

Cheetwood Community Primary School



Geography Skills, Knowledge and Knowledge Categories

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
Nursery	Autumn	Linking with wider class themes.	<p>I can play with a friend, with support.</p> <p>I can orally label a photo of my family.</p> <p>I can explore natural materials within the learning environment (including: conkers, pinecones, leaves, pebbles, shells, wooden objects)</p> <p>I can participate in a local walk to observe the local environment.</p>	<p>I know what some different areas of the school are used for.</p> <p>I know some animals that live in woodland areas ... owls, fox, hedgehog, squirrel.</p> <p>I know that leaves change colour and fall from the trees.</p> <p>I know that the weather becomes cooler and we need to wear warmer clothes.</p>	<p>Location</p> <p>Mapping & directional skills</p>
	Spring	Linking with wider class themes.	<p>I can play with a friend.</p> <p>I can talk about what I see, hear, touch and smell.</p> <p>I can name some fruits that grow in a hot climate (Handa's Surprise)</p> <p>I can explore ice and what happens to it if I hold it, touch it and crack it.</p>	<p>I know some stories that are set in contrasting places e.g. the Savannah and Antarctica.</p> <p>I know that the weather is colder in the winter.</p> <p>I know that we can see blossoms and flowers in the spring.</p>	<p>Location</p> <p>Mapping & directional skills</p> <p>Physical features</p>

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			<p>I can name some animals that live in hot or cold places.</p> <p>I can participate in a local walk to observe the local environment.</p>		
	Summer	Linking with wider class themes.	<p>I can investigate and explore the local environment and collect natural objects to make a bug hotel.</p> <p>I can talk about special places I have visited, with support.</p> <p>I can identify and name where minibeasts are found</p> <p>I can take part in a minibeast hunt around the school grounds.</p> <p>I can name some animals that live under the sea</p> <p>I can recall key events of the class field trip to the aquarium</p> <p>I can participate in a local walk to observe the local environment.</p>	<p>I know what minibeasts are</p> <p>I know that the weather is hotter in summer.</p>	<p>Location</p> <p>Physical features</p> <p>Land use</p> <p>Fieldwork</p>

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Reception	Autumn	Linking with wider class themes.	<p>I can listen to and explore stories about many different families and begin to notice some similarities and differences.</p> <p>With support, I can talk about some people / occupations that are familiar to me e.g. police, dentist, Dr, hairdressers, teachers and nurses.</p> <p>I can begin to name places of worship within my community e.g. Church, Gurdwara and Mosque</p> <p>I can begin to use modelled sentences to make comments and observations. For example, I can see...I can hear.. I can smell etc</p> <p>I can name different types of weather in autumn and how this affects the clothing we wear.</p> <p>I can name the nocturnal animals bats, owls, squirrels and hedgehogs.</p> <p>I can name some foods that are ripe and ready for harvest such as wheat, apples, potatoes, pumpkins and carrots.</p>	<p>I know what the word 'harvest' means and can name 1 type of food that is harvested.</p> <p>I know that in Scotland they celebrate St Andrew's Day.</p> <p>I know some signs of autumn such as, leaves fall off trees, leaves change colour, weather changes.</p> <p>I know that autumn is a season and begin to understand that seasons change throughout the year.</p> <p>I know which animals are nocturnal.</p> <p>I know the names of key landmarks e.g. road, bus stop, shops, house, school, pavement and postbox.</p>	<p>Location</p> <p>Weather</p> <p>Physical features</p> <p>Mapping & directional skills</p> <p>Fieldwork</p>

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			<p>I can create a simple route from the school to the local post box after a local walk.</p> <p>I can name the road that my school is on.</p>		
	Spring	Linking with wider class themes.	<p>I can talk about the special women in my life e.g. mothers and other inspirational women.</p> <p>I can talk about a visit to a place of worship, with support.</p> <p>I can talk about how living in Kenya is the same / different as living in the UK.</p> <p>I can observe and begin to talk about the properties of ice and ice melting</p> <p>I can identify land and sea on a globe.</p> <p>I can talk about places I can see on Google Earth</p> <p>I can name some different countries.</p> <p>I can compare winter to other seasons(sorting weather types, activities and clothing).</p>	<p>I know that land on a globe represents different countries.</p> <p>I know the country I live in is called England.</p> <p>I know that we do not have certain animals in England and will compare them with Africa.</p>	<p>Location</p> <p>Physical features</p> <p>Weather</p>

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			<p>I can tell the differences between winter and autumn.</p> <p>I can sort animals into the correct habitats.</p> <p>I can talk about similarities and differences between where I live and where Handa lives (using visuals).</p>		
	Summer	Linking with wider class themes.	<p>I can talk about some people / occupations that are familiar to me.</p> <p>I can plan and create a special place to celebrate with my friends (End of year picnic).</p> <p>I can talk about how the coastal area is the same / different to our local area, using maps to help us.</p> <p>I can independently explore natural habitats of insects during outdoor learning.</p> <p>I can interact with the outdoors to foster curiosity and use our senses to explore the natural world around us during hands-on experiences.</p> <p>I can care for the natural environment through litter picking, planting herbs and wild flowers to attract local wildlife.</p>	<p>I know at least one song or rhyme about the natural world.</p> <p>I know that the world belongs to everybody.</p> <p>I know one similarity/difference between a church/mosque or Gurdwara.</p> <p>I know one fact about each season.</p> <p>I know the effects of changing seasons on the natural world around me.</p>	<p>Land use</p> <p>Weather</p> <p>Human features</p> <p>Mapping & directional skills</p> <p>Fieldwork</p>

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			<p>I can identify and talk about the features of the seaside after our visit to Formby beach.</p> <p>I can make maps of my field trips</p>		
1	Autumn	Where do I live?	<p>I can locate the UK on a world map.</p> <p>I can identify the countries and capital cities of the UK on a map.</p> <p>I can talk about features and characteristics of the countries of the UK.</p> <p>I can explore the town I live in.</p> <p>I can describe where I live.</p> <p>I can compare different settings based on their characteristics.</p>	<p>I know the name of the seven continents.</p> <p>I know the name of the five world oceans of the world.</p> <p>I know the names of the 4 countries and the 4 capital cities of the UK.</p> <p>I know the characteristics of a town, a village and a city.</p>	<p>Location</p> <p>Mapping & directional skills</p> <p>Physical Features</p> <p>Fieldwork</p>
	Spring	Animals Around the World	<p>I can use vocabulary linked to the world's seas and oceans.</p> <p>I can talk about hot and cold places in relation to the Earth's equator.</p> <p>I can compare hot and cold places.</p> <p>I can define the word 'native'</p>	<p>I know that countries near the equator (imaginary line) are hot.</p> <p>I know that the Arctic and the Antarctic are cold.</p> <p>I know which animals live in cold places and which animals live in hot places.</p> <p>I know at least 3 animals native to my area.</p>	<p>Location</p> <p>Mapping & directional skills</p> <p>Weather</p> <p>Physical Features</p>

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	Summer	Four Seasons	<p>I can compare the different seasons based on their features. I can make simple observations to talk about the seasons.</p> <p>I can use appropriate vocabulary to describe the seasons.</p> <p>I know how weather can affect human activities.</p>	<p>I know the months of each season.</p> <p>I know the features of spring - that this is a time of new life for plants/animals.</p> <p>I know the features of summer and identify appropriate clothing and activities for the summer</p> <p>I know the features of autumn.</p> <p>I know the features of winter.</p>	<p>Weather</p> <p>Physical Features</p> <p>Fieldwork - trip to the Wetlands Centre</p> <p>Environment & sustainability</p>
2	Autumn	Let's go on Safari.	<p>I can locate the 7 continents and 5 oceans on a world map</p> <p>I can locate Kenya on a map of Africa</p> <p>I can make comparisons between Kenya and the UK (climate, wildlife, landscapes, people and culture)</p> <p>I can name animals that live in Kenya and what geographical features they need to survive such as bodies of water, shade.</p> <p>I can use the four compass points to navigate a map</p> <p>I can describe how a variety of safari animals can get from one place to another</p>	<p>I know there are 7 continents and 5 oceans in the world</p> <p>I know what a safari is.</p> <p>I know that countries nearer the equator are hotter in climate</p> <p>I know the geographical features: volcanos, mountains, valleys, fields, villages, towns and cities</p> <p>I know that there are different lifestyles and cultures in Kenya</p> <p>I know a variety of animals that live in Kenya. I know facts about them including the geographical features the animals rely on to survive.</p>	<p>Location</p> <p>Mapping and directional skills</p> <p>Physical features</p> <p>Human Features</p>

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			and use grids on a map to travel a given number of places in different directions.		
	Spring	My world and me	<p>I can compare the land features and climate of the UK and Ecuador.</p> <p>I can compare the capital cities of the UK and Ecuador.</p> <p>I can identify physical and human features in aerial photos</p> <p>I can create a map with a key</p> <p>I can use sources of information to explore ways in which the two cities are similar to and different from each other in terms of buildings, jobs, schools, food and more.</p> <p>I can use aerial photos of different cities around the world to identify geographical features/landmarks such as cliffs, valleys, mountains, rivers and lakes.</p>	<p>I know where the UK, the equator and the poles are on a world map.</p> <p>I know where different animals live in the world and whether they are found in hot or cold climates</p> <p>I know that Ecuador is in South America</p> <p>I know Quito is the capital city of Ecuador</p> <p>I know physical features: cliffs, valleys, mountains, rivers and lakes</p>	<p>Location</p> <p>Mapping and directional</p> <p>Climate</p> <p>Human Features</p> <p>Physical Features</p>
	Summer	At the farm	I can identify and match the features of a farm to their function.	I know different types of farms (arable, livestock dairy)	<p>Land use</p> <p>Human features</p>

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			<p>I can research and find out about different types of farms</p> <p>I can describe what typically happens on a farm during each of the four seasons in terms of animal and crop care.</p> <p>I can use the four compass points to give directions on a map</p> <p>I can use a map and symbols to navigate around a farm.</p> <p>I can identify the differences in weather patterns throughout the year</p>	<p>I know what happens on a farm in each season</p> <p>I know what rural and urban landscapes are</p> <p>I know the 4 four compass points</p>	<p>Mapping and directional skills</p> <p>Weather</p> <p>Fieldwork - trip to a farm</p>
3	Autumn	Countries of the World	<p>I can identify the 7 continents of the world and name some countries within it.</p> <p>I can locate countries on a map and link this to its continent</p> <p>I can locate major capital cities on a map</p> <p>I can use a range of sources to find out about an identified country</p>	<p>I know key geographical features of each continent</p> <p>I know the tallest mountain and longest river in each continent.</p> <p>I know where the coldest, hottest, largest and smallest countries are and which continents they are in.</p> <p>I know what a capital city is and the features of these cities</p>	<p>Location</p> <p>Mapping & Directional Skills</p> <p>Physical features</p> <p>Human features</p> <p>Weather</p>

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			I can identify similarities and differences between two countries comparing both human and physical features.	I know the difference between human and physical geography I know that all countries have different features and characteristics	
	Spring	Where does our food come from?	<p>I can identify the northern and southern hemisphere on a map/globe</p> <p>I can identify the Tropics as being between the Tropics of Cancer and Capricorn.</p> <p>I can name some foods that are produced in temperature climate zones.</p> <p>I can identify the consequences of land being changed to produce more food</p> <p>I can identify and locate the Mediterranean and tropical climate zones.</p>	<p>I know that the UK is in the Northern Hemisphere</p> <p>I know ways in which food is produced, processed and transported around the world</p> <p>I know the different ways in which land is used for food production.</p> <p>I know how food is transported over long distances.</p> <p>I know the different conditions in Mediterranean, temperate and tropical climate zones</p> <p>I know what longitude and latitude lines are</p> <p>I know and understand what fairtrade is and how this benefits food producers</p> <p>I know what the term biome means</p>	<p>Location</p> <p>Environment & Sustainability</p> <p>Land use</p> <p>Weather</p> <p>Mapping & Directional Skills</p> <p>Fieldwork - Trip to Martin Mere/growing own produce.</p>
	Summer	In the Desert	I can locate where in the world deserts are on a map.	I know what deserts are and that not all deserts are hot and sandy.	<p>Location</p> <p>Weather</p>

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			<p>I can use a variety of sources to investigate the weather and climate of deserts.</p> <p>I can describe the weather and climate of deserts around the world.</p> <p>I can use a variety of sources to investigate how deserts are used by humans.</p> <p>I can list some of the natural resources of the desert, such as oil.</p> <p>I can discuss the problems of desertification and the impact of this upon humans.</p>	<p>I know that deserts change over time and to know how sand dunes are formed.</p> <p>I know that much of the deserts are too hostile to be lived in by humans.</p> <p>I know a variety of ways in which deserts are used by humans.</p> <p>I know how cities grow and survive in deserts as well as how desert dwellers live..</p> <p>I know what desertification is and the causes/effects of this.</p>	<p>Physical features</p> <p>Human features</p> <p>Land use</p>
4	Autumn	Our European neighbours	<p>I can use a variety of sources of information to find out about a European country.</p> <p>I can discuss differences between European countries and the UK.</p> <p>I can use my map skills to identify European countries and capital cities.</p> <p>I can make comparisons of two European capital cities.</p>	<p>I know where Europe is on a world map and the locations of major European countries.</p> <p>I know the location of major European capital cities.</p> <p>I know major landmarks belonging to different major European cities.</p> <p>I know the differences and similarities between European countries.</p> <p>I know some human features of different European countries etc. flags, currencies, languages and governments.</p>	<p>Location</p> <p>Mapping and directional skills</p> <p>Human features</p> <p>Physical features</p> <p>Environment & sustainability</p>

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			I can select appropriate sources of information to complete a geographical enquiry		
	Spring	Village settlers	<p>I can use a map to identify where early settlements began.</p> <p>I can use a Ordnance Survey map to identify some common map symbols to help compare towns and villages.</p> <p>I can discuss why some settlements developed more than others.</p> <p>I can create and use grid references accurately.</p> <p>I can create a key for a map and use a range of mapping symbols.</p>	<p>I know who some early settlers were and why they came to Britain.</p> <p>I know the origins of place names e.g. chester/cester, don, wick, ham, ford, burgh etc.</p> <p>I know the reasons why some settlements developed more than others over time.</p> <p>I know what different types of roads there are in the UK and that this links settlements.</p> <p>I know how to create a map of a village using different human and physical features.</p>	<p>Location</p> <p>Human features</p> <p>Physical features</p> <p>Mapping & directional skills</p> <p>Land use</p>
	Summer	Earning a living	<p>I can identify a variety of jobs, sectors and their roles.</p> <p>I can group jobs into sectors.</p> <p>I can explore why different countries have different industrial strengths.</p> <p>I can discuss the effects of unemployment on friends, family and society.</p>	<p>I know what the main job sectors and industries are in the UK.</p> <p>I know what is meant by the term economy.</p> <p>I know some of the ways in which people in other countries earn a living</p> <p>I know some of the reasons for unemployment and the effect this can have on people.</p>	<p>Location</p> <p>Human features</p> <p>Environment & sustainability</p> <p>Fieldwork</p>

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			<p>I can compare help given to the unemployed in the UK to other countries across the world.</p> <p>I can talk about the link between unemployment and education.</p>	<p>I know that children across the world will have to work to support their families.</p> <p>I know why children in other parts of the world have to work rather than going to school - rights respecting</p>	
5	Autumn	The United Kingdom	<p>I can locate UK on a map and describe some geographical and human features</p> <p>I can identify, locate and name key UK cities on a map</p> <p>I can identify and name major UK hills and mountain ranges</p> <p>I can name the oceans / seas surrounding the UK and explain why the UK has a varied coastline using key vocabulary.</p> <p>I can explain the journey of the River Irwell from Bacup to Irlam</p>	<p>I know the capital cities (of the 4 countries) that make up the UK, their life expectancies and population</p> <p>I know the differences between a town and a city</p> <p>I know the differences between a hill and a mountain and how they came to be.</p> <p>I know which seas and oceans surround the UK</p> <p>I know the journey of the River Irwell from source to sea</p>	<p>Location</p> <p>Physical Features</p> <p>Human features</p> <p>Land Use</p> <p>Mapping & directional skills</p> <p>Fieldwork - walk along River Irwell</p>
	Spring	Investigating Rivers	<p>I can describe and understand the key aspects of physical and human geography in relation to rivers and the water cycle</p> <p>I can ask geographical questions</p> <p>I can use secondary sources of information to find out answers to specific questions</p>	<p>I know the steps involved in the water cycle and why it is an important process on our planet</p> <p>I know how rivers are formed by processes such as erosion, transportation and deposition</p>	<p>Location</p> <p>Human features</p> <p>Physical Features</p> <p>Environment and sustainability</p>

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			<p>I can use statistics and specific data to present the results of a geographical enquiry on The River Nile</p> <p>I can explain some of the similarities and differences between a local river (Irwell) and a river (The Nile) in another continent</p> <p>I can use key vocabulary to describe the impact of human activity such as water pollution on the physical environment</p>	<p>I know humans use rivers such as for water, transport, energy, farming and leisure</p> <p>To know some of the causes of water pollution and the impact this has on the environment</p> <p>I know how to plan and undertake a geographical enquiry and how to present their findings</p>	<p>Mapping & Directional Skills</p> <p>Weather</p>
	Summer	South America	<p>I can identify where South America is on a map and name the twelve countries.</p> <p>I can name the different climates of the world and South America</p> <p>I can explain how the Andes were formed and how they are used and the surrounding areas.</p> <p>I can describe and present aspects of human geography of South America</p> <p>I can name the different trades / industries South America import / export</p> <p>I can present my findings from a geographical enquiry in comparisons of 2 South American countries.</p>	<p>I know the location and the countries of South America</p> <p>I know the world has different climates and know where the climates shift and change in South America.</p> <p>I know the major mountain ranges in South America and how long the Andes are.</p> <p>I know some aspects of human geography of South America</p> <p>I know some of the trade and industry in South America using vocabulary such as trade, industry, import, export etc.</p>	<p>Location</p> <p>Weather</p> <p>Physical Features</p> <p>Human Features</p> <p>Environment & sustainability</p> <p>Land use</p>

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6	Autumn	Extreme Earth	<p>I can place extremely hot/cold places on a map paying due regard to the location of the Equator.</p> <p>I can locate places with extreme weather, temperatures and precipitation on a world map.</p> <p>I can name and explain the different stages of the water cycle and its importance.</p> <p>I can place and name tectonic plates on a map.</p> <p>I can use sources of information to predict and explain the likelihoods of earthquakes and tsunamis on a map.</p> <p>I can explain the differences between volcanoes and mountains</p>	<p>I know the significance of the Equator and the impact it has on temperatures and climates.</p> <p>I know the significance of the weather cycle and what happens if it's disrupted.</p> <p>I know what a drought is and how humans can cause it.</p> <p>I know how extreme weather has an adverse effect on people, society and land.</p> <p>I know how earthquakes are caused.</p> <p>I know what tsunamis are and their links with earthquakes/their cause.</p> <p>I know how volcanoes are formed and how eruptions occur</p>	<p>Fieldwork - Ghyll Head residential</p> <p>Location</p> <p>Weather</p> <p>Physical Features</p> <p>Environment & Sustainability</p> <p>Mapping & Directional Skills</p> <p>Human features</p>
	Spring	Our Local Area	<p>I can discuss and explain a variety of economic activities in Manchester.</p> <p>I can explain how land around our school is used using geographical vocabulary.</p> <p>I can read geographical reports and surveys to retrieve information and data.</p>	<p>I know the differences between imports and exports and what the UK contributes to.</p> <p>I know the differences between commercial, industrial and residential areas.</p> <p>I know what type of settlement Manchester originally was and now is in the present day.</p>	<p>Location</p> <p>Weather</p> <p>Fieldwork - local walk</p> <p>Mapping & Directional Skills</p>

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			<p>I can use data from primary sources to find out about weather, temperature and precipitation in Manchester.</p> <p>I can use the OS grid reference/grid references to locate Cheetwood, local rivers and ascertain land height.</p> <p>I can present my findings of a geographical enquiry articulately</p>	<p>I know how Manchester came to get its name.</p> <p>I know the different climate zones and weather of Europe, the UK and Manchester I know different services available in our local area.</p> <p>I know the River Irwell is a major river closest to Cheetwood.</p> <p>I know the difference between mountains and hills and know some uphill areas in the UK.</p>	<p>Environment & sustainability</p> <p>Land use</p> <p>Human Features</p>
	Summer	North America	<p>I can name & locate North America's major countries on a world map.</p> <p>I can use graphs and charts to compare climate zones of different North American countries.</p> <p>I can categorise major features of North America into human and physical features.</p> <p>I can match capital cities to their countries.</p> <p>I can place time zones on a map using time zone maps.</p>	<p>I know the location of North America and that 23 countries comprise North America.</p> <p>I know the different climate zones of North America.</p> <p>I know major physical features of North America e.g. Grand Canyon and Niagara Falls.</p> <p>I know the features of different capital cities in North America.</p> <p>I know what time zones are and that North America has 11 time zones.</p>	<p>Location</p> <p>Weather</p> <p>Human Features</p> <p>Physical Features</p> <p>Mapping & Directional Skills</p> <p>Environment & sustainability</p>

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			I can compare Manchester to a North American country using geographical language.	I know how to present geographical information clearly and effectively.	