

**Winwick CE Primary School: Key Knowledge and Progression Map****Subject: GEOGRAPHY**

GEOGRAPHY	Long Term Planning Overview		
	AUTUMN	SPRING	SUMMER
Reception	Unit Focus: Our Local Area	Unit Focus: Around the World	Unit Focus: The Seaside
Year 1		The United Kingdom (Spring 2/Summer 1) (Approximately 16 hours)	<i>The United Kingdom – Continued (Summer 1)</i>
Year 2	Continents and Oceans (Autumn 2) (Approximately 14 hours)	Mugurameno, Zambia, Africa (Spring Term) (Approximately 16 hours)	
Year 3	Rivers (Autumn 2) (Approximately 12 hours)	The United Kingdom, Revisiting and Extending (Spring Term) (Approximately 18 hours)	
Year 4	European Region (Autumn 2) (Approximately 12 hours)	Volcanoes and Earthquakes (Spring Term) (Approximately 20 hours)	
Year 5		Rainforests (Spring 2) (Approximately 10 hours)	South America (Summer Term) (Approximately 14 hours)
Year 6	Our Local Area, Field Study (Autumn 1) (Approximately 14 hours)	Mountains (Spring 2) (Approximately 12 hours)	



GEOGRAPHY

EYFS

Understanding the World

EYFS Statutory Educational Programme: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

- Draw information from a simple map.
- Recognise similarities and differences between life in this country and life in other countries.
- Recognise that they are different from the one in which they live.
- Understand the effect of changing seasons in the world around them.
- Describe what they see, hear and feel while they are outside.

ONGOING THROUGH THE YEAR

Unit Focus: Our Local Area

Unit Focus: Around the World

Unit Focus: The Seaside

Areas of Learning

Common Misconceptions:

- No understanding of the concept of time.
- Unable to appreciate that a timeline needs to be put into chronological order.
- Unable to distinguish between the different days/weeks/months etc.
- Not understanding the difference between family members and friends of the family.
- Difficulty establishing their own regular routines and behaviours.

Key Questions

- Can you name the road, village, town and city that our school is near to?
- Can you use aerial photographs to find the school and tell us what you notice? (buildings/open space/roads/St Oswald’s/other features)
- Can you draw a simple map of the classroom and outdoor area?

- What is the weather like in different places in the world? (UK, Arctic, Antarctic, Amazon)
- How are the seasons different around the world?
- Does everybody in the world eat the same things?
- Does everybody in the world travel to school in the same way?
- What kind of houses do people around the world live in?

SEASIDE/LOCAL AREA (Done in both)

- What can I see?
- What can I hear?
- What can I feel/how do I feel?
- With the help of my teacher, I can identify things that are:
 - physical features? (manmade)
 - human features? (natural)
- What do people do at the seaside?



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

<p>EDUCATIONAL VISIT: Field Work: Walk around the local area</p>	<ul style="list-style-type: none"> • What can I find out in books about different places around the world? 	<p>EDUCATIONAL VISIT: Field Work: Beach Visit/Walk around local area</p>
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VOCABULARY

spring, summer, autumn, winter,
 Winwick, Warrington, Myddleton Lane, St Oswald's, Leisure Centre, shop, hairdresser, Liverpool, Manchester, motorway, road, cars, people, post box, trees, grass, path, pavement, classroom, tables, chairs, floor, door, toilet, sink, shelves, whiteboard, names of the different learning areas, playground. park, carpark, fences, The Swan, Premier Inn, England, UK, beach, sand, sandcastle, sea, water, ocean, town, village, mountain/cliff, tide, waves, bucket, space, paddling, salt water, statue, manmade, physical, human, natural,
 UK, Arctic, Antarctic, Amazon, South Pole, North Pole, Equator, rainforest, snow, ice, wind, rain, hail stone, dry, wet, cold, hot, warm, desert, swamp, humid,
 walk, run, bus, bike, car, scooter, cart, sledge, snowmobile, sled, climb,
 house, hut, igloo, apartment, bungalow, tent, castle,
 map, ariel view, field work,

KEY LINKS/RESOURCES

Maps and photographs of local area and wider North West, photographs of different seasons, Globe, maps, atlases, photographs/videos of the Arctic/Antarctic, images/real-life objects linked to range of things covered to ensure children have an understanding



GEOGRAPHY

YEAR 1

AUTUMN

SPRING 2/SUMMER 1

Unit Focus: The United Kingdom (Approximately 16 hours)

National Curriculum

Purpose of study

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:



Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

Human and physical geography

- 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
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents (Europe) and oceans(Around the UK) studied at this key stage
- 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
- 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.

Areas of Learning

Prior Learning:

- Have some understanding of what physical/human features are.
- Have some understanding of the concept of a town/city/country

Common Misconceptions:

- Not understanding the idea that the UK is made of up different countries as it is one landmass.

Key Questions

- What is the United Kingdom?
 - What countries make up the UK?
 - Can I find the UK and its countries on a map?
 - What other islands and countries are near to the UK?



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

- What can I find out about the UK?
 - What continent is the UK in?
 - What seas surround the UK?
 - What are the capitals and main cities of the UK?
- What are the UKs countries like?
 - What are the main physical/human features of each country?
 - What is the difference between a physical and human feature?
 - How are the countries similar to and different from each other?
 - Which of these places would you most like to visit and why?
- What are the UKs Capital cities like?
 - What are the main features and landmarks of the cities?
 - What can people do in each city?
 - What would it feel like to be in one of the cities?
 - What time of year would it be best to visit that city?
- What do I know about a country in the UK?
 - What information can I found out about England?
 - What are England’s main cities?
 - What are the main human/physical features of England?
 - What are the main features of England that I can show people on an app?
- What can I find out about London, the capital city of the UK?
 - What physical/human features can I find for London, including key landmarks?
 - What key features would I include on a map of London?
- What can I find out about Winwick and our local area?
 - What physical/human features can I find in our local area, including key landmarks?
 - What key features would I include on my sketch map of our local area? How would I use a simple key to show key features of Winwick?

EDUCATIONAL VISIT:

Field Work: Walk around local area.

GEOGRAPHICAL VOCABULARY

map, atlas, world, Europe, country, England, Scotland, Wales, Northern Ireland, physical, human, city, sea, ocean, London, Edinburgh, Cardiff, Belfast, Union Jack, capital city, continent, North, South, East, West, Compass Points, key, symbol, sketch map, English Channel, North Sea, Irish Sea, North Atlantic Ocean
 Isle of Man, Guernsey, Isle of White, Jersey, Hebrides, Orkney Islands
 Scottish Highlands, Lake District, national parks, tourist, travel, Ben Nevis, Stonehenge, Skara Brae, Snowdon, Peak District, Scafell Pike, Edinburgh Castle, Conwy Castle, Balmoral, Winsor, St Paul’s Cathedral, Liverpool Cathedral, Westminster Cathedral, St George’s Chapel, Dover,



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

River Thames, Houses of Parliament, Buckingham Palace, The Tower of London, Wembley, London Eye, London Underground,
Names of places to visit in each capital city,

KEY LINKS/RESOURCES

Oddizzi Units/resources
Globes, maps, atlases, Google maps,



GEOGRAPHY

YEAR 2

AUTUMN 2

**Unit Focus: Continents and Oceans
(Approximately 14 hours)**

SPRING

**Unit Focus: Village of Mugurameno, Zambia, Africa
(Approximately 16 hours)**

SUMMER

National Curriculum

Purpose of study

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.



Pupils should be taught to:

Locational knowledge

- name and locate the world’s seven continents and five oceans

Place knowledge

- 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

Human and physical geography

- 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
- 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
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify continents and oceans studied at this key stage
- 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
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Areas of Learning

Prior Learning:

- UK Geography
- Locating a country, place, sea on a map
- Compass points (N/S/E/W)
- Human and physical features

Prior Learning:

- Knowledge of the continents
- Work linked to the continent of Africa; landscape, weather patterns, climate zones

Common Misconceptions:



<ul style="list-style-type: none"> Hot and cold areas of the world. <p>Common Misconceptions:</p> <ul style="list-style-type: none"> Difficulty understanding the fact that one land mass may be parts of different countries/continents. 	<p>Misunderstanding about cultural differences between the way different people live and so forming inaccurate judgements based on this.</p>	
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Key Questions		
<ul style="list-style-type: none"> Where in the world am I? <ul style="list-style-type: none"> Can I find my home on a world map? What places does my home fit into? (village/town/count/country/continent) How does the size of my home country compare with other countries? Where are the world's continents? <ul style="list-style-type: none"> Can I find the continents on a map? Can I use directional language to explain the position of each continent? Using clues, can I work out which continent is which? Which continents are surrounded by oceans and which are joined together on land? Where are the world's oceans? <ul style="list-style-type: none"> Can I find the oceans on a map AND globe? What is special about each of the 5 oceans? What do the different oceans look like? Why might some oceans be warmer than others? How can I show the continents and oceans on a map? <ul style="list-style-type: none"> Where will I place each continent and ocean on my map? What information can I find out about the continents and oceans? Where on my map should this information go? How can I use my map to plan a journey around the world? What are the main features of each continent? <ul style="list-style-type: none"> What are the main physical and human features for each continent? What is the difference between a physical and a human feature? How are different continents similar to and different from each other? Which continent would I like to visit most and what do I like about it? What is special about the continent of Africa? (Links to the next unit of work) <ul style="list-style-type: none"> Climate zones Landscape differences 	<ul style="list-style-type: none"> Can I find Zambia on a map? <ul style="list-style-type: none"> Can I describe some of Zambia's key physical and human features? Where is the village of Mugurameno? How do the people use the river in Mugurameno? How does this compare to how people use the River Mersey? Why do the people of Mugurameno choose to live with certain animals? <ul style="list-style-type: none"> How do they protect themselves from wild animals? How is food eaten and prepared in Mugurameno? <ul style="list-style-type: none"> How does this compare to the food we eat? What materials are used to build houses in Mugurameno? What are the similarities and differences between our homes and the homes in Mugurameno? <ul style="list-style-type: none"> Can I find out about the materials used to build homes in Mugurameno? What are the differences and similarities between our homes and theirs? How do our lives compare with that of the children in Mugurameno? <ul style="list-style-type: none"> How do our daily chores compare? How do we spend our free time? How does school life in Winwick compare to school life in Mugurameno? How do the shopping and recycling habits compare in Mugurameno and Winwick? 	



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

- Seasonal and daily weather patterns

GEOGRAPHICAL VOCABULARY

map, village, town, city, county, country, continent, world, land, ocean, sea, globe, atlas, north, south, east, west, compass, human, physical, feature, climate zone, landscape, seasonal, daily, weather pattern, landmarks,
 Antarctica, Africa, Asia, Europe, North/South America, Oceania,
 Arctic, Atlantic, Indian, Pacific, Southern, Mediterranean,

population, village, national anthem, recycling,
 Zambia, Mugurameno, Africa, River Zembezi, Lusaka, airport, canoe,
 well, village, elephant, ferry, flag, Victoria Falls, shopping mall, tailor,
 rhino, mine, giraffe, farm, market stall, continent, capital city, currency,
 language, religion, Nyanja (language spoken), National Park, rural, water
 pump, blackboard, maize, crop, thatch,
 Winwick, Warrington, River Mersey, St Oswald's, Christianity, car, walk,
 bike, scooter, lessons, lunch, supermarket, hall, classrooms, motorway,
 teacher, teaching assistant, building, playground,

KEY LINKS/RESOURCES

Oddizzi Units/resources
 Globes, maps, atlases, Google maps,



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

GEOGRAPHY

YEAR 3

AUTUMN 2

Unit Focus: Rivers
(Approximately 12 hours)

SPRING

Unit Focus: The United Kingdom
(Approximately 18 hours)

SUMMER

National Curriculum

Purpose of study

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
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 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

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 and characteristics 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.



Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: mountains, rivers and the water cycle
 - human geography, including: types of settlement and land use, the distribution of natural resources including energy, food and water

Geographical skills and fieldwork

- use maps, atlases, globes to locate countries and describe features studied
- use symbols and key to build their knowledge of the United Kingdom and the wider world

Areas of Learning

Prior Learning:

- Work on; continents and countries, placement of some rivers
- Map/atlas work
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Common Misconceptions:

- Believing that all rivers start at the sea/ocean.
- Not understanding the difference between rivers and streams.
- Linking the idea of a flood to the large scale flooding that took place in Noah’s Ark.

Prior Learning:

- See Year 1 unit on the United Kingdom

Common Misconceptions:

- See Year 1 on the United Kingdom
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Key Questions

- What is a river?
 - Where does river water come from?
 - How does the water cycle work?
 - Where are the world's longest rivers? Where do these rivers start and end?
- How do people use rivers?
 - Why are settlements often near rivers?
 - Why do people need rivers to survive?
 - How do people use rivers for fun?
 - Why is it important to protect rivers?
 - What journeys do rivers make?
 - Where do rivers run most quickly?
 - What shapes does a river make as it travels?
 - How does the land beside a river change during its journey?
 - What sorts of things can people do with a river at each stage of its journey?
- How do people change rivers?
 - What harm can people do to rivers?
 - What causes river pollution?
 - Why do people build dams across rivers?
 - How might people meet their needs while also caring for the rivers?
- How can flooding affect people?
 - What damage can floods do?
 - Are floods always a problem?
 - How can you stop a flood?
 - How do some people find ways to live with floods?
- What can I find out about the world's longest rivers?
 - What would it be like to visit this river?
 - What is the land near this river like?
 - What makes this river so special?
- What do I know about the United Kingdom?
 - Where is the United Kingdom? (REVISION)
 - What countries make up the United Kingdom? (REVISION)
 - What are each of the human and physical features that make up each of the UK countries? (REVISION)
 - What if the UK remained joined by a land bridge to Europe?
- Where do people live in the UK?
 - What region of the UK do I live in? (REVISION)
 - Where do most people live in the UK?
 - What are the main cities in the UK? (REVISION)
 - What are those cities like?
 - What if most people in the UK decided to live in the countryside?
- What are the main physical features of the UK?
 - What are the highest mountains and longest rivers?
 - What does it feel like to visit these places?
 - How is the landscape different across the UK?
- How do human activities affect the UK's landscape?
 - How have humans changed the UK landscape in the past?
 - How can humans sometimes damage the UK landscape?
 - In what ways can human activities sometimes improve the UK landscape?
 - What if the UK Government banned any new building work?
- What work do people in the UK do?
 - What are the UK's main industries?
 - What is it like in the places where people work?
 - What sort of industries might you find outside of the city?
 - Why do people visit the UK?
- How can the UK manage its energy needs?
 - Where does the UK get its energy from?
 - Where are the main places that produce energy?
 - What are some of the advantages and disadvantages of the different ways of producing energy?
 - How might the UK meet its energy needs in the future?
- What if the UK only got its energy from renewable sources...(3 sessions)



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

	<ul style="list-style-type: none"> ■ solar? ■ wind? ■ hydropower? 	
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GEOGRAPHICAL VOCABULARY

water cycle, evaporation, precipitation, condensation, water vapour, overland flow, mouth, channel, hydroelectric power, transporting, settlement, crops, recreational, source, meander, tributary, V-shaped valley, waterfall, oxbow lake, dam, irrigation, flood plane, Thames barrier, embankment, sandbag, continent, country, world, river, upper course, middle course, lower course, altitude, estuary, confluence, plunge pool, deposits, gravity, silt, Three Gorges Dam, Polar Ice Caps, Amazon, Amur, Congo, Lena, Mississippi, Nile, Ob-Irtysh, Yangtze, Yellow, Yenisei, Zambezi, Ganges, Peru, Thames,	countries, United Kingdom, human, physical, feature, landmark, region, county, capital city, coastline, mountain range, river, National Park, tourism, retail, farming, finance, industry, manufacturing, energy, renewable, wind energy, solar energy/farm, hydropower, London Array, sustainable development, offshore, onshore, scale, North Sea, economy, county boarder, Names of different counties,	
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KEY LINKS/RESOURCES

Oddizzi Units/resources Globes, maps, atlases, Google maps,
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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

GEOGRAPHY

YEAR 4

AUTUMN 2

Unit Focus: European Region
(Approximately 12 hours)

SPRING TERM

Unit Focus: Volcanoes and Earthquakes
(Approximately 20 hours)

SUMMER

National Curriculum

Purpose of study

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Aims

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- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
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 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

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 and characteristics 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.



Pupils should be taught to:

Locational knowledge

- locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of Equator,

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of a region in a European country.

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: mountains, volcanoes and earthquakes
 - 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 and fieldwork

- use maps, atlases, globes to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references to build their knowledge of the wider world

Areas of Learning

Prior Learning:

- See work in Year 2
- Rivers, continents,

Common Misconceptions:

- Misconceptions linked to Brexit and the European Union membership and being in Europe.

Prior Learning:

- Continents, oceans, countries, locations of some key landmarks/physical features,

Common Misconceptions:

- Misunderstandings about the centre of the Earth from having watched the file, ‘Journey to the Centre of the Earth’.



Key Questions

- Where is Europe and what are its countries like?
 - Where is the continent of Europe?
 - Which European countries are in more than one continent?
 - What vegetation belts would you find in Europe?
 - What is the difference between Europe (the continent) and the European Union?
- Why would you visit the Mediterranean?
 - Where is the Mediterranean Sea?
 - What do we mean by a Mediterranean climate?
 - Why do so many tourists choose to visit the Mediterranean?
 - How can tourists take greater responsibility for the environment?
- Why are migrants coming to Greece?
 - Where do migrants to Greece arrive from?
 - What pulls or pushes people away from their homes?
 - What does it mean when we describe someone as a 'refugee'?
 - How do these arrivals affect people in Greece?
 - What if countries had no borders?
- What is the landscape of Greece like today?
 - What does modern Greece look like?
 - What words can I use to explain what Greece is like?
 - How do different parts of Greece contrast with each other?
 - How is the landscape of Greece used by/affected by people?
- Where would you visit in Athens?
 - What is the region around Athens known as?
 - What are some of the key landmarks and sites of interest in Athens?
 - What do the children in Athens say they like about it?
- What lies beneath the surface of the Earth?
 - If I could cut a slice through the Earth, what would it look like?
 - What is it like at the centre of the Earth?
 - How solid is the Earth?
 - How is the Earth beneath the ocean floor different from beneath the land?
- What happens when the Earth's plates meet?
 - Where in the world do the plates meet?
 - What makes the Earth's plates move?
 - What happens when two plates push together?
 - What happens when two plates pull apart?
- What goes on inside a volcano?
 - What does a volcano look like?
 - How can I show what happens inside a volcano?
 - Do all volcanoes erupt?
 - What happens during a volcanic eruption?
- What can we learn from some famous Earthquakes?
 - Where did these earthquakes happen?
 - What plates are these places on?
 - What happens during an earthquake?
 - How would I explain earthquakes to someone who had never heard of them?
- What can I find out about real volcanoes?
 - How did the 'Pacific Ring of Fire' get its name?
 - What can I find out about one famous volcano?
 - Where is this volcano?
 - How is it similar to/different from other famous volcanoes?
- How do earthquakes affect people and places?
 - What effects can earthquakes have on land, roads and buildings?
 - What immediate effects can earthquakes have on people and communities?
 - What longer term impacts can earthquakes have on people and communities?
 - What might a timeline for a massive earthquake look like: first day, first week, first month, first year.
- What help do people need before and after an earthquake?
 - What would you include in an emergency earthquake kit?
 - What objects would be most useful to you after an earthquake?



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

- How does Athens compare with other cities you have studied? (e.g. London, Liverpool)
- How does everyday life in Athens compare with that in other places?
 - How do children feel about everyday life in Athens?
 - How does my daily school life compare to life at a school in Athens?
 - What makes a person decide they would like to live in a particular place?
 - How do children in different countries feel about the past and future of places that they live in.

- What other help might be useful after an earthquake?
- What might different places sometimes need different things?
- What could you do if an earthquake happened?
 - What can you do to prepare yourself for an earthquake?
 - What can you do to keep yourself safe during an earthquake or a tsunami?
 - What should avoid doing if an earthquake happens?
 - How are earthquakes and volcanoes related to each other?
- What happens when a volcano erupts?
 - What are the signs that an eruption could happen?
 - What would it be like to watch a volcanic eruption?
 - What damage can a volcanic eruption do?
 - What happens to a volcano after an eruption?
- What would it be like to live near a volcano?
 - What are the risks of living near a volcano?
 - What are the advantages of getting energy from a volcano? (Geothermal energy – follows on from Year 3)
 - Why might people go on holiday near some famous volcanoes?
 - Why might people choose to live near a volcano?

GEOGRAPHICAL VOCABULARY

Europe, European Union, France, Germany, Italy, Poland, Russia, Scandinavia, Spain, Ukraine, Mediterranean (Sea), temperate, polar, civilisation, leisure, resort, tourism, service industry, climate, border, migrant, refugee, Greece, Syria, travel, coastal, industrial, agricultural, residential, rural, urban, wilderness, mountain, Athens, Attica, port, itinerary, Parthenon, Peloponnese, Piraeus, Acropolis, pollution,

volcano, core, plates, magma, mantel, tectonic, crust, boundaries, magma chamber, crater, dormant, spew out lava, lava, central vent, ash cloud, mud flow, seismograph, natural disaster, effect, short term, long term, rubble, survival kit, future, feature, long term, aid, mountain, after-shock, geothermal, earthquake, Mount Etna, Mount Vesuvius, Mount Kilimanjaro, eruption, impact, eyewitness, effects, Richter Scale, epi-centre, plate boundary, tsunami, Names of tectonic plates (e.g. North American Plate, Pacific Plate, Nazca Plate, Caribbean Plate), drill, Venn diagram, preparation, advantage, disadvantage, volcanologist, seismologist,

KEY LINKS/RESOURCES

Oddizzi Units/resources
Globes, maps, atlases, Google maps,



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

GEOGRAPHY

YEAR 5

AUTUMN

SPRING 2

SUMMER TERM

Unit Focus: Rainforests
(Approximately 10 hours)

Unit Focus: South America
(Approximately 14 hours)

National Curriculum

Purpose of study

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

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 and characteristics 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.



Pupils should be taught to:

Locational knowledge

- locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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

- understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,
 - 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 and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Areas of Learning

Prior Learning:

- Continents, rivers, oceans, climates,
- See Previous Year 5 Unit – South America

Common Misconceptions:

- Thinking the Amazon is the only rainforest in the world.

Prior Learning:

- Continents, Rivers, Oceans, map reading and atlas use,
- Identifying human/physical features,
- Where the Equator is.

Common Misconceptions:

- Confusing the Amazon with the delivery company of the same name.



Key Questions

- Where are the world's rainforests?
 - What makes a forest a rainforest?
 - Are all rainforests near the Equator?
 - Why are the rainforests located where they are?
 - Why are rainforests important?
- What makes up a rainforest?
 - What are the different layers of life in a rainforest?
 - What sort of plants grow in each layer?
 - What sort of animals live in each layer?
 - What is it like in the different parts of a rainforest?
- What are the main features of a rainforest?
 - What do we mean by 'a rainforest biome'?
 - What sorts of food come from the rainforest?
 - What would it be like to live in a rainforest?
 - Do all rainforests have the same features?
- What is the Congo Rainforest like?
 - Where is the Congo Rainforest?
 - What else shares a name with the Congo?
 - What plants, animals and people live in the Congo Rainforest?
 - How is the Congo changing?
- Why are the rainforests being cut down?
 - What is deforestation?
 - Why does deforestation matter to the rainforests?
- Where is the Amazon?
 - Can you find the Tropic of Capricorn on the globe?
 - Can you find where the Tropic of Capricorn crosses South America?
 - Can you find the Equator?
 - Can you find where the Equator crosses South America?
 - Tracking the Equator with a finger, can you find the place where the River Amazon flows into the Atlantic Ocean?
- Where is the Amazon?
 - Where could you find penguins in South America?
 - What interesting places can people visit in South America?
 - Why are most big South American cities near the coast?
 - Why do children in some countries learn that South and North America are one big continent and not two?
- Why does the Amazon matter?
 - How is the River Amazon used by people?
 - Why is the Amazon Rainforest important to the people who live there?
 - Why do some people call the Amazon the 'lungs' of the world?
 - Why does it matter that places are biodiverse?
- Why does the Amazon need to be protected?
 - Why is the Amazon rainforest shrinking?
 - Why does deforestation in the Amazon matter to people outside of South America?
 - What are people doing to prevent deforestation?
 - In what other ways might human activities be harming the planet?
- What is it like in a rainforest city?
 - How do people travel to Manaus and trade with it?
 - How might the location of Manaus affect life in the city?
 - What do people use and do in a city like Manaus that is similar to where I live?
 - Why build a big city in the Amazon Rainforest?
- What's special about Rio de Janeiro? (Lesson 4 Rio and Southeast Brazil)
 - How does the climate in Rio De Janeiro compare with the UK?
 - How does the landscape affect life in Rio De Janeiro?
 - Why do so many people choose to live in Rio De Janeiro?
 - Why do you sometimes get poor neighbourhoods in successful cities?
- How does the Amazon Basin compare with the other places we have studied?



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

- How is deforestation affecting the planet?
- What can be done about deforestation?

- What are the main differences between the Amazon Basin and Southeast Brazil?
- How do these places compare with my home area?
- What are the main things that make places different from each other?
- What kinds of things to all places have in common, wherever they are?

GEOGRAPHICAL VOCABULARY

rainforest, Equator, Congo, continent, Amazon, biomes, map, globe, atlas, physical features, forest floor, emergent, understory, canopy, climate zone, vegetation belt, logging, tribe, Okapi, Aka people, nomadic, hunter gatherer, deforestation, indigenous, ecosystem, farming, planet, settlement, natural resources, economic trade links, oxygen, carbon dioxide, fertile, Manaus, biodiversity, latitude, longitude, Equator, Northern/Southern Hemisphere, Tropic of Cancer/Capricorn,

Amazon, Amazon Basin, South America, Bolivia, Brazil, Ecuador, Peru, Venezuela, tributary, Tropic of Capricorn, globe, map, Equator, Atlantic Ocean, physical/human features, biodiverse, biome, food chain, ecosystem, humidity, river basin, photosynthesis, poverty, deforestation, charity, climate zones, rainforest, Manaus, capital, Equatorial, settlement, state, trade, urban, Rio De Janeiro, latitude, longitude, agriculture, rural, culture, favela, region, recreation,

KEY LINKS/RESOURCES

Oddizzi Units/resources
Globes, maps, atlases, Google maps,



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

GEOGRAPHY

YEAR 6

AUTUMN 1

Unit Focus: Our Local Area, Field Study
(Approximately 14 hours, including Field Study)

SPRING 2

Unit Focus: Mountains
(Approximately 12 hours)

SUMMER

National Curriculum

Purpose of study

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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

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 and characteristics 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.



Pupils should be taught to:

Locational knowledge

- locate the world’s countries, using maps to focus on the key physical and human characteristics, countries, and major cities
- 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

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes
 - 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 and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Areas of Learning

Prior Learning:

- Work on local area in KS1
- Map work, physical/human features, landmarks, cities, jobs, regions,
- History work linked to our local area: WWII, Titanic,
- Units of measurement, ruler use,

Prior Learning:

- Volcanoes, earthquakes,
- Physical/human features across the UK and wider world,
- Location of some UK/world mountains,
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Common Misconceptions:

- Making judgements about Warrington’s ability to meet people’s needs based on their own experiences and judgements and not using the wider information available.

Common Misconceptions:

- Confusing mountains with volcanoes.

Key Questions

- How do my local area and region fit into the wider world?
 - Can I locate the region and local area on a digital mapping tool? (e.g. Google Maps, Digimap)
 - Can I use the zoom facility?
 - Can I use an ariel image to describe the key physical/human features of the region and local area?
- Can I identify and locate the main features of my region?
 - Can I identify the principal features and locate them on a regional map?
 - Can I use a scale bar on a map to measure approximate distances?
 - Can I use distance and compass points to identify the approximate location of a place?
- How might our region meet people’s needs?
 - How does our region meet the needs of its population?
 - What are the key human needs and processes in the region?
- FIELD WORK: Warrington Town Centre: Is this place fit for purpose?
 - Prior to the visit: Can I identify how Warrington might meet the needs of the people linked to the following categories:
 - food?
 - shelter?
 - water and sanitation?
 - fresh clean air?
 - opportunities to earn money/keep money safe?
 - uphold the law?
 - health?
 - During the field work: Can I identify how Warrington does meet the needs of people linked to the following categories:
 - food?
 - shelter?

- What is a mountain?
 - How can you define a mountain?
 - Where are the ‘seven summits’?
 - Where are the highest mountain ranges?
 - How do you measure a mountain’s height?
- How are mountains made?
 - What shapes do mountains come in?
 - How did they get to be that shape?
 - Are all mountains made in a similar way?
 - What are the main features of a mountain?
- What is it like on a mountain?
 - Why can you get snow on a tropical mountain?
 - What sort of work can people do in mountain areas?
 - What are the disadvantages of living in a mountain area?
 - Why do people choose to live on mountains?
- What are the UK’s highest mountains like?
 - Where are the highest mountains in each UK country?
 - What are the least mountainous parts of the UK?
 - What would it be like to climb one of these mountains?
 - How Are these mountains different from each other?
- What is it like in the Himalayas?
 - Where are the Himalayas?



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: GEOGRAPHY

<ul style="list-style-type: none"> ■ water and sanitation? ■ fresh clean air? ■ opportunities to earn money/keep money safe? ■ uphold the law? ■ health? ● Can I create a needs map of the place that I have visited? <ul style="list-style-type: none"> ○ Can I annotate an ordinance survey map to accurately locate specific sites in Warrington Town Centre? ○ Can I create symbols and a key for a simple land use map? ○ Can I be accurate with 6-figure grid references for specific sites? ● How does our region meet people’s needs? <ul style="list-style-type: none"> ○ Can I communicate geographical information about the region using maps and writing at length? <p>EDUCATIONAL VISIT: Field Work - Warrington Town Centre</p>	<ul style="list-style-type: none"> ○ What sort of work can people do in the Himalayas? ○ How are the mountains important to the people who live there? ○ In what ways are they similar to/different from the highest mountains in the UK? ● What can I find out about the world’s highest mountains? <ul style="list-style-type: none"> ○ What can I find out about one of the seven ‘summits’? ○ What sort of a mountain is it? ○ What is the land neighbouring this mountain like? ○ What makes it different from other mountains? 	
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GEOGRAPHICAL VOCABULARY

<p>physical/human features, ariel image, local, regional, national, Google Maps, Digimap, scale, compass points, miles, centimetres, urban, ordinance survey, 6-figure grid reference, key, scale bar, horizontal axis, vertical axis, boundaries, food, shelter, water Warrington, town centre, bank, building society, cash machines, shops, restaurants, cafes, bars, pubs, court, prison, police station, fire station, doctors, hospital, bus/train station, shopping centre, market,</p>	<p>mountain, hill, peak, summit, mountain range, plates, mantel, slope, valley, fold, dome, fault block, volcanoes, climate, avalanche, Equator, Seven Summits: Aconcagua, Carstensz Pyramid, Denali, Elbrus, Everest, Kilimanjaro, Vinson Massif, Three Peaks: Ben Nevis, Snowdon, Scafell Pike, Himalayas, terracing, mountaineers, porters,</p>	
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KEY LINKS/RESOURCES

Oddizzi Units/resources
Globes, maps, atlases, Google maps,