

### 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



## Geography Topic Overview

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? <b>Role focus – estate agent</b>		How and why has shopping changed in my local area?	What makes Britain, Britain? Should this title be changed to have UK in the title? <b>Role focus – travel agent</b>		Why do we love to be by the seaside? <b>Role focus – tour guide</b>
Year 2		Where are the polar regions and what are they like? <b>Role focus – interns at National Geographic</b>	Castles and monarchs: why were castles built?	How is life different to ours in the rainforests of Brazil? <b>Role focus – travel agent/tour guide Conservationists</b>		What happens when it just won't stop raining in Middleton? <b>Role focus – meteorologists</b>
Year 3		What causes earthquakes and volcanoes to erupt? <b>Role focus – seismologist</b>	What happens when the land gets higher and higher? <b>Role focus – geologist</b>		Why are maps so important and what can they tell me about life in Middleton? <b>Role focus – cartographer</b>	Why did holidaying in Middleton change over the last couple of centuries?
Year 4	Why are rivers so important? <b>Role focus – hydrologist</b>			How did the Saxons influence Middleton?	Can we become geographical explorers? The Peak District! <b>Role focus – Countryside Park Ranger</b>	A tale of two cities! Manchester and Rome – are they similar? <b>Role focus – travel agent</b>
Year 5	Can we journey all around the world? <b>Role focus – cartographer</b>	What is trade and why is it important? <b>Role focus – consultant for Fairtrade</b>			Why do we still want to go to America? <b>Role focus – travel writer</b>	What was life like in Victorian Rochdale?
Year 6					Why do we need to save our planet? <b>Role focus – Waste Management Officer</b> <b>Role focus – Environmentalist</b>	

\*\*\*Those coloured blue are history topics with some geography focus\*\*



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

### 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 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.

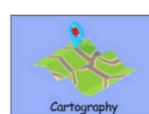
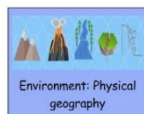
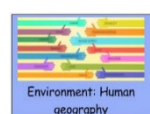
Pupils should be taught to:

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"><li>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</li><li>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</li><li>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)</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><li>describe and understand key aspects of:<ul style="list-style-type: none"><li>– physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>– 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</li></ul></li></ul>	<ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>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</li><li>use fieldwork 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</li></ul>



UNIT TITLE: <u>Year 1 Autumn 1 – Why would people visit Middleton?</u> <u>Role Focus – Estate Agent</u>					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EPI – All children understand that their local area is called Middleton and can ask simple questions about it	<p>EPI.1 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>EPI.3 Most chn know the difference between human and physical features and can name human features and physical features</p>	EP2 – All chn can use fieldwork skills to investigate the human and physical features of their school grounds and local area (teacher led enquiry)	<p>EP2.1 – Most chn can talk about likes and dislikes of their local area, based on their fieldwork</p> <p>EP2.2 – Most chn can identify a change in their school grounds or local area eg. new trees, new housing, based on their fieldwork/or suggest valid improvements</p> <p>-Most chn can present, analyse and communicate their fieldwork findings???</p> <p>-Most chn can explain the role of an estate agent and can produce a brochure to consolidate their learning????</p>	EP3 – All chn know how to use photographs to identify places/landmarks	<p>EP3.1 – Most pupil can identify human features e g home, school, landmarks ect and physical features eg parks, woodland, water on aerial and large scale maps</p> <p>EP3.2 – Most chn can devise their own simple map of the classroom/playground/local area</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn know that Middleton is a town in England		Some chn can give their own and school's address		Some chn know how to use a key on a map

### Concepts





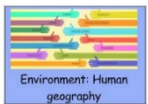




### Prior Knowledge

- chn explored their immediate surroundings in eyfs and have an understanding of the natural world
- chn have located places in their community eg houses, church, shops
- chn have begun to create early maps eg story maps, journey/walk maps
- chn have used their senses for early fieldwork observations and drawings



UNIT TITLE: Year 1 Spring 1 – How and why has shopping changed in this area?

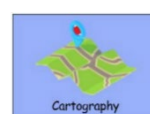
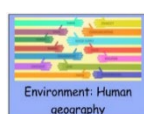
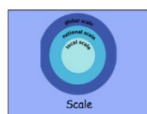
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EPI – All chn can name shops we have in our local area of Middleton	<p>EPI.1 Most children know that we have different types of shops in our local area such as corner shops, supermarkets, shopping centres and can talk about their purpose</p> <p>EPI.2 Most children know that shops in our local area have changed over time</p>	EP2 – All children can name shops from the past and talk about their purpose	<p>EP2.1 – Most chn can identify ways shopping habits have changed over time; identifying what has continued and what has changed</p> <p>(eg payments, delivery, self-service, online shopping, people no longer visit different shops and shops like bakeries are now part of a supermarket)</p> <p>EP2.2 – Most chn can use sources such as photographs, oral accounts etc to identify similarities and differences between shops and shopping habits today and in the past</p>	EP3 – All children can take part in fieldwork and use their observational skills to identify shops	<p>EP3.1 – Most children can use fieldwork skills such as sketching, photography etc. to investigate shops in their local area</p> <p>EP3.2 – Most children can evaluate and communicate their fieldwork findings</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 less people access it		Some chn can explain how technology has changed the way we shop eg use of cards, online shopping, self-service, refrigeration		Some children know the Rochdale Pioneers created the first cooperative in our local area so everyone could afford food

Concepts						
						
Prior Knowledge						
-chn know what our local area is called Middleton			-chn know that shops are human features			
-chn will have a prior knowledge of shops in our area, through shopping with parents						
-chn have experience using aerial maps of their local area-			-chn have fieldwork experience in the local area (see progression map)			



UNIT TITLE: Year 1 Spring 2 – What makes Britain, Britain? (Title change, to include UK?) Role Focus – Travel Agent					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EPI – All children know the UK is made up of the 4 countries – England, Northern Ireland, Scotland and Wales and can locate them on a map, globe and atlas	<p>EPI.1 Most children can use photos and aerial photos to identify human and physical features and landmarks in the UK</p> <p>EPI.2 Most chn can ask enquiry questions and talk about characteristics of the countries of the UK Most chn understand the role of a travel agent and can consolidate their learning to make a travel brochure about the characteristics of the UK</p>	EP2 – All chn know that countries have capital cities and know that the capital city of England is London, Wales is Cardiff, Scotland is Edinburgh and Ireland is Belfast	<p>EP2.1 – Most chn can locate the capitals on a map, globe and atlas</p> <p>EP2.2 – Most chn can ask enquiry questions and give a fact about characteristics of the capital cities eg <b>Edinburgh Castle is one of the most famous castles, Buckingham Palace is in London</b></p>	EP3 – All chn must know that seas surround the UK and can name the seas	<p>EP3.1 – Most pupil can locate the seas surrounding the UK</p> <p>EP3.2 – Most chn can use compass points (N,E,S,W)</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some children know Middleton is a town in the country of England		Some chn can explain the difference between a village, town, city and country		Some children can use compass points and location language to describe the position of countries and seas in relation to each other

### Concepts




### Prior Knowledge


- chn know that their local area in Middleton, so can apply their knowledge that this is in England
- chn have experience using aerial maps of their locality – to support them on the bigger scale of the UK
- chn know what human and physical features are
- chn understand that places in a locality can be significant for a range of reasons



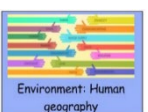
UNIT TITLE: Year 1 Summer 2 – Why do we love to be beside the seaside? Job role – tour guide					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EPI – Most chn can identify and name features of the seaside using the correct vocabulary eg beach, promenade, pier, shops, arcade, harbour, port, cliff, coast etc	<p>EPI.1 Most chn explain what these features are and the purpose of them</p> <p>EPI.2 Most chn can identify features of the seaside as human or physical and identify these on aerial photogrpahs</p>	EP2 – All chn name some UK seaside resorts	<p>EP2.1 – Most chn can use maps to locate some UK seaside resorts</p> <p>EP2.2 – Most chn can use sources to find out about a UK seaside resort and become/produce a tour guide to consolidate learning</p>	EP3 – All chn take part in fieldwork at a local beach and can use their observation skills to notice features (teacher led enquiry)	<p>EP3.1 – Most chn can use fieldwork skills to collect data to answer an enquiry question (teacher led enquiry)</p> <p>EP3.2 – Most chn can evaluate their fieldwork findings</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can use compass and directional language to locate and describe the locations of seaside features on a map		Some chn can compare a UK beach to a beach in another part of the world		Some chn explain how the seaside has changed over time



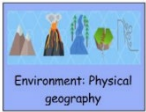
Location and place



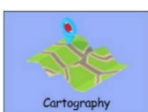
Space




Environment: Human geography



Environment: Physical geography



Cartography



Enquiry and evidence

Concepts

Prior Knowledge

-chn know how to use atlases to identify the UK  
 -chn know what human and physical features are  
 have been exposed to positional and directional language from class instructions  
 -chn have experience using and creating their own maps ans used aerial maps  
 -chn have done fieldwork



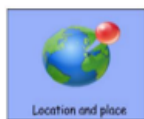




**UNIT TITLE: Year 2 Spring 1 – Why were castles built? Why are Queen Elizabeth and Queen Victoria significant individuals?**

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EPI – All children can explain what a monarch is and understand that Queen Elizabeth II and Queen Victoria were significant monarchs	<p>EPI.1 Most chn can ask enquiry questions and use sources to recall facts about the life of Queen Elizabeth and Queen Victoria and aspects of life their periods</p> <p>EPI.2 Most chn can identify similarities and differences between the life of Queen Elizabeth and Queen Victoria and aspects of life in their different periods</p>	EP2 – All chn know that Queen Victoria and Queen Elizabeth are past monarchs and King Charles is our current monarch	<p>EP2.1 – Most chn understand where Queen Victoria and Elizabeth II fit into the overall chronology already studied.</p> <p>EP2.2 – Most chn understand why King Charles in our current monarch and who the next monarch is going to be (family tree)</p>	EP3 – All chn know that early castles were built as a place of defence	<p>EP3.1- Most chn can use aerial photographs and plan perspectives to identify the features and geography of castles</p> <p>EP3.2 – Most chn use enquiry and fieldwork skills to study the geography of a castle first hand</p>
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some children can identify which monarch they believe was the most significant and prove with evidence.		Some chn can compare King Charles III to King Charles II (GFOL)		Some children can locate castles in the UK on a UK map

**Concepts**



Location and place



Space



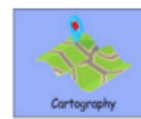
Environment: Human geography



Environment: Physical geography



Environment: Human and physical process and change



Cartography



Enquiry and evidence



Fieldwork

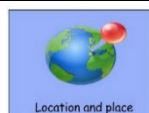
**Prior Knowledge**

- chn know what human and physical features are
- chn know what countries and capitals are in the UK
- chn have experience using aerial maps
- chn understand that places can be significant for a range of reasons
- chn have fieldwork experiences (see progression map). They can use positional and directional language
- chn know that environments can change over time



UNIT TITLE: Year 2 Spring 2 – How is life different to ours in the rainforests of Brazil? Role focus – travel agent/conservationsist					
CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
EPI – Most chn know Brazil is in the continent of South America and can locate On on a map, atlas and globe (should already able to do England)	EPI.1 Most children know the capital city of Brazil is Brasilia and England is London  EPI.2 Most children can identify similarities and differences between England and Brazil, using sources	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	EP2.1 – Most chn use sources to identify the similarities and differences between the human and physical geography of Rio and Manchester eg jobs, transport, tourism, culture, food, language, population  EP2.2 – Most chn understand the role of a travel agent and can produce a tourist guide abouy Rio	EP3 – All chn know that the Amazon rainforest is in Brazil and the Amazon River flows through it	EP3.1 – Most chn know that the Amazon River flows through the Amazon Rainforest and it is the longest river in the world.  EP3.2 – Most children can explain that human activity is impacting the rainforest e.g. deforestation and can understand the work of conservationsts
	FURTHER END POINTS		FURTHER END POINTS		FURTHER END POINTS
	Some chn can explain that Brazil is hot because it is close to the Equator		Some chn compare what life is like for different groups of people living in Rio		Some chn can compare the geography of the rainforest to our school forest, using fieldwork skills

## Concepts



Location and place



Space



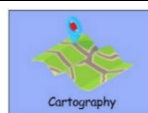
Environment: Human geography



Environment: Physical geography



Environment: Human and physical process and change



Cartography



Interconnection and Interdependence



Cultural understanding and diversity



Fieldwork



Enquiry and evidence



Scale

## Prior Knowledge

- chn know the countries and capitals of the UK and the continents and oceans of the world. They can use maps, globes and atlases to identify
- chn know what human and physical features are and know what human and physical features we have in our local area
- chn have knowledge of the characteristics of the UK to support with comparisons
- chn know the Equator is in the middle of the globe and places near this are hot
- chn know about weather and seasons through science
- chn know that environments can change over time
- chn know that the world has issues linked to human activity eg through the melting of the ice caps. They have previously considered things they can do to improve sustainability
- chn have experience using aerial maps. They can create their own maps with keys
- chn understand that places can be significant for a range of reasons
- chn have fieldwork experiences in the local area (see progression map)
- they can use compass points and positional and directional language







Year 3 Autumn Term 2 – What causes earthquakes and volcanoes to erupt? Role focus – seismologist

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 structure of the earth is made of crust, mantle, outer core and inner core.	[1] All children can label the structure of the earth  [2] Most children can explain the structure of the earth	All children know that volcanoes form at the edges of tectonic plates	[1] Most children can explain why and how a volcanic eruption happens  [2] Most children know that volcanoes can be classified in one of three ways (active, dormant and extinct) and can explain what these terms mean.	All children know the basic structure of a volcano and can label this	[1] Most children can write a definition for the key parts of a volcano (magma, lava, vent, crater, ash and flank)  [2] Most children can identify active volcanoes on a map
FURTHER END POINTS Some children know that there are three kinds of rock: igneous, sedimentary and metamorphic					
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	CORE END POINT 6	ADDITIONAL END POINTS
All children know that Mt Vesuvius is an example of a volcano	[1] Most children know that the eruption in Pompeii (79AD) is an historical example of a volcanic eruption  [2] Most children can identify the positive and negatives of living near a volcano	All children know that tectonic plates move very slowly over time and when they suddenly slip, this causes earthquakes and/or tsunami	[1] Most children understand what a seismologist is  [2] Most children can find out about earthquakes and produce their own seismologist report on an earthquake		
FURTHER END POINTS: Most children can compare Pompeii to a more recent volcano		FURTHER END POINTS: Some children can explain how people prepare for an earthquake and the consequences of earthquakes			

Concepts



Prior Knowledge

- chn know the countries and capitals and seas of the UK and the continents and oceans of the world. They can use maps, globes and atlases to identify. They use maps with keys
- chn know what human and physical features are
- chn know compass points, positional and directional language, Equator and Poles
- chn know that environments can change over time and the world goes through physical processes. Chn know that natural disasters can happen eg Middleton Flood
- chn can ask their own geographical enquiry questions
- chn know that there is a relationship between environments and people eg deforestation, melting of the ice caps and Middleton Flood impacting on people's home.



# Year 3 Spring Term 1 – What happens when the land gets higher and higher? Role focus – geologist

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can explain what a mountain is	<p>[1] Most children can locate key mountain ranges around the world</p> <p>[2] Most children can explain what a geologist is and create a report of a mountain range</p>	All children can identify regions of higher ground in the UK	<p>[1] Most children can use a map to find key features of a map</p> <p>[2] Most children can describe key features of mountainous regions in the UK</p>	All children know that not all mountains look the same	<p>[1] Most children can identify a valley and a summit</p> <p>[2] Most children can identify a tree line, snow line, plateau and outcrop</p>
FURTHER END POINTS: Some children can use an atlas/map/internet to compare a mountain range in America to one in Europe		FURTHER END POINTS Some children can draw a mountain range and include the key features identified			
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All children can say that a mountain was formed a long time ago	<p>[1] Most children know there are three types of mountain (fold, volcanic and dome) and can define these</p> <p>[2] Most children can describe the importance of fault lines in mountain formation</p>	All children can tell the difference between weather and climate	<p>[1] Most children can say what the weather is usually like in a mountain region</p> <p>[2] Most children can explain how the weather changes higher up the mountain due to altitude</p>		
FURTHER END POINT Some children can describe the formation of plateau mountains using the term erosion					

## Concepts



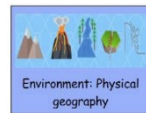
Location and place



Scale



Environment: Human and physical process and change



Environment: Physical geography



Cartography



Environment: Human geography



Space



Enquiry and evidence

## Prior Knowledge

- chn know the countries and capitals and seas of the UK and the continents and oceans of the world. They can use maps, globes and atlases to identify. They use maps with keys
- chn have begun looking at the world further eg Brazil/Rio, location of volcano hot spots
- chn know what human and physical features are in locality and in the context of non European area (Brazil/Rio)
- chn know that environments can change over time
- chn know compass points, positional and directional language
- chn know where the Equator and Poles are and how places near here are hot/cold
- chn know the structure of the Earth
- chn know how tectonic plates move and issues this can cause
- chn have discussed weather and climate



## Year 3 Summer Term 1 - Why are maps so important and what can they tell me about life in Middleton? Role focus – cartographer

CORE END POINT 1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All children can define what a town, city, region, country and continent is	<p>[1] Most children can identify Middleton as a town in Manchester which is a city in the NW of England which is a country in the UK which is a country in Europe</p> <p>(2) Most children find the local areas on a range of maps</p>	All children name and identify different landmarks and human and physical features of Middleton e.g. Earwick Mill, River Irk, Town Hall, Hopwood woods	<p>[1] Most children can identify features of the local area on OS maps</p> <p>[2] Most children can use grid references, compass points and coordinates</p>	All children can explain what a cartographer is	<p>[1] Most children can draw simple sketch maps of an area</p> <p>[2] Most children can create and use a key to identify landmarks</p>
		FURTHER END POINT: Most children can compare historical and modern day maps and describe changes in Middleton			
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All children can complete fieldwork safely in the local area	<p>[1] Most children can plan an enquiry and select appropriate data collection methods</p> <p>(2) Most children can collect data, present and evaluate their findings</p>	All children know the difference between urban and rural areas.	<p>[1] Most children can identify land use in rural and urban areas</p> <p>[2] Most children can identify urban and rural areas on a map</p>		
FURTHER END POINT: some children can evaluate if their research was useful and what they would change next time		FURTHER END POINT: Some children can explain why land had been used for certain purposes			

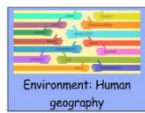
### Concepts



Location and place



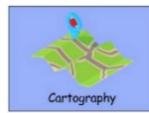
Scale



Environment: Human geography



Environment: Physical geography



Cartography



Space



Fieldwork



Enquiry and evidence

#### Prior Knowledge

- chn know the countries and capitals and seas of the UK and the continents and oceans of the world. They can use maps, globes and atlases to identify. They use maps with keys
- chn have begun identifying countries and capitals in the world and regions of the UK
- chn know N E S W compass points, tropics, hemisphere, equator, poles, Arctic/Antarctica Circle, Greenwich Meridian
- chn know what human and physical features are
- chn know their local area is Middleton and have carried out fieldwork into the human and physical features previously
- chn know Middleton is in England and that is in Europe
- chn have local area fieldwork skills (see progression map). They can ask enquiry questions
- chn know that environments can change over time



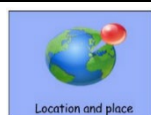




Year 4 Summer Term 1 - Can we become Geographical Explorers? The Peak District **Role focus: Coutryside Park Ranger**

CEP1	ADDITIONAL END POINTS	CORE END POINT 2	ADDITIONAL END POINTS	CORE END POINT 3	ADDITIONAL END POINTS
All chn can use the terms country, region, city, town and village	[1] Most children can name and locate regions of the UK  [2] Most chn can locate cities of the UK and identify the county and region it is in	All children can identify human and physical features of the Peak District	[1] Most children can identify similarities and differences between human geography in Castleton/Peak District and locality  [2] Most children can identify similarities and differences between physical geography in Castleton/Peak District and locality	All chn can read map symbols on OS maps and understand what contour lines reveal	[1] Most chn can identify human and physical features of the Peak District on OS maps, using keys, symbols, compass points and grid references  [2] Most chn can describe the landscape of Castleton/Peak District
FURTHER ENDPOINT Most chn know the Peak District is mostly in the country of Derbyshire, but also covers Staffordshire, Cheshire, Great Manchester, North and South Yorkshire and can identify it on a map.		FURTHER ENDPOINT Some chn can create a tourism guide for the Peak District; identifying human/physical geography, landmarks etc			
CEP4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All children can explain the terms land use and settlement	[1] Most children can identify different types of land use in Castleton/Peak District and compare to locality  [2] Most chn can reason why they think land has been used in a certain way	All children can plan a fieldwork enquiry to investigate the geography of the Peak District	[1] Most chn can collect, present and analyse their data e.g. questionnaires and land survey  [2] Most children can communicate their fieldwork findings e.g. maps, tourist guides		
FURTHER ENDPOINT Some chn can create a sketch map, with a key, to show different types of land use in Castleton/Peak District		Some chn understand the role of a Countryside Park Ranger and can create factual tour/tourism guide for the Peak District; identifying human/physical geography, landmarks etc			

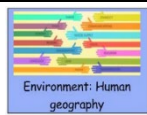
Concepts



Location and place



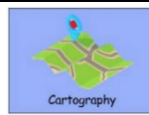
Space



Environment: Human geography



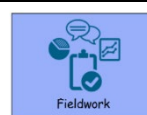
Environment: Physical geography



Cartography



Environment: Human and physical process and change



Fieldwork



Enquiry and evidence











Prior Knowledge

- chn know the countries and capitals and seas of the UK and the continents and oceans of the world. They can use maps, globes and atlases to identify. They use and make maps with keys and os symbols
- chn have begun identifying countries and capitals in the world and regions and counties of the UK
- chn have carried out a study on Blackpool
- chn know what human and physical features are. They have compared their locality to different location in the UK
- chn know Middleton is in England and that is in Europe
- chn have fieldwork skills from previous enquiries (see progression map)
- chn have experience using aerial maps and os maps. They can use 4-figure grid references
- chn understand what land use is
- chn have an understanding of what tourism is – linked to Blackpool
- chn know that environments can change over time
- chn know N E S W compass points, tropics, hemisphere, equator, poles, Arctic/Antarctica Circle, Greenwich Meridian



# Year 4 Summer Term 2 – A tale of two cities! Manchester and Rome – are they similar? Role focus: Travel writer

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 England and Italy are countries in the continent of Europe	[1] Most chn can name a number of further countries in the continent of Europe  [2] Most chn can locate countries in Europe on maps, globes and atlases	All children know the capital of England is London and the capital of Italy is Rome	[1] Most children can name the capital cities of a number of further countries in Europe  [2] Most children can locate the capitals Rome and London on maps, as well as other cities in Italy and England	All chn can name landmarks in Italy and England	[1] Most children can locate landmarks in Italy and England on maps eg Riiver Po, Lake Como, Mount Vesuvius/Etna, Mount Blanc, Leaning Tower of Pisa, Vatican  [2] Most children can idenitify what mak Italy special eg e.g. tectonic activity, food etc and England special e.g. being an island, mountains etc.
FURTHER ENDPOINT Some chn can identify the countries, oceans, coast that surrounds Italy		FURTHER ENDPOINT Some chn can summarise why they tourists would visit Italy			
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All children know that Rome is in the Italian region of Lazio	[1] Most chn can identify the cities in the Lazio region of Italy  [2] Most chn can identify key features of the Lazio region of Italy	All children can explain what physical and human geography is	[1] Most children talk about the physical geography of Rome e.g. climate, rivers, tectonics, mountains and the human geography e.g. settlement, land use, population, tourism, economic activity and culture and become travel writers to produce a travel bochure  [2] Most children can compare the physical and human geography of Manchester and Rome		
FURTHER ENDPOINT Some chn summarise why they think a tourist would visit Rome					

Concepts									
 Location and place	 Space	 Environment: Human geography	 Environment: Physical geography	 Cartography	 Scale	 Fieldwork	 Enquiry and evidence	 Interconnection and Interdependence	 Cultural understanding and diversity



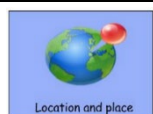
Prior Knowledge
<ul style="list-style-type: none"><li>-chn know the countries and capitals of the UK and the continents and oceans of the world. They can use maps, globes and atlases to identify. They use and make maps with keys and os symbols</li><li>-chn can identify regions and counties of the UK and places in the wider world that link to locations studied</li><li>-chn have an understanding of characteristic of the UK and have carried out a studied of places in the UK – local area, Blackpool, Peak District</li><li>-chn know what human and physical features are. They have compared places in the UK</li><li>-chn have experience comparing the human and physical features of their locality to places further afield; as well as culture</li><li>-chn know Middleton is in England and that is in Europe</li><li>-chn have fieldwork skills from previous enquiries (see progression map)</li><li>-chn have experience using aerial maps and os maps. They can use 4-figure grid references</li><li>-chn understand what land use is</li><li>-chn have an understanding of what tourism is – linked to UK destinations (Blackpool/Peak District)</li><li>-chn know that Rome has a volcano</li><li>-chn know where the Equator and Poles are – they know weather/climate is different around the world. They know compass points, tropics, hemisphere, Arctic/Antarctica Circle, Greenwich Meridian</li><li>-chn know that environments can change over time</li><li>-chn have studied Ancient Rome</li><li>-chn know N E S W compass points, tropics, hemisphere, equator, poles, Arctic/Antarctica Circle, Greenwich Meridian</li></ul>



# Year 5 Autumn Term 1 – Can we journey all around the earth? Role focus: Cartographer

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 position of the equator, northern and southern hemisphere	<p>[1] Most chn can explain the significance of the equator, northern and southern hemisphere</p> <p>[2] Most chn can identify places in the hemispheres using mapwork</p>	All children can explain what latitude and longitude is	<p>[1] Most chn can use coordinates to locate a city</p> <p>[2] Most chn can give the coordinates of a city location</p>	All children can locate the North Pole, South Pole, Arctic Circle and Antarctic Circle	<p>[1] Most chn can compare the daylight hours in the Arctic, Antarctic and the UK</p> <p>[2] Most chn can identify places in the Arctic Circle</p>
<p>FURTHER ENDPOINT</p> <p>Some chn can research how the rainfall differs between a country in the northern hemisphere, southern hemisphere and equator</p>		<p>FURTHER ENDPOINT</p> <p>Some chn can identify the country, continent, hemisphere a city is in e.g. Manchester, Sydney, LA, Madrid</p>		<p>FURTHER ENDPOINT</p> <p>Some chn can explain what make Antarctica unique</p>	
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All children can identify the position of the Tropics of Cancer and Capricorn	<p>[1] Most chn can explain what the weather is like between the Tropics throughout the year</p> <p>[2] Most chn can talk about characteristics of habitats in the Tropics eg tropical rainforest, tropical dry forest, tropical coniferous forests, tropical grasslands</p>	All children can locate and explain the significance of the Prime Meridian	<p>[1] Most chn can explain why we have time zones</p> <p>[2] Most children can compare the time in the UK to different places in the world</p>		

## Concepts



Location and place



Space



Environment: Human geography



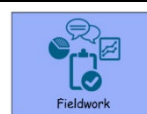
Environment: Physical geography



Cartography



Scale



Fieldwork



Enquiry and evidence



Interconnection and Interdependence

## Prior Knowledge

- chn know the countries and capitals of the UK and the continents and oceans of the world. They can use maps, globes and atlases to identify
- chn can identify regions and counties of the UK and places in the wider world that link to locations studied
- chn have an understanding of characteristic of the UK and have carried out a study of places in the UK – local area, Blackpool, Peak District
- chn have carried out an in depth study into Rome
- chn know what human and physical features are
- chn have experience comparing the human and physical features of their locality to places further afield (Europe)
- chn know Middleton is in England and that is in Europe
- chn understand what land use is



Year 5 Autumn Term 2 – What is trade and why is it so important?

Role focus: consultant for Fairtrade

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>	All children can name some goods imported to the UK and some exported from the UK	<p>[1] Most children can name some countries the UK import goods from and some countries the UK exports good to</p> <p>[2] Most children can use maps and atlases to show and explain the UK's trade links with other countries</p>	All children can explain the term 'economy' and 'globalisation'	<p>[1] Most chn know when a country has goods that are of high demand, it can sell them for more money and becomes a wealthier economy and when a demand falls or lots of people supplying a product, prices fall and the economy gets poorer</p> <p>[2] Most children can describe an example of a global supply chain</p>
FURTHER ENDPOINTS Some chn can research and identify the countries with the biggest trade links to the UK; locating them on a map				FURTHER ENDPOINTS Most children can list some of the positive and negative effects of multinational companies on local trade	
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
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 some issues facing people living in El Salvador</p>	All children can explain the meaning of Fair Trade	<p>[1] Most children can describe the fair trade process for some products</p> <p>[2] Most children can give reasons why fair trade is important</p>		
FURTHER ENDPOINTS Some chn can explore a case study of the impact of 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 that North America and South America are continents	<p>[1] Most chn can name and locate countries in North and South America on maps, globes and atlases</p> <p>[2] Most chn can name and locate capital cities of countries in North and South America on maps, globes and atlases</p>	All children understand that the Americas run over several lines of longitude and latitude, so the climate, vegetation, land use etc varies across the continents	<p>[1] Most chn can identify climate zones, biomes, vegetation belts in different regions of the Americas</p> <p>[2] Most chn can identify and compare different time zones across America</p>	All children understand can talk about key landmarks/features across the Americas eg landmarks, rivers, mountains, volcanoes	<p>[1] Most chn can locate key landmarks/features across the America on a map</p> <p>[2] Most chn can describe the position of some landmarks/features eg country, city, latitude, longitude</p>
<p>FURTHER ENDPOINTS</p> <p>Some chn can describe the positions of N and S America using geographical vocab (pole, equator, hemisphere, tropics, latitude, longitude)</p>		FURTHER ENDPOINT Some chn can explain that latitude impacts the physical features of a region inc climates			
CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS		
All chn can identify a specific <b>region</b> in North America on different maps and talk about its location in the world	<p>Change 1: Most chn can identify the human and physical geography of a place in North America and produce a travel guide</p> <p>Change 2 - Most chn can compare the human geography of a place in America to their locality eg settlement, land use, economics, trade and the physical geography eg rivers, mountains, volcanic activity, weather</p>	All children can plan an enquiry to investigate an element of human or physical geography in our local area, to compare to an area in N America	<p>[1] Most chn can collect, present and analyse their data.</p> <p>[2] Most chn can carry out research to investigate the chosen area of human or physical geography of an area in N America. They then compare and communicate their findings</p>		
FURTHER ENDPOINTS: Some children can evaluate their enquiry and identify what worked well, what they would change next time etc.					

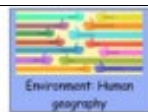
## Concepts



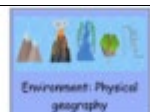
Location and place



Space



Environment: Human geography



Environment: Physical geography



Cartography



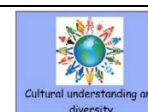
Scale



Enquiry and evidence



Interconnection and Interdependence



Cultural understanding and diversity

## Prior Knowledge

- chn know the countries and capitals of the UK and the continents and oceans of the world. They can use maps, globes and atlases to identify
- chn can locate countries and capitals in the wider world. They have carried out an in depth focus on a place in Europe - Rome
- chn can locate countries, capitals, regions, counties in the UK. They carried out in depth studies on Blackpool and Peak District
- chn know what human and physical features are
- chn have experience comparing the human and physical features of their locality to places further afield (Europe) (North America); as well as culture
- chn know Middleton is in England and that is in Europe
- chn have fieldwork skills from previous enquiries
- chn have experience using aerial maps and OS maps
- chn understand what land use is
- chn have an understanding of what tourism is - linked to UK destinations (Blackpool/Peak District) and Rome (Europe) (North America)
- chn know where the Equator and Poles are - they know weather/climate is different around the world. They know compass points, tropics, hemisphere, Arctic/Antarctica Circle, Greenwich Meridian
- chn know that environments can change over time



Year 6 Summer Term 1 and Summer Term 2 - Why do we need to save the planet? **Role focus: Waste Management Officer/Environmental**

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 biomes are areas on the earth with similar plants and climate	<p>[1] Most chn can identify the biomes and describe the characteristics of each. They know how latitude and longitude impacts climate and biomes</p> <p>[2] Most chn can identify the climate zones and vegetation belts and describe the characteristic of each</p>	All children know that single use plastic is having a detrimental effect on the environment	<p>[1] Most chn can explain the impact plastic has on the environment eg ends up in the ocean which is deadly to marine life and ends up in the human food chain</p> <p>[2]</p> <p>Most chn can explain the role of recycling centres and waste management officers and can produce a plan to reduce waste on a local and global scale</p>	All chn can explain that global warming is impacting on climate change, extreme weather, natural disasters and migration	<p>[1] Most chn can explain that energy is made by burning fossil fuels and the carbon dioxide and greenhouse gases makes the world warmer, as the gases get trapped, causing more heat and climate change.</p> <p>[2] Most chn identify causes of global warming eg deforestation, agriculture etc and identify impacts of this eg floods, forest fires, melting ice caps, droughts, habitats</p>

FURTHER ENDPOINTS

Some chn know there are 'garbage patches' in the Atlantic, Pacific and Indian Oceans – and that all of these are affected by plastic pollution

CORE END POINT 4	ADDITIONAL END POINTS	CORE END POINT 5	ADDITIONAL END POINTS	
All chn know our planet is valuable and should be protected and human choices can lead to better or worse outcomes	<p>1) Most chn can identify better choices that can be made on a local and global scale <b>eg reduce, reuse, recycle; the use of natural resources; renewable energy instead of fossil fuels etc</b></p> <p>(2) Most chn can research famous environmentalists eg Greta Thunbury, David Attenborough and explain how they make a difference as well as positive movements eg COP Summit</p>	All chn can plan an enquiry into an aspect of sustainability in our local environment	<p>[1] Most chn can collect, present and analyse their data (see progression document)</p> <p>[2] Most chn can communicate their findings in some way eg letter to local council</p>	
<p>FURTHER ENDPOINTS</p> <p>Some chn can talk about a case study of an initiative that has had a positive impact on the environment</p>		<p>FURTHER ENDPOINTS Some chn can write a letter to the local council on what we can do in Rochdale to tackle environmental issues</p>		

Concepts



Prior Knowledge

- chn can use maps, globes and atlases
- chn can locate countries and capitals in the wider world. They have carried out an in depth focus on a place in Europe - Rome and America
- chn can locate countries, capitals, regions, counties in the UK. They carried out in depth studies on Blackpool and Peak District



- chn know what human and physical features are
- chn have experience comparing the human and physical features of their locality to places further afield (Europe and America)
- chn know that weather and climate is different around the world
- chn know Middleton is in England and that is in Europe
- chn have fieldwork skills from previous enquiries
- chn have experience using aerial maps and OS maps
- chn understand what land use is
- chn have an understanding of what tourism is – linked to UK destinations (Blackpool/Peak District) and Rome (Europe) and America
- chn know where the Equator and Poles are – they know weather/climate is different around the world. They know compass points, tropics, hemisphere, Arctic/Antarctica Circle, Greenwich Meridian
- chn know that environments can change over time
- chn know there is a relationship between people and environments inc the negative eg climate change, ocean pollution
- chn know about disasters eg floods
- chn know that things can have a global impact