

Age Phase	Year Group	Topic. Name	Geography Enquiry Question	Main National Curriculum Focus	Steps to Read/Read to Write	SDGs
<b>Golden Threads</b>		<b>Contrasting locations</b>		<b>Economy, trade and sustainability</b>	<b>Land Use/Local area</b>	
<b>Key Stage 1</b>	<b>Year 1</b>	Our Local Area Seasons	What is it like where we live? (local area study and fieldwork opportunity)	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  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.	<b>Unit C: Locality</b>  Hermelin	SDG 15 - Life on land
		Journeys - Food	Where does our food come from?	Name and locate the world's seven continents and five oceans.		SDG 2 - Zero Hunger
		Hot and Cold Areas Seasons	What makes the North and South Poles different?	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		
	<b>Year 2</b>	Oceans and Seas	How has plastic pollution changed our seas and oceans?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	<b>Unit A: UK Rivers and Seas</b>  A River	<b>SDG14 - Life Below Water</b>
		A focus on a contrasting city (Chester vs Little Leigh)	Would you prefer to live in Little Leigh or Chester? (local area and fieldwork opportunity)	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<b>SDG 11 - Sustainable cities and communities</b>

		Human/physical geography including weather and climate	What is life like in Brazil?	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.		SDG15 - Life on Land
Lower Key Stage 2	Year 3	Rivers River weaver fieldwork	How do rivers change our landscape?  (local area and fieldwork opportunity)	Describe and understand key aspects of: physical geography, including: rivers, coasts and the water cycle	Unit C: Mountains and Rivers  Rhythm of the Rain	SDG 6 - Clean Water and Sanitation
		Europe	Why do so many people choose to holiday in Italy compared to the UK?	Locate the world's countries, using maps to focus on Europe (including the location of Russia).  Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.  Topographical features - intro to mountain ranges		
		Local trade (Anderton boat lift, Lion Saltworks)	Why was Anderton Boat lift built and how is it used today?	Describe and understand key aspects of: physical geography, including: rivers, coasts and the water cycle		
	Year 4	Fair trade (Europe)	Should we pay more for Fair trade?	Locate the world's countries, using maps to focus on surrounding areas of Europe.  Describe and understand key aspects of: human geography including distribution of natural resources including energy, food, minerals and water.  Describe and understand how location of physical characteristics have an impact on human geography in particular trade.	Unit E: Europe  The Journey	SDG 12 - Responsible consumption and production
	Mountains, volcanoes and earthquakes	How do volcanoes affect the lives of people who live near them?	Describe and understand key aspects of: physical geography, including extreme weather, volcanoes and earthquakes,		SDG 1 - No Poverty	

		Extreme weather (link to Pompeii and Romans)				
		Contrasting locations	How do the physical features of North America compare to Europe?	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.  Describe and understand key aspects of: physical geography, including mountains		
Upper Key Stage 2	Year 5	The Amazon Rainforest and surrounding areas (South America)	Why is the Amazon region so important?	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.  Understand key aspects of: physical geography, including: biomes and vegetation belts.	Unit E: North and South America  The Lost Book and Adventure	SDG 12 - Responsible consumption and production
		Changes in our local environment (link to industrial revolution?)	How and why is my local environment changing? (local area study and fieldwork opportunity)	Name and locate 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		SDG9 - Industry, innovation and infrastructure
		Journeys - trade	Could Britain, as an island nation, survive without world trade?	Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		SDG8 - Decent work and economic growth
	Year 6	Antarctica	What makes Antarctica unique as a continent?	Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Extend their knowledge and understanding beyond the local area.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer	Unit E: Coasts  Shackleton's Journey	

				and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		
	Protecting the environment	What action can we take in stopping climate change? (local area study and fieldwork opportunity)	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.  Use maps, atlases, globes and digital/computer mapping to observe and record changes in local environment.  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 local area.			SDG13 - Climate Action
	North America vs South America	How does North America compare to South America?	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America and South America.			