

Ready to Progress in Geography



"The study of geography is more than just about memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."
-Barack Obama.

The big question and summative statements for assessment at the end of each unit.

	Local Study
EYFS	<u>School grounds</u> Where in the world are we? Children can describe their immediate environment of our school and can find their way around it independently.
Year 1	<u>Gawber</u> What makes Gawber so special? Children can explain the key features of the school and discuss key human and physical features of the surrounding environment of the school.
Year 2	<u>Barnsley/ London</u> What's the difference between a town and a city? Children can compare a town and city, commenting on the size, landmarks and attractions.
Year 3	<u>Changes to my local area</u> How is my local area changing? Children can explain how Gawber has changed over time and possible causes of this change, relating this to potential changes in the future.
Year 4	<u>Changes to the local area (coal mining)</u> How has Barnsley changed over time? Children can explain how Barnsley has changed over time and possible causes of this change, relating this to potential changes in the future.
Year 5	<u>Comparisons between different mining communities – one that includes a national park</u> Why do we visit National Parks? - Children can compare UK national parks with those in the USA and explain why these are regularly visited. - Children can explain the effects of the mining communities in contrasting villages and what effect this had on the landscape, understanding what classified these places as villages.
Year 6	<u>Comparing our town with a coastal region of the UK – Whitby</u> Whitby or Barnsley – which town should you visit and why? Children can make direct comparisons between two well-known contrasting towns, commenting on the weather, reasons for tourism and attractions and knowing the reasons why both areas are classified as towns.

	Knowledge of our world
EYFS	<u>Hot and Cold Places</u> Would you like to live in the poles? Children can explain some similarities and differences between life in this country and life in places where the climate is predominantly cold.
Year 1	<u>The British seaside</u> Why do we love the seaside? - Children can name key features of the seaside, using geographical vocabulary to refer to key physical features (such as beach, cliff, coast) and human features (such as port, harbour and shop). - Children can name ways in which humans have an impact on the beach environment and the creatures that live there.
Year 2	<u>Kenya</u> How is the Kenyan countryside different to our countryside? Children can comment on geographical similarities and differences of the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, commenting on landmarks, the climate and the landscape.
Year 3	<u>Landmarks of the world</u> Where are the 7 wonders for the world? Children can explain what the 7 wonders are, where they are, why they are considered 'wonders' and why they may be visited.
Year 4	<u>Comparing Europe to the UK</u> Why are mountains so important? Children can compare two mountain ranges, commenting on hazards faced, fossils found and how climate can have an impact on them.
Year 5	<u>Natural disasters</u> Can anything good come from a disaster? Children can discuss causes of different natural disasters and explain what positive and negative effects these can have on our world.
Year 6	<u>North and South America</u> UK or American cities – which should you visit and why? - Children can explain reasons why different groups of tourists may visit different areas of the world, making direct comparisons between the Americas and the UK. - Children have a sound knowledge of what constitutes a city and can explain advantages and disadvantages of city life.

	Environmental Awareness
EYFS	<u>Seasons</u> How do we know what season it is? Children talk about the seasons and the weather within these seasons and can choose clothing that is appropriate for this.
Year 1	<u>World weather</u> What is the weather like across the world? - Children can name and describe seasonal and daily weather patterns in the United Kingdom - Children can name the location of hot and cold areas of the world, commenting on the seven continents and 5 oceans. - Children can discuss ways in which an animal has adapted to live in its habitat.
Year 2	<u>Climate across the globe</u> Why don't we have the same climate as other places? - Children can describe weather patterns in the UK and compare these to other areas of the world, commenting on how this can be measured. - Children can explain the effect of the Equator. - Children can explain what a desert is.
Year 3	<u>Renewable energy</u> How can we live more sustainably? Children can discuss ways in which renewable energy can be utilized and the impact this could have in the world in the future.
Year 4	<u>Rainforests and rivers</u> What's happening to our water? - Children can explain the effect climate change is having on our water, referencing their understanding of estuaries, temperature changes and the hydrological cycle. - Children can talk about important places across the globe such as the Amazon rainforest and the Andes and explain what how our knowledge of these places can help to improve our environment.
Year 5	<u>Biomes and vegetation belts</u> How is climate change affecting our wildlife? Children can explain the different climates found in different biomes and how climate change can have an affect on these environments and how that can impact the creatures living there, suggesting ways in which we can help to alleviate these issues and have a positive impact on the future of the world.
Year 6	<u>Fair trade</u> Why is fair trade fair? Children know that fair trade helps to ensure a more sustainable and ethical way for farmers to plan, commenting on the importing and exporting of good to China from England.