwork progression document to ensure progression)</p> <p>EP2.2 - Most chn can identify the similarities and differences between the human and physical geography of Rio and their local area</p> <p>EP2.3 - Most chn can identify similarities and differences between life in Rio and Manchester eg jobs, transport, tourism, culture eg carnival, food, language, population through the use of sources</p>	EP3 - All chn know that the Amazon rainforest is in Brazil and it is the world's largest tropical rainforest and understand what a rainforest is	<p>EP3.1 - Most chn know that the Amazon River flows through the Amazon Rainforest and it is the longest river in the world</p> <p>EP3.2 - Most chn use aerial photographs, photographs and further sources ect to identify the geography of the rainforest</p> <p>EP3.3 - Most chn understand there are environmental issues in the rainforest and understand issues are deforestation ect</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can explain that Brazil is the largest country in South America		Some chn identify Christ the Redeemer as a wonder of the world and explain why it is		Some chn can suggest ways to improve issues in the rainforest

UNIT TITLE: <u>Year 2 Summer 2 - What happens when it just won't stop raining in Middleton and elsewhere? (Middleton Flood)</u>					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>EP1 - All chn understand what weather is and can name and identify different types of weather</p>	<p>EP1.1 Most chn ask questions about and identify daily weather patterns through fieldwork. This includes using tools to collect data eg rain gauge and presenting the data in a chart. They understand that we can learn about the weather through a forecast also</p> <p>EP1.2 Most chn can recall seasons and how the weather changes with the seasons; explaining how it can impact us</p> <p>EP1.3 Most chn know that weather is different in different places around the world and identify hot and cold places. They understand that sometimes weather can be extreme eg Hurricane Katrina</p>	<p>EP2 - All chn know that a flood happened in Middleton (our local area) in the past due to extreme weather</p>	<p>EP2.1 - Most chn know where the flood fits in a chronological framework within people and events studied in Y1 and Y2</p> <p>EP2.2 - Most chn know that a canal bank on an aqueduct near Mills Hill collapsed because of heavy rainfall; causing too much water to gush into the River Irk and dirty water and debris to flood into Middleton with little warning</p> <p>EP2.3 - Most chn should know that bridges fell down, there was damage to roads, houses and sewage. Boats were used to help rescue people from their homes and lots of people were left homeless or sheltering in churches and schools</p>	<p>EP3 - All chn must know there is a memorial in Jubilee Park</p>	<p>EP3.1 - Most pupil understand that a memorial is to remember the flood happened and those that died. We can learn about the flood from this</p> <p>EP3.2 - Most pupil know that we can find out information about the flood and answer our questions through the use of sources e.g. images ect and we can find these at Middleton Library</p> <p>EP3.3 - Most chn know that years later lots of the housing that was impacted by the flood was condemned unsafe</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS

	Some chn have an understanding of climate and the difference between that and weather		Some chn can explain how weather impacts on people and how people impact weather - developing an understanding into climate change		Some chn can date the flood
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*history objectives

Year 3 Autumn Term 1

UNIT TITLE: How would you survive an angry volcanic eruption (Extreme Earth)

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>All children know that geography is the study of places and the relationships between people and their environments</p>	<p>[1] Most children know that there are three kinds of rock: igneous, sedimentary and metamorphic</p> <p>[2] Most children know that the earth has a solid crust made up of tectonic plates with molten rock beneath</p> <p>[3] Most children know that granite and basalt are igneous and marble and slate are metamorphic</p>	<p>All children know the structure of the earth is made of crust, mantle, outer core and inner core</p>	<p>[1] Most children know that the mantle forms about half of the inside of the Earth and that the upper mantle is hard but there is magma (liquid rock) beneath</p> <p>[2] Most children know that temperatures can reach 5500 degrees C</p> <p>[3] Most children know that the crust and upper mantle of the earth are divided into large tectonic plates that float on the liquid rock beneath; this means they are able to move very slowly, often a few cm per year.</p>	<p>All children know that volcanoes form at the edges of tectonic plates where there are faults</p>	<p>[1] Most children know that a fault is a crack in the surface of the Earth</p> <p>[2] Most children know magma becomes lava when it bursts through the fault in a volcano; this builds up in layers to form a cone shape</p> <p>[3] Most children know that volcanoes can be classified in one of three ways (active, dormant and extinct) and can explain what these terms mean</p>

	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children know the basic structure of a volcano and can label this	<p>[1] Most children can write a definition for the key parts of a volcano (magma, lava, vent, crater, ash and flank)</p> <p>[2] Most children know that it can be deadly living near and active volcano and can identify some active volcanoes on a map.</p> <p>[3] Most children can explain the positives of living near volcanoes such as fertile soil</p>	All children know that tectonic plates move very slowly over time and when they suddenly slip, this causes earthquakes and/or tsunami	<p>[1] Most children know that the strength of earthquakes can be defined using the Richter Scale</p> <p>[2] Most children can explain how places protect themselves from the impact of earthquakes and explain why they would do this</p> <p>[3] Most children can give an example of an earthquake and recite 2 facts about the earthquake</p>	All children know that Mount Vesuvius is an example of a volcano and the eruption in Pompeii (79AD) is an historical example	<p>[1] Most children can recite 2 facts about the eruption of Pompeii</p> <p>[2] Most children can compare Pompeii to the 2018 eruption of Anak Krakatoa and give 2 similarities and 2 differences</p> <p>[3] Most children can investigate the impact volcanoes have on the people who live near them</p>

Year 3 Summer Term 1

UNIT TITLE: Why are maps so important and what can they tell me about life in Middleton?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can identify that Langley is an estate in Middleton, which is a town in Manchester which is a city in the North West of England which is a country in the United Kingdom which is a country in the continent of Europe	<p>[1] Most children can identify examples of human features and physical features</p> <p>[2] Most children can identify physical and human features near our school</p> <p>[3] Most children can identify features of our local area on an OS map</p>	All children can identify the counties of Greater Manchester and Lancashire on a map	<p>[1] Most children can identify a number of English counties on a map</p> <p>[2] Most children can compare the size of different counties and the populations of different counties</p> <p>[3] Most children can identify major urban areas around the Middleton - Manchester, Liverpool, Leeds, Sheffield, Birmingham, Chester</p>	All children can identify the seas around the United Kingdom	<p>[1] Most children can research facts about towns similar to Middleton in other countries</p> <p>[2] Most children can identify the countries closest to the United Kingdom (France, Ireland, Belgium and the Netherlands)</p> <p>[3] Most children can present how Middleton compares to one other town in Europe</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can use Google Maps to compare the sizes of	[1] Most children know a town like Middleton is in a	All children can answer the enquiry question: What	[1] Most children can recognise our school and local landmarks	All children can compare photographs of rural and urban	[1] Most children can use OS Maps to identify

<p>Middleton, Manchester and the UK</p>	<p>city called Manchester which is an urban area</p> <p>[2] Most children can compare population sizes for different towns like Middleton</p> <p>[3] Most children can compare an urban town like Middleton to a rural village</p>	<p>landmarks are in and near Middleton?</p>	<p>(Our Lady's Church and Alkrington Wood Nature Reserve) on an OS Map</p> <p>[2] Most children can recognise Manchester Cathedral, Salford Cathedral and MOSI on an OS Map</p> <p>[3] Most children can describe what landmarks are in and near Middleton and explain what they are used for</p>	<p>areas around Middleton</p>	<p>hilly and flat areas and use the term topography</p> <p>[2] Most children know the River Irk flows through Middleton before joining the River Irwell in Manchester</p> <p>[3] Most children can use maps and photographs to describe the journey of the River Irk</p>
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Year 3 Summer Term 2

UNIT TITLE: Why did holidaying in Middleton change over the last couple of decades?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can look and discuss photographs of holidays people from Middleton have taken throughout the last 100 years	<p>[1] Most children can place photographs of holidays over the last 100 year on a timeline</p> <p>[2] Most children can describe how holidays have changed over the last century</p> <p>[3] Most children can create a list of questions to find out about how holidays have changed</p>	All children can compare and contrast Blackpool and another European town using photographs	<p>[1] Most children can identify physical differences between Blackpool and another town in Europe</p> <p>[2] Most children can identify human differences between Blackpool and another town in Europe</p> <p>[3] Most children can debate whether they would prefer a holiday to Blackpool or Europe</p>	All children can understand and explain how holidays have changed post Covid-19	<p>[1] Most children can analyse data about holidays post Covid-19</p> <p>[2] Most children can map places that Middleton people have holidayed in 2021, post Covid-19</p> <p>[3] Most children can identify physical and human features in specific holiday destinations post Covid-19</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can develop enquiry	[1] Most children can create a questionnaire for a	All children can say whether Blackpool is a suitable holiday	[1] Most children can complete an independent map of	All children can describe how Blackpool has	[1] Most children can use OS Maps to identify how

<p>questions for a field trip</p>	<p>field trip about holidays</p> <p>[2] Most children can develop a map for a field trip</p> <p>[3] Most children can complete a preliminary land use survey for a field trip</p>	<p>destination for people from Middleton</p>	<p>Blackpool with a key to identify the different features</p> <p>[2] Most children can present data from a field study in an appropriate way</p> <p>[3] Most children can draw a series of sketch maps to showcase locations which would be appealing in the tourist industry</p>	<p>changed over the last 100 years</p>	<p>Blackpool has changed over the last 100 years</p> <p>[2] Most children can use photographs to describe how Blackpool has changed over the last 100 years</p> <p>[3] Most children can present to others how Blackpool has changed over the last 100 years</p>
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Year 4 Autumn Term 1

UNIT TITLE: Why are rivers so important?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know that water flows around our world in a continuous process called the water cycle	<p>[1] Most children know that when liquids turn to gas, it is called evaporation and the reverse process is called condensation</p> <p>[2] Most children know that rain condenses in clouds and falls to earth in rain, snow, hail (precipitation)</p> <p>[3] Most children know that water flows across the land in rivers and streams and can identify some UK rivers on an atlas</p>	All children can identify and name the 5 oceans of the world by looking in an atlas	<p>[1] Most children can locate the major rivers from around the world by using an atlas</p> <p>[2] Most children know the differences between the oceans and the seas and can name and locate the seas surrounding the UK</p> <p>[3] Most children know that a tributary is a smaller river which joins the bigger river, adding to the flow of the river</p>	All children know that a river can change the landscape and identify the features through photographs (waterfalls, rapids, gorges; meanders; tributaries; confluences; flood plains; levees; deltas; estuary)	<p>[1] Most children can state that the upper course is fast flowing with narrow channels, steep sides, steep valleys and with interlocking spurs.</p> <p>[2] Most children can describe the middle course knowing that it is slower flowing with wider channels, less steep sides and wider valleys.</p> <p>[3] Most children can describe the lower course knowing that it is slower flowing with a deep wide channel, less steep sides and a wider valley</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS

<p>All children can use photographs to identify the key erosional and depositional features of a river system</p>	<p>[1] Most children can explain why rivers don't flow in a straight line and can define the terms erosion and deposition</p> <p>[2] Most children can describe the formation of a meander and oxbow lake and explain why these are a key feature of a river system</p> <p>[3] Most children can identify the location of meanders on a map</p>	<p>All children can name 3 categories for river usage (e.g. survival, food, energy, transport, leisure)</p>	<p>[1] Most children can identify positive ways we can use a river e.g. for fishing; for transporting goods etc.</p> <p>[2] Most children can identify the negatives for some river usage e.g. pollution, fishing shortages, injuries through extreme sport</p> <p>[3] Most children can debate with a partner the positives and negatives and possible future implications for different river usage</p>	<p>All children can complete a field work study in the local area</p>	<p>[1] Most children can draw a sketch map of a river valley</p> <p>[2] Most children can investigate and question people about river usage in our local area</p> <p>[3] Most children can measure flow rates and analyse data on what they have found</p>
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Year 4 Summer Term 1

UNIT TITLE: Can we become Geographical Explorers? The Peak District

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can identify where the Peak District is and where Saint Mary's is on a map	<p>[1] Most children can identify the physical features of the Peak District on a map</p> <p>[2] Most children can identify the human features of the Peak District on a map</p> <p>[3] Most children can identify similarities and differences between the Peak District and Middleton</p>	All children can read map symbols on OS maps and understand what contour lines reveal	<p>[1] Most children can describe the landscape of Castleton in the Peak District</p> <p>[2] Most children can describe the landscape of the Peak District in general</p> <p>[3] Most children can compare the landscape between Middleton and Castleton and their surrounding areas</p>	All children can explain what land use is	<p>[1] Most children can use google maps to identify different land use features in Castleton and Middleton</p> <p>[2] Most children can describe different types of land use</p> <p>[3] Most children can create a key to show the different types of land use</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can explain the difference between	[1] Most children can research human features of	All children can visit Castleton and describe differences and similarities	[1] Most children can complete sketch maps of the area	All children can use data collected to state a similarity and a difference between	[1] Most children can compare land use surveys and questionnaires and discuss the data

<p>human and physical geography</p>	<p>Castleton and Middleton</p> <p>[2] Most children can create a questionnaire to ask people about the human geography of both locations</p> <p>[3] Most children can create a land use survey for a field trip</p>	<p>between Castleton and Middleton</p>	<p>[2] Most children can analyse data from questionnaires and land use surveys</p> <p>[3] Most children can complete a fieldwork trip in Middleton to aid comparison between Castleton and Middleton</p>	<p>Middleton and Castleton</p>	<p>[2] Most children can identify similarities and differences between the physical geography of both places</p> <p>[3] Most children can identify similarities and differences between the human geography of both places</p>
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Year 4 Summer Term 2

UNIT TITLE: A tale of two cities! Manchester and Rome - are they similar?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>All children can identify where Rome and Manchester are on a map</p>	<p>[1] Most children can use digital mapping to find Manchester and Rome</p> <p>[2] Most children can use OS maps to get a closer look at Manchester and Rome</p> <p>[3] Most children can use grid references and compass points to identify landmarks in Rome and Manchester</p>	<p>All children know that Italy is a country in mainland Europe and Rome is the capital city</p>	<p>[1] Most children can name landmarks and famous towns in Italy</p> <p>[2] Most children can discuss what makes Italy special e.g. tectonic activity, food etc.</p> <p>[3] Most children can map important places in Italy</p>	<p>All children know that England is a country in Europe and London is the capital city</p>	<p>[1] Most children can name landmarks and famous towns in England</p> <p>[2] Most children can discuss what makes England special e.g. being an island, mountains etc.</p> <p>[3] Most children can map important places in England</p>

CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can explain what physical geography is	<p>[1] Most children can compare the climate between Manchester and Rome using geographical terminology</p> <p>[2] Most children can name and compare the size of Rivers in Rome and Manchester</p> <p>[3] Most children can compare tectonic activity in Rome and Manchester</p>	All children can explain what human geography is	<p>[1] Most children can compare settlements and land use between Manchester and Rome</p> <p>[2] Most children can compare populations between Manchester and Rome</p> <p>[3] Most children can compare tourism between Manchester and Rome</p>	All children can say whether Rome and Manchester are similar	<p>[1] Most children can summarise the similarities and present their findings</p> <p>[2] Most children can summarise the differences and present their findings</p> <p>[3] Most children can create a tourism guide with facts for both locations</p>

Year 5 Autumn Term 1

UNIT TITLE: Is there anybody out there? Earth and Space

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know the history of space travel and can place some on a timeline correctly	<p>[1] Most children know 1942 was key for the start of space travel</p> <p>[2] Most children know the names of key astronauts through history</p> <p>[3] Most children can discuss future space travel ideas</p>	All children know how to locate key positional points on a map	<p>[1] Most children know where the equator, tropic of cancer and tropic of Capricorn should be located on a map</p> <p>[2] Most children know how to locate the northern and southern hemisphere and countries in these hemispheres</p> <p>[3] Most children know where the Greenwich Meridian is and how this affects time zones</p>	All children know how time zones and seasons change throughout the world	<p>[1] Most children know how the movement of the earth affects the seasons and day and night</p> <p>[2] Most children know how time zones change as you travel across countries and continents</p> <p>[3] Most children know how to locate countries and continents on a map</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can say how Tim Peake has promoted British space travel	[1] Most children can recite 3 facts about Tim Peake's life	All children can explain what geographical features are	[1] Most children can describe geographical features on land	All children know that many historical periods created different calendars	[1] Most children can differentiate between lunar and solar calendars

	<p>[2] Most children can explain how Tim Peake has developed inspirations for British Space Travel</p> <p>[3] Most children know Tim Peake change space travel history</p>		<p>[2] Most children can describe geographical features on the moon</p> <p>[3] Most children can state the similarities and the differences between the two locations</p>		<p>[2] Most children can say why lunar calendars were used first when solar are more preferable</p> <p>[3] Most children know the theories of Ptolemy and Copernicus and can explain why Copernicus' heliocentric view of the Solar System is correct</p>
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Year 5 Autumn Term 2

UNIT TITLE: Does Greed Corrupt (Fair Trade)

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children know what trading is	<p>[1] Most children can explain the difference between imports and exports</p> <p>[2] Most children can explain why countries need to import goods</p> <p>[3] Most children can list some goods imported to the UK and some exported from the UK</p>	All children can explain the UK's trade link with other countries	<p>[1] Most children can use maps to show the UK's trade links with other countries</p> <p>[2] Most children can name some countries the UK import goods from and some countries the UK exports good to</p> <p>[3] Most children can find countries using an atlas</p>	All children can name some goods exported from El Salvador to the UK	<p>[1] Most children can locate El Salvador on a map</p> <p>[2] Most children can explain trade links between the UK and El Salvador</p> <p>[3] Most children can list some issues facing people living in El Salvador</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can explain the meaning of Fair Trade	<p>[1] Most children can list some products which are fairly traded</p> <p>[2] Most children can describe the</p>	All children explain the term globalisation	<p>[1] Most children can describe an example of a global supply chain</p> <p>[2] Most children can describe how goods can be the product of</p>	All children can explain how trading has changed through history	<p>[1] Most children can describe how trade takes place today</p> <p>[2] Most children can describe how trade took place in Tudor and Victorian times</p>

	<p>fair trade process for some products</p> <p>[3] Most children can give reasons why fair trade is important</p>		<p>more than one country</p> <p>[3] Most children can list some of the positive and negative effects of multinational companies on local trade</p>		<p>[3] Most children can identify similarities and differences between trading today and different periods in history</p>
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Year 5 Summer Term 1

UNIT TITLE: Why do we still want to go to America?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can identify the countries of North and South America using an atlas	<p>[1] Most children can say that a continent is a large landmass made up of a number of countries</p> <p>[2] Most children can identify some countries in North and South America</p> <p>[3] Most children can use an atlas to identify capital cities of different countries</p>	All children know the definitions of different geographical vocabulary (equator, tropics, hemispheres, poles)	<p>[1] Most children can explain how latitude affects the physical features of a geographical region</p> <p>[2] Most children can use maps and atlases to locate countries and regions within the Americas</p> <p>[3] Most children can find the locations and key characteristics of different places across the Americas</p>	All children can explain the difference between climate and weather	<p>[1] Most children can describe how latitude influences the climate of an area</p> <p>[2] Most children can explain about the climate, biome and likely weather conditions of an area in America</p> <p>[3] Most children can compare the climate of the area in America with where I live</p>
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children can explain the difference between human and physical geography	[1] Most children can plan fieldwork in my local area (maps, sketches, photographs,	All children can research human and physical geographical features of a place in America	[1] Most children can identify human geography features of a place in America	All children can say whether they'd prefer to live in Middleton or America	[1] Most children can identify similarities between the human geography features of the two places

	<p>graphs, questionnaires etc)</p> <p>[2] Most children can undertake local fieldwork</p> <p>[3] Most children can identify physical and human geographical features of my local area</p>		<p>[2] Most children can identify physical geography features of a place in America</p> <p>[3] Most children can begin to compare Middleton with a place in America</p>		<p>[2] Most children can identify differences between the physical geography features of the two places</p> <p>[3] Most children can use geographical terminology to describe all of these things</p>
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Year 6 Autumn Term 1

UNIT TITLE: The Wonder of Me

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can discuss where their family comes from	<p>[1] Most children know the country or countries that their family originates from and can identify these on a map</p> <p>[2] Most children know how to identify other countries surrounding this/these countries and features of these countries</p> <p>[3] Most children can develop appropriate questions to find out more about their family history</p>	All children know a physical and human feature significant to where their family are from	<p>[1] Most children know 3 significant facts about a physical feature near to or in the country my family comes from</p> <p>[2] Most children know 3 significant facts about human features near to or in the country my family come from</p> <p>[3] Most children know how to identify features on different kinds of map (looking at keys and map symbols)</p>	All children can gather evidence from their families	<p>[1] Most children know how to write questions to find out about their family history</p> <p>[2] Most children can use photographs and pictures to find out about their family history</p> <p>[3] Most children know how to develop an information page using technology to describe my family history</p>

CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
<p>All children can create a family timeline</p>	<p>[1] Most children know that a timeline needs to be in chronological order</p> <p>[2] Most children know how to include my family history on a timeline that includes geographical facts also</p> <p>[3] Most children know how to compare and contrast my history with the history of others</p>	<p>All children can compare and contrast their history with others</p>	<p>[1] Most children can say what is similar between my history and the history of others</p> <p>[2] Most children can say what is different between my history and the history of others</p> <p>[3] Most children know how to represent everything I have learnt in a written format</p>	<p>All children know their family history makes them wonderful</p>	<p>[1] Most children know they need to include information about geographical locations I am from or have visited</p> <p>[2] Most children know how to describe and explain their family timeline</p> <p>[3] Most children can confidently present their family history and talk about why they are wonderful</p>

Year 6 Summer Term 1 and Summer Term 2

UNIT TITLE: A Matter of Life and Death - Why do we need to save the planet?

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
<p>All children know that geography is the study of places and the relationship between people and their environments</p>	<p>[1] Most children can define a biome and know that lines of latitude and longitude can affect climates and biomes</p> <p>[2] Most children can recognise and name the 7 continents and 5 oceans</p> <p>[3] Most children can explain how a flood happens</p>	<p>All children know that biomes are valuable to humans and should be protected</p>	<p>[1] Most children can explain ways in which plastic ends up in oceans and know that it is deadly for marine life and can end up in the human food chain</p> <p>[2] Most children know there are 'garbage patches' in the Atlantic, Pacific and Indian Oceans - and that all of these are affected by plastic pollution</p> <p>[3] Most children can suggest ways to limit plastic pollution in the oceans</p>	<p>All children know that human choices and decision can lead to better or worse outcomes</p>	<p>[1] Most children can explain the three parts of the slogan: Reduce, Reuse and Recycle</p> <p>[2] Most children can compare how recycling is similar and different now and in a period of history (e.g. Victorians)</p> <p>[3] Most children can explain how they can make better choices when recycling</p>

CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
<p>All children can plan and complete an enquiry: "How clean is our area and what could be done to make it better?"</p>	<p>[1] Most children can identify examples of plastic and other refuse; identify local centres of trade that might be hot spots of refuse; identify local distribution of rubbish bins and recycling bins</p> <p>[2] Most children can create a sketch map showing the area and all of the above</p> <p>[3] Most children can record recycling through questionnaires and observations and analyse the data with advise for where needs more bins and how else we can limit waste</p>	<p>All children can explain that Global Warming is causing more extreme weather events and natural disasters and people migration</p>	<p>[1] Most children know the earth is surrounded by a layer of gases (atmosphere)</p> <p>[2] Most children know that our atmosphere acts like a blanket and traps the sun's heat - this warming is increased by creation of carbon dioxide</p> <p>[3] Most children know that global warming is made worse by fossil fuels and can explain what these fossil fuels are</p>	<p>All children can explain what the COP26 was</p>	<p>[1] Most children can summarise the key points made at the conference</p> <p>[2] Most children can list and explain ways we can save the planet</p> <p>[3] Most children can research famous climate change activists (e.g. Grete Thunburg) and explain how they make a difference</p>

