

	KS1		KS2			
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<p>Topics of study</p> <p><b>“Big Questions” Global Advocacy links</b></p> <p><b>Class R:</b> <b>Goal: What similarities and differences do we notice between ourselves and others?</b> The world - based on children's interests, understanding the world, children choose topics based on interests, spontaneous and adaptable, people and communities. <b>Rights of a child, fair/unfair, what can we do, similarities/differences</b></p>	<p><b>Year A:</b> <b>What's the same? What's different?</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences - Bangladesh/AK</li> </ul> <p>- Fair/unfair - Poverty and inequalities - Links between local and wider communities</p> <p><b>Where on earth...?</b></p> <ul style="list-style-type: none"> <li>• 7 continents and 5 oceans, plastic pollution</li> </ul> <p>- Positive/negative impact of people's actions People's response -Fair/unfair</p> <p><b>Can you get a cold desert?</b></p> <ul style="list-style-type: none"> <li>• Arctic and Sahara</li> </ul> <p>- Global warming - Environmental responsibility - Human rights</p> <p><b>Year B:</b> <b>What's the same? What's different?</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences - Non-EU/AK</li> </ul> <p>- Fair/unfair - Poverty and inequalities - Links between local and wider communities</p> <p><b>Where does the Queen live?</b></p> <ul style="list-style-type: none"> <li>• Locality of London - characteristics, features, fair trade, landmarks</li> </ul> <p><b>How can we look after our world?</b></p> <ul style="list-style-type: none"> <li>• Environmental Responsibility</li> </ul> <p>- Global warming - Fair/unfair - Human rights - How we respond - Positive/negative impacts</p>	<p><b>Year A:</b> <b>Where does water come from?</b></p> <ul style="list-style-type: none"> <li>• Rivers &amp; water cycle - types of land use, human geography</li> </ul> <p>- Fair/unfair - Global warming - Links between local and wider communities</p> <p><b>Why is Fairtrade important?</b></p> <ul style="list-style-type: none"> <li>• Fairtrade fortnight 24th Feb - 8th March</li> </ul> <p>- Fair trade - People's responses - Poverties and inequalities % of production proceeds donated to charity</p> <p><b>Would there be life without rainforests?</b></p> <ul style="list-style-type: none"> <li>• Rainforests - habitats, N &amp; S America, UK comparison, structure, zones, equator, tropics, mapping</li> </ul> <p>- Global warming - Fair/unfair</p> <p><b>Year B:</b> <b>How can we get from point A to point B?</b></p> <ul style="list-style-type: none"> <li>• Local area study - mapping, purpose, human geography, geog skills, comparisons, maps</li> </ul> <p>- Fair/unfair - Global warming - Links between local and wider communities</p> <p><b>Why is clean water essential?</b></p> <ul style="list-style-type: none"> <li>• Dr John Snow</li> <li>• World Water Day - 22nd March</li> </ul> <p>- Global warming - People's responses - Poverties and inequalities % of production proceeds donated to charity</p> <p><b>"How is the UK put together?</b></p> <ul style="list-style-type: none"> <li>• Geographical language - counties, cities, towns, villages, UK only, travel brochures</li> </ul>	<p><b>Year A:</b> <b>Why is the Amazon Rainforest important?</b></p> <ul style="list-style-type: none"> <li>• Amazon Rainforest - physical and made features, green lungs, long &amp; lat</li> </ul> <p>- How impacts people Environmental responsibilities - fair/unfair - local farmers</p> <p><b>What happens when the ice caps melt?</b></p> <ul style="list-style-type: none"> <li>• Antarctica and Arctic - melting ice caps, long &amp; lat</li> </ul> <p>- Global warming - Local vs wider world - Human impact</p> <p><b>Where in the world...?</b></p> <ul style="list-style-type: none"> <li>• Local &amp; contrasting localities, climate change &amp; food miles</li> </ul> <p>- Compare LEDS &amp; MEDC - Poverty &amp; inequality</p> <p><b>Year B:</b> <b>Global warming &amp; climate zones, floods, what is weather/climate?</b></p> <p>- How impacts people Environmental responsibilities - Global impact - comparisons</p> <p><b>How do different regions in Europe compare?</b></p> <ul style="list-style-type: none"> <li>• European regions, Scandinavia, Russia etc.</li> </ul> <p>- Refugee crisis - UN Rights of a child - Human impact</p> <p><b>What would you find at 0° E, 51° N?</b></p> <ul style="list-style-type: none"> <li>• Geographical language - seas, oceans, rivers, plates, long/lat etc.</li> </ul> <p>- water activity - Oxfam</p>			

## Geography Progression of Skills



<p><b>Locational Knowledge</b></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main countries and cities in/around Sussex.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
<p><b>Place Knowledge</b></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using Barnaby Bear/class bear.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides</p>	<p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</p>
<p><b>Human &amp; Physical Geography</b></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>□ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<p>Describe and understand key aspects of:</p> <p>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy</p>

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	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>□ key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</li> <li>□ key human features, including: city, town, village, factory, farm, house, office.</li> </ul>	<ul style="list-style-type: none"> <li>□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>		<p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	
<b>Geographical Skills &amp; Field work</b>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment..</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>