Geography Skills and Knowledge Progression

Humanities

At Wantage Primary Academy, we deliver humanities subject skills and understanding under a lead topic whilst being discrete lessons in terms of skills and knowledge. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. This time provides further opportunities to learn about people and cultures, including modern Britain, male and female pioneers and those from a range of backgrounds to fully reflect modern British society. Our topics are carefully balanced and planned to be age appropriate across the years. The breadth of possibilities and opportunities for learning reaches further than the two 'labels' of History and Geography. Teaching and learning in English, Science, Art and Design and Technology are often inspired and stem from the humanities topics.

Our topic overviews are produced to show what is taught. Our skills progression sheets show the knowledge and skills covered in each year group. The coverage of topics in EYFS and KS1 is mixed so that Nursery and Reception and Y1 and 2 cover content over a 2-year rolling programme (on an A/ B cycle); there topics also integrate the humanities subjects. This allows for children and teachers to work collaboratively across the two year groups as well as shared educational visits and experiences. It also ensures breadth and depth for all learners and a range of skills and experiences over their 2-year journey. In KS2, children move onto a yearly programme that progresses chronologically through British history and then beyond.

Geography Curriculum Statement of Intent

Our Geography curriculum strives to provide our children with the opportunities to become local experts and global citizens, deepening their interest, curiosity and wonder in exploring their own place in the world. We believe it is important to provide 'Living Geography' concerned with children's lives, starting with their immediate environment and looking at the futures of their locality and then world. Through our curriculum we intend to children will develop a sense of their world at the local, national and global scales understanding the interconnections between how people and the environment interact. Fieldwork is an essential part of this. We will take full advantage of our changing local area. Pupils learn to think critically, think spatially, use maps, visual images and technologies, to analyse and present information. They will have an adept understanding of their responsibilities within their own society whist also having a coherent insight into sustainability of a dynamically changing world.

Children will be taught both geographical knowledge and skills in discrete geography lessons. We aim for our children to have an understanding of the wider world, generate and answer questions, locate places, identify similarities and differences, carry out field work and be able to explain processes and human impact using geographical vocabulary. Geography encourages pupils to understand how other people from different countries and cultures live, which promotes our school values of respect and tolerance.

Our Geography curriculum has been designed to cover the knowledge, skills and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.' To ensure that pupils develop a secure knowledge that they can build on, our geography curriculum is organised into a progression model that outlines the knowledge and skills to be taught in a sequentially coherent way which builds on and makes connections with prior knowledge and learning. Locational Knowledge; Place knowledge; Human and

Physical Geography; Geographical Skills and Fieldwork are all mapped out to ensure that pupils build on secure prior knowledge. This is outlined in our planning document. This enables children to know more, remember more, achieve more.

Implementation

All learning will start with revisiting prior knowledge and making meaningful connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. During lessons children are exposed to geography specific vocabulary and taught these through repetition and meaningful use. Previous vocabulary is recapped and reinforced. Key vocab is in all planning documents and shared and used with nd by the children each lesson.

Children have access to a variety of resources in the classroom to deepen learning and to help them understand key knowledge, concepts and geographical skills. Quick fire questions are used to review learning and check that children know more and remember more. Geography assessment is ongoing throughout every geography lesson to inform teachers with their planning for lesson activities and differentiation. Summative assessment is completed at the end of each unit where geography objectives have been learned.

Impact

Children have the knowledge and skills to work like geographers. They make sustained progress across the subject and can apply their knowledge and skills in a range of field work situations. Children have a sense of place with locational knowledge of the world, its environment and how human and physical factors lead to changes over time. Geography is assessed against National Curriculum objectives through teacher judgement and monitored by the subject leader through learning walks, monitoring opportunities. Feedback from leaders, progression grids and pupil voice supports teachers in making accurate judgements of what the children know. Pupil voice is used to enable leaders to assess the impact of the geography curriculum and whether children know and remember more. Pupil work demonstrates that geography is taught at an age-appropriate standard across each year, which is ambitious for all children with added challenge to enable greater depth.

Coverage Overview	Autumn		Spring		Summer	
EYFS Nursery	**Marvellous Me** Exploring what makes us special. Where do you live? Where does your family come from? Look on Google Maps, globe etc Where is our school?	**Let's celebrate** Learning about special times such as Bonfire night, Diwali, Birthdays and Christmas, Chinese New Year. – Look at where festivals are celebrated and cultural traditions.	**Magical Monsters** Reading stories such as 'The Gruffalo' and 'Bedtime for monsters. And other beastly tales. Talk about forests and countryside as settings for stories compared to cities.	**Twinkle Twinkle** Exploring space and travelling in a rocket. Including stories such as Man on the moon. – Look at images of the world from space. Look at our place in the solar system.	**All creatures great and small** Looking at different animals and their habitats- where is the habitat? What type of climate is there?	**Down at the bottom of the garden** Investigating planting and growing. Exploring different minibeasts. Look at different plants in different locations- e.g. cacti in deserts and polar plants etc
EYFS Reception	**Marvellous Me** Exploring what makes us special. Where do you live? Where does your family come from? Look on Google Maps, globe etc Where is our school?	**Terrific Tales** Talk about settings of stories from other cultures- African stories, Diwali story etc. Use	**Amazing Animals** Looking at different animals and their habitats- where is the habitat? What type of climate is there? Seasonal change- observations of the natural world.	**Come outside** Investigating planting and growing. Exploring different minibeasts. Look at different plants in different locations- e.g. cacti in deserts and polar plants etc	**Ticket to ride** Mapping- journeys Look at different transport and where it can take us. Do people use different types of vehicle depending on the landscape?	**Fun at the seaside** Compare our local area to the seaside. Look at coastal habitats. Compare seaside locations around the world. What is similar what is different?

		globes and Google Maps to locate settings.	Comparing habitats with our own location.			
Year 1/ 2 A	**This is Wantage!** **Focus: local Geography and History** • Local area study • Explore environment • Different types of homes • Different types of buildings in Wantage • Compare and contrast areas • Create map of route taken • Old and new buildings • Compare homes and objects from the past to now		**Happily ever after?** **Focus: Geography and History** • London • Castles • Counties in UK • Countries in UK • Capital cities • Compass skills • Exploring Kings and Queens of our country starting with Elizabeth II • Chronology of kings and Queens including duration and impact of reign	**Take a walk on the wild side** **Focus: World Geography** • Use Mama Mita to explore the African country of Kenya. • Use maps and atlases to identify continents • Compare Kenya to own locality. • What animals would you see in Africa? • What foods are grown in Kenya and why – linked to climate?	**Incredible Me!** **Focus: PHSE and History** • Health and wellbeing of ourselves. • How we have changed. • Nurses and doctors to help look after us. • Florence Nightingale and Mary Seacole –Where did she go? What did she do? What changes she made to medicine practices we see today? • Look at modern changes and pioneers, focus on diversity and contributions from women and people of colour. Discrete geography – weather (**A and B**)	
Year 1/2 B	**London's Burning** **Focus: History** • Introduce Great Fire of London. • Explore some buildings – how they differ to buildings today. • Explore materials of homes. • Samuel Pepys kept a diary. Why is it important to record historical events? • Visit from Fire Station.		**Frozen Planet** **Focus: Geography and History** • Exploring our own winter season. • Use maps to locate Antarctic. Compare to own locality. • Use sources to explore weather conditions? • Which animals live there? • Explore significant figures and expeditions of the polar regions. Focus on Ernest Shackleton's expedition to the Antarctic • Maps of the world to show different regions including the equator.		**Marvellous Machines – the marvel of flight** **Focus: History** • Explore transport today and in the past. • Look at how different modes of transport have changed e.g. bikes, trains etc • Look at some local engineers e.g. Dyson • Focus on the history of flight – specifically the first aeroplane flight by Wright brothers and women pioneers e.g. Amelia Earhart. • Museum visit • Chronology	
Year 3	**Dawning of the Ages** **Focus: History** • Stone Age to the Iron Age – H1 • Late Neolithic hunter-gathers and early farmers – Skara Brae • Bronze Age religion, technology & Travel – Stonehenge • Iron Age hill forts – tribal kingdoms, farming, art & Culture		**Where in the world are we?** **Focus: Geography** • Local Study • Geography focus • Fieldwork skills to observe measure & record: Sketch maps, plans, graphs, digital technologies – Human Geography - Study Oxfordshire		**A step back in time – Rotten Romans** **Focus: History (some European Geography)** • Invaders and Settlers • Celts & Romans • Visits to local site • How and why they invaded • Interpret evidence and reflect upon different historical opinions	

			• Looking at maps of Europe and areas Romans travelled	
Year 4	**What happened when the Romans left Britain?** **Focus: History** • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 • Focus on Wantage in terms of Alfred the Great and link back to learning from KS1	**Europe** **Focus: Geography and History** • Settlements in the UK • Settlements in Europe • Traders and travellers • Movement of the Anglo Saxons and Romans • Focus study on European country Italy and its neighbours (linked to Romans) • Chronology of travel and discovery	**Down the river and up the mountain** **Focus: Geography** • Characteristics and features of rivers and mountain ranges across the geographical areas covered so fat: locally and globally • Study of the River Thames and begin to look at major world rivers. • Eco-systems and processes • Water cycle • Land use	
Year 5	**Raging Rivers & Fantastic Pharaohs: Ancient Egypt** **Focus: History (and Geography building up/ linked to Y4 rivers)** • River Nile – compare with River Thames covered in Year 4 • Timelines • Location • Uses of the Nile /Pyramids • Howard Carter • Life Gods	**Our land – local Geography land use** **Focus: Geography** • Features and characteristics of land use across the UK • Regions • Agriculture – farm to fork • Our impact • World environmental land use and areas	**Home and Away** **Focus: Geography** • Compare patterns and places from the UK and a European country – Spain (linked to MFL) • Cultures and customs • Physical and political maps	
Year 6	**It's All Greek to me!** **Focus: History and Geography** • Ancient & Modern Greece • Location • Climate • Produce • Landscape • Analysing sources	**The wider world - Tectonic plates and climate Zones** • Climate zones • Tectonic plates • Earthquakes • Biomes • Climate change • North America and trade links		TBC **Based on knowledge, interest and assessment**

Geography **progression of knowledge, skills and concepts**

EYFS Framework	KS1	KS2
<u>Communication and Language</u> <u>Understanding the World</u> **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	<u>Subject content</u> KS1 Pupils should develop knowledge about – ● the world ● the United Kingdom ● their locality They should – ● understand basic subject-specific vocabulary relating to human and physical geography ● begin to use geographical skills, including first-hand observation, to enhance their local awareness	<u>Subject content</u> KS2 Pupils should – ● extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America ● this will include the location of a range of the world's most significant human and physical features They should – ● Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

National Curriculum Geography Strands; Colour Coded Cross Referencing Key

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork

Each aspect (key knowledge and skill) of our Geography curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by ** to indicate the multiple strands.

Overview	EYFS	KS1 (Years 1 and 2)	KS2 (Years 3 - 6)
Locational Knowledge:	● Can observe, find out about and identify features in the place they live and in the natural world ● Can talk about those features liked and disliked ● Can I use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat' to make distinctions in their observations	● Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ● Can name and locate the world's seven continents and five oceans	● Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land -use patterns; and understand how some of these aspects have changed over time ● Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge:	● Can observe and identify features in the place they live and the natural world ● Can talk about features ● Can find out about the environment by talking to people, examining photographs and simple maps and visiting local places ● Can use words that help to express opinions, e.g. 'busy', 'quiet' and 'pollution'	● Understands 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	● Understands 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

Human and Physical Geography:	• Can discuss patterns around them, e.g. rubbings from grates, covers, or bricks, shapes and signs including traffic signs • Can identify seasonal patterns – focusing on plants and animals. • Can explore their local environment and talk about the changes are seen • Can talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world	• Can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; key human features, including: city, town, village, factory, farm, house, office, port, and shop	• Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical Skills & Field work	• Can observe and identify features in the place they live and the natural world • Can comment on what they see and link to their own environment both rural and urban • Can examine change over time • Can pose carefully framed open-ended questions, such as "How can we…?" or "What would happen if…?".	Children will be able to – • Use world maps, atlases and globes • Use simple compass directions • Use aerial photos and construct simple maps • Undertake simple fieldwork within school Locality	• Can use: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Year Group and theme	Intent/ knowledge	Key Geographical skills and knowledge	Key vocabulary
Y 1/ 2 A This is Wantage! Focus: local Geography and History	Within early years the children focused their geography on the school and very local community and environment. They will now begin to look at the wider area of Wantage, the location of the school and other landmarks and where the majority of the children live. Looking at an area that they are familiar with but from the eye of a geographer, they will be introduced to the physical and human features. The children will develop their knowledge of basic fieldwork skills by observing features of their environment understanding how these features form the area and its usage. They will plan routes and use and create maps.	Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street.** Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters. An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map. Maps have symbols on them to show us important buildings and other features of the area. Human features are characteristics of a place that were made by humans, for example shops and roads. Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). Name and give examples of some of the key features of their local area. Use observational skills to sort physical and human features using aerial photographs. Construct a map of the classroom using fieldwork observations. Use and recognise some basic map symbols, and to understand how these can be used in a key.	Atlas, globe, similar, different, aerial view, features, location, near, far, route, location, Continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean. physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, human features, city, town, village, factory, farm, house, office, port, harbour and
Year 1/ 2 A Happily ever after? Focus: Geography and History	After being introduced to the local area the children will widen their geographical knowledge and begin to develop mapping knowledge and skills. They will locate Wantage and then Oxfordshire as an area within the United Kingdom before studying and identifying the four countries and capital cities that make up the United Kingdom and its surrounding seas. The children will begin to use compass directions to explain place	London (where we live) is the capital city of England. England is one of four countries in the U.K. The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast. The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean. Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops. Towns and countryside have similar and different geographical features. Use globes, maps and atlases to locate the countries and capital cities of the U.K. Use a growing range of subject specific vocabulary. Compare geographical features of towns and the countryside using their existing observations, maps and photographs.	

	and location. They will look at the capital cities in the UK particularly London and the features which identify it as a capital city, comparing it with Wantage	Use aerial photographs to begin to locate countries and different features, recognising how things are represented. Use geographical vocabulary to refer to features. Locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational language (e.g. near and far; left and right) to describe the location of features and routes on a map. Understand the make up of London and compare to Wantage. ,	shop, location, near, far, route, location, grid references, north, south, east, west, climate, hot, cold, country, capital, equator
Year 1/2 A **Take a walk on the wild side** **Focus: World Geography**	Building on their prior learning of the United Kingdom the children will move on to looking at continents. Children will then locate Africa looking at its make up. They will find the UK and Kenya and discuss similarities and differences of both locations. They will recognise landmarks and features of Kenya, ensuring we show a broad and balanced view of Kenya and its make up.	There are borders that separate different parts of the world A continent is a land mass and an ocean is a large body of water (and the names of each) There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia The majority (71%) of the world's surface is covered by water The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. Kenya is located in East Africa. Its terrain rises from a low coastal plain on the Indian Ocean to mountains and plateaus at its center. Most Kenyans live in the highlands, where Nairobi, the capital, sits at an altitude of 5,500 feet (1,700 meters) Different parts of Kenya are rural and some are quite urban. Begin to think about: What do photographs show us? Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses) * * Make comparisons between UK and Kenya. Use geographical vocabulary e.g. north, south, east and west Use maps and globes to locate Kenya and begin to use navigational language.	
Year 1/2 **Discrete Geography unit A and B**	This unit will be placed before looking at specific regions e.g. Polar regions, African Savannahs etc to ensure children have the language to pin the knowledge onto.	Recap mapping, UK and direction Knows and can explain what the weather is like in our country. Knows and can name 4 types of weather that happen in the UK. Knows that weather changes throughout the year and can name the seasons. Knows and can explain how the weather can affect us Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. Knows and understands what weather forecasts show and knows 3 or more weather symbols and can explain what they show Knows what hot and countries might look like and how they might differ according to the weather Link to weather in Kenya (A) and polar regions (B) Observe the weather. Record observations in a weather diary. Describe what weather forecasts show. Work cooperatively (with a partner) to present a weather forecast for parts of the UK (and Kenya A or Antarctica B) for different seasons Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner. Use ICT to design a campaign to help people look after themselves in very hot weather (PSHE). Begin to locate a hot and cold county on a world map. Research climate with my partner and present facts to class friends. Begin to locate other places such as the North Pole, South Pole and Antarctic.	
Year 1/ 2 B **Frozen Planet**	In this unit the children will begin by looking at the seven continents and five oceans of the world before identifying a location in terms of a designated area (a locality such as a town, city or country). This will develop the children's mapping skills further and provide a basis for the children's learning in key stage 2 where over the years they will develop a broader understanding of the different countries within each of the seven continents. They will then focus on the polar regions using globes, maps and satellite images, focusing on the geographical aspects of these regions.	Consolidation from A - There are borders that separate different parts of the world A continent is a land mass and an ocean is a large body of water (and the names of each) There seven continents and five oceans Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world Make comparisons between different continents and oceans * * Use geographical vocabulary to explain position e.g. north, south, east and west Know that the climate is different across continents (and to be able to give examples of contrast, e.g. Africa and Antarctica) The equator is the hottest part of the world and it relates to the Earth's orbit around the sun. The poles above and below. Begin to explain climate zones and advance and identify hot and cold places and why they are as they are. Look at the conditions for plants and animal survival in a desert in the tropics e.g. The Sahara and the Polar deserts e.g. Antarctica.	

Year 3 **Where in the world are we?**	In key stage 1 the children focussed their mapping work to look at the various countries of the world. This term, the children will focus their mapping work upon particular cities and counties. This will be built upon across the key stage as more counties and cities are introduced to the children. The children will carry out fieldwork draw a simple map of a familiar short route using OS symbols. To be able to present findings from fieldwork using clear and concise prose. The children will begin to use the eight points of a compass to explore a space and use four-figure grid references to locate features on a map adding more detailed symbols onto a key to build upon previous knowledge.	Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map Knows what defines a city as opposed to a town (i.e. cities must have a cathedral/ city status) * * Can name significant rivers of the UK and the seas that some rivers flow into Knows and can name some of the mountain regions in the UK Knows and can describe how the UK population has changed over time Knows where some immigrants to the UK migrated from, within an historical context. Knows how to find specific information from an atlas (page numbers and compass rose and index) Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 point compass points to describe a location relative to another place. Use a legend to find areas of higher ground on a map. Use the eight points of a compass. Interpret symbols and keys to develop knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**(As KS1) +** Patterns, places, fieldwork, Europe, , environmental, regions characteristics, major cities, sketch maps, plans, graphs, topographical features, land-use, change, position, significance, rivers, mountains, human geography, settlement, land use, economic activity, distribution, natural resources, energy, food, minerals, eight point compass, northeast, northwest, southeast, southwest, grid references, symbols, key, ordnance survey map, topographical features
Year 3 **Rotten Romans** **Europe**	The children will revisit their local area and world location knowledge and look at the various different countries which people are from within the world. This will allow the children to gain a perspective of the proximity, size, position and features of other countries. They will further develop their fieldwork skills and their recording and presentation skills as well as use of atlases. They will focus on Europe and igain an overview	Knows that the Romans invaded Britain in AD 43 and built a settlement called Londinium on the banks of the River Thames and can describe some of the ways that London has changed since AD43 Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia) To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity. To know significant environmental regions and their physical characteristics (eg of rivers : Volga, Danube, Ural, Rhine, Thames, Don and Seine) (eg of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucus) To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral). To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan) To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent. Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. Use an atlas to identify national flags and support understanding what each flag represents. Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.	
Year 4 **Europe** **2 terms**	Linked to the study of Romans (Y3), the children will revisit the location of the world's lands, countries and continents. They will look at why people settled in particular locations. They will describe human processes in terms of how human involvement has affected the world and ask geographical questions surroundings the characteristics of a location – Italy from where the Romans derived. They will look at the settlement through the eyes of the Romans. They will develop their mapping skills to identify the areas that they settled and the areas which were impacted due to the building of the road. As they previously looked at why people move and how this affects the use of the land in the local area they will now look at how the topographical features influenced	To know that the UK is a nation within Europe which is a continent. Recep the UK, its countries, counties, major towns and cities. To know the difference between the EU and Europe. Know that the single market makes trade between European countries easier and that trade within the single market can involve countries beyond Europe (for example, Canada). To know and recognise the constituencies covered in and understand the concept of a national and global identity. Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. Italy is a country in Southern Europe. The country is located on a peninsula in the Mediterranean Sea. Rome is its capital city. Italy borders six countries: France, Austria, Switzerland, Slovenia, Vatican City and San Marino. A flight to Italy's capital city Rome takes roughly 2.5 hours from London. The Alps and the Apennines are the two main mountain ranges in Italy. In the North, the mountain range of the Alps separates Italy from the other European countries France, Switzerland, Austria and Slovenia. The highest mountains of Italy can be found in the Alps. The Dolomites are a part of the Alps mountain range in Italy's north and many of the peaks are above 3,000 m/ 9,843 ft high. Italy is known for its language, art, cuisine and culture Its capital, Rome, is home to the Vatican as well as landmark art and ancient ruins. Italy's location on the Mediterranean linked it with the trade routes of the ancient civilizations that developed in the region. With the city of Rome's rise to power, the Italian peninsula became the center of a huge empire that lasted for centuries. Rome is the capital and it has a Mediterranean climate which transitions to a cold semi-arid climate with warm summers and relatively cold winters	**(As Y3) +** Patterns, places, environmental, regions characteristics, major cities, sketch maps, plans, graphs, topographical features, land-use, change, position, significance, peninsula, mountain ranges, rivers, mountains, volcanoes, earthquakes, water cycle, settlement, land use, economic activity, waterways , distribution, natural resources, energy,

	the roads that they built and the lasting impact on the world today.	To know some of the significant places in Italy (and specifically Rome) and where these are in relation to each other using 8 point compass directions (to include To know some of the features of Rome's river and how these compare to those of the Thames. Use geographical vocabulary to describe the physical attributes of an area. Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions. Through research, understand why certain areas are populated and others not as much. Recognise that humans have a significant impact on the earth and that the environment determines the use of land. describe some of the characteristics of the geographical areas known. create a map of a geographical area including basic symbols, compass points and a key.	food, minerals, water, eight point compass, northeast, northwest, southeast, southwest, grid references, symbols, key, ordnance survey map,
Year 4 Down the river and up the mountain	During this term the children will identify and locate rivers and mountains on a world map and investigate the impact of their location on different societies. After previously touching upon some UK-based, European and major world rivers, the children will investigate the water cycle and the relationship between localities and people. They will focus firstly on the river Thames. The children will also look at major mountain ranges and the difference between hills and mountains. The children will learn the names and locations of the major mountain ranges and rivers in the world and locate them on maps.	To relate the formation and continuum of rivers to their knowledge of the water cycle. To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges; That middle course river features include wider, shallower valleys, meanders, and oxbow lakes.; That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth. To know that rivers erode in four ways: Abrasion - when large pieces of bed load material wear away the river banks and bed; Attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes softer rock; Solution or Corrosion – when acidic water erodes rock. That the River Thames is our nearest major river and flows from Kemble in the Cotswolds to the Thames estuary That the River Thames has many bridges to allow access for cyclists, traffic and pedestrians and was historically significant in the context of transporting goods To know major mountains and rivers around the world and where they are located. Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Use a compass correctly to map the direction/location of our local canals and the direction water flows in Locate local rivers and waterways on a range of maps, including ordnance survey Y5 – compare the River Nile to the River Thames. Look at its history and land use and complete comparison diagram for the different human and physical aspects of Geography.	
Year 5 **Our land – local Geography land use**	The children have previously looked at features within the local area. The children will now focus on a localised view of land use. They will look at how the natural resources of the land in the local area shaped its history and the input of human features and its location influences now and its possible future usage again looking for patterns. The children will develop field work skills by mapping the local area as it is today and comparing that to maps of the past. They will link this knowledge to the use of the physical features of a location.	The United Kingdom is divided into regions called counties (there are 48 in England). Wantage is a town located in the county of Oxfordshire. To know other locations Knows and can name the county we are in and nearby counties and different features and characteristics of the UK and their land use including the proximity to waterways. Population and topographical features for Oxfordshire (natural formations: hills and mountains, rivers, lakes, valleys and coastline and manmade features: roads, dams and cities). children will know the meanings of these words and learn where and how these are measured so that they can research them and study them during fieldwork That the human and physical features of Oxfordshire vary and correlate with other geographical features (such as population/topography) to inform focus of own research. Research, find and organise facts about a county into an information leaflet, including headings, sub-headings, planning layout to include graphics; prioritising facts on information value Self-directed research using reliable sources such as National Geographic cross referenced with atlases and encyclopaedias Select appropriate information to organise and share. To understand how land is used locally and globally through maps, OS maps, satellite images and research Begin to consider human impact on land and how it has changed. Carry out a fieldwork study Look at Farm to fork and farming across the UK and the impact of farming (and some imports)	Conclusions, locations observe, measure, record interrelated, land-use patterns, economic activity, trade links, distribution of natural resources, energy, food, minerals, water supplies, biomes, vegetation belts reasons, change, describe, geographical diversity, conclusion, symbols, population densities, height of land observe, collect, interdependent, interconnected, current, contemporary, issues, society, environment, densities, height,
Year 5 **Home and away**	During the previous years the children have looked at the invasion and settlement during prehistoric all the way through to modern times. In this unit the children will focus on Europe more in depth and will look at a European country, comparing it to our own. They will compare patterns and cultures from the human and physical aspect. The country	To know that the UK is a nation within Europe which is a continent. Recep the UK, its countries, counties, major towns and cities. To know the difference between the EU and Europe. Know that the single market was devised to regulate trade between European countries and that trade within the single market can involve countries beyond Europe (for example, Canada). To know and recognise the constituencies covered in and understand the concept of a national and global identity. Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. Compare physical and political maps Spain has land borders with three other countries: Portugal, France, and Andorra. It also borders the British overseas territory of Gibraltar. The two main rivers are the Tagus and the Ebro. The Pyrenees are a mountain range which runs along the border of Spain and France.	

	chosen is Spain to link closely to our MFL Spanish and the work carried out to learn about Spanish culture. The children will then hone in further and gain knowledge of Madrid, comparing it with our capital and others. We will also compare some physical features previously studied e.g. rivers	Spain is divided into regions. In the UK they are called counties, but in Spain they are called 'autonomous communities'. Autonomous communities have their own regional government, flag and capital city. There are 17 altogether. Spain has three climates. It grows different crops in each one (link to previous work on climate and farming). Spain's cities contain important architectural buildings such as the narrow ancient streets of Toledo, Gaudi's Park Guell in Barcelona, La Sagrada Familia cathedral. Madrid is the capital city of Spain, as well as its autonomous community. Its geographical location is in the centre of Spain Madrid has a Mediterranean climate which transitions to a cold semi-arid climate with warm summers and relatively cold winters To know some of the significant places in Madrid and where these are in relation to each other using 8 point compass directions (to include - the Royal palace, Parque del Retiro, etc To know some of the features of Madrid's Manzanares river and how these compare to those of the Thames. Used geographical vocabulary to describe the physical attributes of an area. Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions.	interconnected, topological archipelago
Year 6 **It's all Greek to me**	While in Y4, the children learnt about the influence the Roman's had upon the road system in year 6 the children will learn about the influence the Greeks had on many aspects. They will look at the land use of Greece and its make up. They will also make comparisons between Greece and other European countries studied – Italy and Spain, focussing on the physical differences such as its islands. They will look at the legacy of Greece and relate it to History.	Greece is a country in southeastern Europe. The country is situated on the Balkan peninsula. The country shares land borders with four countries: Albania, North Macedonia, Bulgaria and Turkey. (the name Macedonia was disputed by Greece and the country to the north of Greece changed its name to North Macedonia in February 2019). Greece is a mountainous country. Mountains cover 80% of the country. The two major mountain ranges are the Pindus and the Taurus mountains. Greece is located in the Mediterranean Sea. The Greek coastline borders the Ionian Sea and the Aegean Sea as well as the Libyan and Crete Seas in the south. The country consists of the mainland with two peninsulas called Peloponnese (in southwestern Greece) and Chalkidiki (in northeastern Greece). Greece also includes an archipelago of about 6,000 islands with Crete being the largest island. Use the met office to look at the temperature of Athens today. Do the same for Wantage. What's the difference? Greece has a mild and temperate climate with wet and colder winters and hot and dry summers. Explore the climate in Greece and compare to that of Wantage. Look at the average temperatures each month in Greece and compare to the UK. Compare average rainfall and sea temps. Show picture of white Greek houses – compare with UK houses. Why white? (Because it reflects light). Athens is known as the oldest capital city in Europe. Athens is the southernmost capital city on Mainland Europe. The city is named after Athena, the Greek goddess of wisdom. Use an atlas to find Greece Use map skills to highlight key features of Greece	
Year 6 **The wider world - Tectonic plates and climate Zones**	In this unit, the children will (linked to Science) look at the make up of the Earth including climate zones, tectonic plates, have an awareness of how volcanoes and earthquakes work and how and why they occur. They will work to understand the impact of humans and other changes on the climate.	To know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones (making link to Y4 and 5s knowledge about Mediterranean climates). To know that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation. Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities. understand what the greenhouse effect is and which gases are involved (cross-curricular: Science). Understand the impact of climate change on the different climate zones worldwide Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. The main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. As elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow. Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation. Earthquakes are caused by different types of movement in the earth's tectonic plates **Volcanoes** are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes. Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate. Use ordnance survey resources https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate/page-eight to verify predications about the climate in a specific location according to its geographical location label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes. use atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be compare and contrast the two ways of measuring earthquakes - the Richter and Mercalli scales identify and describe which countries are most likely to experience earthquakes based on their geographical knowledge made connections between their geographical understanding and their knowledge of scientific changes of state To give the location of places of geographical interest (including those represented by maps with symbols) using four and six- figure grid references	
Year 6	The children will then hone in on the continent of North America, understanding its	There are 23 countries in North America, with Canada being the biggest. Some geographical areas in North America belong to European countries. Knows and is able to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America There are 50 states in the USA. Mexico City is the largest city with more than 9 million people living there.	

North America and trade links	vastness and how it hosts more than 1 biome, is made up of different countries and how trade is carried out across continents and within continents	Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans. Greenland is not only the biggest island in North America but also in the world (it is an autonomous territory of the Kingdom of Denmark). The Missouri River is the longest in North America and flows through seven US states. The Grand Canyon is a unique geographical feature in the USA and hosts more than one biome. Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake. Montserrat is a British Overseas Territory in the Caribbean. It hosts many volcanoes. Following a volcanic eruption, many islanders migrated. Panama is a country in Central America. Its canal is an important trade route that links Atlantic and Pacific Oceans. Knows and can explain what trading is. Knows and can explain the difference between imports and exports Knows and can list some goods exported from the UK Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon). To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA. to identify the flags of countries in North America using an atlas. To locate the Panama Canal on a map and identify its significance to trade to the rest of the world.	

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork