



Geography at Moorfield

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What are the basic principles of our curriculum?

1. We believe that learning happens when there has been a change to long-term memory. We believe that when something is practised often enough then the retrieval of knowledge and skills becomes automatic.
2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. Knowledge is different from information – knowledge is when children make links with subject across the curriculum whereas information is merely isolated pockets of information. This then leads to expertise in a subject because the more you know the easier it is to acquire and understand new knowledge.

What is procedural knowledge?

Procedural knowledge is a fluency of knowing information that comes with practice and repetition. Episodic learning aids this knowledge and happens through the experiences children have e.g. trips, books, stories, visitors and these don't need much repetition.

What is semantic knowledge?

Semantic knowledge is the knowledge and facts that needs to be known in order to have a clear understanding of a subject.

Curriculum intent:

1. The driver for our curriculum is **possibilities** and this shapes our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.
2. **Cultural capital** gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Our children experience a trip or a visitor each half term and this is linked to either humanity subject they are learning that half term.
3. **Curriculum breadth** is shaped by our curriculum driver of **possibilities**. It involves cultural capital, subject themes and our ambition for children to study the best of what has been thought and said by many generations of academics and scholars – these are all delivered via our bi-half-termly geography topics.
4. Our curriculum distinguishes between geography topics and historical threshold concepts. Geography topics are the specific aspects of geography that are studied. In geography we have 4 threshold concepts. There are to investigate place, investigate patterns and to communicate geographically.
5. These **threshold concepts** tie together our geography topics into meaningful schema. The same concepts are explored during each of the 3 milestones with each progressing from the last. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.
6. For each of the threshold concepts three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a **progression model**.
7. **Knowledge categories** in geography give pupils a way of expressing their understanding of the threshold concepts.
8. **Knowledge webs** help students to relate each topic to previously studied topics and to form strong, meaningful schema



9. **Cognitive science** tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.
10. Within each milestone, students gradually progress in their procedural fluency and semantic strength through three **cognitive domains**: basic, advancing and deep. The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. **The timescale for sustained mastery or greater depth** is, therefore, two years of study.
11. As part of our progression model we use a different **pedagogical style** in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.
12. Also as part of our progression model we use **POP tasks** (Proof of Progress) which show our curriculum expectations in each cognitive domain.

By the time our Geographers leaves us in year 6 we want them to have:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

We have three threshold Concepts in Geography:

1. **Investigate places** – to understand the geographical location of places and their human and physical features
2. **Investigate patterns** – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world’s natural resources are used and transported
3. **Communicate geographically** – geographical representations, vocabulary and techniques



		Autumn 2	Spring 2	Summer 2
Key Stage 1	Year 1 & 2 Cycle 1	<p>Geography: Our Local Area What's it like where we live? Investigate places – to understand the geographical location of places and their human and physical features</p>	<p>Geography: People and their Communities Where in the world do these people live? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>	<p>Geography: Animals and their Habitats Where do our favourite animals live? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>
		<p><u>Trip/Visitor</u> A walk around our local environment</p>	<p><u>Trip/Visitor</u> Manchester Art Gallery</p>	<p><u>Trip/Visitor</u> Blackpool Zoo</p>
	Year 1 & 2 Cycle 2	<p>Geography: Seasons What are seasons? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>	<p>Geography: Journeys – Food Where does our food come from? Investigate places – to understand the geographical location of places and their human and physical features</p>	<p>Geography: Our Wonderful World What are the seven wonders of our world? Investigate places – to understand the geographical location of places and their human and physical features</p>
		<p><u>Trip/Visitor</u> Weather observations</p>	<p><u>Trip/Visitor</u> Trip to the local supermarket</p>	<p><u>Trip/Visitor</u> Sea life Centre</p>
Lower Key Stage 2	Year 3	<p>Geography: Climate and Weather Why is climate important? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>	<p>Geography: Our World Where on Earth are we? Investigate places – to understand the geographical location of places and their human and physical features</p>	<p>Geography: Coasts Do we like to be beside the seaside? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>
		<p><u>Trip/Visitor</u> Fresh Water Theatre Company – Weather and Seasons</p>	<p><u>Trip/Visitor</u> Worsley Woods – Orienteering</p>	<p><u>Trip/Visitor</u> Blackpool</p>
	Year 4	<p>Geography: The Americas Can you come on a Great American Road Trip? Investigate places – to understand the geographical location of places and their human and physical features</p>	<p>Geography: Rivers and the Water Cycle How does the water go round and round? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>	<p>Geography: Earthquakes and Volcanoes How does the Earth shake, rattle and roll? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>
		<p><u>Trip/Visitor</u> A great American diner</p>	<p><u>Trip/Visitor</u> The Mersey Valley and Sale Water Park</p>	<p><u>Trip/Visitor</u> Make a volcano day</p>
Upper Key Stage 2	Year 5	<p>Geography: Changes in our Local Environment How is our country changing? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>	<p>Geography: Europe – A Study of the Alpine Region Where should we go on holiday? Investigate places – to understand the geographical location of places and their human and physical features</p>	<p>Geography: Journeys – Trade Where does all our stuff come from? Investigate places – to understand the geographical location of places and their human and physical features</p>
		<p><u>Trip/Visitor</u> A walk around our local environment – Manchester Ship Canal</p>	<p><u>Trip/Visitor</u> A trip to the Peak District</p>	<p><u>Trip/Visitor</u> A walking tour of Manchester City Centre</p>
	Year 6	<p>Geography: South America – The Amazon What is life like in the Amazon? Investigate places – to understand the geographical location of places and their human and physical features</p>	<p>Geography: Protecting the Environment Are we damaging our world? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>	<p>Geography: Our World in the Future How will our world look in the future? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported</p>
		<p><u>Trip/Visitor</u> Chester Zoo</p>	<p><u>Trip/Visitor</u> Sustainable living workshop</p>	<p><u>Trip/Visitor</u> A Manchester Science & Industry Museum</p>



		Autumn 2	Spring 2	Summer 2
Key Stage 1	Year 1 & 2	<p><u>Geography: Our Local Area</u></p> <p>Mapping the world Describing maps of the world 1 & 2</p>	<p><u>Geography: People and their Communities</u></p> <p>Mapping the world Australia Australia – Sidney Australia Aboriginal People Australia – Sidney</p>	<p><u>Geography: Animals and their Habitats</u></p> <p>Continents and oceans Australia: The Daintree Forest</p>
	Year 1 & 2	<p><u>Geography: Seasons</u></p> <p>The United Kingdom Climate Weather</p>	<p><u>Geography: Journeys – Food</u></p> <p>The UK The UK: England The UK: Scotland The UK: Wales The UK: Northern Ireland England: London England: Newcastle upon Tyne (change to Manchester) Scotland: Edinburg Wales: Cardiff Northern Ireland: Belfast</p>	<p><u>Geography: Our Wonderful World</u></p> <p>Continents and oceans The Arctic, Atlantic, Pacific, Indian and Southern Oceans Extreme Weather</p>
Lower Key Stage 2	Year 3	<p><u>Geography: Climate and Weather</u></p> <p>Biomes and climate zones Tropical rainforest biome Temperate deciduous forest biome Desert biome Tundra biome Taiga biome Grassland biome Savannah biome Marine biome Freshwater biome Ice biome</p>	<p><u>Geography: Our World</u></p> <p>Describing maps of the world: 1, 2 & 3 Using maps: features Using maps: four-figure grid references</p>	<p><u>Geography: Coasts</u></p> <p>The United Kingdom Europe Europe: population Europe: rivers Europe: mountains Ocean currents Climate change</p>
	Year 4	<p><u>Geography: The Americas</u></p> <p>North America North America: population North America: rivers North America: mountains South America</p>	<p><u>Geography: Rivers and the Water Cycle</u></p> <p>Landscapes: rivers The water cycle: the cycle The water clouds and precipitation</p>	<p><u>Geography: Earthquakes and Volcanoes</u></p> <p>Earthquakes and volcanoes: plate tectonics Earthquakes and volcanoes: the Pacific Ring of Fire Earthquakes and volcanoes: impact</p>
Upper Key Stage 2	Year 5	<p><u>Geography: Changes in our Local Environment</u></p> <p>The United Kingdom Using maps: features Using maps: four-figure grid references Using maps: six-figure grid references</p>	<p><u>Geography: Europe – A Study of the Alpine Region</u></p> <p>Europe Europe: population Europe: rivers Europe: mountains</p>	<p><u>Geography: Journeys – Trade</u></p> <p>Transportation: cities Transportation: national Transportation: international International trade: food International trade: natural resources International trade: tourism</p>



Year 6	<p>Geography: South America – The Amazon</p> <p><i>Biomes and climate zones</i> <i>Tropical rainforest biome</i> <i>South America</i> <i>South America: population</i> <i>South America: rivers</i> <i>South America: mountains</i></p>	<p>Geography: Protecting the Environment</p> <p><i>Describing maps of the world: 3</i> <i>Using maps: four-figure grid references</i> <i>Using maps: six-figure grid references</i></p>	<p>Geography: Our World in the Future</p> <p><i>Biomes and climate zones</i> <i>Using maps: features</i> <i>Using maps: six-figure grid references</i></p>
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Progression throughout the curriculum and assessing for progression
 Geographical threshold concepts are split below which show the clarity of different end points:

Investigate Place	Investigate Patterns	Communicate geographically
<ul style="list-style-type: none"> • Location • Physical features • Human Features • Diversity 	<ul style="list-style-type: none"> • Physical process • Human Process 	<ul style="list-style-type: none"> • Communicate geographically
<p><u>What does this look like in Milestone 1?</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world’s continents and oceans. <p><u>What does this look like in Milestone 2?</u></p> <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 contrasting non-European country. • 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. • Identify land use around the school. 	<p><u>What does this look like in Milestone 1?</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics <p><u>What does this look like in Milestone 2?</u></p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. 	<p><u>What does this look like in Milestone 1?</u></p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. <p><u>What does this look like in Milestone 2?</u></p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and

Possibilities



<p>What does this look like in Milestone 3?</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> Describe how the locality of the school has changed over time. <p>What does this look like in Milestone 3?</p> <ul style="list-style-type: none"> Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider 	<ul style="list-style-type: none"> differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. <p>What does this look like in Milestone 3?</p> <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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Knowledge building: learning the fundamental foundations



Basic

Decision making to apply fundamental foundations.



Advancing

Non-routine thinking that requires inventive application of fundamental foundations.



Deep



Milestone 1 Year 1 & 2			Milestone 2 Year 3 & 4			Milestone 3 Year 5 & 6		
Basic Year 1	Advancing Year 2	Deep Year 2	Basic Year 3	Advancing Year 4	Deep Year 4	Basic Year 5	Advancing Year 6	Deep Year 6
Milestone 1 Themes in M1: M1 Mapping the world Describing maps of the world 1 & 2 Australia Australia – Sidney Australia Aboriginal People Australia – Sidney Continents and oceans Australia: The Daintree Forest The United Kingdom Climate Weather The UK The UK: England The UK: Scotland The UK: Wales The UK: Northern Ireland England: London England: Newcastle upon Tyne (change to Manchester) Scotland: Edinburg Wales: Cardiff Northern Ireland: Belfast Continents and oceans The Arctic, Atlantic, Pacific, Indian and Southern Oceans Extreme Weather			Milestone 2 Themes in M1: M1 Biomes and climate zones Tropical rainforest biome Temperate deciduous forest biome Desert biome Tundra biome Taiga biome Grassland biome Savannah biome Marine biome Freshwater biome Ice biome Describing maps of the world: 1, 2 & 3 Using maps: features Using maps: four-figure grid references The United Kingdom Europe Europe: population Europe: rivers Europe: mountains Ocean currents Climate change North America North America: population North America: rivers North America: mountains South America Landscapes: rivers The water cycle: the cycle The water clouds and precipitation Earthquakes and volcanoes: plate tectonics Earthquakes and volcanoes: the Pacific Ring of Fire Earthquakes and volcanoes: impact			Milestone 3 Themes in M1: M1 The United Kingdom Using maps: features Using maps: four-figure grid references Using maps: six-figure grid references Europe Europe: population Europe: rivers Europe: mountains Transportation: cities Transportation: national Transportation: international International trade: food International trade: natural resources International trade: tourism Biomes and climate zones Tropical rainforest biome South America South America: population South America: rivers South America: mountains Describing maps of the world: 3 Using maps: four-figure grid references Using maps: six-figure grid references		

Possibilities



Key term	Definition
Biome	A large community of plants and animals found in areas of the world with similar soils and climates, such as the tropical rainforest.
Climate zone	This is a large area with a similar climate. The day-to-day weather patterns are averaged over a long period of time (many years) to arrive at the climate. There are three major climate zones: the tropical climate is hot; the polar climate is cold; and the temperate climate is neither very hot nor very cold.
Fieldwork	All work beyond the immediate classroom environment, from the school corridor, school grounds and immediate surroundings to further afield.
Geographical Information System (GIS)	A way of representing digital data that enables layers of information to be added to a simple base map.
Geographical skills	Map work, using atlases and globes, visual communication using images and a focus on enquiry questions, are some of the skills that are central to good primary practice.
Human geography	The study of the different features of the Earth’s surface created by people. Such features include buildings, cities, transport routes, trade and countries.
Latitude and longitude	<p>These are imaginary lines used to show position on the Earth’s surface.</p> <p>Lines of latitude are parallel to the Equator – they never meet. They are numbered from 0° at the Equator going north or south to 90° at the Poles. The key lines of latitude are the Equator, which divides the world into two hemispheres – north and south; the Tropic of Cancer at 23.5° north of the Equator; the Tropic of Capricorn at 23.5° south of the Equator; the Arctic Circle 66.5° north; the Antarctic Circle 66.5° south.</p>

Possibilities



	Lines of longitude are of equal length and go from Pole to Pole. They are numbered from 0° at the Prime Meridian (which goes through Greenwich, in London) east or west until they meet at 180° on the International Date Line , which runs through the Pacific Ocean.
Local area	A small area that often loosely corresponds with the school catchment area.
Locational awareness	The ability to recognise and locate different places around the world, such as countries, cities, rivers and mountains.
Physical geography	The study of the physical and natural components on or at the Earth’s surface including rocks, soils, natural resources, oceans, mountains, rivers, climate, vegetation and animals apart from human beings.
Plan perspectives	Plans are usually drawn from above and represent smaller areas than maps.
Processes.	Physical processes occur in the natural environment such as erosion or the wearing away of a riverbank by a river. Human processes occur in the human environment as a result of people’s actions, e.g. migration – the movement of people from one place to another; trade – the movement of goods from one place to another.
Quantitative skills	Ways of representing and interpreting data in tables, charts, diagrams and other interpretative methods.
Region	Regions vary in size but are viewed in curriculum terms as larger than the local area, but smaller than a country (e.g. the Alps).
Settlement	A place where people live. These vary in size – from hamlet to village, town, city – and function, e.g. a seaside town, an industrial town.
Spatial variations	Differences between places such as landscape, climate, housing and settlement patterns.

Example of progression of the concept Investigate Places – progression

		Autumn 2	Spring 2	Summer 2
Key Stage 1	Year 1 & 2 Cycle 1	Geography: Our Local Area What's it like where we live? Investigate places – to understand the geographical location of places and their human and physical features	Geography: People and their Communities Where in the world do these people live? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported	Geography: Animals and their Habitats Where do our favourite animals live? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported
		<u>Trip/Visitor</u> A walk around our local environment	<u>Trip/Visitor</u> Manchester Art Gallery	<u>Trip/Visitor</u> Blackpool Zoo
	Year 1 & 2 Cycle 2	Geography: Seasons What are seasons? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported	Geography: Journeys – Food Where does our food come from? Investigate places – to understand the geographical location of places and their human and physical features	Geography: Our Wonderful World What are the seven wonders of our world? Investigate places – to understand the geographical location of places and their human and physical features
		<u>Trip/Visitor</u> Weather observations	<u>Trip/Visitor</u> Trip to the local supermarket	<u>Trip/Visitor</u> Sea life Centre
Lower Key Stage 2	Year 3	Geography: Climate and Weather Why is climate important? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported	Geography: Our World Where on Earth are we? Investigate places – to understand the geographical location of places and their human and physical features	Geography: Coasts Do we like to be beside the seaside? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported
		<u>Trip/Visitor</u> Fresh Water Theatre Company – Weather and Seasons	<u>Trip/Visitor</u> Worsley Woods – Orienteering	<u>Trip/Visitor</u> Blackpool
	Year 4	Geography: The Americas Can you come on a Great American Road Trip? Investigate places – to understand the geographical location of places and their human and physical features	Geography: Rivers and the Water Cycle How does the water go round and round? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported	Geography: Earthquakes and Volcanoes How does the Earth shake, rattle and roll? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported
		<u>Trip/Visitor</u> A great American diner	<u>Trip/Visitor</u> The Mersey Valley and Sale Water Park	<u>Trip/Visitor</u> Make a volcano day
Upper Key Stage 2	Year 5	Geography: Changes in our Local Environment How is our country changing? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported	Geography: Europe – A Study of the Alpine Region Where should we go on holiday? Investigate places – to understand the geographical location of places and their human and physical features	Geography: Journeys – Trade Where does all our stuff come from? Investigate places – to understand the geographical location of places and their human and physical features
		<u>Trip/Visitor</u> A walk around our local environment – Manchester Ship Canal	<u>Trip/Visitor</u> A trip to the Peak District	<u>Trip/Visitor</u> A walking tour of Manchester City Centre
	Year 6	Geography: South America – The Amazon What is life like in the Amazon? Investigate places – to understand the geographical location of places and their human and physical features	Geography: Protecting the Environment Are we damaging our world? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported	Geography: Our World in the Future How will our world look in the future? Investigate patterns – to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported
		<u>Trip/Visitor</u> Chester Zoo	<u>Trip/Visitor</u> Sustainable living workshop	<u>Trip/Visitor</u> A Manchester Science & Industry Museum

Possibilities

