



# Twineham CofE School

*Nurture Togetherness Resilience Creativity*



## Geography Progression & Sticky knowledge

*Geography is a curiosity in our world:  
its people, places and environments,  
near and far.*

### Golden Threads:

1. Our place in the world:
  - Climate change
  - Location
  - Similarities and differences
2. Fieldwork

## **Twineham CofE School – Geography Sticky Knowledge**

### **Buttercups – Reception**

	<b>Autumn – Good to be me</b>	<b>Spring- What’s in our World</b>	<b>Summer- How do we look after living things</b>
Climate change		Children will know That the global climate is changing, including ice caps melting.	Children will know: Some ways to look after our environment
Location	Children will know: How to describe their immediate environment, naming landmarks e.g field, church, oak tree. That they have an address that letters can be sent to.	Children will know: That the earth is round and made up of sea and land. That some places in the world are hot and some are cold Make links to familiar places (holidays/own experiences)	Children will know: How to look after our countryside (e.g. picking up litter, not picking flowers)
Similarities and difference	Children will know: Seasonal and weather changes	Children will know: some similarities and differences between hot and cold places in the world – different animals, clothes, food. Seasonal and weather changes How to ask questions about places and share their own views/preferences about places	Children will know: That although environments are different they all need to be looked after Seasonal and weather changes
Fieldwork	Children will know: How to map simple journeys around the school and to and from school. Make simple plans and maps (e.g of home)		Children will know: How to make close observations of our local environment and use How to ask questions about places

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### **Poppy - Year 1/2**

	Cycle A			Cycle B		
	What makes a hero	Do we value what we've got?	What is it like to be king of the castle?	Where does our food come from?	What is play?	How has London changed?
<b>Geography Focus</b>	<b>Maps &amp; Local Features</b>	<b>Oceans &amp; protecting the environment</b>		<b>Comparing UK to Nigeria, Africa Crops &amp; Climate</b>	<b>Compass, routes &amp; direction</b>	<b>Comparing UK City and Village</b>
Climate change		Children will know: That climate change is a shift in the Earth's temperature. That ice caps and other landscapes are negatively affected by climate change. That people like Greta Thunberg and David Attenborough campaign to protect the environment. Reduce, reuse and recycle help prevent the impact of climate change		Children will know: That the UK farms livestock, wheat, oats, potatoes and some fruits and vegetables due to its temperate climate – including apples (local link – Wobblegate). That certain foods, such as cocoa, grow best in tropical climates. That climate is a country's weather pattern.		
Location	Children will know Where Twineham is on a UK map. How to use images on goggle maps to recognise key features of Twineham	Children will know: To name and locate the 7 continents and 5 oceans on a world map. To locate the Mariana trench To use word maps & atlases		.		Children will know: That the UK is made of 4 countries and plot the 4 countries on a UK map. They will name the capital cities of the 4 UK countries.

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	Be able to label some features of their local environment					That the UK is made up of rural land and urban land. How to identify physical and human features
Similarities and difference		Children will know Which ocean their plastic is likely to end up in using OceanCleanUp website seals, whales, polar bears and many species of fish may be hurt due to our plastic usage.		Children will know: Show where foods are grown on a world map. Read food labels to find out where food has been produced. Compare farming animals and produce from the UK to a non-European country (Nigeria).		Children will know: Differences between London (city) and Twineham (village) How to express their preferences, giving reasons.
Fieldwork	Children will know: A physical feature is made by nature and a human feature is man-made. Children will be able to locate and name some features around the school grounds and draw labelled pictures	Children will know: How to create and read a litter/food survey		Outdoor Learning (link to Science) Name 4 seasons How to take temperatures and observe weather changes of their local environment over a set period of time	Children will know The 4 points of a compass. How to find north using a compass. How to use compass points to direct each other and describe routes How to make a simple map of the school grounds showing physical and human features	

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### Willow – Year 3/4

	Cycle A			Cycle B		
	How did the Stone Age influence modern Britain?	Near & Far: is everywhere the same?	What did the Romans ever do for us?	What is worth fighting for? (WW2)	How can we respect our planet? (Rainforests)	Can you walk like an Egyptian?
<b>Geography Focus</b>	<b>Settlement types</b>	<b>Comparing UK &amp; Brazil, S. America</b> <b>Local Area-comparing landuse</b>			<b>Rainforest &amp; climate change</b> <b>Rivers</b>	<b>Trade &amp; land use</b>
Climate change	Identify impact of Ice Ages on Mesolithic and introduction of farming in Neolithic Britain.  Children will know: Britain was attached to the continent during the Palaeolithic age. The change in climate across Britain during the transition from Palaeolithic to Mesolithic.				Children will know: That deforestation is the cutting down and clearing of forests. The rainforest previously covered a much larger area but is vanishing due to climate change. Be able to suggest some ways in which we can help the planet.	
Location	Identify pre-historic countries (Scotland, France) Explore different types of settlements and introduction of villages/towns in Neolithic.	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics (including hills, mountains, coasts and rivers), and land-use patterns	Children will know: Countries in the Roman Empire and what they were called then and now Use atlases and digital mapping	Identify significant countries/cities involved in War. Locate on map and identify proximities/boundaries  Children will know: The location Allies and Axis as well as the	Identify countries/cities within <b>South America</b> .  Children will know: South America is located in the southern hemisphere. The southern hemisphere contains	Identify settlements/land use/trade in Ancient Egypt. Children will know that: Egypt is located in North Africa and is bordered by Libya, Israel and Sudan.

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	<p>Children will know: People were able to establish fixed settlements during the Neolithic due to the introduction of farming.</p>	<p>Children will know: Land-use patterns in the local area and how they have changed overtime. The terms urban and rural and use them to describe areas of the UK. How to locate places using four figure grid references. How to identify features such as hills, mountains, coasts and rivers on a map Mid-Sussex is a district in England, which is a county. Revise from Y1/2 – 4 countries and capital of UK &amp; surrounding seas of the UK</p>		<p>expansion of Germany's control of Western Europe.</p>	<p>20% landmass and 80% water. Location of tropics and equator. How rivers are formed and some of their features (meander, erosion, deposition, water cycle) (see fieldwork)</p>	<p>The River Nile was known as the 'Gift of the Nile' and had a significant role in Egypt's success as civilisation (food/water source, trade, travel) Egypt was inhabitable due to the influence of the Nile allowing people to settle there.</p>
<p>Similarities and difference</p>	<p>Compare with modern day Scotland, France- identify France and Britain separating. Make connections between life in pre-historic Britain (beliefs, society, culture)</p> <p>Children will know:</p>	<p>Make comparisons with Brazil and UK (economy, human and physical geography, people, settlements, culture)</p> <p>Children will know: Brazil is in South America. It is home to a variety of physical features</p>			<p>Introduce rainforest as a biome</p> <p>Children will know: An eco-system is a geographic area where plants, animals, and other organisms work together to form a bubble of life.</p>	<p>Compare with modern day Britain and other civilisations (settlements, land use, trade, society)</p> <p>Children will know: Egypt and Britain have human geographical features that help build the economy through</p>

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	Society became more civilised/advanced during the Neolithic due to a number of different factors (climate, settlements, people)	(Mountains, Rivers and Lakes, eco-systems and biomes) Brazil landuse and climate cf UK			A biome is a large area on the Earth's surface that is defined by the types of animals and plants living there. The Amazon rainforest is 5.5 million square km and spreads across 9 countries. Compare Amazon river with smaller river formation (see fieldwork)	tourism (Pyramids vs Buckingham Palace).
Fieldwork		(Outdoor Learning)  Children will know: 8 points on compass How to use directional language and compass points to plot a route Compare landuse – farm/rural, recreation ground Present and interpret their field findings using field sketches, questionnaires, maps with keys, plan view How to use google maps to locate their local area			Local river study-  Draw field sketches of river Collect and record river width/depth Analyse and draw conclusions	

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### Oakwood – Year 5/6

	Cycle A			Cycle B		
	Where do we come from? Who are we? (Saxons & Normans)	What are rights? What are responsibilities? (USA)	Is exploration always good? (Mayans)	What is friendship? (Japan)	What is democracy? (Ancient Greece)	Why do people take risks? (Mountains & Space)
<b>Geography Focus</b>		<b>Comparing UK &amp; North America North America -climate and biomes,</b>	<b>Map work</b>	<b>Earthquakes &amp; Volcanoes</b>		<b>Mountains</b>
Climate change	Children will know: Climate is a reason for movement/land use (farming)	Children will know: What biomes are and give examples (extend from Rainforest Y3/4)	Children will know: Impact of over farming on a civilisation (crop failure)	Children will know: The Impact of earthquakes/natural disasters on communities		Children will know: Impact of tourism on mountains e.g. erosion
Location	Children will know: Locate Countries in Europe Anglo Saxon Viking and Normans came from and where they settled in UK Be able to explain why certain geographical features influenced where Anglo-Saxon settlements were located	Children will be able to: Describe physical & human features of an area of <b>North America</b> ; Describe the climate of an area of <b>North America</b> ; Describe position of N. America (hemisphere, in relation to equator, tropics, latitude and longitude) Identify biomes in N. America	Children will be able to: Use Map work to identify where the Maya lived/locate Mesoamerica. Identify natural resources.	Children will be able to: Use Pacific map work and grid references e.g for Ring of Fire Revise Equator, tropics (Y3/4) and latitude and longitude	Children will be able to: Find Location/climate of ancient Greece with reference to major bodies of water e.g. Mediterranean linked to it	Children will be able to: Identify key UK/European mountain range locations Explain that a continent is a large landmass; Explain that continents are groups of countries;  Use contour lines on a map to create a 3D representation of a mountain.
Similarities and difference	Children will be able to: Understand Climate as a reason for migration movement/land use (farming)	Children will be able to: Identify differences and similarities between the human geography of a place in <b>North America</b>	Children will be able to: Apply knowledge of rainforest climate from year 3/4 to understand why Maya agriculture	Identifying features/types of volcano and reasons for earthquakes		Children will be able to: Identify/compare key mountain types and their specific features along with specific

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		<p>and West Sussex – including types of settlement and land use</p> <p>Learn about the range of climates across the Americas and reasons (proximity to equator)</p> <p>Understand what time zones are and the function of(GMT)</p>	<p>developed as it did/why certain crops were sacred</p>	<p>Children will know:</p> <p>That the UK is not situated on tectonic plates so it is highly unlikely to get earthquakes</p>		<p>vocabulary for mountains</p>
Fieldwork			<p>Outdoor Learning</p> <p>Children will be able to:</p> <p>Use compass points- 8/16 points</p> <p>Use 4 and 6 figure grid references with accuracy</p> <p>Draw simple to scale maps showing physical and human features</p> <p>Investigate/evaluate ways to map the school grounds</p> <p>Identify key OS symbols used in map reading with accuracy</p>			<p>Create a graph from collected data for use of local public footpath across a day or at same time across a week (link to tourism). Present the data collected.</p>