Nursery

**Understanding the World**

The children will explore and become familiar with their new school environment. They will explore their classroom and also our outdoor spaces during the different seasons of the year. They will know that there are different countries in the world and be able to talk about the differences they have experienced or seen in photos. During celebrations, such as Diwali and Christmas, the children will take part in discussions about other countries. They will be able to talk about animals and fruits that come from different countries.

| Checking for understanding:   * What is the weather like today? * Is it hot or cold today? * What do people do during Diwali/Christmas? * Is your country different/the same as the UK? * Do lions live in England? * Do bananas grow in England? |
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Reception

**Understanding the World**

The children will explore and become familiar with simple maps of our school and local area. They will be able to describe the school environment, explaining which activities they take part in in different areas. Using knowledge from observations, discussions, stories, and maps they will be able to explain some similarities and differences between life in this country and life in other countries.

| Checking for understanding:   * Why are there trees on the map? * Can you point to the trees on the map? * Can you draw a map of the playground? * Where do we do PE? * Why would you use a map? * What things might you find in the playground? * Are all countries the same as our country? How are they different? |
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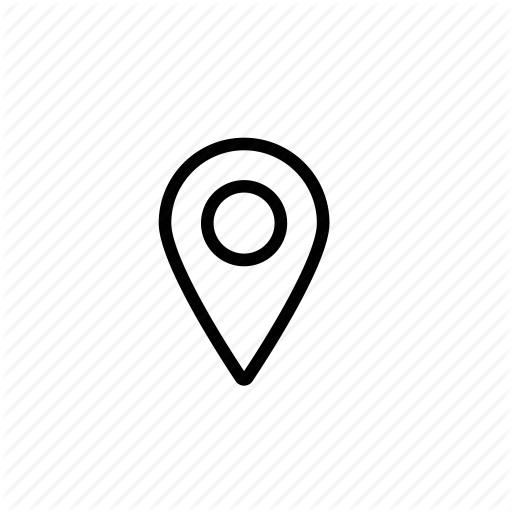
Year 1

**Salford**

Children will become increasingly familiar with a range of weather conditions that we experience in Salford. They will be introduced to and be able to use basic locational and directional language such as under, on, left, right, in front of and behind. Children will begin to recognise the difference between the human and physical features of River View and the surrounding local area. Children will begin to understand that maps are a representation of the real world and that we can use them to locate different places.

| Checking for understanding:   * Which city do we live in? * Where is the \_\_\_\_\_\_\_\_? (behind, in front of, next to, on the left of etc.) * Which weather do we expect to see in each season? * Is a fence a human or physical feature? * Is a river a human or a physical feature? |
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**The United Kingdom**

Children will become increasingly familiar with the map of the UK and be able to identify most of the main features including the countries, capitals and seas. Children will know a range of famous city landmarks and remember the UK song. All children will be able to sort a set of cards into physical and human features. All children will be able to find Salford on a map without using the location symbol .

| Checking for understanding:   * Show me on the map where Salford is. * Show me on the map where (various) is. * Where would I find the Houses of Parliament * Which oceans and seas would I find around the UK? * If I want to leave the United Kingdom what transport will I need? |
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Year 2

**The Oceans and Continents of the World**

This is a unit with lots to remember so it is essential that the content is repeatedly revisited throughout KS2. Children will remember all the key features of the UK. They will be able to locate all the continents and oceans of the world on a world map. Children will use the Hopscotch song to secure their knowledge. They will be familiar with a range of key features about each continent, including landmarks and climate. They will be able to identify each ocean and recount key facts such as which is the deepest and which is the coldest.

| Checking for understanding:   * Name the 7 continents * Name the 5 oceans * Which ocean is the deepest? * Which ocean is the coldest? * Which continent is the hottest? * Which continent is the largest? * What is the climate like in Antarctica? Why? |
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**Exploring the Continents**

The children will be able to identify all continents and oceans of the world and recount key features of each. They will look more in depth at each continent. Climate knowledge will be basic but enhanced with later units. They will begin to understand climate as longer term patterns (30 years), and weather as shorter term patterns that we see outside each day. The children will focus on Canberra, Australia and will be able to compare the human and physical features to those in Salford. Children will benefit from regular reinforcement of knowledge using cards, maps etc. If this is missed, learning will be quickly lost.

| Checking for understanding:   * What is it like in a desert climate? Why? * What is climate? * What is weather? * Where is Stone Henge? The Sagrada Familia? (or recognise/name from a picture) * How is climate different from weather? * Which animals live in australia? * How are they different to animals that live in Antarctica? |
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Year 3

**The Rainforest**

Children will be introduced to the rainforests around the world. They will be able to explain what a rainforest is and identify that they lie on the equator on a world map. They will be able to identify the location of the Amazon Rainforest on a map. Children will understand that a tropical climate is hot and wet and the relationship between these conditions and the equator. Children will be able to identify each layer of the rainforest and describe how they differ from one another. Children will understand the impact human activity is having on the world’s rainforests and the detrimental effect this has on the planet.

| Checking for understanding:   * Where would I find a rainforest on a world map? * What is the climate like in a rainforest? * Name the layers of the rainforest. What is special about each one? * What are the daily weather conditions in a rainforest like? * Name some of the human and physical features of the Amazon rainforest. * Compare the Amazon Rainforest to Worlsey Woods. |
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**Mountains, Volcanoes and Earthquakes**

Children will be able to confidently explain how mountains are formed using correct geographical vocabulary. They will have a clear understanding of how volcanoes are formed and be able to explain this using appropriate vocabulary. They will be able to explain contour lines and be increasingly confident using OS maps. Children will be able to give a well reasoned explanation for the interplay between human activity and volcanoes. Children will be able to recall the 3 highest mountains in the UK, the main mountain ranges in the UK and at least three other world mountains or volcanoes. Children will be able to explain what earthquakes are and what causes them to occur.

| Checking for understanding:   * What is the highest mountain in the world? * How was Mount Everest formed? * Name two ways that mountains are formed. * Explain the following terms:   + Magma   + tectonic plates   + Mantle   + Lava * How many tectonic plates are there? * What causes an earthquake? |
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Year 4

**Rivers**

Children will have an understanding of how important rivers are today and have been throughout history. They’ll understand how civilizations have developed around rivers as a source of freshwater and draw links to topics such as the Egyptians due to prior knowledge of the River Nile. They will know the features of a river and be able to describe the River Irwell’s journey from source to mouth using geographical vocabulary. They will be able to identify at least 3 other major world rivers and state their location. Children will gain an understanding of what flooding is, why it occurs and how it has impacted Salford in recent years. They will also understand the benefits that can occur as a result of flooding. Children will understand the impact human activity is having on rivers and be able to talk about ways in which rivers can be protected and why this is important.

| Checking for understanding:   * What is a river? * What is the name of our local river? * Tell me about the journey of the river Irwell. * What is flooding? How is it caused and what are the consequences/benefits? * Name me 3 major world rivers. * Name the different features of a river. * What is a meander? |
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**Water Sustainability**

Children will have an understanding of climate zones, the energy that drives them and the impact on water supply. They will be able to give a clear explanation of the water journey from cloud to tap and understand the role of water companies in the UK along with problems surrounding the supply of fresh drinking water around the world. They will have an informed view on water conservation and sustainability and the impact of human activity on the physical world. They will be able to name at least two deserts and locate them on a world map. Their widening knowledge of the UK will include the main rivers including at least the Irwell and the Thames.

| Checking for understanding:   * We live near a major river - how does this affect us? * Show me a rainforest/desert on a map. * Explain why water can be dangerous. * How does a rainforest differ from a desert? * What is a drought? * What is the difference between a lake, a reservoir and a river? * What is the difference between fresh, clean and salt water? |
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Year 5

**Significant Lines and Time Zones**

Children will become familiar with significant lines of latitude and longitude and understand how they are used to support navigation. They will understand how lines of longitude determine time zones and how this affects night and day across the globe. Children will be able to identify and locate the main lines of latitude and relate these to different climate zones. In order to gain a deeper understanding of this, they will study countries across both Europe and South America. Children will increase their understanding of human and physical features of geography by comparing urban and rural areas within the UK. They will be able to discuss the features found in each area and why the features differ.

| Checking for understanding:   * Where is the Tropic of Cancer on the map? * Where is the Equator? * How do lines of latitude and longitude aide navigation? * What is the relationship between lines of longitude and time zones? * What differences are you likely to see between an urban and a rural area? * Do we live in an urban or a rural area? How do you know? * Name 3 countries in South America. |
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**Climate Change**

Children will be able to explain the difference between weather and climate and the principles that drive global warming. They will be confident to explain the short, medium and long term impacts of climate change and relate this to our local area. They will have a good understanding of the links between human activity and climate change and will have an informed personal point of view that informs their behaviour. They will be able to suggest actions we can take as a planet to try and slow down global warming and discuss the potential success rate of these actions.

| Checking for understanding:  Checking understanding:   * What is the ‘greenhouse effect’? * Name three causes of global warming. * Name three negative effects of global warming. * Explain your own views on global warming. * Is there anything that you can/will do to help? * Do you believe that humans should try and change the climate? Why? * What are the **LAWS O**f climate change? * Name 3 forms of sustainable energy. |
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Year 6

**Europe**

The children will understand that a biome is a naturally occurring community of flora and fauna that are adapted to a specific climate.They will be able to discuss the link between biomes and climate zones and draw inferences about the wildlife that may live in a particular biome based on the distance from the equator. They will make links to previous learning about climate change and be able to draw conclusions about how it may affect the world’s biomes and vegetation belts. In order to add context and deepen their understanding, the children will study Europe and the physical geography of the continent. They will be able to recount the countries of Europe and key features of some of the countries.

| Checking for understanding:   * What is a biome? * What is a vegetation belt? * Describe the relationship between biomes and climate zones. * What sort of fauna and flora would you find in a desert biome? * Name 5 countries in Europe and describe their physical geography. * Name a biome found across eastern Europe. |
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**Fair Trade**

Children will draw on their understanding of transport over time, their knowledge of climate zones and an increasing familiarity with the world map to provide a clear explanation of trade with links to their own lives. They will understand technical vocabulary and be able to use that to give a clear explanation linked to specific examples such as bananas or cars. They will be confident to extract information from charts and data tables to answer questions. Children will have their own, well - developed and informed views on fair trade.

| Checking for understanding:   * What does the UK import? * Explain how climate affects trade. * Would you be willing to pay more for products with a fair trade logo? - Why? * Explain the supply chain of:   + Cotton   + Chocolate   + Fashion clothing   + Bananas * How can the UK be a major exporter of gold when it has no gold mines? * What is fair trade? How would it support a cocoa bean farmer? * Explain your views on fair trade. |
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