



# St William of York Catholic Primary School

## Progress in Skills and Knowledge: Geography



Skills/Knowledge	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Explore materials with different properties- Explore natural materials indoors and outside</p> <p>Explore and respond to different phenomena in their settings and on trips</p> <p>Make connections between the features of their family and other families</p> <p>Notice differences between people</p> <p>Talk about what they see using a wide vocabulary</p> <p>Use all their senses in hands</p>	<p>Talk about members of their family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of the community</p> <p>Recognise some similarities and differences</p>	<p>What is it like here? Locating where they live on an aerial photograph, children recognise local features. Create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. Lessons 3 and 4 involve fieldwork within the school grounds.</p>	<p>Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Compare features in the North and South Poles and Kenya as well as in the local area. Learn the four compass points and the names and location of the seven continents.</p>	<p>Why do people live near volcanoes? Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</p>	<p>Why are rainforests important to us? Focusing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.</p>	<p>What is life like in the Alps? Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings</p>	<p>Why does the population change? Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment. Consider recent road building and housing developments.</p>

	<p>on exploration of materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Show an interest in different occupations</p>	<p>between life in this country and life in other countries</p> <p>Explore the natural world around them.</p> <p>Recognise that some environments are different to the one in which they live.</p>						
<p>Spring</p>	<p>Explore different forces they can feel</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced</p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>CAFOD</p>	<p>What is the weather like in the UK?</p> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Children investigate the UK's hot and cold places using weather maps with a simple key. Lessons 2, 3 and 4 involve fieldwork</p>	<p>Why is our world wonderful?</p> <p>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.</p>	<p>Who lives in Antarctica?</p> <p>Learning about latitude and longitude and how this links to climate. Pupils consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own,</p>	<p>Where does our food come from?</p> <p>Explore distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. Explore where the food for school dinners comes from and the pros and cons of local versus global</p>	<p>Would you like to live in the desert?</p> <p>Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert</p>	<p>Where does our energy come from?</p> <p>Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a</p>

	<p>or seen in photographs.</p> <p><i>Heuristic play, sensory opportunities are planned weekly to link to unique learning</i></p> <p><i>In the Moment</i></p> <p><i>Playing- puddles, wind, trees, animals, Autumn Walks, Treasure Hunt (Nature)</i></p>		<p>within the school grounds.</p>		<p>using mapping skills learnt so far</p>			<p>solar panel on the school grounds.</p>
<p><b>Summer</b></p>	<p><i>Experiences, such as scooping out pumpkins, tasting avocado, looking at layers in onions etc alongside outdoor learning</i></p> <p><i>'Wonder of our World' station. Children have the opportunity to use a digital microscope and magnifying glasses</i></p>		<p><b>What is it like to live in Shanghai?</b> Use a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Compare the human and physical features of Shanghai to features in the local area and make a simple map using</p>	<p><b>What is it like to live by the coast?</b> Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Learn about the physical features of the Jurassic Coast and how humans have interacted with this over time.</p>	<p><b>Are all settlements the same?</b> Exploring different types of settlements, land use, and the difference between urban and rural. They describe the different human and physical features in their local area and how it has changed over time. They make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p>	<p><b>What are rivers and how are they used?</b> Developing an understanding of the water cycle. Naming and mapping major rivers both globally and in the UK. Children learn about the features and courses of a river and how they are used by humans. They study a local river, the river Mersey, during their fieldwork to spot human and physical features they have learnt throughout the unit.</p>	<p><b>Why do oceans matter?</b> Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the</p>	<p><b>How could we make our local area more environmentally friendly?</b> Observing, measuring, recording and presenting their own fieldwork study of the local area focus on the environment. Pupils implement digital mapping, use of photographs, data collection and analysis, before culminating their ideas into a presentation explaining small changes that can be made to improve the quality of their local environment.</p>

			data collected through fieldwork.				amount and type of litter in their nearest marine environment. Fieldwork to take place at Formby beach.	
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