

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

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

<p><b>Unit 5</b> <b>Are we nearly there yet?</b></p> <p><b>Overview:</b> 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><b>Future learning:</b> 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"> <li>• Children will use images, play, etc to understand what a beach is and identify some simple features of a beach e.g. the sea.</li> <li>• Children will use simple maps to find places they have been with a focus on beaches.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Make basic observations of familiar and unfamiliar environments, including identifying some similarities and differences between places.</li> <li>• Begin to describe locations using simple locational and directional language.</li> <li>• Identify similarities and differences between familiar places using basic vocabulary.</li> </ul>
<p><b>Unit 6</b> <b>We're not scared!</b></p> <p><b>Overview:</b> 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><b>Future learning:</b> Y1 – mapping our local area All future mapping lessons</p>	<ul style="list-style-type: none"> <li>• Children will consider what journeys they have been on and represent this in different ways.</li> <li>• Children will walk around the village and consider what they saw and where they went.</li> <li>• 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.</li> <li>• Children will represent this journey around the village in varying ways beginning to draw very simple maps.</li> <li>• Children will also explore treasure maps to continue to make attempts at map drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make attempts at drawing a map.</li> <li>• Make attempts at drawing and labelling features of familiar environments and imaginary places.</li> <li>• Make observations of the local environment and begin to understand why some things occur and/or change.</li> </ul>
<p><b>Throughout the year – weather patterns and seasonal change</b></p>	<ul style="list-style-type: none"> <li>• Discuss the weather daily and the seasons and how it changes throughout the day.</li> <li>• Walk around the local area in different seasons considering simple changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and begin to describe the daily weather and seasons using basic vocabulary.</li> <li>• Make observations of the local environment and begin to understand why some things occur and/or change.</li> </ul>

Year 1	Knowledge	Skills (Taken from progression document)	Vocabulary
<p><b>Unit 1</b> <b>How can we use maps to learn about our local area?</b></p> <p><b>Overview:</b> Begin to understand how maps are used and further develop understanding of their location.</p> <p><b>Prior learning:</b> EYFS focus on the school and local area as well as consideration of routes and journeys.</p> <p><b>Future learning:</b> Y5 – more in-depth local study focusing on Milton Keynes</p>	<ul style="list-style-type: none"> <li>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></li> <li>To create a simple map of the classroom including a key.</li> <li>To identify human and physical features of our school grounds.</li> <li>To understand what a compass is and begin to use it to describe location</li> <li>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></li> <li>To create a simple map of the school grounds including a key.</li> <li>Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Winslow area.</li> <li>To use symbols and plan perspectives to draw own maps and plans by drawing simple shapes or drawing around given shapes/using own symbols.</li> <li>Use some basic geographical vocabulary to identify key human and physical features of places studied.</li> <li>Begin to follow routes on maps. 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.</li> </ul>	<p>Winslow, Map, plan view, aerial view, North, South, East, West, location, position, direction, symbol, compass, town, village, house, shop</p>
<p><b>Unit 2</b> <b>What do we know about our island home?</b></p> <p><b>Overview:</b> Consider the UK as a whole and what countries and capitals make it up and seas that surround it.</p> <p><b>Prior learning:</b> EYFS – coastal areas</p> <p><b>Future learning:</b> Y3 – focus on UK in more depth such as through counties and regions.</p>	<ul style="list-style-type: none"> <li>To name and locate the 4 countries of the UK.</li> <li>To name and locate the capital cities of each of the 4 countries of the UK.</li> <li>To name and locate the surrounding seas of the UK.</li> <li>To identify key physical characteristics of each of the 4 countries.</li> <li>To identify key human characteristics of each of the 4 countries.</li> <li>Know that places can be compared in many ways <i>e.g. size, amenities, transport, location or weather.</i></li> <li>Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</li> </ul>	<ul style="list-style-type: none"> <li>Use a globe and world map to locate the UK.</li> <li>Use a globe and world map to locate the UK.</li> <li>Use a map of the UK to identify capital cities in the UK.</li> <li>Use a map of the UK to identify surrounding seas.</li> <li>Use some basic geographical vocabulary to identify key physical and human features of places studied.</li> <li>To make simple comparisons between the 4 countries</li> </ul>	<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><b>Unit 3</b> <b>What is it like in hot and cold places?</b></p> <p><b>Overview:</b> Begin to consider the world through understanding the equator, north and south poles and this link to climate.</p>	<ul style="list-style-type: none"> <li>To identify and locate the North and South Poles, Equator and the Northern and Southern Hemispheres.</li> <li>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></li> <li>To understand that hot and cold places have different physical feature <i>e.g. frozen environments, deserts, lack of vegetation</i></li> <li>To understand that hot and cold places have different human features <i>e.g. types of housing, clothing, population etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>Begin to use aerial and satellite photos.</li> <li>Observe and describe some geographical similarities and differences between unfamiliar areas.</li> <li>To compare weather in hot and cold places of the world</li> <li>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams.</li> <li>Use some basic geographical vocabulary to identify key human and physical features of places studied.</li> <li>Understand that we can find out about the world from a range of sources (link to History NC).</li> </ul>	<p>North Pole, South Pole, equator, North Hemisphere, Southern Hemisphere, similarity, difference, aerial photo, satellite photo, housing, vegetation, desert</p>

<p><b>Prior learning:</b> EYFS – looking at Australia and China</p> <p><b>Future learning:</b> Y2 – learning about the continents and oceans Y4 – considering how climate impacts life on earth Y6 – consideration of climate change and its impact.</p>	<ul style="list-style-type: none"> <li>To identify different animals and plants that live in hot and cold places due to their climate.</li> <li>Begin to consider the change to hot and cold places due to climate change.</li> </ul>		
<p><b>THROUGHOUT THE YEAR</b></p> <p><b>What is the weather like in the UK?</b></p>	<p>To understand and identify seasonal and daily weather patterns in the UK.</p> <p>Children partaking in a yearlong 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. <i>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.</i></p> <p>This unit to be cross-curricular with Science due to its 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	Knowledge	Skills (Taken from progression document)	Vocabulary
<p><b>Unit 1</b> <b>How can we use maps to learn about our world?</b></p> <p><b>Overview:</b> Understand how our world is split into 7 continents and 5 oceans and identify iconic features within them.</p> <p><b>Prior learning:</b> Y1 – hot and cold places</p> <p><b>Future learning:</b> Across KS2 and later in Y2, there is focus studies on areas of the continents</p>	<ul style="list-style-type: none"> <li>To understand our location within the world.</li> <li>To name and locate the 7 continents on a world map, globe and atlas.</li> <li>To name and locate the 5 oceans on a world map, globe and atlas.</li> <li>To identify key human features including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i></li> <li>To identify key physical features including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></li> <li>Identify and locate continents that have significant hot or cold areas and link to Poles/Equator.</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, globes and atlases to identify the locations studied.</li> <li>Begin to use the contents/index of an atlas.</li> <li>Describe some geographical similarities and differences between the continents of the world based on their locations.</li> <li>Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied.</li> <li>Explain the difference between human and physical geographical features.</li> <li>Use pictograms, tally charts and simple tables. Identify ways in which Geography is presented and represented (e.g. fiction, images, maps).</li> </ul>	<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><b>Unit 2</b> <b>What is it like in Antarctica?</b></p> <p><b>Overview:</b> Understand what Antarctica is like, why it is important to protect it and how it compares to Winslow and the UK.</p> <p><b>Prior learning:</b> Y1 – hot and cold places Y2 – continents and oceans</p> <p><b>Future learning:</b> Y6 – consideration of climate change and its impact</p>	<ul style="list-style-type: none"> <li>To understand the location of Antarctica and what this means for its climate.</li> <li>To identify key physical and human features of Antarctica</li> <li>To identify key features of our local area and compare to Antarctica.</li> <li>To understand what the Antarctic Treaty is and why it is important to protect Antarctica</li> <li>Identify why Antarctica is a significant place</li> <li>Begin to recognise basic OS symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and locate places studied on a range of maps.</li> <li>Identify and locate the Equator, Arctic Circle and Antarctic Circle as lines of latitude.</li> <li>Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied.</li> <li>To draw a simple map of the immediate local area outside of the school grounds.</li> <li>Devise a simple map of a place in the local area.</li> <li>Use a compass (four compass points) to follow and describe routes.</li> <li>Zoom in/out and begin to use digital maps. Make simple comparisons between the key human and physical features of places studied.</li> <li>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.</li> </ul>	<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><b>Unit 3</b> <b>How is Tulum in Mexico different to Winslow?</b></p> <p><b>Overview:</b> Compare and contrast Tulum in Mexico to Winslow UK. Also a consideration of Tulum as an up and coming sustainable tourism destination.</p> <p><b>Prior learning:</b> Y1 – hot and cold places Y2 – oceans and continents</p> <p><b>Future learning:</b> Y4 – discussion of sustainability in Copenhagen Y6 – consideration of the importance of sustainability which is discussed briefly in this unit.</p>	<ul style="list-style-type: none"> <li>To be able to locate Mexico and the city of Tulum.</li> <li>Understand and explain the meaning of the term 'non-European country'</li> <li>To identify key human and physical features in Tulum and compare to Winslow, UK.</li> <li>To compare and identify similarities and differences between Tulum and Winslow.</li> <li>To identify some ways in which Tulum is a sustainable city.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of maps to locate places studied.</li> <li>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).</li> <li>Observe and describe some geographical similarities and differences between locations studied.</li> <li>To carry out an enquiry into the high street of Winslow and compare to a main tourist street in Tulum.</li> <li>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.</li> </ul>	<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>

Year 3	Knowledge	Skills <i>(Taken from progression document)</i>	
<p><b>Unit 1</b> <b>How do rivers work?</b></p> <p><b>Overview:</b> 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><b>Prior learning:</b> Y1 – learning about the UK.</p> <p><b>Future learning:</b> Y6 – more extreme weather events in the UK, e.g. flooding.</p>	<ul style="list-style-type: none"> <li>To understand the use of a river.</li> <li>To understand the purpose of contour lines on maps.</li> <li>To understand how rivers are formed and identify key features of a river.</li> <li>To locate some the major rivers of the world and the UK.</li> <li>To understand the route of the River Thames.</li> <li>To understand how some of the features of the River Thames affect the surrounding area.</li> <li>To know why the River Thames is liable to flooding and the impact of this.</li> <li>To consider human impact on the River Thames e.g. <i>pollution (fieldwork focus so look at data, sources of info, change over time etc).</i></li> <li>To understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a wider range of maps including OS and digital maps.</li> <li>To create a sketch map showing the route of the River Thames using symbols and a key.</li> <li>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).</li> <li>Begin to frame questions and answers in geographically valid ways (e.g. linked to similarities and differences or change over time).</li> </ul>	<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><b>Unit 2</b> <b>From Rio to the Rainforest: what is life like in Brazil?</b></p> <p><b>Overview:</b> 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><b>Prior learning:</b> Y2 – importance of protecting Antarctica.</p> <p><b>Future learning:</b> Y5 – considering what life is like in Kenya Y6 – quality of life comparisons</p>	<ul style="list-style-type: none"> <li>To locate Brazil and its major cities.</li> <li>To identify human and physical features in Brazil and compare these to other locations studied.</li> <li>To understand and describe climate in Brazil.</li> <li>To identify types of settlements in Rio de Janeiro.</li> <li>Identify some examples of the economic activity of the locations studied.</li> <li>To understand the impact humans have had on the rainforest.</li> <li>To compare human and physical features of Brazil to our local area.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Using maps to locate and compare Brazil to the location of other regions (e.g. Winslow, Tulum, Mexico, Antarctica). Investigate and describe the human and physical geographical features of Brazil.</li> <li>Engage in guided enquiries and begin to suggest own questions for enquiry.</li> <li>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</li> <li>Use digital maps to identify scale in relation to deforestation in Brazil.</li> <li>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.</li> </ul>	<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><b>Unit 3</b> <b>How can we use maps to find out about the UK?</b></p> <p><b>Overview:</b> Understand the UK in more depth through consideration of counties, regions, key features etc.</p> <p><b>Prior learning:</b></p>	<ul style="list-style-type: none"> <li>To describe the location of geographical regions of the UK and their major cities.</li> <li>Understand the location of Winslow as within the South East region of the UK.</li> <li>To know the route of the Three Peaks using 8 points of a compass.</li> <li>Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity etc.) and 4 figure grid references.</li> <li>To make comparisons between regions in the UK, in relation to types and size of settlements, and compare to our local area.</li> </ul>	<ul style="list-style-type: none"> <li>To use maps and digital maps to identify key features of regions within the UK.</li> <li>Use the index and contents of an atlas.</li> <li>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. Begin to understand the use of scale on maps and work out simple distances on maps and digital maps.</li> <li>Use maps to explore the Three Peaks route from London</li> <li>Apply age –appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales).</li> </ul>	<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>

<p>Y1 – understanding the countries and capitals of the UK</p> <p><b>Future learning:</b> Y5 – in depth study of a local area (Milton Keynes).</p>	<ul style="list-style-type: none"> <li>To describe how the land use in the city of Birmingham has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Select information according to relevance (e.g. identifying only 'main' landmarks or features).</li> <li>Begin to evaluate own observations and compare them with others. Begin to consider purpose and reliability of different image types.</li> </ul>	
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Year 4	Knowledge	Skills (Taken from progression document)	
<p><b>Unit 1</b> <b>What are the extreme features of our earth?</b></p> <p><b>Overview:</b> Understand mountains, volcanoes and earthquakes and consider case studies of these around the world.</p> <p><b>Prior learning:</b> Y2 – continents and oceans and iconic features includes some extreme features.</p> <p><b>Future learning:</b> Y6 – changes to our world and how extreme events may come from more than just these features.</p>	<ul style="list-style-type: none"> <li>To understand what mountains are and how they can impact the human and physical geography of a place.</li> <li>Identify the geographical features of a mountain (Mount Everest)</li> <li>To locate Snowdon and its key features of its surrounding landscape.</li> <li>To understand what volcanoes are and describe how they can impact the human and physical geography of a place.</li> <li>Identify and locate where volcanoes (e.g. Mount Etna, Iceland, Mauna Loa) are on a world map including the "Ring of Fire".</li> <li>To understand what an earthquake is and locate areas of the world where recent earthquakes have occurred.</li> </ul>	<ul style="list-style-type: none"> <li>To use maps to 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.</li> <li>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.</li> <li>On digital maps, begin to measure distances.</li> <li>Understand and explain the purpose/reliability of different images types including oblique views.</li> <li>To use digital maps and photographs to locate the San Andreas fault and identify its features.</li> </ul>	<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><b>Unit 2</b> <b>How does living in Copenhagen compare to Winslow?</b></p> <p><b>Overview:</b> A more detailed comparison in a European country to the UK with a real focus on sustainability in Copenhagen.</p> <p><b>Prior learning:</b> Y2 – comparisons between Winslow and Antarctica and Tulum.</p>	<ul style="list-style-type: none"> <li>To locate major countries and cities in Europe and locate Russia.</li> <li>To locate Denmark and Copenhagen and compare its location to our local area.</li> <li>To identify key physical features of Denmark and compare to our local area.</li> <li>To identify key human features of Denmark, specifically Copenhagen, and compare to our local area.</li> <li>To compare and understand how transport in Winslow is different compared to Copenhagen.</li> <li>To understand why Copenhagen is a sustainable city and suggest improvements to changes to our local area e.g. renewable energy, wind power</li> </ul>	<ul style="list-style-type: none"> <li>Use maps to 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></li> <li>Use a wide geographical vocabulary to identify, describe and compare the human and physical features of the countries and regions studied</li> <li>Engage in guided enquiries and suggest own questions for enquiry. Identify connections, contrasts and trends in observations in information selected.</li> <li>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.</li> </ul>	<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><b>Future learning:</b> Y5 – comparison of the Kenya and the USA to the UK. Y6 – consideration of climate change and importance of sustainability.</p>			
<p><b>Unit 3</b> <b>How does climate affect life on Earth?</b></p> <p><b>Overview:</b> Understand climate zones around the world, biomes, etc and their impact on life on our planet.</p> <p><b>Prior learning:</b> Y1 – hot and cold places</p> <p><b>Future learning:</b> Y6 – the changes happening to our world relating to climate change.</p>	<ul style="list-style-type: none"> <li>To understand the concept of climate and locate major climate zones.</li> <li>To locate the position of the Tropics of Cancer and Capricorn as lines of latitude.</li> <li>To identify and describe major vegetation belts.</li> <li>To identify and describe biomes and their location.</li> <li>To understand what climate change is and identify causes of climate change and its effect.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and identify the world’s climate zones using maps.</li> <li>Locate and identify the world’s major biomes and vegetation belts using maps.</li> <li>Draw a map from a description and compare to other maps.</li> <li>Recognise that geographical ‘facts’ can vary depending on the source and begin to suggest reasons for this.</li> <li>Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference). Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.</li> </ul>	<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>

Year 5	Knowledge	Skills <i>(Taken from progression document)</i>	
<p><b>Unit 1</b> <b>What is the USA like?</b></p> <p><b>Overview:</b> 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><b>Prior learning:</b> Units focusing on comparison between countries within Y2 and Y4.</p> <p><b>Future learning:</b> Y6 – climate change and it’s impact on weather events worldwide.</p>	<ul style="list-style-type: none"> <li>To locate the USA and identify its key physical features and human features, comparing to our local area.</li> <li>To identify time zones within the USA and compare to those around the world considering the Prime/Greenwich Meridian</li> <li>To explore climate zones and biomes in the USA.</li> <li>To locate major rivers in the USA.</li> <li>To understand how water is distributed across the country e.g. floods in Mississippi and droughts in California.</li> </ul>	<ul style="list-style-type: none"> <li>Secure and further develop the use of a wide geographic vocabulary to identify, describe and compare the human and physical features of the locations studied.</li> <li>Use a wide range of maps (including thematic maps) to locate and describe features studied.</li> <li>Compare and evaluate maps with different scales.</li> <li>On digital maps, use linear and area measuring tools to start to use and contrast digital maps at varying scales.</li> </ul>	<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><b>Unit 2</b> <b>How has Milton Keynes changed over time and how might it change in the future?</b></p> <p><b>Overview:</b> 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><b>Prior learning:</b> EYFS and Y1 – our local area and the UK Y3 – the UK</p> <p><b>Future learning:</b> Y6 – sustainability consider in unit 2 and 3</p>	<ul style="list-style-type: none"> <li>To locate the home counties and counties bordering Buckinghamshire including key towns and cities.</li> <li>To describe and compare how land use has changed over time in Milton Keynes.</li> <li>To understand the road network in Milton Keynes and why it is unique.</li> <li>To compare housing in Milton Keynes to Winslow using census data.</li> <li>To compare Milton Keynes to other locations (Winslow, Copenhagen, Rio de Janeiro, The USA) and consider methods Milton Keynes has used to increase sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the city of Milton Keynes on a range of maps of various scales and perspectives.</li> <li>Begin to use 6-figure grid references.</li> <li>Use a wide range of maps (including thematic maps) to locate and describe features studied including digital mapping to look at change in land use over time.</li> <li>Compare and evaluate maps with different scales.</li> <li>Begin to complete enquiries based on own suggested questions. Ask and answer geographically valid questions (e.g. about significance, reliability, relevance and perspective).</li> <li>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.</li> <li>Make a range of comparisons between the local city studied (Milton Keynes) and other locations studied (Winslow, Tulum, Antarctica, Brazil, Copenhagen, The USA).</li> </ul>	<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><b>Unit 3</b> <b>Kenya, a changing nation: what do we know?</b></p> <p><b>Overview:</b> 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><b>Prior learning:</b> Y3 – the impact of deforestation on the Awa tribe and the favelas in Rio de Janeiro.</p> <p><b>Future learning:</b> KS3 – human geography</p>	<ul style="list-style-type: none"> <li>To locate Kenya and use maps to identify major regions and cities.</li> <li>To identify key human and physical characteristics in Kenya, including mountains.</li> <li>To compare physical features to other locations studied e.g. Mount Everest.</li> <li>To identify, explain and compare what life is like in the Massai region e.g. the impact of tourism on economic activity.</li> <li>To identify threats to Kenya ( e.g. <i>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</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Use maps to identify major regions, cities and human and physical characteristics in Kenya.</li> <li>Draw to scale from given measurements/using observations e.g. comparing the height of mountains.</li> <li>Make links between the human and physical geography of the places studied.</li> <li>Begin to understand how geographical 'facts' are often interpreted to support opinions.</li> <li>To create own complex keys.</li> <li>Suggest and evaluate reasons for geographical similarities and differences between locations.</li> </ul>	<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	Knowledge	Skills (Taken from progression document)	
<p><b>Unit 1</b> <b>How does global trade work?</b></p> <p><b>Overview:</b> 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 upon here for children to understand links between them.</p>	<ul style="list-style-type: none"> <li>To define global trade and identify the major cities and countries within global trade routes.</li> <li>To understand where food bought in a local supermarket comes from around the world.</li> <li>To identify and map the global supply chain of cotton to show interconnection between places.</li> <li>To identify and locate the top 10 UK exports.</li> <li>To know what fair trade means and understand the positive impact of fair trade.</li> <li>Identify key countries in which fair trade has been influential.</li> <li>To identify methods that could make global trade more sustainable.</li> </ul>	<ul style="list-style-type: none"> <li>Use and draw a wide range of maps and create own complex keys.</li> <li>Identify and describe geographical links (interconnections) between the range of places studied.</li> <li>Interpret and construct graphs and charts based on data and calculate and interpret averages.</li> <li>Describe some of the effects of economic activity, including trade links, distribution of natural resources on the people who live in the places studied.</li> <li>Evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world.</li> </ul>	<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><b>Unit 2 and 3</b> <b>What is happening to our world?</b></p> <p><b>Overview:</b> 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><b>Prior learning:</b> Drawing on all units to consider how our world is changing and what we must do going forwards.</p>	<ul style="list-style-type: none"> <li>To understand what climate change is and some of the causes of it.</li> <li>To understand areas of the world most at risk from climate change world most at risk of climate change.</li> <li>To describe and explain the impact of climate change on an area e.g. Churchill in Canada, the Maldives or the Great Barrier Reef.</li> <li>To understand how our climate in the UK has changed e.g. showing rainfall or average summer temperature in the UK over a period of time.</li> <li>To understand the size and impact of the Great Pacific Garbage Patch.</li> <li>To understand how the use of wind power in the UK is supporting sustainability.</li> <li>To understand how The Ocean Clean Up is supporting sustainability.</li> <li>To understand how reforestation in Costa Rica is supporting sustainability.</li> <li>To research and present information about an organisation that is aiding sustainability of our world. Explain how geographical 'facts' are used and interpreted to support opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Design/draw distribution/thematic maps. Confidently use thematic maps to illustrate an idea.</li> <li>Confidently use a wide geographic vocabulary to identify, describe and compare the human and physical features of all of the locations studied.</li> <li>Thoughtfully organise information by relevance and begin to critique information provided by a range of sources.</li> <li>Compare and then carefully select images for a purpose (e.g. as evidence to show reliability).</li> <li>Complete enquiries based on own suggested questions and offer suggestions for future enquiries.</li> <li>Interpret and construct line graphs based on data and calculate and interpret averages.</li> <li>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.</li> </ul>	<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>