

NEW CURRICULUM
LAUNCH: SEPTEMBER 2023



Geography



Haslingfield Endowed Primary School
Curriculum





Our Geography Curriculum

Intent

Key Overview

Geography at Haslingfield Endowed Primary School intends to develop our children into knowledgeable global citizens

Knowledge Building

We aim to support the children in understanding how our country connects with the world around us. We will do this through linking with other subject areas, (such as science, history, art), to make the learning meaningful and purposeful. We want our children to be exposed to local and global issues so they are empowered to speak knowledgeably and feel that they have a voice in what matters to them and their future world.

Skills Enquiry

Through skilled teaching and practical experiences, we aim for the children to leave primary school with the following geographical key skills:

- ✓ Map Drawing using symbols
- ✓ Actuate use of atlases, globes, map plans and photos to draw out useful information
- ✓ Ability to use geographical fieldwork studies to collect data

Oracy and Discussion

We want our children to be interested and passionate about global affairs and are able to respectfully articulate their viewpoint for matters within and outside of their local community. At Haslingfield we believe it is important for children to apply learnt geographical knowledge and vocabulary and use this purposefully in discussion and debate.

Implementation

Themes and Topics

Geography plays an integral part of the school's topic learning. Some topics are explicitly geography focused, whilst others may take another curriculum lead (such as an historical topic on the Ancient Egyptians), where geographical links will be made where applicable).

Programme of Study

As the school has mixed cohort classes, our Geography curriculum is taught in a rolling programme; this to ensure that there is no repetition of knowledge and allows mixed year group classes to learn cohesively together. There is a 3 year rolling programme for EYFS, Year 1 and Year 2 (Key Stage 1), and a four year rolling programme for Years 3, 4, 5, and 6 (Key Stage 2) Through their time at Haslingfield, the children will learn about the local area, de-forestation, conservation, countries of Europe, the UK, and key geographical features such as rivers, mountains, deserts, forests, oceans etc.

Application

The children will build a secure foundation of geographical knowledge through a range of methods. They will use atlases, maps, photos and videos to learn about the wider world. The children will also have hands-on exploration of their local environment to help them make sense of their community and to apply their learnt geographical skills.

Impact

Key Overview

Through our geography curriculum, our children will leave primary school with a secure understanding of their community, the United Kingdom and features of the wider world.

Knowledge Acquisition

Our children will know the history of Haslingfield and how settlements develop. They will know geographical features and symbols. They will understand how different world empires evolved, were successful and how they came to an end. They will know about key global issues and will have an understanding of why these are believed to be important in supporting a sustainable future for our world.

Skilled Learners

Our children will develop skills in map reading, drawing and following. They will have developed skills that enable them to use a wide range of resources to collect geographical information. Our children will also be able to investigate the processes that shape our world and are interested to find out more.

Compassionate Citizens

Our children will apply their geography skills and knowledge learning to share their viewpoints on local, national, and global aspects that matter to them. They will feel empowered with the knowledge of how they can impact the world they live in.





Topic Programme of Study

EARLY YEARS | YEAR 1 | YEAR 2

| | Cycle A | Cycle B | Cycle C |
|----------|------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------|
| | 2022-23, 2025-26 | 2023-24, 2026-27 | 2024-25, 2027-28 |
| Autumn 1 | Fire, Fire The Great Fire of London | Alien Adventure | Heroes What is your superpower? |
| Autumn 2 | Fire, Fire The Great Fire of London | Alien Adventure | Heroes What is your superpower? |
| Spring 1 | Grab your passport How has transport changed over the years? | Let's go exploring! Africa and the Arctic/Antarctica | The land before time Dinosaurs |
| Spring 2 | Grab your passport How has transport changed over the years? | Let's go exploring! Africa and the Arctic/Antarctica | The land before time Dinosaurs |
| Summer 1 | Castles | Oh we do like to be beside the seaside History of the seaside | Home sweet home Houses |
| Summer 2 | Castles | Oh we do like to be beside the seaside | Home sweet home |





KS2 Topic Programme of Study

YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6

| | Cycle A | Cycle B | Cycle C | Cycle D |
|----------|---------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------|
| | 2026-27 2030-31 | 2023-24, 2027-28 | 2024-25, 2028-29 | 2025-26, 2029-30 |
| Autumn 1 | Is Britain really Great? Victorians | Battle of the Empires Roman Empire | Evolution of Britain Stone Age to Iron Age | Power & Invasion Vikings |
| Autumn 2 | Is Britain really Great? British Empire | Battle of the Empires Greek Empire | Evolution of Britain Stone Age to Iron Age | Power & Invasion Anglo Saxons |
| Spring 1 | Space Quest Space | Globe Trotters Deserts | River Deep, Mountain High UK Geographical place study | Haslingfield Explorers Local Study |
| Spring 2 | Space Quest Space | Survival Refugees | River Deep, Mountain High South American Country Geographical place study | Coastal Explorers Local Study |
| Summer 1 | Our Planet De-Forestation Rainforests | 20 th Century Revolution War and Peace | Power to the People Influencers from Pre 20 th Century | Ancient Times Egyptians |
| Summer 2 | Our Planet Extreme Earth | 20 th Century Revolution Technology and Fashion | Power to the People Influencers from 20 th and 21 st Century | Ancient Times Shang Dynasty of Ancient China |





Geography Skills Progression

Early Learning Goal | Understanding of the World | The Natural World: Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world.

| Areas of the EYFSP that explicit connections can be made | Listening Attention and Understanding | Speaking | Gross Motor Skills | Fine Motor | Comprehension | Word Reading |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How Early Learning Goals can be demonstrated through geography | <ul style="list-style-type: none"> ✓ Listen to and ask questions about their own community and the world ✓ Make comments about the world, communities and it's people | <ul style="list-style-type: none"> ✓ Use new geographical vocabulary to show understanding ✓ Express their ideas and feelings about what they have heard, seen, participated in | <ul style="list-style-type: none"> ✓ The children may practise skills such as jumping, dancing, and balancing and coordination through adult initiated geography themed obstacle courses. | <ul style="list-style-type: none"> ✓ Use a range of tools, including scissors and paint brushes, to show understanding of their community and the world ✓ Begin to show accuracy and care in drawing, in aspects such as early map drawing | <ul style="list-style-type: none"> ✓ Demonstrate an understanding of what has been read to them by re-telling stories ✓ Use role-play to deepen understanding of religious stories, beliefs, customs and vocabulary | <ul style="list-style-type: none"> ✓ Through geography themed vocabulary and text, children can <ul style="list-style-type: none"> ➢ Read words consistent with their phonic knowledge through blending ➢ Read aloud some simple sentences |
| | Writing | Number | The Natural World | People, Culture and Communities | Creating With Materials | Being Imaginative and Expressive |
| | <ul style="list-style-type: none"> ✓ Through geography themed vocabulary and knowledge learning, children can <ul style="list-style-type: none"> ➢ Spell words by identifying sounds in them and representing the sounds with a letter or letters ➢ Write simple phrases and sentences that can be read by others | <ul style="list-style-type: none"> ✓ Within geography themed learning, children can apply their counting skills to 20, compare quantities, and addition and subtraction facts to 10. ✓ Children can plan simple routes and count the steps it takes to get there | <ul style="list-style-type: none"> ✓ Explore the natural world around them, making observations and drawing pictures of animals and plants ✓ Know some similarities between the natural world around them and contrasting environments ✓ Understand some important processes and changes in the natural world around them, including the seasons | <ul style="list-style-type: none"> ✓ Make observations on similarities and differences between different cultural communities. ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and-when appropriate-maps. | <ul style="list-style-type: none"> ✓ Explore a range of materials and techniques to create and represent their understanding of the world and the geographical knowledge they have been taught. ✓ Share their creations, explaining the process and meaning. | <ul style="list-style-type: none"> ✓ Sing nursery rhymes from different cultures and communities ✓ Perform own dance movements to music from different cultures and communities ✓ Where appropriate, dance in-time to music from different cultures and communities |





Geography Skills Progression

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Geographical enquiry | Make observations on similarities and differences between different cultural communities. | Teacher led enquiries to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations about where things are. | To ask simple geographical questions: where is it? What's it like? Use non-fiction books, stories, maps, pictures/photos, internet as information sources. Investigate their surroundings. Make observations about why things happen. Make simple comparisons between features of different places. | Begin to ask/initiate geographical questions. Use non-fiction books, stories, maps, pictures/photos, internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions. | Ask and respond to questions and offer their own ideas. Extend to aerial photos and satellite images. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions. | Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions | Suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions. |
| Direction/location | Follow directions (up, down, forwards/backwards). | Follow directions (up, down, left/right, forwards/backwards). | Follow directions including NSWE. | Use 4 compass points to follow/give directions. Use letter/number co-ordinates to locate features on a map. | Use 4 compass points well. Begin to use 8 compass points. Use letter/number co-ordinates to locate features on a map confidently. | Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map. | Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid references, use latitude and longitude on atlas maps. |
| Drawing maps | Draw images that represent places and communities | Draw picture maps of imaginary places and from stories. | Draw a map of a real or imaginary place. | Make a map of a short route experiences, with features in the correct order. Try to make a simple scale drawing. | Make a map of a short route experienced, with features in the correct order. Make a simple scale drawing. | Begin to draw a variety of thematic maps based on their own data. | Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. |
| Representation | Draw make models of places and communities and verbally describe features | Use own symbols on imaginary map. | Begin to understand the need for a key. Use class agreed symbols to make a simple key. | Know why a key is needed. Use standard symbols. | Know why a key is needed. Begin to recognise symbols on an OS map. | Draw a sketch map using symbols and a key. Use/recognise OS map symbols. | Use/recognise OS map symbols. Use atlas symbols. |





Geography Skills Progression

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Using maps | Recognise maps as pictures of places. Begin to understand that there are different maps for different purposes. | Use a simple picture map to move around the school. Recognise that it is about a place. | Follow a route on a map. Use a plan view. Use a KS1 atlas to locate places. | Locate places on a larger scale maps. Follow a route on a map with some accuracy. | Locate places on large scale maps. Follow a route on a large scale map. | Compare maps with aerial photos. Select a map for a specific purpose. Begin to use atlases to find out about other features of places. | Follow a short route on an OS map. Describe the features shown on an OS map. Locate places on a world map. Use atlases to find out about other features of places. |
| Scale/ distance | Use relative vocabulary (bigger/smaller, like/dislike). | Use relative vocabulary (bigger/smaller, like/dislike). | Begin to spatially match places. | Begin to match boundaries. | Begin to match boundaries. | Measure straight line distance on a plan. Find/recognise places on maps of different scales. | Use scale to measure distances. Draw/use maps and plans at a range of scales. |
| Perspective | Draw around objects to make a plan. | Draw around objects to make a plan. | Look down on objects to make a plan view map. | Begin to draw a sketch map from a high view point. | Draw a sketch map from a high view point. | Draw a plan view map with some accuracy. | Draw a plan view map accurately. |
| Map knowledge | Know the school is in Haslingfield. Understand that Cambridge is a place nearby. Begin to understand that both Haslingfield and Cambridge is in England. | Learn names of some places within/around the UK. | Locate and name on UK map major features. | Begin to identify points on maps A,B and C. | Begin to identify significant places and environments. | Identify significant places and environments. | Confidently identify significant places and environments. |
| Style of map | Understand that maps can be represented differently. | Picture maps and globes. | Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use KS1 atlas. | Use large scale OS maps. Begin to use map sites on internet. Begin to use KS2 atlases. Begin to identify features on aerial/oblique photographs. | Use large and medium scale OS maps. Use KS2 atlases. Use map site on internet. Identify features on aerial/oblique photos. | Use index and contents page within atlases. Use medium scale land ranger OS maps. | Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. |





Skills and Knowledge Coverage: KS1

| | | Geographical Features | Direction / Location | Drawing Maps | Representation | Using Maps | Scale / Distance | Perspective | Map Knowledge | Style of Map | Geography specific Vocabulary |
|---------|----------------------------------------|-----------------------|----------------------|--------------|----------------|------------|------------------|-------------|---------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cycle A | Fire, Fire | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | London, River Thames, Pudding Lane, St Paul's Cathedral, river bank, wind, fire, spread, road, building, houses, people, maps, pictures, observation, compare, difference, key, symbol, scale, bigger, smaller, places, position, plan, view, UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain |
| | Grab Your Passport | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | Countries, continent, ocean, World, Europe, directions, up, down, left, right, forwards, backwards, North, South, East, West, travel, distance, maps, key, symbol, atlas, plan, route, globe, scale, land, sea, compare, difference, similar, further, farthest, closest, (+ features of chosen locations – this may change depending on the interests of the child/demographic of the class, however must include a non-European country for comparison to the UK). |
| | Castles | | | | | | ✓ | ✓ | ✓ | | UK, England, Scotland, Wales, Northern Ireland, moat, river, hill, mound, bigger, smaller, map, view, plan |
| Cycle B | Alien Adventure | | | ✓ | | | | | | | Maps, celestial maps, mountains, rocks, gas, water, environment |
| | Let's Go Exploring | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | Countries, World, Europe, directions, up, down, left, right, forwards, backwards, North, South, East, West, travel, distance, environment, Haslingfield, local area, bigger, smaller, scale, size, maps, key, symbol, atlas, plan, route, globe, scale, land, sea, compare, difference, similar (+ features of chosen locations – this may change depending on the interests of the child/demographic of the class, however must include a non-European country for comparison to the UK). |
| | Oh We Do Like to Be Beside the Seaside | | | | ✓ | | | ✓ | ✓ | | Sea, beach, sand, rocks, water, waves, seaside, weather, maps, pictures, observation, compare, difference, key, symbol, scale, places, position, plan, view, UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain |
| Cycle C | Heroes | | ✓ | | | | | | | | Directions, up, down, left, right, North, South, East, West. |
| | The Land Before Time | ✓ | | ✓ | ✓ | | ✓ | | | ✓ | England, Scotland, Wales, Northern Ireland, Great Britain, United Kingdom, East Anglia, Cambridgeshire, Norfolk, Suffolk, maps, key, symbols, scale, distance, bigger, smaller, further, globes, world, atlas, land, sea, air, vegetation. (+ features of chosen locations – this may change depending on the interests of the child/demographic of the class, however must include a non-European country for comparison to the UK). |
| | Home Sweet Home | | | | | ✓ | | ✓ | ✓ | | Maps, represent, plan, view, location, objects, UK, Haslingfield, Harlton, Cambridge, London, (+differing location to local area, such as seaside location, port city). |





Skills and Knowledge Coverage: KS2

| | | Geographical Equivalents | Direction / Location | Drawing Maps | Representation | Using Maps | Scale / Distance | Perspective | Map Knowledge | Style of Map | Geography specific Vocabulary |
|---------|--------------------------|--------------------------|----------------------|--------------|----------------|------------|------------------|-------------|---------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cycle A | Is Britain really great? | | | | ✓ | | ✓ | | ✓ | ✓ | Great Britain, United Kingdom, England, Scotland, Wales, Ireland, Atlantic Ocean, Indian Ocean, India, Pakistan, Bangladesh, Caribbean, Australia, New Zealand, ordinance survey (OS), distance, scale, measure, miles, environments, climate, atlas, aerial photo, |
| | Space Quest | | ✓ | | | | | | | | Star chart, celestial map, cartography, compass, direction, co-ordinates, features, latitude, longitude, Earth, north, south, east, west, poles, ice, rock, cloud, storm, water, map, Equator, Northern/southern hemisphere, tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle, Greenwich Meridian, time zones. |
| | Rainforests | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | Amazon Rainforest, tropical rainforest, temperate rainforest, South America, Brazil, biodiversity, dense forest, deforestation, conservation, species, endangered, evergreen, contrasting, ordinance survey (OS), distance, scale, measure, miles, aerial photo, atlas, route, features, environments, globe, earth, contents page, global warming, weather |
| | Extreme Earth | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | San Andreas Fault, Volcano, eruption, tectonic plates, fault line, active, dormant, magna, crust, surface, Earth, lava, earthquake, ash, cloud, Tsunami, ordinance survey (OS), distance, scale, measure, miles, scale, aerial photo, atlas, route, features, environments, globe, earth, contents page, global warming, route, scale, thematic map, climate, |
| Cycle B | Battle of the Empires | | | ✓ | | | | | | | Europe, Rome, Italy, Adriatic sea, Mediterranean sea, Greece, Athens, climate, temperature, land, vegetation, maps, atlas, thematic maps, symbol, code. |
| | Deserts | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | Desert, abrasion, arid, plain, canyon, drought, dunes, horizon, wind, storm, vegetation, Sahara, Arabian, Arizona, desertification, barren, extreme, temperature, climate, ordinance survey (OS), distance, scale, measure, miles, aerial photo, atlas, route, features, environments, globe, earth, contents page, global warming, weather, |
| | Survival | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | Haslingfield, UK, community, infrastructure, nation, city, town, village, refugee, English channel, extreme, weather, ordinance survey (OS), distance, scale, measure, miles, scale, aerial photo, atlas, route, features, environments, globe, earth, contents page, global warming, route, scale, thematic map, climate, compass, direction, co-ordinates, features, latitude, longitude, Earth, north, south, east, west, map |
| | War and Peace | | | | | ✓ | | | ✓ | ✓ | United Kingdom, Europe, France, Germany, Belgium, Russia, Poland, maps, atlas, environments, features, rivers, English Channel, world, scale, contents page, features. |
| | Technology and Fashion | | | ✓ | | | | | ✓ | | Kazakhstan, Uzbekistan, Aral sea, Asia, drought, environment, resources, famine, maps, scale, thematic maps, river, sea, riverbank, plane, land, vegetation, city, town, settlement |





Skills and Knowledge Coverage: KS2

| | | Geographical Locality | Direction / Location | Drawing Maps | Representation | Using Maps | Scale / Distance | Perspective | Map Knowledge | Style of Map | Geography specific Vocabulary |
|---------|---------------------------|--------------------------|-------------------------|--------------|----------------|------------|------------------|-------------|---------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cycle C | Stone Age to Iron Age | | ✓ | | ✓ | | | | | | England, north, south, east, west, Britain, France, Africa, route, Ethiopia, environment, community, settlement, river, compass, direction, co-ordinates, features, latitude, longitude, Earth, north, south, east, west, map, key, symbols, OS map. |
| | River deep, Mountain High | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | South America, Peru, Andes, Chile, Argentina, climate, environment, cold, snow, ice, mountain, range, summit, base, valley, ridge, slope, fold, avalanche, altitude, peak, climbing, hiking, hostile, comparison, UK, wales, Snowden (Yr Wyddfa), ordnance survey (OS), distance, scale, measure, miles, scale, aerial photo, atlas, route, features, globe, earth, contents page, global warming, route, scale, thematic map, climate, |
| | Power to the People | | | | | | | | | | |
| Cycle D | Power & Invasion | | | | ✓ | | | | | | Britain, England, Scotland, Wales, Ireland, North Sea, Denmark, Sweden, Norway, Scandinavia, Atlas, routes, symbols, key |
| | Haslingfield Explorers | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | Haslingfield, UK, community, infrastructure, nation, city, town, village, church, street, river, ordnance survey (OS), distance, scale, measure, miles, scale, aerial photo, atlas, route, features, environments, route, scale,, climate, compass, direction, co-ordinates, features, latitude, longitude, Earth, north, south, east, west, recycling, conservation, |
| | Costal Explorers | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | Coast, United Kingdom, Great Yarmouth, Hunstanton, Brighton, cliff, edge, rock, sand, pebbles, pier, trade, tourism, weather, comparison, sea, water, English Channel, North Sea, climate, ordnance survey (OS), distance, scale, measure, miles, scale, aerial photo, atlas, route, features, environments, route, scale ,lines, distance, viewpoint, map, key, symbols. |
| | Ancient Egyptians | | | | ✓ | | | | | | Egypt, Africa, Cairo, capital, Nile, river, desert, sand, key, symbol, map, location |
| | Ancient China | | | | | | ✓ | | | | China, Asia, Beijing, Yellow River (Huang He), Yuang Ze River, map, East, South, North, West, ordnance survey (OS), distance, scale, measure, miles, atlas |





Geography Knowledge Progression

| Key Stage 1 Cycle A | | | |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Fire, Fire! | Grab Your Passport | Castles |
| | Autumn | Spring | Summer |
| National Curriculum | Human and physical geography | Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills | Locational Knowledge, Geographical Skills |
| Geography Aims / Focus | <u>London</u> To know the location and features of London. | <u>Comparing the UK to another non-European country</u> To compare Haslingfield/Cambridge to a country with differing geography. | <u>The United Kingdom of Great Britain and NI</u> To know the political geography of the United Kingdom. |
| Knowledge | <ul style="list-style-type: none"> ✓ Know London is in England ✓ Know London is the capital city of England ✓ Know the river Thames runs through London | <ul style="list-style-type: none"> ✓ Name and locate the world's seven continents and five oceans ✓ Know the UK is in Europe ✓ Know some basic facts about a non-European country ✓ Compare geographical features of a non-European country and the UK (climate, environment, animals, and agriculture). ✓ Compare weather between UK and focus country. | <ul style="list-style-type: none"> ✓ Name, locate and identify characteristics of the four countries and capital cities of the UK ✓ Name some of the key rivers, seas and peaks in the United Kingdom. |
| Significant places | London | The United Kingdom (Haslingfield and Cambridge). (and one of) Mexico, Japan, Brazil, for a comparison | Windsor, Cardiff, Edinburgh, London, Belfast |
| Vocabulary | London, River Thames, Pudding Lane, St Paul's Cathedral, river bank, wind, fire, road, building, houses, people, maps, pictures, observation, compare, difference, key, symbol, scale, bigger, smaller, places, position, plan, view, UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain | Countries, continents, city, town, village, house, port, harbour, oceans, Atlantic, Pacific, Indian, North sea, Arctic, Asia, North and South America, Africa, Australia, Antarctica, World, Europe, directions, up, down, left, right, forwards, backwards, North, South, East, West, travel, distance, maps, key, symbol, atlas, plan, route, globe, scale, land, sea, compare, difference, similar, further, farthest, closest, (+ features of chosen locations) | UK, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, capital city, moat, river, hill, mound, bigger, smaller, map, view, plan |
| Key Question/s | What are the key features of London? | What is different about (<i>focus country</i>) and the UK? | What are the four countries of the United Kingdom? |





Geography Knowledge Progression

| Key Stage 1 Cycle B | | | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Alien Adventure | Let's Go Exploring | Oh I Do Like to Be Beside the Seaside |
| | Autumn | Spring | Summer |
| National Curriculum | Geographical Skills and Fieldwork | Human and Physical Geography, Geographical skills and fieldwork | Geographical skills and fieldwork |
| Geography Aims / Focus | <u>Mapping Space</u> To learn and apply basic mapping skills to draw maps of space / of an imaginary planet | <u>Africa and the Arctic/Antarctica</u> To compare the environments, habitats and animals of two contrasting climates | <u>Maps Keys and Symbols</u> To know how to draw a map of the seaside using a key/symbols to mark important areas and places |
| Knowledge | <ul style="list-style-type: none"> ✓ To know there are maps of our planet ✓ To know there are maps of space (celestial maps) ✓ To know that maps help to tell us more about a place/location | <ul style="list-style-type: none"> ✓ To know where Africa, the Arctic, Antarctica and North and South Poles are on a world map. Also to draw links with distance from Haslingfield. ✓ To know the physical features of each location (beach, cliff, coast, forest, hill, mountain, seas, soil, vegetation). ✓ To know the human features of each location (city, towns, port, harbour, farm etc). ✓ To know language related to basic directions (<i>see year group "direction" skill progression</i>) ✓ To compare weather patterns in the UK and a hot/cold location | <ul style="list-style-type: none"> ✓ To know what a key is (for maps) ✓ To know what type of information is important for each map depending on its purpose ✓ To know what a key tells them on a map ✓ To know the key human and physical features of their school and its surrounding environment |
| Significant places | Earth, the Cosmos, the solar system | South Africa, Uganda, Zambia, Antarctica, (person :Robert Falcon Scott (Scott Polar) | Hunstanton, Great Yarmouth, Brighton |
| Vocabulary | Maps, celestial maps, mountains, rocks, gas, water, environment, place, location, space | World, continent, Africa, Antarctica, Arctic, ocean, sea, directions, up, down, left, right, forwards, backwards, North, South, East, West, travel, distance, environment, Haslingfield, local area, bigger, smaller, scale, size, maps, key, symbol, atlas, plan, route, globe, scale, land, sea, compare, difference, similar | Sea, beach, sand, rocks, water, waves, seaside, weather, maps, pictures, observation, compare, difference, key, symbol, scale, places, position, plan, view, UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain |
| Key Question/s | How many different types of maps do you know? | How does a location's climate influence its environment? | What is your favourite thing about the seaside? |





Geography Knowledge Progression

| Key Stage 1 Cycle C | | | |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Heroes | The Land Before Time | Home Sweet Home |
| | Autumn | Spring | Summer |
| National Curriculum | 1. Geographical skills and fieldwork | 2. Human and physical geography | 3. Geographical skills and fieldwork |
| Geography Aims / Focus | <u>Using an atlas</u> To use an atlas to discover features about the UK | <u>Pre-Historic Environments</u> To know what the environment of our local area and the UK was like during the time of the dinosaurs | <u>Our Local Area</u> To study and observe the geography of the school and its grounds and the key human and physical features of its surrounding environment. |
| Knowledge | Through Looking at an Atlas: <ul style="list-style-type: none"> ✓ Know that an atlas provides maps about places ✓ To know an atlas provides different maps for different purposes ✓ To know maps often have a key and a scale to help identify different features ✓ To use an atlas to identify the places from which the foci historical people are from ✓ Know North, South, East and West. ✓ Use an atlas to find locations that are North, South, East or West of Cambridge | <ul style="list-style-type: none"> ✓ Know that there were no humans or settlements during the period of the dinosaurs. ✓ To know of some plants and trees that grew in the dinosaur period, and also grow today. ✓ To know that, for the majority of the time of the dinosaurs, the UK (including all of Cambridgeshire) was under water. | <ul style="list-style-type: none"> ✓ Look at maps of Haslingfield and identify key locations ✓ Create data about geographical features (types of plants, birds, number of cars that pass the school, weather over a period of time etc) ✓ Know the types of houses that are located in the village (detached, semi-detached, bungalow etc) ✓ Know simple geographical features of Haslingfield, such as river Cam, the wreck, the high street, shops etc. Plot on map using a key. ✓ Locate Haslingfield on a map (of UK and Cambridgeshire) |
| Significant places | Stratford Upon Avon, Cambridge, London, Liverpool, UK | Cambridgeshire, the United Kingdom | Haslingfield, Harlton |
| Vocabulary | Atlas, maps, places, key, style, features, scale, London, Cambridge, Liverpool, Stratford, river, road, port, docks, city, town, village, coast, compass points, North, South, East, West | Vegetation, environment, plants, trees, sea, land | Haslingfield, Harlton, village, High Street, map, River Cam |
| Key Question/s | What types of maps do you like to look at? | How do we know what they world looked like during the time of the dinosaurs? | How have homes changed since your grandparents were children? |





Geography Knowledge Progression

| Key Stage 2 Cycle A | | | |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Is Britain Really Great? | Space Quest | Our Planet |
| | Autumn | Spring | Summer |
| National Curriculum | 1. Location Knowledge; place knowledge, Geographical skills | 1. Locational Knowledge | 1. Human and Physical Knowledge, Place Knowledge, Locational Knowledge |
| Geography Aims / Focus | <u>Victorian Britain and Empire</u> To know how to use maps and an atlas to find out about Victorian Britain and countries of the British Empire. | <u>Planet Earth</u> To know the key features of planet Earth. | <u>Rainforest</u> To know the key geographical features of the Amazon Rainforest <u>Extreme Earth</u> To know features of Volcanoes and earthquakes |
| Knowledge | <p>Victorians</p> <ul style="list-style-type: none"> ✓ Use maps to locate key towns and cities that grew as a result of the industrial revolution ✓ Know and locate key ports of the UK that were used for trade. <p>British Empire</p> <ul style="list-style-type: none"> ✓ Know countries that were part of the British Empire, and where they are located in the world. ✓ Using atlas scales, have some idea of distance between the UK and countries of the Empire. ✓ By using photographic images, compare the geography of different places in the Empire. ✓ Know how to use a key to locate different features of maps | <ul style="list-style-type: none"> ✓ To know and 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. ✓ To know some of the stars we see from Earth ✓ To know that celestial maps can help us understand the stars we can see. | <p><u>Rainforest</u></p> <ul style="list-style-type: none"> ✓ To know where the worlds rainforests are and to locate on a world map ✓ To know the climate features of a rainforest ✓ To understand why the UK does not have any rainforests, and to distinguish the difference between a forest and a rainforest ✓ To know some of the effects of de-forestation of the Amazon rainforest <p><u>Extreme Earth</u></p> <ul style="list-style-type: none"> ✓ To know the causes of Earthquakes and Volcanoes ✓ To know where Earthquakes are most significant ✓ To know the different types of volcanoes and where they are located (and that the UK is less effected) ✓ To know how people/society living in at risk areas, protect themselves from harm |
| Significant places | Great Britain, India, Jamaica | Earth, the Milky Way | Amazon Rainforest, San Andreas Fault |
| Vocabulary | Victorians: Britain, Queen Victoria, Industrial revolution, empire, invention, medicine, transport British Empire: Empire, colonialism, trade, impact, British Raj, independence, migration | Space, exploration, theory, invention, science, rocket, transmission, mission control, NASA, Cape Canaveral, Kennedy Space Centre, astronaut, gravity, universe, planet | Amazon rainforest, South America, UK, water cycle, biomes, climate, temperature, perspiration, vegetation belts, equator, ecosystem, Earthquake, tectonic plates, fault lines, San Andreas fault, USA, California |
| Key Question/s | How has British Empire of the past shaped the modern Britain of today? | How has people's understanding of space changed over time? | Why do we have extreme weather? |





Geography Knowledge Progression

Stage 2 | Cycle B

| | Battle of the Empires | Deserts | Survival | 20 th Century Revolution |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Autumn | Spring 1 | Spring 2 | Summer |
| National Curriculum | 1.Location Knowledge; place knowledge, Geographical skills | Locational Knowledge, Human and Physical Geography | Location Knowledge; place knowledge, Geographical skills, Human geography | Locational Knowledge |
| Geography Aims / Focus | <u>Greek and Roman Empire</u> To know how to use maps and atlas's to discover the geographical features of Greece and Italy/Roma | To know the features of the Arizona Desert and compare with UK geography | To understand the geography (including distance) of the UK to other locations in the world | <u>World War II</u> To know the key locations of countries |
| Knowledge | Greek Empire: <ul style="list-style-type: none"> ✓ Know the position of Greece in Europe and the neighbouring countries ✓ Know the climate of Greece ✓ Know the key Town, Cities, seas and Rivers Roman Empire: <ul style="list-style-type: none"> ✓ Know the position of Italy in Europe and the neighbouring countries ✓ Know the climate of Rome ✓ Know the key Town, Cities, seas and Rivers of Roman Empire (including the UK) | <ul style="list-style-type: none"> ✓ To know that there are 4 different types of desert (Hot and dry, Semiarid, Coastal, Cold) ✓ To know that a hot desert is an area that receives very little rain (less than 250ml of rain per year) ✓ Know some of the biggest hot deserts in the world and locate on map/continents ✓ Know how hot deserts are formed ✓ Know the average temperature of the Arizona Desert ✓ Know the plants and animals that survive in the Arizona Desert | <ul style="list-style-type: none"> ✓ To confidently know where the UK is on a world map and to locate the 5 continents. ✓ To know countries with an unstable society/environment (Syria, Ukraine, Afghanistan, Sudan) ✓ To know some of the reasons why these countries are considered unstable and why people are willing to risk their lives to leave. ✓ To know out the route an asylum seeker may take to leave their country for the UK – look at distance and compass direction | <ul style="list-style-type: none"> ✓ To know where the UK, Germany, Poland, France, Italy, USA, Japan, Russia are located on a world map ✓ To know the names of the four oceans ✓ To know the names of the capital cities of the key countries involved in WWII |
| Significant places | Greece, Athens, Rome, Londinium, Camulodunum (Colchester) | Arizona Desert, Sahara Desert, Gobi Desert, the Outback | UK, Europe, Africa, Asia, Middle East, Syria, Ukraine, Sudan | Europe, UK, Germany |
| Vocabulary | Europe, Rome, Italy, Adriatic sea, Mediterranean sea, Greece, Athens, climate, temperature, land, vegetation, maps, atlas, thematic maps, symbol, code. | Desert, abrasion, arid, plain, canyon, drought, dunes, horizon, wind, storm, vegetation, desertification, barren, extreme, temperature, climate, distance, scale, measure, miles, aerial photo, atlas, route, features, environments, globe, earth, contents page, global warming, weather, | Haslingfield, UK, community, nation, city, town, village, refugee, English channel, extreme, weather, distance, scale, measure, miles, scale, aerial photo, atlas, route, features, environments, globe, earth, global warming, route, scale, thematic map, climate, compass, direction, co-ordinates, latitude, longitude, Earth, north, south, east, west, map | United Kingdom, Europe, France, Germany, Belgium, Russia, Poland, maps, atlas, Oceans, Pacific, Atlantic, Indian, Arctic, environments, features, rivers, English Channel, world, scale, contents page, features. |
| Key Question/s | Which Empire had the biggest impact on the way we live today: Greek or Roman? | Would you want to live in a desert? | What does it take to leave your home and your family? | |





Geography Knowledge Progression

| Key Stage 2 Cycle C | | | |
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| | Evolution of Britain | River Deep, Mountain High | Power to the People |
| | Autumn | Spring | Summer |
| National Curriculum | Locational Knowledge Geographical skills and fieldwork | Place Knowledge, human and physical geography, locational knowledge | |
| Geography Aims / Focus | Stone Age to Iron Age To understand the status of the UK during the Stone and Iron Age; to know the 8 points of a compass | The South American Expedition To understand geographical similarities and differences through the study of human and physical geography of Cambridgeshire and Peru. | |
| Knowledge | <ul style="list-style-type: none"> ✓ To know that towns and cities did not exist in the same form as they did at later periods of history ✓ To know that people lived in small settlements ✓ To know that the stone age people did not farm animals, but there was the beginnings of farming some simple crops and veg ✓ To know that the Iron Age people began farming some livestock for food ✓ To know the 8 points of a compass ✓ To map the possible route of Iron age settlers to Britain from southern and eastern Europe (using compass point directions) | <ul style="list-style-type: none"> ✓ To know the physical geography of Peru and Cambridgeshire ✓ To know and compare the weather in different regions of Peru and Haslingfield ✓ To know the natural resources, agriculture and produce of Peru and compare to the local area ✓ To know the trade links for Peru, culture and customs ✓ To use different types of maps and images (including satellite) to look at the physical geography of Peru. ✓ Identify neighbouring countries of Peru and ✓ Study what life is like for inhabitants that live within the Andes Mountains. ✓ Know how maps and keys can help identify features of a county. | |
| Significant Places | Stonehenge (stone age), Wandlebury hill-fort, Stapleford (Iron Age) | Peru, Lima, Amazon river, Andes Mountains, Cambridgeshire | |
| Vocabulary | England, north, south, east, west, Britain, France, Europe, route, Turkey, environment, community, settlement, river, compass, direction, co-ordinates, features, latitude, longitude, Earth, north, south, east, west, map, key, symbols, OS map. | South America, Peru, Andes, Chile, Bolivia, climate, environment, cold, snow, ice, mountain, range, summit, base, valley, ridge, slope, fold, avalanche, altitude, peak, climbing, hiking, hostile, comparison, UK, wales, Snowden (Yr Wyddfa), ordinance survey (OS), distance, scale, measure, miles, scale, aerial photo, atlas, route, features, globe, earth, contents page, global warming, route, scale, thematic map, climate, | |
| Key Question/s | What were the key changes in the way people lived during the Stone and Iron Ages. | Would you like to live on a mountain? | |





Geography Knowledge Progression

Key Stage 2 | Cycle D

| | Power & Invasion | Haslingfield Explorers | Coastal Explorers | Ancient Times |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Autumn | Spring 1 | Spring 2 | Summer |
| National Curriculum | Locational Knowledge Geographical skills | Locational Knowledge, Geographical skills and fieldwork | Human and Physical Geography, place knowledge | Locational Knowledge, Human and Physical geography, place knowledge |
| Geography Aims / Focus | Viking and Anglo Saxon Invasions To understand Vikings and Anglo Saxons influence on Britian's towns and cities place names | To explore the local environment of Haslingfield. | To know the geographical features of a UK coastal town and a European costal town (Skala in Kefalonia) | Ancient Egypt & Shang Dynasty To have a good understanding of key geographical features of Egypt and China |
| Knowledge | <ul style="list-style-type: none"> ✓ To know the parts of Europe the Vikings and Anglo Saxons came from and conquered. ✓ To know some Viking place names and their meanings (eg toft means house or building) ✓ To know some Anglo Saxon place names and their meanings (eg ford means water crossing, ox for cattle) ✓ Know how to use an atlas to locate where UK towns and cities are. | <ul style="list-style-type: none"> ✓ To know where Haslingfield is on a map of Cambridgeshire and the UK. ✓ To now Haslingfield is a village ✓ To know locate the key areas of Halslingfield (post office, shop, school, river ect) and locate on a map ✓ Know that maps can be presented in different ways ✓ Look at pictures of Haslingfield in the past and observe changes / similarities ✓ To know the 8 points of a compass ✓ To know how to follow a route ✓ To know how to draw a map of a short route around Haslingfield/data collected. | <ul style="list-style-type: none"> ✓ To know where Hunstanton/Great Yarmouth and Skala are on a map of Europe (also demark countries) ✓ Draw maps of routes to each location ✓ Know how to use keys to identify significant areas/ places (ie shop, pier, beech, church, cliff, etc) ✓ Know the differences in climate ✓ Know differences in surrounding environment, tourism, food | <p>Egypt:</p> <ul style="list-style-type: none"> ✓ To know where Egypt is on a world map. ✓ To know the continent Egypt is located in ✓ To know the River Nile runs through Egypt and that the capital city is the Cairo ✓ To find out other key facts about Egypt today. (eg currency, food, population etc) <p>China:</p> <ul style="list-style-type: none"> ✓ To know where China is on a world map. ✓ To know the continent China is located in ✓ To know the Yangtze and Yellow rivers and that the capital city is the Beijing ✓ To find out other key facts about China today. (eg currency, food, population etc) |
| Significant places | York, East Anglia, Sutton Hoo, Ipswich | Haslingfield | Great Yarmouth/ Hunstanton, Skala - Greece | Cairo, Great Pyramids of Giza, Beijing |
| Vocabulary | Britain, England, Scotland, Wales, Ireland, North Sea, Denmark, Sweden, Norway, Scandinavia, Atlas, routes, symbols, key, long boat | Haslingfield, UK, community, infrastructure, nation, city, town, village, church, street, river, ordinance survey (OS), distance, scale, measure, miles, scale, aerial photo, atlas, route, features, environments, route, scale,, climate, compass, direction, co-ordinates, features, latitude, longitude, Earth, north, south, east, west, recycling, conservation, | Coast, UK, Great Yarmouth, Hunstanton, Skala (Kefalonia – Greece), cliff, edge, rock, sand, pebbles, pier, trade, tourism, weather, comparison, sea, water, English Channel, North Sea, climate, distance, scale, measure, miles, scale, aerial photo, atlas, route, features, environments, lines, distance, viewpoint, map, key, symbols. | China, Asia, Beijing, Yellow River (Huang He), Yuang Ze River, map, East, South, North, West, ordinance survey (OS), distance, scale, measure, miles, atlas |
| Key Question/s | Is it ever right to overpower and invade? | Is Haslingfield like all villages? | Where would you like to holiday? | How were the pyramids built? |



