

Year 1 <i>Units of work</i>	Y1 Locational Knowledge	Y1 Specific content to be taught in locational knowledge	Y1 Place Knowledge	Y1 Specific content to be taught in place knowledge	Y1 Environmental, physical and human features knowledge	Y1 Specific content to be taught about environmental, physical and human knowledge	Y1 Geography skills and fieldwork	Y1 Specific content to be taught in geographical skills and fieldwork
<p>What's new? Autumn 2 <i>Changes over Time - Main focus changes in the classroom, school and local external environment</i></p> <p>Where do I live? Spring 1 <i>Main focus: Langley or Wexham the area immediately around school and its physical and human features- possibly also a focus on the route between home and school.</i></p> <p>Weather around us Summer 1 <i>Main focus on weather and seasonal change as observed in school, but also across the United Kingdom using a contrast of weather in Scotland, Wales and Northern Ireland.</i></p>	<p>Name, locate and identify characteristic s of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><i>Learn where London, Edinburgh, Cardiff and Belfast and Northern Ireland, Scotland, Wales and England are on a UK map. Revisit and be able to identify the countries from their shapes and position. Be able to plot the capital cities and the surrounding seas including the North Sea, Irish sea, English Channel and Atlantic Ocean too. Revise and retrieve until secure.</i></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom (Science – Seasonal Changes).</p>	<p><i>Study either Langley or Wexham by exploring the local area around the school both physically and on maps. Consider the human and physical features, such as roads, buildings, canal, woods, river etc and learn to identify these on a map. Revisit and retrieve until secure.</i></p> <p><i>Each season of the year, on a daily weekly basis discuss the weather and the changes to its patterns. Revisit and retrieve until secure and children can associate snow with winter, for example.</i></p> <p><i>Link to compass directions to reinforce the weather and seasonal patterns, showing for example that the far North of Scotland is generally colder.</i></p>	<p>Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather</p> <p>Use basic geographical vocabulary to refer to key physical features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><i>Consider the human and physical features, such as roads, buildings, canal, woods, river etc and learn to identify these on a map. Revisit and retrieve until secure.</i></p> <p><i>Also consider changes over time to the school building and grounds and locality.</i></p> <p><i>Then use geographical vocabulary to refer to key physical features. Eg Black Park Lake</i></p>	<p>Use atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p><i>Learn where London, Edinburgh, Cardiff and Belfast and Northern Ireland, Scotland, Wales and England are on a UK map. Learn how they are connected in relation to each other in terms of compass directions and in terms of distance.</i></p> <p><i>Relate compass points to right and left and to routes on a map and around school.</i></p> <p><i>Revisit the local area around the school and be able to identify landmarks and routes, physical and human features.</i></p> <p><i>Devise a simple map of the classroom, the school and a route within it. Construct a key using basic symbols.</i></p>

Year 2 <i>Units of work</i>	Y2 Locational Knowledge	Y2 Specific content to be taught in locational knowledge	Y2 Place Knowledge	Y2 Specific content to be taught in place knowledge	Y2 Environmental, physical and human features knowledge	Y2 Specific content to be taught about environmental, physical and human knowledge	Y2 Geography skills and fieldwork	Y2 Specific content to be taught in geographical skills and fieldwork
<p>Where on Earth? Autumn 2 <i>Focus on the locality of Slough, Windsor and London.</i></p> <p>Comparison of Kenya (Nairobi) and Slough. Spring 2 <i>Focus on comparing physical and human features, climate.</i></p> <p>Rivers and Oceans. Summer 1 <i>Focus in on River Thames, River Severn, River Trent and River Clyde as well as the Oceans around the World. Revise seas around the UK.</i></p>	<p>• Name and locate the world's seven continents and five oceans.</p>	<p><i>Retrieve year 1 locational knowledge to ensure it is secure.</i></p> <p><i>Learn where Africa, Asia, Australasia, Europe, North America and Antarctica are on a world map.</i></p> <p><i>Revisit and be able to identify the continents from their shapes and position. Learn and be able to plot the five oceans on a world map – Atlantic, Pacific, Indian, Arctic, Southern. Revise and retrieve until secure</i></p>	<p>Understand human and physical geographical similarities and differences, comparing a small area of the United Kingdom with a contrasting non-European country.</p>	<p><i>Compare and contrast human and physical features of Kenya and Slough including the Nairobi river and the river Thames. Extend to lakes (Lake Victoria, Black Park Lake) and mountains (Mount Kenya, Scafell Pike), land use, Nairobi River and rift valley.</i></p>	<p>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.</p> <p>Key physical features: beach, coast, hill, sea, ocean, river, soil, vegetation, season and weather.</p> <p>Key human features: city, town, village, farm, house, port, harbour and shop.</p> <p>Use basic geographical vocabulary to refer to key physical features: hill, river, soil, vegetation.</p> <p>Use basic geographical vocabulary to refer to key human features:</p>	<p><i>Continue to look at weather in Slough and compare it with the climate in Kenya.</i></p> <p><i>Extend to the location of deserts on the equator and the cold areas of the poles.</i></p> <p><i>Ensure any remaining key physical features listed aside such as coast, beach, harbour etc are explored through the rivers and oceans and where on Earth topic.</i></p> <p><i>Revise and retrieve the names of Oceans and Seas worldwide.</i></p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at KS! Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><i>Learn where the continents, oceans, Kenya and Slough are in relation to each other in terms of compass directions and in terms of distance. Construct a simple map of Kenya</i></p> <p><i>Relate cardinal compass points to right and left and to routes on a map and around school and to the position of the 4 UK countries on a map</i></p> <p><i>Revisit the local area around the school and be able to identify landmarks and routes, physical and human features.</i></p> <p><i>Devise a simple map of part of the local area. Construct a key using basic symbols.</i></p> <p><i>Either local walk area or Black Park.</i></p> <p><i>Begin some practical fieldwork such as walking to the canal or using rain gauges, light meters, weather vane etc within the school grounds.</i></p>

<p>Year 3</p> <p>Units of work</p>	<p>United Kingdom unit RGS - Autumn 1 <i>(Main focus settlements and land use, moving out from the micro scale locally to the whole area of the UK)</i> This unit:</p>	<p>USA Unit RGS - Spring 2 <i>(Main focus physical geography of USA and settlement and land use in the case study of New York)</i> This unit:</p>	<p>Weather and Climate Y3 unit planned by Y3 - Summer 2 <i>(Physical Geography of Weather and Climate on a global level are the main foci)</i> This unit:</p>
<p>Overview</p>	<p>Aims to develop the essential qualities and skills of young geographers through geographical knowledge and geographical enquiry relating to the physical and human environments of The United Kingdom (UK).</p> <p>Reflects the ‘fundamental British values’ promoted through the provision of SMSC in our schools and is taught here at the start of KS2 as children are becoming more aware of diversity at a local, national and global</p> <p>Provides a framework for identifying the geographical features of the countries of the UK and how some of these aspects have changed over time and <i>also builds on KS1 local study of Slough and London.</i></p> <p>Emphasises the development of a wide range of data sources and presentational techniques to investigate and summarise places, patterns, similarities and differences within and between the regions of the UK.</p> <p>Uses case studies will help to exemplify key geographical themes; for example, weather patterns and city growth.</p> <p>Includes a comparative study of the historical development of Birmingham and Blackpool which elucidate the influence of physical and human factors on the growth, prosperity and decline of settlements.</p>	<p>Aims to introduce pupils to the key features of the United States of America (USA).</p> <p>Provides a framework for understanding the different environments present within the USA: the key physical features, where populations are distributed, and some of the interactions between the human and physical environments focusing on food, farming and water.</p> <p>Uses a number of case studies of different places throughout the USA, (The Grand Canyon, Mississippi and California) and even takes a historical perspective of one city in particular, New York, to examine how a settlement can develop over time. <i>This builds on the local study of London and Slough in KS1 and on Blackpool and Birmingham in the previous unit. It leads towards the unit focused on the city of Hong Kong in Year 4 and the work on Rio De Janeiro in year 5 and Bologna in year 6.</i></p>	<p>Aims to introduce pupils to weather and climate at a global level <i>(building on the weather knowledge studied within the UK climate in KS1 and in the UK unit completed earlier in Y3)</i></p> <p>Explores weather and climate zones generally as well as the factors that affect the climate (proximity to the coast and altitude, latitude and proximity to the equator).</p> <p>Provides a framework for understanding the different climate zones and biomes present across the world, their key physical and topographical features and seasonal changes.</p> <p>Explains key vocabulary such as biome, climate zone, tropics, longitude, latitude as well as revising the equator and polar regions first taught in KS1 <i>(builds on the Kenya unit studied in year 2)</i></p> <p>Also considers where populations are distributed, and some of the interactions between the human and physical environments focusing on food, water and the challenges of living in a polar or tropical climate.</p> <p>Uses two contrasting case studies of Anchorage in Alaska (polar climate) and the rainforest in Madagascar (tropical climate) to examine how climate, weather, physical features and human life experience differs in different locations and compares these with the same elements in Slough and the UK. <i>(Links with Kenya unit taught in KS1 and leads towards the Exploring Antarctica unit in Year 5)</i></p>

<p>Year 4</p> <p>Units of work</p>	<p>Rivers Unit RGS - Autumn 2 <i>(Main focus the physical geography of rivers and their impact on settlements and land use but also case studies of floods and River Thames)</i> This unit:</p>	<p>Hong Kong the city by the sea - Spring 2 <i>(Main focus human geography including migration and environmental issues related to huge population in small area)</i> This Unit:</p>	<p>Comparison of UK and Australia unit RGS - Summer 2 <i>(Main focus the physical and human features of this continent/country)</i> This unit:</p>
<p>Overview</p>	<p>Examines a model river system, following the journey of a river through its upper, middle and lower course; from its source in the mountains, through the meanders of flatter land, to the estuary and its mouth. Addresses the process of flooding and why and how rivers breach their banks and uses a case study of a recent flood events in the UK, pupils then see the causes and consequences of flooding in real life and how flooding effects both people and places.</p> <p>Uses a case study of the Thames; moving from the geographical location of the main rivers in the UK, focusing in on three OS map extracts at different points along the River Thames to develop map skills, highlighting the physical features of the river system and how the use of the River Thames has changed over time. <i>(This builds on KS1 study of Windsor and London and also of the UK in Yr3 and leads into the Amazon study in the Discovering Brazil unit in Year 5)</i></p> <p>Identifies the characteristics of the river and surrounding landscape, at different points including the Thames Flood Barrier. <i>(Flooding will also be covered in Hong Kong and Australia units in Year 4 and was touched on in year 3 unit on UK)</i></p> <p>Explores and locates rivers across the world focusing in on the structure and formation of waterfalls in North and South America, as well as England's highest unbroken waterfall.</p> <p>Uses case studies of the Niagara Falls on the US/Canadian border <i>(builds on work in UK/USA units in Yr3 as well as continent work in KS1)</i> and the Angel Falls in Venezuela and Gaping Gill in Yorkshire, to facilitate understanding of the physical and human geography of these spectacular river features.</p> <p>Provides an opportunity for first-hand experience of a river through conducting fieldwork at a local river, so enabling pupils to recognise key features, ask geographical questions of their own environment, and through looking for evidence to actually become geographers.</p>	<p>Explores via an engaging map and photo-based activity the journey from London to Hong Kong</p> <p>Teaches the location of Hong Kong in a global context, discussing the range of countries and oceans on route.</p> <p>Involves a route planning and writing activity which outlines what Hong Kong is like, the different areas of Hong Kong and how to travel between them.</p> <p>Enables pupils to view a series of engaging photographs of Hong Kong that will aid the development of geographical vocabulary, description and a strong sense of place.</p> <p>Focuses on the human geography of the city and provides an insight into daily life, lifestyles and culture. Explores the process of migration; the diversity of age, wealth, cultural background and family histories. Compares and contrasts Hong Kong with Slough and London.</p> <p>Introduces the challenges facing the city region of Hong Kong; both human and natural.</p> <p>Uses data and evidence-based activities to reinforce the learning related to the human-induced and natural environmental challenges. <i>This builds on the local study of London and Slough in KS1 and on Blackpool and Birmingham and New York in Y3. It leads towards the units focused on Rio De Janeiro in Year 5 and Bologna in year 6. It also extends knowledge of the impact of flooding, this time form the sea on densely populated areas building on the work on The River Thames in the previous unit.</i></p>	<p>Aims to introduce pupils to the key features of Australia.</p> <p>Provides a framework for understanding the different environments present within Australia, the key physical features, where populations are distributed, and some of the interactions between the human and physical environments focusing on food, farming and water.</p> <p>Uses a number of case studies of different places throughout Australia, including Sydney, Melbourne, Brisbane, Adelaide, Perth-Fremantle and Darwin as well as a rural location to examine how life differs in different location</p> <p>Investigate where Australians have come from, the term 'migration', the indigenous or Aboriginal population and culture, and consider why most people choose to live in coastal areas.</p> <p>Explore the weather and climate of Australia, as well as the factors that affect the climate of Australia (proximity to the coast and altitude, latitude and proximity to the equator).</p> <p>Investigate extreme weather events and locate the regions that are most severely affected</p> <p><i>This unit links back to work on continents and oceans in KS1 and the weather and climate unit in Year 3. It leads towards the units on Brazil and Global Trade in Years 5 and 6. Also an opportunity to consider flooding again, by extending study into floods in Lismore 2022 research and the Bush fires of 2019-20. Drought and flooding occur in the same areas! Leads into extreme weather unit in Year 6.</i></p>

Year 5 Units of work	Mountains, volcanoes and earthquakes unit RGS - Autumn 2 (Main focus physical geography and impact on settlements and land use) This unit:	Discovering Brazil RGS - Spring 1 (Main focus human/physical geography comparison of UK and Brazil both urban and rural contexts) This unit:	Exploring Antarctica RGS - Summer 1 (Main focus environmental/physical geography and impact on travel and exploration) This unit:
Overview	<p>Begins with discovering the physical geography of Mount Everest including its height, 8848 metres and an account of the first successful ascent of Mount Everest to develop understanding of the global significance of the location, and the men's endeavour.</p> <p>Locates the main continental mountain ranges across the world, before focusing in on the highest peaks of each constituent nation of the UK. <i>(Links to KS1 study of world/UK and also to the USA/UK units in Year 3 as well as leads into the next unit on exploring Antarctica and Year 6 unit on extreme weather)</i></p> <p>Uses a case study of Snowdon to develop OS map skills.</p> <p>Investigates the key question of how mountains are formed; including the role of plate tectonics, the movement of the Earth's crust, in their formation.</p> <p>Develops the understanding that mountains are not homogeneous; they look different and can be formed in different ways.</p> <p>Explains the structure and formation of volcanoes and where they are located.</p> <p>Poses the fundamental question, 'Why do people live near volcanoes?' and endeavours to demonstrate how people interact with this specific mountain environment and how they make use of it, from geothermal energy to mineral extraction.</p> <p>Then moves on to explore the inherent dangers of living in the foothills of a volcano, from lava, ash and gas to lahars (mud flows).</p> <p>Focuses in on earthquakes; where they are located, why they happen, how they happen, and their aftermath on both the landscape and the people most affected.</p> <p>Uses The San Andreas Fault, western USA, to exemplify earthquakes through a case study as well as touching on the Japanese earthquake and tsunami of 2011. <i>(Could also extend into Indonesian Tsunami in 2018 which was caused by the collapse of the Ana Krakatau volcano)</i></p>	<p>Aims to introduce the diverse and unique culture of Brazil and to provide comparison between the geography of Brazil and that of the UK (an integral element of the new primary curriculum).</p> <p>Provides an opportunity to study the human and physical features of Brazil before placing Brazil in the wider context of the world and South America.</p> <p>Enables an investigation into the many differences between urban and rural Brazil and exemplifies through a case study the lives of people living within Rio de Janeiro.</p> <p><i>(Links back to KS1 study of continents and also previous units on UK/USA in Year 3 and Australia in Year 4. It builds on the environmental issues considered in the Year 4 Hong Kong unit related to population density and leads towards the global trade unit in Year 6, with its focus on resource driven economies.)</i></p>	<p>Develops an enquiry into the Polar region of Antarctica focusing on Shackleton's 1914–17 Endurance Expedition. Nurtures pupils' fascination with and curiosity about this significant remote landscape and extreme environment. <i>(Links back to KS1 study of continents and also previous unit on Mountains. It leads towards the extreme weather and global trade units in Year 6, as they focus on the impacts of geography and climate on transportation.)</i></p> <p>Engage pupils in the geographical skills of developing knowledge within a context and define the physical and human characteristics and processes of a locality.</p> <p>Progresses atlas skills, including interpreting a range of sources of geographical information and provides opportunities to communicate their findings in a variety of ways.</p> <p>Explains and reiterates geographical and context specific vocabulary and its use to communicate geographically including to write at length</p>

<p>Year 6</p> <p>Units of work</p>	<p>‘Where’s Wally?’ plus ‘Extreme Weather’ combined - Autumn 2 (focused on the skills of being a Geographer and communicating geographically. As there are nine lessons in total, six WW and three EW, three of the WW lessons are extras and need to be added in as soft start or extra week lessons in the long autumn term.</p> <p>This unit:</p>	<p>Mediterranean RGS - Summer 1 (<i>key focus- scale from macro to micro- Europe overall to the lives of 4 students in one city.</i>)</p> <p>This unit:</p>	<p>Global trade RGS - Summer 2 (<i>main focus trade and resources and the impact of this on humans and the environment. It also considers the impacts of geography and climate on trade transportation.</i>)</p> <p>This unit:</p>
<p>Overview</p>	<p><i>Revises the locations of the counties and cities of the UK, previously taught in year 3 UK unit, using atlases and digital maps.</i></p> <p><i>Revises the locations of countries and regions and cities already studied worldwide.</i></p> <p>Provides a clear definition of extreme weather: ‘<i>Extreme weather is when a weather event is significantly different from the average or usual weather pattern. This may take place over one day or a period of time.</i>’</p> <p>Considers the impact of extreme weather on people and the environment.</p> <p>Uses historical case studies of three extreme weather events in the UK to build on previous learning about extreme weather around the world, in the units on weather and climate in year 3, flooding and extreme heat leading to bush fires in the Hong Kong and Australia units in Year 4; mountains, volcanoes and earthquakes in Year 5 and ensures that pupils understand that extreme weather can happen anywhere.</p> <p>Introduces the use of the Tempest Database which tracks the weather in the UK.</p> <p>Further develops the enquiry and analysis skills of a geographer through research around key questions and opportunities to write at length about these:</p> <p><i>What kind of weather might be involved in an extreme weather event?</i></p> <p><i>What kind of impacts might a severe weather event have?</i></p>	<p>Takes a ‘zoom lens’ approach to studying the Mediterranean region within Europe. It moves from the macro (an overview of Europe) to the micro (everyday life in the historic city of Bologna, Italy) whilst identifying core opportunities for learning at each geographical scale.</p> <p>Builds up a picture of Europe, using a range of maps to investigate the continent, its principal cities, coastlines, nations, rivers and mountains.</p> <p>Establishes basic locational knowledge of Europe, using geographical language and concepts to describe its location within the wider world.</p> <p>Develops an understanding that Europe is comprised of many different countries.</p> <p>Considers critically terms such as ‘continent’ and ‘sea’, and to consider how different places and features fit together.</p> <p>Poses key questions such as how does the sea affect life in the countries that border it? What is so special about The Mediterranean? What are some of its human and natural wonders? What connections do we have to it?</p> <p><i>(Links to physical geography work on UK in KS1 and Year 3, work on coasts, resources and environmental issues in Hong Kong, Australia, Brazil and USA units in years 3,4 and 5. Leads towards Global trade unit and KS3 curriculum.)</i></p>	<p>Provides a clear definition of trade: ‘the buying and selling of goods and services we want and need’.</p> <p>Considers whether people could live without exchanging goods and services.</p> <p>Develops an understanding of the geographical concept of scale, and how to track the scale at which trade can be carried out on as it has increased through time, from local to global.</p> <p>Demonstrates how trade now links people in locations all over the world.</p> <p>Explores what developments have enabled trade to be carried out on a global scale, focusing on improved technology, transport, and communications.</p> <p>Creates a trade timeline which compares the scale of trade at three different time periods (The Stone Age, 17th Century and 21st Century).</p> <p>Uses a case study of food products to investigate global trade</p> <p>Moves on to look at the global supply chain, what the UK exports and to where, fairtrade and the highest value exports of different countries.</p> <p><i>(Links back to KS1 study of continents and also previous units on countries, cities and states and their interconnectedness.</i></p> <p><i>Considers natural resources and economies and associated environmental issues. It leads towards the KS3 National Curriculum geography requirements which are shown highlighted in Orange below.)</i></p>