

Whole School Overview of Geography at Winslow CE School

Progression at Winslow CE School ensures that children can...

- Build on and apply prior knowledge to develop a secure and interconnected understanding
- Gain an understanding of diverse people, places, resources and environments
- Acquire and use geographical vocabulary
- Make connections between their local surroundings and that of contrasting settlements
- Deepen observational skills through sharpening of geographical enquiry
- Grow as global citizens who understand the importance of sustainability to protect the planet into the future

EYFS	Possible Learning Opportunities	Skills <i>(taken from progression document)</i>
<p>Rainbows Pre-school</p> <p>This provides the foundation for all the 4 areas of learning on the national curriculum and our environmental sustainability strand.</p>	<p>Understand basic positional language and join in with positional language in rhymes, stories and games.</p> <p>Locate places in the classroom and outside area including independently locating resources.</p> <p>Identify and represent their home in conversation and play.</p> <p>Discuss and show understanding of familiar environments through play.</p> <p>Discuss simple changes in seasons throughout the year.</p> <p>Children will begin to understand how there are different places in the world through books, videos, play etc.</p> <p>Children will understand some basic lifecycles.</p> <p>Children will discuss places they have been/experiences they have had.</p> <p>Children will discuss using simple everyday language the position of things in a local/familiar environment.</p> <p>Children will identify and represent places that they think are important, e.g. their home, and begin to discuss why we should look after those places.</p>	<p>Begin to understand that there are other countries in the world (locational knowledge).</p> <p>Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home (place knowledge).</p> <p>Use basic language to describe features in their home and other familiar environments (human and physical geography).</p> <p>Use everyday language to talk about distance and relative positions (behind, next to) in the local/familiar environment (geography skills and fieldwork).</p> <p>Consider places that are important to us and use this to begin to discuss why we should look after those places (environmental sustainability).</p>
<p>Unit 1 It's good to be me</p> <p>Overview: Children will learn to identify where their school is and make the connection between home and school through their journey to, and begin to use maps.</p> <p>Future learning:</p>	<ul style="list-style-type: none"> - Where do I live? - My journey to school - Where is my school? - Where are different things in my classroom? - Where are different things in my school? - How is my home environment different to my school environment? - What can I do in my house/school to look after the environment? 	<ul style="list-style-type: none"> - Begin to identify the locations of their home and school. - Discuss and begin to describe own significant places such as home and school. - Begin to identify the main geographical features of their immediate environment. - Begin naming features/familiar places within the local environment e.g. school, home, house, road, park. - Identify a map. - Consider ways we can look after our school and homes, e.g. recycling, litter picking etc - Understand that places can have similarities and differences. - Identify similarities and differences between familiar places using basic vocabulary.

<p>Provides foundation for all future learning of locations.</p>		
<p>Unit 2 The dazzle and the sparkle</p> <p>Overview: Begin to use maps and globes and consider the wider world in more detail with a specific focus on Australia and comparing Christmas around the world.</p> <p>Future learning Y1 – hot and cold places Y2 – 7 continents and 5 oceans</p>	<ul style="list-style-type: none"> - Find and explore different parts of the world using simple maps and globes - Focus on Australia and discuss how it is similar and different - Understand Australia is a different country and use maps to visualise this - begin to discuss how cultures vary around the world in different countries through looking at how Christmas is celebrated around the world 	<ul style="list-style-type: none"> - Begin to ask and answer simple geographical questions linked to location e.g. Where is...? - Begin to use secondary sources to find out about places (e.g. photos, sketches, films etc). - Begin to understand what a country is in relation to identifying Australia and China (see unit 3) are different countries to us. - Begin to make observations and discuss, with support, unfamiliar environments.
<p>Unit 3 Once upon a time</p> <p>Overview: Begin to explore the concepts of journeys and continue to compare places around the world with a focus on China.</p> <p>Future learning: Foundation for all future learning on comparing places.</p>	<ul style="list-style-type: none"> - Explore journeys of characters in traditional tales - Find and explore China on maps - Discuss and explore how China is similar and different to our local area through exploration of Chinese New Year 	<ul style="list-style-type: none"> - Understand that places can have similarities and differences. - Begin to understand what a country is in relation to identifying Australia (see unit 2) and China are different countries to us. - Begin to make observations and discuss, with support, unfamiliar environments. - Begin to make observations of unfamiliar environments with support.
<p>Unit 4 How does your garden grow?</p> <p>Overview: Further develop locational and directional understanding.</p> <p>Future learning: Foundation for locational awareness throughout years 1-6.</p>	<ul style="list-style-type: none"> - Continuation of a focus on journeys through discussion around lifecycles and how this is a type of journey - Focus on developing more locational and directional language 	<ul style="list-style-type: none"> - Begin to describe locations using simple locational and directional language. - Begin to use basic directional and locational language. - Begin to ask and answer simple questions about what has been observed.

<p>Unit 5 Are we nearly there yet?</p> <p>Overview: Children become aware of the wider UK and begin to understand our location within this and the concept of the wider world. A focus in on coastal locations.</p> <p>Future learning: Provides a foundational understanding of the UK outside of just their immediate area to be built upon in Y1 mapping the UK and identifying its countries, capitals and cities.</p>	<ul style="list-style-type: none"> - Children will use images, play, etc to understand what a beach is and identify some simple features of a beach e.g. the sea. - Children will use simple maps to find places they have been with a focus on beaches. - Children will draw comparisons between places they have been and begin to compare unfamiliar places through locations, such as beaches, they may not have been too. 	<ul style="list-style-type: none"> - Make basic observations of familiar and unfamiliar environments, including identifying some similarities and differences between places. - Begin to describe locations using simple locational and directional language. - Identify similarities and differences between familiar places using basic vocabulary.
<p>Unit 6 We're not scared!</p> <p>Overview: Children will focus specifically on journeys and basic map drawing here which will directly link to the first geography unit in Year 1 where mapping is considering more depth.</p> <p>Future learning: Y1 – mapping our local area All future mapping lessons</p>	<ul style="list-style-type: none"> - Children will consider what journeys they have been on and represent this in different ways. - Children will walk around the village and consider what they saw and where they went. - Children will use photos of their walk around the village and of the school grounds to begin to draw and label features of their familiar environments. - Children will represent this journey around the village in varying ways beginning to draw very simple maps. - Children will also explore treasure maps to continue to make attempts at map drawing. 	<ul style="list-style-type: none"> - Begin to make attempts at drawing a map. - Make attempts at drawing and labelling features of familiar environments and imaginary places. - Make observations of the local environment and begin to understand why some things occur and/or change.
<p><u>Throughout the year – weather patterns and seasonal change</u></p>	<ul style="list-style-type: none"> - Discuss the weather daily and the seasons and how it changes throughout the day. - Walk around the local area in different seasons considering simple changes. 	<ul style="list-style-type: none"> - Identify and begin to describe the daily weather and seasons using basic vocabulary. - Make observations of the local environment and begin to understand why some things occur and/or change.

Year 1	Learning Objectives	Skills (Taken from progression document)	Vocabulary
<p>Unit 1 How can we use maps to learn about our local area?</p> <p>Overview: Begin to understand how maps are used and further develop understanding of their location.</p> <p>Prior learning: EYFS focus on the school and local area as well as consideration of routes and journeys.</p> <p>Future learning: Y5 – more in-depth local study focusing on Milton Keynes</p>	<ol style="list-style-type: none"> To name and locate familiar areas and begin to compare them. <i>E.g. the school, Winslow, their home town/village and begin to make some comparisons between known areas.</i> To create a simple map of the classroom including a key. To identify human and physical features of our school grounds. To be able to use a map to locate different areas of the school grounds. <i>E.g. map of the playgrounds, and children need to use it find things hidden.</i> To create a simple map of the school grounds including a key. To identify key human and physical features of the local area and understand their significance. 	<ol style="list-style-type: none"> Locate places in the school building, on the grounds and in the local area on a map. Observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Winslow area. Use basic symbols in a key. Draw own maps and plans by drawing simple shapes or drawing around given shapes/using own symbols. Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment. Use some basic geographical vocabulary to identify key human and physical features of places studied. Begin to follow routes on maps. Understand what a compass is and begin to use it to describe location e.g. X is at the North of the playground. Further develop directional and locational language and begin to use the 4 compass directions to describe location of features and routes. Draw own maps and plans by drawing simple shapes or drawing around given shapes/using own symbols. Use basic symbols in a key. Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. 	<p>Winslow, Map, plan view, aerial view, North, South, East, West, location, position, direction, symbol, compass, town, village, house, shop</p>
<p>Unit 2 What do we know about our island home?</p> <p>Overview: Consider the UK as a whole and what countries and capitals make it up and seas that surround it.</p> <p>Prior learning: EYFS – coastal areas</p> <p>Future learning: Y3 – focus on UK in more depth such as through counties and regions.</p>	<ol style="list-style-type: none"> To name and locate the 4 countries of the UK. To name and locate the capital cities of each of the 4 countries of the UK. To name and locate the surrounding seas of the UK. To identify key physical characteristics of each of the 4 countries. To identify key human characteristics of each of the 4 countries. To make simple comparisons between the 4 countries. 	<ol style="list-style-type: none"> Name and locate the four countries of the UK. Use a globe and world map to locate the UK Use a map of the UK to identify countries. Name and locate the capital cities of each of the 4 countries. Use a globe and world map to locate the UK. Use a map of the UK to identify capital cities. Name and locate the seas surrounding the UK. Use a globe and world map to locate the UK. Use a map of the UK to identify surrounding seas. Use some basic geographical vocabulary to identify key physical features of places studied. Use some basic geographical vocabulary to identify key human features of places studied. Know that places can be compared in many ways e.g. size, amenities, transport, location or weather. Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. 	<p>The United Kingdom, England, Northern Ireland, Scotland, Republic of Ireland, Wales, capital city, London, Belfast, Edinburgh, Cardiff, human, physical, coast, inland, sea, cliff, rocks, harbour, beach, city, port</p>
<p>Unit 3 What is it like in hot and cold places?</p> <p>Overview: Begin to consider the world through</p>	<ol style="list-style-type: none"> To identify and locate the North and South Poles, Equator and the Northern and Southern Hemispheres. To know the names of some countries that run through the equator and identify some of their features. <i>e.g. Brazil, Kenya, Columbia, Uganda.</i> 	<ol style="list-style-type: none"> Identify and locate the North and South Poles, Equator and the Northern and Southern Hemispheres. Know the names of 3 countries that are on the equator (Brazil, Kenya, Columbia). Begin to use aerial and satellite photos and plan perspectives to recognise familiar features. Observe and describe some geographical similarities and differences between unfamiliar areas. Present information using age-related tables, graphs and charts, maps and plans, drawings 	<p>North Pole, South Pole, equator, North Hemisphere, Southern Hemisphere, similarity, difference, aerial photo, satellite photo, housing, vegetation, desert</p>

<p>understanding the equator, north and south poles and this link to climate.</p> <p>Prior learning: EYFS – looking at Australia and China</p> <p>Future learning: Y2 – learning about the continents and oceans Y4 – considering how climate impacts life on earth Y6 – consideration of climate change and its impact.</p>	<ol style="list-style-type: none"> 3. To compare weather in hot and cold places of the world. 4. To understand that hot and cold places have different physical features. <i>e.g. frozen environments, deserts, lack of vegetation</i> 5. To understand that hot and cold places have different human features. <i>e.g. types of housing, clothing, population etc.</i> 6. To identify different animals and plants that live in hot and cold places due to their climate. 	<p>and perspectives, posters and diagrams. Begin to consider the change to hot and cold places due to climate change.</p> <ol style="list-style-type: none"> 4. Use some basic geographical vocabulary to identify key human and physical features of places studied. Begin to consider the change to hot and cold places due to climate change. 5. Use some basic geographical vocabulary to identify key human and physical features of places studied. 6. Understand that we can find out about the world from a range of sources (link to History NC). 	
<p>THROUGHOUT THE YEAR</p> <p>What is the weather like in the UK?</p>	<p>To understand and identify seasonal and daily weather patterns in the UK.</p> <p>Children partaking in a year long fieldwork enquiry investigating weather in the UK. To include daily discussions of the weather e.g. during the register, what's the weather like today, and recording this briefly as a class.</p> <p>To include a period of time over which rainwater is collected and it is compared between seasons. E.g. collecting rain water for a week each half term and at the end of the year discussing which half term had the highest and which had the lowest and why, drawing connections to seasons.</p> <p>This unit to be cross-curricular with Science due to it's connections to the seasonal change objective in KS1 Science.</p>	<p>Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season.</p> <p>Use tallies and simple tables. E.g. how many days of rain. Engage in simple, teacher-led fieldwork enquiries. Begin to use first-hand observation to identify features/patterns e.g. through continuous provision activities where rainwater collection is available for children to observe independently. Ask and answer simple questions when prompted about what has been observed. Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams.</p>	<p>Spring, summer, autumn, winter, rain, sunshine, snow, hail, sleet, wind, hot, cold, climate, growth, thermometer, temperature, weather map symbols, rain gauge</p>

Year 2	Learning Objectives	Skills (Taken from progression document)	Vocabulary
<p>Unit 1 How can we use maps to learn about our world?</p> <p>Overview: Understand how our world is split into 7 continents and 5 oceans and identify iconic features within them.</p> <p>Prior learning: Y1 – hot and cold places</p>	<ol style="list-style-type: none"> 1. To understand our location within the world. 2. To name and locate the 7 continents on a world map, globe and atlas. 3. To name and locate the 5 oceans on a world map, globe and atlas. 4. To identify key human features of the 7 continents. 5. To identify key physical features of the 7 continents. 6. To collect and interpret geographical data. 	<ol style="list-style-type: none"> 1. Review Y1 skills in relation to the UK. 2. Name and locate the seven continents and five oceans of the world. Use world maps, globes and atlases to identify the locations studied. Begin to use the contents/index of an atlas. 3. Name and locate the seven continents and five oceans of the world. Use world maps, globes and atlases to identify the locations studied. Begin to use the contents/index of an atlas. 4. Describe some geographical similarities and differences between the continents of the world based on their locations. Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied. 5. Explain the difference between human and physical geographical features. Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied. 	<p>Atlas, globe, continent, country, ocean, population, human feature, physical feature, North America, South America, Australia (or Oceania), Antarctica, Atlantic Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, data</p>

<p>Future learning: Across KS2 and later in Y2, there is focus studies on areas of the continents</p>		<p>6. Identify and locate continents that have significant hot or cold areas and link to Poles/Equator. Use pictograms, tally charts and simple tables. Identify ways in which Geography is presented and represented (e.g. fiction, images, maps).</p>	
<p>Unit 2 What is it like in Antarctica?</p> <p>Overview: Understand what Antarctica is like, why it is important to protect it and how it compares to Winslow and the UK.</p> <p>Prior learning: Y1 – hot and cold places Y2 – continents and oceans</p> <p>Future learning: Y6 – consideration of climate change and it's impact</p>	<ol style="list-style-type: none"> To understand the location of Antarctica and what this means for its climate. To identify key physical and human (lack thereof) features of Antarctica. To draw a simple map of the immediate local area outside of the school grounds. To use digital maps to identify key features of our local area and compare to Antarctica. To compare maps and aerial photographs between our local area and Antarctica. To understand what the Antarctic Treaty is and why it is important to protect Antarctica (spread over 2 lessons if possible). 	<ol style="list-style-type: none"> Identify and locate places studied (Antarctica) on a range of maps. Identify and locate the Equator, Arctic Circle and Antarctic Circle as lines of latitude. Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied. Devise a simple map of a place in the local area. Begin to recognise basic OS symbols. Use a compass (four compass points) to follow and describe routes. Zoom in/out and begin to use digital maps. Make simple comparisons between the key human and physical features of places studied. Make simple comparisons between the key human and physical features of places studied. Begin to use aerial and satellite photos and plan perspectives to recognise local landmarks and features. Start to make selections from or within sources of information. Identify reasons why the places studied are significant and the people or groups who they are significant for. Discuss the impact of the 2041 Treaty on Antarctica and it's importance going forwards. 	<p>Antarctica, continent, population, climate, physical feature, cliff, iceberg, mountain, bay, human feature, map, symbol, key, compare, 2041 Antarctic Treaty, landmark, OS symbol, compass, North, South, East, West</p>
<p>Unit 3 How is Tulum in Mexico different to Winslow?</p> <p>Overview: Compare and contrast Tulum in Mexico to Winslow UK. Also a consideration of Tulum as an up and coming sustainable tourism destination.</p> <p>Prior learning: Y1 – hot and cold places Y2 – oceans and continents</p> <p>Future learning: Y4 – discussion of sustainability in Copenhagen</p>	<ol style="list-style-type: none"> To be able to locate Mexico and the city of Tulum. To use maps and simple grid references to identify key locations in Tulum. To identify key human and physical features in Tulum and compare to Winslow, UK. To explore similarities and differences between a child in Tulum and their lives in Winslow. To carry out an enquiry into the high street of Winslow and compare to a main tourist street in Tulum. (over 2 lessons). 	<ol style="list-style-type: none"> Identify and locate places studied (Antarctica and Tulum, Mexico) on a range of maps. Use simple grid references e.g. (A1, D4) to locate squares on a map. Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW). Observe and describe some geographical similarities and differences between locations studied. Understand and explain the meaning of the term 'non-European country'. Explain the similarities and differences in the lives of people in the locations studied. Engage in teacher-led/guided enquiries. Confidently ask and answer questions about what has been observed. Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations. 	<p>Mexico, North America, city, Tulum, grid reference, North, South, East, West, left, right, non-european country, high street, shop, chart, graph, enquiry, tourist</p>

Y6 – consideration of the importance of sustainability which is discussed briefly in this unit.			
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Year 3	Learning Objectives	Skills (Taken from progression document)	
<p>Unit 1 How do rivers work?</p> <p>Overview: Understand features of a river as well as being able to map routes of a river with a case study on the River Thames.</p> <p>Prior learning: Y1 – learning about the UK.</p> <p>Future learning: Y6 – more extreme weather events in the UK, e.g. flooding.</p>	<ol style="list-style-type: none"> To understand how rivers are formed and identify key features of a river. To locate and compare some the major rivers of the world and the UK. To use OS maps to understand the route of the River Thames and create a sketch map. To understand how some of the features of the River Thames affect the surrounding area. To present information on why the River Thames is liable to flooding and what is done about this. To consider human impact on the River Thames. <i>E.g. pollution (fieldwork focus so look at data, sources of info, change over time etc).</i> To understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth. 	<ol style="list-style-type: none"> Describe the key features and uses of rivers (including the Thames) and understand how their features and uses have changed over time. Locate and compare some the major rivers of the world and the UK. Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. Create a simple sketch map e..g of a route with symbols and a key. Understand the purpose of contour lines on maps. Understand some of the ways in which rivers (including the Thames) affect the human and physical geography of places. Understand that there are different ways to represent geographical information and that these might inform opinions/beliefs. Begin to understand the difference between primary and secondary data (link to History NC). Apply age – appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales). Begin to frame questions and answers in geographically valid ways (e.g. linked to similarities and differences or change over time). Understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth. 	<p>River, source, mouth, tributary, bank, waterfall, OS map, contour lines, climate, water cycle, condensation, evaporation, precipitation, human impact, pollution</p> <p>Rivers UK: Thames, Tay, Severn, Bann Rivers around the world: River Danube, River Nile, River Niger, The Yellow, The Yangtze, The Ganges, The Indus, The Murray, The Mississippi, The Amazon</p>
<p>Unit 2 From Rio to the Rainforest: what is life like in Brazil?</p> <p>Overview: Consideration of what life is like in Brazil through concepts such as urbanisation, push and pull factors and deforestation in the Amazon rainforest.</p> <p>Prior learning: Y2 – importance of protecting Antarctica.</p> <p>Future learning:</p>	<ol style="list-style-type: none"> To locate Brazil and identify human and physical features. To create a line graph showing the climate in Brazil. To identify push and pull factors involved in the urbanisation of Brazil. To present data showing the poverty line in Rio de Janeiro and consider it's impact. To understand the impact humans have had on indigenous people of the rainforest. To compare human and physical features of Brazil to our local area. 	<ol style="list-style-type: none"> Identify and locate Brazil and it's major cities such as Rio de Janeiro using maps and compare to the location of other regions (e.g. Winslow, Tulum, Mexico, Antarctica). Begin to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment). Investigate and describe the human and physical geographical features of Brazil. Engage in guided enquiries and begin to suggest own questions for enquiry. Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations. Identify types and sizes of settlement found in the UK those found abroad and describe the some of the characteristics of different settlements. Identify some examples of the economic activity of the locations studied. Use bar charts and more complex tables. Begin to consider the contrasts seen in wealth in Rio De Janeiro. Show awareness of deforestation in Brazil and discuss it's implications. E.g. as a result of cattle ranching, farming, logging, and road building. On digital maps, begin to identify scale and annotate with text and labels. 	<p>South America, city, Brasilia, Rio de Janeiro, landmark, ecosystem, Amazon River, Amazon Rainforest, urban, rural, favela, agriculture, poverty, inequality, graph, settlement, push factor, pull factor, indigenous, deforestation</p>

<p>Y5 – considering what life is like in Kenya Y6 – quality of life comparisons</p>		<p>6. Begin to use a wider geographical vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the places studied.</p>	
<p>Unit 3 How can we use maps to find out about the UK?</p> <p>Overview: Understand the UK in more depth through consideration of counties, regions, key features etc.</p> <p>Prior learning: Y1 – understanding the countries and capitals of the UK</p> <p>Future learning: Y5 – in depth study of a local area (Milton Keynes).</p>	<ol style="list-style-type: none"> To describe the location of geographical regions of the UK and their major cities. To use maps and digital maps to identify key features of regions within the UK. <i>e.g. making a 'trail map' of the UK with key features of regional areas and distances between them (see RGS for ideas).</i> To use maps to explore the Three Peaks route from London and produce a journey log (spread across 2 lessons). To make comparisons between regions in the UK and compare to our local area. To understand how the cities of Blackpool and Birmingham have changed over time. 	<ol style="list-style-type: none"> Use the index and contents of an atlas. Understand the location of Winslow as within the South East region of the UK. Describe the locations of the geographical regions of the UK, our nearby counties and major UK cities. Identify the locations of some of the key human and physical features of the UK. Investigate and identify the key human and physical geographical features of the UK. Work out simple distances on maps and digital maps. Begin to understand the use of scale on maps. Skills spread over 2 lessons - Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity etc). Begin to use 4-figure grid references and know that they can be used to identify locations. Understand the eight compass points and begin to use them to follow routes. Apply age – appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales). Secure use of left/right from any perspective and use eight compass points to describe routes Make simple comparisons between some human and physical geographical features of the UK. Identify geographical similarities and differences between our local region and town and other UK regions and towns/cities. Describe how land use has changed over time in the UK locations studied (Birmingham and Blackpool). Select information according to relevance (e.g. identifying only 'main' landmarks or features). Begin to evaluate own observations and compare them with others. Begin to consider purpose and reliability of different image types. 	<p>The United Kingdom, British Isles, Great Britain, county, Buckinghamshire, county, city, Birmingham, Blackpool, Manchester, Glasgow, Edinburgh, Cardiff, London, map, topography, North East, North West, South East, South West, distance, 4 figure grid reference, mountains, The Three Peaks</p>

Year 4	Learning Objectives	Skills (Taken from progression document)	
<p>Unit 1 What are the extreme features of our earth?</p> <p>Overview: Understand mountains, volcanoes and earthquakes and consider case studies of these around the world.</p> <p>Prior learning: Y2 – continents and oceans and iconic</p>	<ol style="list-style-type: none"> To understand what mountains are and how they can impact the human and physical geography of a place. <i>E.g. use Mount Everest as a focus.</i> To use maps to locate main mountain ranges around the world and compare the size of mountains by drawing to scale. To use OS maps to locate and map Snowdon and it's surrounding landscape. (if possible, split over 2 lessons). To locate key volcanoes around the world and discuss why people choose to live near them. <i>(e.g. Mount Etna, Iceland, Mauna Loa)</i> To understand what an earthquake is and locate areas of the world where recent earthquakes have occurred. To use digital maps and photographs to 	<ol style="list-style-type: none"> Understand what mountains are and describe how they can impact the human and physical geography of a place. Identify the geographical features of a mountain (Mount Everest). Identify where the main mountain ranges are located in the UK and the world. Begin to draw to scale and understand and use scale-bars. Use a wider range of maps (including OS at various scales) to locate countries and describe features studied. Use scales to estimate distances. Use 4-figure grid references to identify and describe locations. Use the eight points of a compass to follow and describe routes and identify locations. Identify where volcanoes (e.g. Mount Etna, Iceland, Mauna Loa) are located on a world map including the "Ring of Fire ". Understand what volcanoes are and describe how they can impact the human and physical geography of a place. 	<p>Mountains, volcanoes, earthquakes, settlement, eruption, mantle, core, devastation, tectonic plate, disaster, climate, peak, summit, mountain range, eight compass points, Ring of Fire, landscape, scale, San Andreas Fault, Mount Everest, Snowdon</p>

<p>features includes some extreme features.</p> <p>Future learning: Y6 – changes to our world and how extreme events may come from more than just these features.</p>	<p>locate the San Andreas fault and identify its features.</p>	<p>5. Locate areas of the world where earthquakes occur. Understand what earthquakes are and describe how they can impact the human and physical geography of a place.</p> <p>6. On digital maps, begin to measure distances. Understand and explain the purpose/reliability of different images types including oblique views.</p>	
<p>Unit 2 How does living in Copenhagen compare to Winslow?</p> <p>Overview: A more detailed comparison in a European country to the UK with a real focus on sustainability in Copenhagen.</p> <p>Prior learning: Y2 – comparisons between Winslow and Antarctica and Tulum.</p> <p>Future learning: Y5 – comparison of the Kenya and the USA to the UK. Y6 – consideration of climate change and importance of sustainability.</p>	<ol style="list-style-type: none"> To locate major countries and cities in Europe and locate Russia. To locate Denmark and Copenhagen and compare it's location to our local area. <i>E.g. This could involve drawing sketch maps, looking at aerial/satellite photos, digital maps etc.</i> To identify key physical features of Denmark and compare to our local area. To identify key human features of Denmark, specifically Copenhagen, and compare to our local area. To complete an enquiry, including presenting information, about transport in Winslow compared to Copenhagen. To understand why Copenhagen is a sustainable city and suggest improvements to changes to our local area. 	<ol style="list-style-type: none"> Locate the countries of Europe and use maps to identify Europe's major regions, cities and human and physical characteristics as well as consideration of the location of Russia Identify and locate Copenhagen, Denmark using maps and compare to the location of our region. <i>This could involve drawing sketch maps, looking at aerial/satellite photos, digital maps etc.</i> Explain the differences between the terms 'human geography' and 'physical geography'. Use a wide geographical vocabulary to identify, describe and compare the human and physical features of the countries and regions studied Investigate and describe the human and physical geography of the European region studied in depth (Copenhagen, Denmark). Identify geographical similarities and differences between a region in Europe (Copenhagen) and our local area. Engage in guided enquiries and suggest own questions for enquiry. Evaluate own observations and compare them with others. Use bar charts, time graphs, and discrete and continuous data. Identify connections, contrasts and trends in observations or information selected. Describe and explain the economic activity of the location studied (Copenhagen, Denmark) (e.g. Denmark having world-leading companies in renewable energy, specifically wind power). Understand what has made Copenhagen one of the most sustainable cities in the world and make suggestions for improvements to our local area. 	<p>Europe, Russia, Moscow, boundary, European Union, Scandinavia, Denmark, Copenhagen, Faroe Islands, The Sound, Peninsula, Kattegat Bay, Jutland, Zealand, Funen, sustainability, transport, bike lane, electric buses, wind power, 'Denmark without waste'.</p>
<p>Unit 3 How does climate affect life on Earth?</p> <p>Overview: Understand climate zones around the world, biomes, etc and their impact on life on our planet.</p> <p>Prior learning: Y1 – hot and cold places</p>	<ol style="list-style-type: none"> To understand the concept of climate and locate major climate zones. To identify major vegetation belts and biomes and draw a map to show their location. To identify climate zones, vegetation belts and biomes within the Alps in Europe. To consider the relationship between human and physical geography in the Alps through exploring tourism in the area. To discuss what climate change is and consider some causes of it. To research and present information on the effects of climate change around the world. 	<ol style="list-style-type: none"> Locate and identify the world's climate zones using maps. Locate the position of the Tropics of Cancer and Capricorn as lines of latitude. Describe and understand the concept of climate. Locate and identify the world's major biomes and vegetation belts using maps. Draw a map from a description and compare to other maps. Locate and identify the Alps on a map and identify it's biomes, vegetation belts, and climate zone. Understand some of the effects of climate on the human and physical geography of places. Begin to understand links between the human and physical geography of the places studied. Describe and understand the concept of climate. Recognise that geographical 'facts' can vary depending on the source and begin to suggest reasons for this. Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference). Present information 	<p>Equatorial, northern hemisphere, southern hemisphere, tropic of cancer, tropic of capricorn, climate, climate zone, vegetation belt, equator, continent, biome, tropical rainforest, desert, savannah, grassland, tundra, vegetation, tourism, climate change, source, reliability, worldwide impact</p>

<p>Future learning: Y6 – the changes happening to our world relating to climate change.</p>		<p>using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations. Begin to consider the impact climate change could have on life on Earth.</p>	
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Year 5	Learning Objectives	Skills (Taken from progression document)	
<p>Unit 1 What is the USA like?</p> <p>Overview: Understand USA as a country within North America and study its key features along with comparison to the UK and previous areas studied.</p> <p>Prior learning: Units focusing on comparison between countries within Y2 and Y4.</p> <p>Future learning: Y6 – climate change and it's impact on weather events worldwide.</p>	<ol style="list-style-type: none"> To locate the USA and identify its key physical features and human features. To identify time zones within the USA and compare its geographical features to previous locations studied. To explore climate zones and biomes in the USA and create graphs showing climate. To understand how water is distributed across the country including floods in Mississippi and droughts in California. To consider the global significance of the USA and it's economic activity. To understand how New York has changed over time by using maps, digital maps and photographs. 	<ol style="list-style-type: none"> Locate the USA and use maps to identify physical characteristics within the USA. Secure and further develop the use of a wide geographic vocabulary to identify, describe and compare the human and physical features of the continents, countries and regions studied. Locate position of time zones within America compare to those around the world considering the Prime/Greenwich Meridian. Compare and contrast a range of the human and physical features identifying similarities and differences. Understand the impact of climate zones and biomes on the human and physical geography of the regions studied. Complete and interpret tables and line graphs. Identify, explain and compare land use and the distribution of natural resources. Identify, explain and compare the economic activity within the USA. Understand and discuss some ideas the USA is bringing in to encourage sustainability. Use a wide range of maps (including thematic maps) to locate and describe features studied. Compare and evaluate maps with different scales. On digital maps, use linear and area measuring tools to start to use and contrast digital maps at varying scales. 	<p>Distribution (of natural resources), economic activity, canyon, Grand Canyon, climate, drought, floods, flood plain, time zone, Prime/Greenwich Meridian, economic activity, global significance, New York,</p>
<p>Unit 2 How has Milton Keynes changed over time and how might it change in the future?</p> <p>Overview: Drawing on learning about the UK and the local area in previous years to apply this to an in-depth study of Milton Keynes and how it has changed/grown.</p> <p>Prior learning: EYFS and Y1 – our local area and the UK</p>	<ol style="list-style-type: none"> To locate the home counties and counties bordering Buckinghamshire including key towns and cities. To identify, compare and evaluate the effectiveness of land use within Milton Keynes To use maps to understand the road network in Milton Keynes and why it is unique. To complete an enquiry comparing Milton Keynes to Winslow. (spread across 2 lessons) To compare Milton Keynes to other locations (Winslow, Copenhagen, Rio de Janeiro, The USA) and consider methods Milton Keynes has used to increase sustainability. 	<ol style="list-style-type: none"> Locate the home counties, and their key towns/cities, on a map and those that border Buckinghamshire. Locate the city of Milton Keynes on a range of maps of various scales and perspectives. Begin to use 6-figure grid references. Describe, compare and evaluate the land use in Milton Keynes. Identify how the physical and human geographical features of a local city has an impact on economic activity. Use a wide range of maps (including thematic maps) to locate and describe features studied. Compare and evaluate maps with different scales. Begin to use 6-figure grid references. Begin to complete enquiries based on own suggested questions. Ask and answer geographically valid questions (e.g. about significance, reliability, relevance and perspective). Evaluate own observations, compare them with others and begin to draw conclusions. Present information using age-related methods. Explain the usefulness, reliability and relevance of information. Explain ways in which Milton Keynes has promoted sustainability and suggest ideas for the future. 	<p>Milton Keynes, Buckinghamshire, county, home county, scale, perspective, 6 figure grid reference, land use, settlement, thematic map, road network, enquiry, enquiry question, fieldwork, accuracy, reliability, conclusion, sustainability</p>

<p>Y3 – the UK</p> <p>Future learning: Y6 – sustainability consider in unit 2 and 3</p>			
<p>Unit 3 Kenya, a changing nation: what do we know?</p> <p>Overview: Understand Kenya as a country in Africa and consider why people are moving to cities and the impact of tourism on the area.</p> <p>Prior learning: Y3 – the impact of deforestation on the Awa tribe and the favelas in Rio de Janeiro.</p> <p>Future learning: KS3 – human geography</p>	<ol style="list-style-type: none"> To locate Kenya and use maps to identify major regions, cities and characteristics. (Digital maps may be helpful here for children to explore the region.) To locate and draw to scale key mountains in Kenya and compare to Mount Kilimanjaro. To identify, explain and compare what life is like in the Massai region (e.g. reference economic activity, land use and distribution of resources). To understand the impact tourism as had on the Massai region of Kenya on human and physical geography of the area. To give reasons why people are migrating to cities like Nairobi from the Massai (e.g. reference economic activity, land use and distribution of resources). To draw a map of Kenya that shows threats the country is facing in different areas. (e.g. draw a map of Kenya and create a key that shows where there is extinction of species, and growing divide between rich and poor, etc) 	<ol style="list-style-type: none"> Locate the country Kenya and use maps to identify major regions, cities and human and physical characteristics. Draw to scale from given measurements/using observations. Identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied. Consider links between the human and physical geography of the places studied. Consider links between the human and physical geography of the places studied. Identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied. Consider threats Kenya is facing, e.g. extinction of species, and growing divide between rich and poor. Begin to understand how geographical 'facts' are often interpreted to support opinions. Begin to create own complex keys. 	<p>Distribution (of natural resources), culture, cultural heritage, diverse communities, Maasai, Samburu, contrast, skyscraper, shanty town, tourism, land use, migration, extinction, division, inequality, contrast, opinion, fact</p>

Year 6	Learning Objectives	Skills (Taken from progression document)	
<p>Unit 1 How does global trade work?</p> <p>Overview: Understand global trade around the world as well as key UK exports. Also, to consider the importance of fairtrade. Prior learning:</p> <p>This unit has a focus worldwide so all prior learning on countries around the world is drawn</p>	<ol style="list-style-type: none"> To define global trade and identify the major cities and countries within global trade routes. To create a map showing where food bought in a local supermarket comes from around the world. To map the global supply chain of cotton t show interconnection between places. To create a pie chart showing the top 10 UK exports. To understand the positive impact that buying fairtrade has on communities In other countries. To explore methods that could make global trade more sustainable. 	<ol style="list-style-type: none"> Identify the location of major cities and countries within global trade routes. Use and draw a wide range of maps. Identify the location of a global supply chain. Identify and describe geographical links (interconnections) between the range of places studied. Create own complex keys. Identify the location of key UK exports. Interpret and construct pie charts based on data and calculate and interpret averages. Identify key countries in which fairtrade has been influential. Describe some of the effects of economic activity, including trade links, distribution of natural resources on the people who live in the places studied. Evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world. 	<p>Trade links, trade, import, export, local, global, global scale, technology, transport, communication, natural resource, land mass, global supply chain, interconnection, pie chart, fairtrade, global citizenship, cost, sustainability</p>

<p>upon here for children to understand links between them.</p>			
<p>Unit 2 and 3 What is happening to our world?</p> <p>Overview: To understand how our world is changing such as climate change, extreme weather events, sea level rise, the importance of sustainability and global breakthroughs being made.</p> <p>Prior learning: Drawing on all units to consider how our world is changing and what we must do going forwards.</p>	<ol style="list-style-type: none"> 1. To understand what climate change is and some of the causes of it. 2. To understand and create thematic maps showing areas of the world most at risk of climate change. 3. To research and present information on a chosen area and the impact of climate change on it. <i>(children choose from and research into Churchill in Canada, The Maldives or The Great Barrier Reef, Australia. Ideally spread this lesson across 2 to allow for research and presentation of ideas.)</i> 4. To carry out an enquiry into weather change in the UK. <i>(to include creating line graph, e.g. showing rainfall or average summer temperature in the UK over a period of time).</i> 5. To understand the size and impact of the Great Pacific Garbage Patch. 6. To understand how the use of wind power in the UK is supporting sustainability. 7. To understand how The Ocean Clean Up is supporting sustainability. 8. To understand how reforestation in Costa Rica is supporting sustainability. 9. To research and present information about an organisation that is aiding sustainability of our world. <i>(spread over 2 lessons).</i> 	<ol style="list-style-type: none"> 1. Explain how human and physical features and processes interact and cause change over time. 2. Design/draw distribution/thematic maps. Confidently use distribution and thematic maps to illustrate an idea. 3. (Across 2 lessons) Confidently use a wide geographic vocabulary to identify, describe and compare the human and physical features of all of the locations studied. Identify the location of key countries around the world for example, Canada, Australia, and the Philippines. Thoughtfully organise information by relevance and begin to critique information provided by a range of sources. Compare and then carefully select images for a purpose (e.g. as evidence to show reliability). Explain how geographical 'facts' are used and interpreted to support opinions. 4. Complete enquiries based on own suggested questions and offer suggestions for future enquiries. Interpret and construct line graphs based on data and calculate and interpret averages. 5. Use digital mapping to accurately measure with a range of measuring tools and make appropriate selections from maps to inform research. Create scale-bars on maps and draw to scale for maps/sketches. 6. Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources. Identify the locations of countries making global breakthroughs in sustainability. 7. As lesson 6. 8. As lesson 6. 9. Thoughtfully organise information by relevance and begin to critique information provided by a range of sources. Explain how geographical 'facts' are used and interpreted to support opinions. Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations. 	<p>Climate change, interaction, global warming, cause, pollution, ozone layer, distribution map, thematic map, Churchill, Canada, The Great Barrier Reef, Australia, The Maldives, Philippines, precipitation, temperature, average, weather, climate, Great Pacific Garbage Patch, digital mapping, scale-bars, wind power, Hornsea 2, The Ocean Clean up, reforestation, research, enquiry, presentation, bias</p>