

Knaphill Lower School: Geography Curriculum Intent and Progression of Knowledge



Geography Units of study from Oddizzi Scheme of learning

Sequence of units

	<u>Autumn term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Year 1</u>	<p><u>Local area*</u> (integrates fieldwork) – 6 lessons</p> <p><u>Weather and climate*</u> - covered in science curriculum and Forest School</p>	<p><u>United Kingdom*</u> (fieldwork opportunity) (6 lessons)</p> <ul style="list-style-type: none"> • Oddizzi Planning: Lessons 1, Lesson 2, Lesson 3 (repeated for each country)- human and physical features of the UK countries <p><u>Weather and climate*</u> - covered in science curriculum and Forest School</p> <p>Key vocabulary: map, world, Europe, country, England, Scotland, Wales, Northern Ireland, capital, city, London, Edinburgh, Belfast, Union Jack/ Union Flag, <u>features</u>, human, physical, nature</p>	<p><u>Mugumareno Village, Zambia – 6 lessons</u></p> <p><u>Weather and climate*</u> - covered in science curriculum and Forest School</p>
<u>Year 2</u>	<p><u>London – fieldwork – 3 lessons</u></p> <ul style="list-style-type: none"> • Lesson 4 from United Kingdom scheme of work, review of UK learning <p><u>Weather and climate*</u> - covered in science curriculum and Forest School</p>	<p><u>Continents and oceans (6 lessons)</u></p> <p><u>Weather and climate*</u> - covered in science curriculum and Forest School</p>	<p><u>Hot and cold places (6 lessons)</u></p> <p><u>Explore Antarctica – virtual fieldwork (6 lessons)</u></p> <p><u>Weather and climate*</u> - covered in science curriculum and Forest School</p>

Knaphill Lower School: Geography Curriculum Intent and Progression of Knowledge



Geographical Knowledge – key domains concepts:

Domain	Key concepts	End points
Location	Continents Oceans Countries Cities Mental global map	By the end of Year 2, pupils will know how to locate the UK on a world map and will begin to develop a mental map of the world which enables them to name and locate the continents, Poles and Equator.
Physical and human features	Settlements Rivers and oceans Transport (history/ DT link) Farming and agriculture (history) Hills, mountains and valleys	By the end of Year 2, pupils will begin to develop knowledge of what humans have made and the impact they have had on our planet. They will know what features of our world are natural.
Fieldwork techniques (Disciplinary knowledge)	Mapping Questioning Observation Collecting data	By the end of Year 2, children will see themselves as geographers who are able to: read and use maps and atlases, knowing when they might need to use them; have skills of navigation; able to interpret and express their geographical understanding.
Physical processes	Weather patterns Seasons Climate change	By the end of Year 2, pupils will begin to recognise types of weather, UK seasons and the impact of climate change.
Human processes	Settlement Migration (history link) Transport and travel (history link)	By the end of Year 2, pupils will understand how humans have made changes in areas where they have settled. They will understand features of human settlements.
Sustainability	Climate change Care for the planet	By the end of Year 2, pupils will begin to understand how the earth has been affected by humans. They will begin to understand their role resolve make positive changes. Children will combine their history and geography knowledge to understand how key people are trying to positively impact our world.

Knaphill Lower School: Geography Curriculum Intent and Progression of Knowledge

Geography Knowledge – progression:

At KLS, our geography knowledge is organised into domains – knowledge in each domain is then progressively developed from Nursery to Year 2. Some knowledge is repeated to ensure that children have a secure understanding. Key vocabulary is

	End point	Nursery	Reception	Year 1	Year 2
Location Continents Oceans Countries Cities Mental global map	<p>By the end of Year 2, pupils will know how to locate the UK on a world map and will begin to develop a mental map of the world which enables them to name and locate the continents, Poles and Equator.</p> <p>Children will also have a foundation of knowledge that helps them to begin to understand distance.</p>	<p>Name and locate areas around Nursery and grounds and recognise features:</p> <ul style="list-style-type: none"> - name the nursery and nursery group you belong to, - name the different areas in nursery, - name some features in our nursery. <p>Know that there are different countries in the world using stories and discussions about holidays:</p> <ul style="list-style-type: none"> - to build awareness of different countries, - to know how we could travel to different countries, - talk about where we have been on holiday and how we got there, - talk about the differences they have experienced or seen in photos. -to know that they are in a Nursery within a school near to their house. 	<ul style="list-style-type: none"> Know that our school is located in the village of Knaphill. Know that we link in a country called England. <p>Name and locate areas around our school setting and the grounds. Discuss their immediate environment using knowledge from observation, discussion and maps:</p> <ul style="list-style-type: none"> - name our school, - recognise and name the different areas and places in our school e.g., playground, hall, wild garden, library, millennium etc. <p>Name, locate and recognise features and places in Knaphill:</p> <ul style="list-style-type: none"> - on local area walk, locate different features such as road sign, trees, stream, grass/field, houses, post box, shops, bus stop. <p>To talk about features of their own immediate environment and how</p>	<p>Locality Unit</p> <ul style="list-style-type: none"> Recognise the location of Knaphill Lower School. Recognise the location of Knaphill. <p>United Kingdom Unit</p> <ul style="list-style-type: none"> Location of the UK on a map a world map. Know the name of the four countries of the United Kingdom. Know the locations of the four countries of the UK on a map. Know what other islands and countries are near the UK. Know the capital cities of the UK. Know the location of the capital cities of the UK on a UK map. Know the physical and human features of England, Wales, Scotland and Northern Ireland Know the seas and oceans surrounding the UK: The Irish Sea, the Atlantic Ocean, the North Sea and the English Channel. Know that the UK is part of the continent of Europe. <p>England:</p> <ul style="list-style-type: none"> Know that England is the largest of the four countries. It has a population of 55.5 million England has many cities, the largest of which is London. England is home to people from all over the world, some of them were born here, others who have migrated from other parts of the world. <p>Scotland:</p> <ul style="list-style-type: none"> It has a population of 5.5 million. Scotland lies to the North of England. 	<p>London Unit</p> <ul style="list-style-type: none"> <u>Location of the UK on a map a world map.</u> <u>Know the name of the four countries of the United Kingdom.</u> <u>Know the locations of the four countries of the UK on a map.</u> <u>Know the capital cities of the UK.</u> <u>Know the location of the capital cities of the UK on a UK map.</u> <p>London</p> <ul style="list-style-type: none"> London is the capital city of the United Kingdom. London is located on the River Thames. London is made up of two cities: the City of London and the City of Westminster. London has a population of 8 million. <p>Continents and Oceans Unit</p> <ul style="list-style-type: none"> <u>Location of the UK on a map a world map.</u> <u>Know the name of the four countries of the United Kingdom.</u> <u>Know the locations of the four countries of the UK on a map.</u> Continents are groups of countries. Australia is both a country and a continent. Antarctica has no countries and no inhabitants as it is a landmass entirely covered in ice. Name and locate the world's seven continents and five oceans- Europe, Asia, Africa, Australia, South America, North America, Antarctica Name and locate the world's five oceans- Arctic Ocean, Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean The biggest continent is Asia and the biggest ocean is the Pacific.

Knaphill Lower School: Geography Curriculum Intent and Progression of Knowledge

			<p>environments may vary from one another (to compare life in Nigeria to life in Knaphill).</p>	<ul style="list-style-type: none"> Scotland has 7 cities, the largest of which is Edinburgh. The highest peak in the UK is in Scotland. It is called Ben Nevis. <p><u>Wales:</u></p> <ul style="list-style-type: none"> It has a population of 2 million. Wales lies to the West of England. Wales has 5 cities, the largest of which is Cardiff. Wales is known for its mountains and valleys. <p><u>Northern Ireland:</u></p> <ul style="list-style-type: none"> It has a population of 3 million. Norther Ireland lies to the North West of England. Scotland has 6 cities, the largest of which is Belfast. <p><u>Mugurameno Village, Zambia (comparative study)</u></p> <ul style="list-style-type: none"> Zambia is a country in southern Africa. Muguameno is a village in rural Zambia. Zambia’s capital city is called Lusaka, Muguameno is a four hour drive from the capital city. It is in the countryside. Mugurameno village is located right next to the River Zambezi and close to the Lower Zambezi National Park. 	<ul style="list-style-type: none"> Oceans are made up of saline water (salt water) and cover three quarters of the Earth. <p>Hot and Cold Places Unit</p> <ul style="list-style-type: none"> The Earth has two poles: the North Pole and the South Pole. These poles are like to two end of magnet- this is because the Earth is giant magnet. Halfway between the North and South Poles is an imaginary line called the equator. Everything north of the equator is in the northern hemisphere, everything south is in the southern hemisphere. Locate hot and cold places on a map using knowledge of the Poles and equator. <p>Antarctica</p> <ul style="list-style-type: none"> Antarctica has no countries and no inhabitants as it is landmass entirely covered in ice. It is located at the most southern part of the earth.
Physical and human features	<p>By the end of Year 2, pupils will begin to develop knowledge of what humans have made and the impact they have had on our planet. They will know what features of our world are natural.</p> <p>Children will also have an appreciated of the physical beauty of our world and the diversity of our planet.</p>	<p>Know that there are different countries in the world using stories and discussions about holidays:</p> <ul style="list-style-type: none"> - to build awareness of different countries, - to know how we could travel to different countries, - talk about where we have been on holiday and how we got there, - talk about the differences they have experienced or seen in photos. -to know that they are in a Nursery within a school near to their house. 	<p>To talk about features of their own immediate environment and how environments may vary from one another (to compare life in Nigeria to life in Knaphill).</p> <p>To explore some features within the school setting and its locality.</p>	<p>Locality Unit</p> <ul style="list-style-type: none"> Know how to identify rural and urban areas based on features. Understand what a settlement is. <u>Human features of Knaphill Lower School: school office, classrooms, offices, playground, Woodland enclave, entrances</u> <u>Human features of Knaphill: school, houses, roads, shop, park</u> <p>United Kingdom Unit</p> <ul style="list-style-type: none"> Know some of the physical and human features of England, Wales, Scotland and Northern Ireland <p><u>England:</u></p> <ul style="list-style-type: none"> Physical features: Lake Windermere (lake), Dartmoor (farm), White Cliffs of Dover (cliffs), River Thames (river), Box Hill (hill) Human features: St Paul’s (cathedral), Angel of the North (statue), Stonehenge (ancient ruin) <p><u>Scotland:</u></p>	<p>London Unit</p> <p>Physical features:</p> <ul style="list-style-type: none"> The Thames is England’s longest river and the second longest in the UK. The river was very important when London was first built because it allowed ships from other countries to deliver goods to the city. <p>Human features:</p> <ul style="list-style-type: none"> London has many famous landmarks: the Tower of London, the Houses of Parliament, the London Eye, Buckingham Palace, and the Shard. London has an underground railway, which is called the Tube because trains travel in underground tunnels that look like tubes. <p>Continents and Oceans Unit:</p> <p>Know some of the human and physical features of continents.</p> <p><u>Africa</u></p> <p>Human features: Pyramids, Giza; Suez Canal (canal); Tannery (factor); Capetown harbour (harbour)</p>

Knaphill Lower School: Geography Curriculum Intent and Progression of Knowledge

				<ul style="list-style-type: none"> Physical features: Ben Nevis (mountain), Loch Ness (Lake), Galloway (Forest), Old Man of Hoy (stack) Human features: St Andrews Links (golf course), Forth Railway Bridge (bridge), Balmoral Castle (castle), North Sea Oil Field (oil rig) <p><u>Wales:</u></p> <ul style="list-style-type: none"> Physical features: Barmouth (beach), Brecon Beacons (waterfall), Green Bridge of Wales (arch), Near Abergavenny (valley) Human features: Snowdon Mountain Railway, Severn Estuary (bridge), Llandudno (town), Caernarfon Castle (castle) <p><u>Mugurameno Village, Zambia (comparative study)</u> To know some of the human and physical features of a small comparative non-European area Mugurameno Village, Zambia.</p> <p>Physical features: River Zambezi (fourth longest river in Africa); Victoria Falls (waterfall in River Zambezi); Lower Zambezi National Park (physical feature but protected by humans).</p> <p>Animals: lions, elephants, buffalo, leopards and hippos.</p> <p>Human features: comparing Mugurameno settlements to the settlements in our locality. Link made to science and DT: materials and purpose</p>	<p>Physical features: The Sahara (desert); Mount Kilimanjaro (mountain); River Nile (river); Victoria Falls (waterfall)</p> <p><u>Asia</u> Human features: Paddy field (farm); Great Wall of China (wall); Golden Temple of Amritsar (temple); Hong Kong (city) Physical features: Mount Everest (mountain); The Maldives (islands); Mount Merapi (mountain); orang-utans (wildlife)</p> <p><u>Europe</u> Human features: Eiffel Tower (tower); St Basil's Cathedral (cathedral) ; Port of Rotterdam (port); Oia (town) Physical features: Danube (river); Mount Etna (volcano); The Algarve (beach); <u>White Cliffs of Dover (cliffs)</u></p> <p><u>North America</u> Human features: Seattle (city); Chichen Itza (ancient ruins); Guanajuato (cathedral); Highway in Los Angeles (motorway) Physical features: Niagra Falls (waterfall); Grand Canyon (valley); Monteverde Cloud Forest (rainforest); Moraine Lake (lake)</p> <p><u>Australia</u> Human features: Sydney Opera House (opera house); Coober Pedy Mining town (town); Mount Hutt (ski resort); Coral Coast Beach Resort Physical features: Great Barrier Reef (coral reef); Milford Sound (valley); Uluru (mountain); Twelve Apostles Marine National Park (coast)</p> <p><u>South America</u> Human features: Rio de Janeiro (city); Machu Picchu (ancient city); Coffee plantation (farm); Sao Paulo (station) Physical features: Angel Falls (waterfall); Mount Fitzroy (mountain); Rover Amazon (river); Atacama Desert (desert)</p> <p><u>Hot and Cold Places Unit</u></p> <ul style="list-style-type: none"> The features found in three comparative places: Antarctica, a hot desert and a rainforest. <ul style="list-style-type: none"> Antarctica: iceberg, ice breaker ship, orca, penguin rocks Hot desert: tent nomad, desert fox, grass, sand dunes, cacti, mountains Rainforest: people, rain, trees, toucan bird, animals, rivers <p><u>Antarctica:</u> Human features: Cruise ship (transport); underground garage; research station, icebreaker ship (transport) Physical features: Mount Erebus (volcano); coast, iceberg; wildlife</p>
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Knaphill Lower School: Geography Curriculum Intent and Progression of Knowledge

<p>Fieldwork techniques</p> <p>(Disciplinary knowledge)</p> <p>Mapping Questioning Observation Collecting data</p>	<p>By the end of Year 2, children will see themselves as geographers who are able to: read and use maps and atlases, knowing when they might need to use them; have skills of navigation; able to interpret and express their geographical understanding.</p> <p>Children will also have an appreciation of geography as a subject that lets them explore our world.</p>	<p>Use simple maps:</p> <ul style="list-style-type: none"> Use physical resources e.g., floor mats, crates, small world area to make simple representations of maps to identify water/land. Talk about what they see on the way to school. Name simple features e.g trees, ground, wall, grass, road 	<p>Use simple maps and photographs:</p> <ul style="list-style-type: none"> locate our school and recognise features in our school grounds on a map and aerial photographs, - use aerial photos and maps of our local area to <p>To recall and match the photographs of key features,</p> <ul style="list-style-type: none"> - use maps and photographs to recognise features of different places (UK, Nigeria). <p>Devise simple maps:</p> <ul style="list-style-type: none"> - draw simple maps including key features of our school, - create maps (drawn, cut and stick, construction, chalks etc) of key places e.g., farms etc. -introduce the world map. -represent green for land and blue for water. -use simple directional language (near, far, in front, behind etc.). -ask questions about their familiar world (where they live or the natural world) <p>- discuss daily weather/ seasons.</p>	<p>Map skills</p> <ul style="list-style-type: none"> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Ask and answer geographical questions (such as: What is it like in this place?) <p>Locality Study: Knaphill Lower School and Knaphill</p> <ul style="list-style-type: none"> Use fieldwork to identify and record the main features of the school grounds. Complete a simple tally chart to understand different types of buildings. Devise a simple map; and use and construct basic symbols in a key. <p>United Kingdom</p> <ul style="list-style-type: none"> A globe is a sphere which shows the surface of the Earth. Maps are pictures on flat pieces of paper, or on a screen, showing features of the Earth. Know how to use world maps to identify the United Kingdom and its countries (NC link) Recognise a map of the United Kingdom and locate countries/ capital cities. <u>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of the countries within the UK.</u> <p>Mugurameno Village, Zambia (comparative study)</p> <ul style="list-style-type: none"> Use photographs and film to compare geographical features. Questions: what is the same? What is different? What would it be like to live in this place? Questions: what is it like to be a child in this place? <p>Weather observations:</p> <ul style="list-style-type: none"> Use observational skills to explain which season it is. Collect evidence to support an understanding of seasons. Able to explain what the weather is like using geographical vocabulary. Ask questions about weather. 	<p>London</p> <ul style="list-style-type: none"> <u>A globe is a sphere which shows the surface of the Earth.</u> <u>Maps are pictures on flat pieces of paper, or on a screen, showing features of the Earth.</u> <u>Know how to use world maps to identify the United Kingdom and its countries (NC link)</u> <u>Recognise a map of the United Kingdom and locate countries/ capital cities.</u> 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. Use simple grid references (A1, B1). <p>Continents and Oceans</p> <ul style="list-style-type: none"> <u>A globe is a sphere which shows the surface of the Earth.</u> <u>Maps are pictures on flat pieces of paper, or on a screen, showing features of the Earth.</u> Atlases are books full of maps and information about Earth. Satellites are objects that are sent into space. Some these take photographs of Earth – these are called satellite images. <u>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</u> <u>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of continents on a world map.</u> <p>Hot and Cold Places</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
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Knaphill Lower School: Geography Curriculum Intent and Progression of Knowledge

<p>Physical processes:</p> <p>Weather patterns Climate Seasons Climate change</p>	<p>By the end of Year 2, pupils will begin to recognise types of weather, UK seasons and the impact of climate change.</p> <p>Children will also be able to describe weather in other places of the world, including the more extreme weather associated with the poles and equator.</p>	<p>Observe the weather:</p> <ul style="list-style-type: none"> - Use simple vocabulary to begin labelling the weather - discuss weather appropriate clothing, - begin to observe some seasonal changes linked to weather changes. <p>Across EYFS, children will be supported through their interactions with adults to observe the weather throughout the year.</p>	<p>Across EYFS, children will be supported through their interactions with adults to observe the weather throughout the year.</p> <ul style="list-style-type: none"> • They will develop their vocabulary to describe climate in a descriptive way: hot, cold, freezing, chilly, boiling, and scorching. • In Forest School sessions, children will observe the seasonal change, recognising typical weather associated with autumn, winter, spring and summer. <p>Observing weather and seasons:</p> <ul style="list-style-type: none"> • recognise main types of weather • know the four seasons and the different weather associated with them • observe seasonal changes linked to weather changes. 	<p><u>Mugurameno Village, Zambia (comparative study)</u></p> <ul style="list-style-type: none"> ○ Zambia has a tropical climate, so it's warm for most of the year. There is a dry season a wet season. <p><u>Weather and Climate – Forest School during the year (linked to science)</u></p> <ul style="list-style-type: none"> • Know the months of the year in order. • Know the seasons and put them in order. • Use vocabulary to describe the seasons. • Identify difference between the types of weather experienced in different seasons in the UK. • Make observations of: the weather changing in each season and the impact on the environment of our locality. • In Forest School sessions, children will observe the seasonal change, recognising typical weather associated with autumn, winter, spring and summer. 	<ul style="list-style-type: none"> • <u>In Forest School sessions, children will observe the seasonal change, recognising typical weather associated with autumn, winter, spring and summer.</u> • <u>In Forest School, children will use a weather station to record simple measures of weather – rain fall, temperature, wind.</u> • Children will record a weather diary each week, including suggested clothing needs for the weather. • Children will make comparisons with weather changes over time to understand this pattern. <p><u>Weather and Climate – Forest School during the year (linked to science)</u></p> <ul style="list-style-type: none"> • <u>Use vocabulary to describe the seasons.</u> • <u>Identify difference between the types of weather experienced in different seasons in the UK.</u> • <u>Make observations of: the weather changing in each season and the impact on the environment of our locality.</u> • <u>In Forest School sessions, children will observe the seasonal change, recognising typical weather associated with autumn, winter, spring and summer.</u> • Use data to support observations of weather – including rainfall, temperature and wind direction. <p><u>Hot and Cold Places</u></p> <ul style="list-style-type: none"> • The type of weather that is usually expected in an area is called the climate. • The climate does not change day by day, but weather can change day by day, or hour by hour. • A place is usually hot if it is near the Equator. • A place is usually cold if it is near the North or South Pole. • Rainforests have tropical climates. They are very near to the equator. They are hot and have lots of rain. • Hot deserts are quite near the equator. They are very hot and dry. • The North and South Poles are the coldest places on Earth. • How hot and cold a place is affects what plants and animals can live there. • People need to wear and use different things for hot place and cold places. • Climate change across Earth is beginning to make the Poles warmer, this is causing the ice to melt. • The climate is changing for many places- this means that the weather and temperatures can be more extreme.
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Knaphill Lower School: Geography Curriculum Intent and Progression of Knowledge

<p>Human processes</p> <p>Settlement Migration (history link) Transport and travel (history link)</p>	<p>By the end of Year 2, pupils will understand how humans have made changes in areas where they have settled. They will understand features of human settlements.</p>	<p>Children will also develop their own sense of settlements within the identity – this includes opportunities in the domestic role, talking about different buildings and homes.</p>	<p>Children will be exposed to different types of transport within their Journeys topic.</p> <p>Children will also develop their own sense of settlements within the identity – this includes opportunities in the domestic role, talking about different buildings and homes.</p>	<p><u>Locality Unit - Knaphill</u></p> <ul style="list-style-type: none"> Recognise Knaphill as a settlement – features within this. Knowledge of why Knaphill has evolved as it has – proximity to London, transport links <p><u>Mugurameno Village, Zambia (comparative study)</u></p> <ul style="list-style-type: none"> Recognise that the River Zambezi is very important to the lives of people living in the village. The river is a main reason why people settled in this place. The river is used for: <ul style="list-style-type: none"> Washing Water vegetables (make link with history learning) Fishing Dams are used to control the water during very dry times and to control flooding To understand how settlements have to be adapted to protect people from animals. Link with history – farming in Mugurameno compared to farming in the UK. 	<p><u>London Unit - transport</u></p> <ul style="list-style-type: none"> The river was very important when London was first built because it allowed ships from other countries to deliver goods to the city. London has an underground railway, which is called the Tube because trains travel in underground tunnels that look like tubes. <p><u>London Unit: Settlement features: city</u></p> <ul style="list-style-type: none"> London has many famous landmarks: the Tower of London, the Houses of Parliament, the London Eye, Buckingham Palace, and the Shard. Approximately 3.6 million dwellings in London. Population of London linked to settlements. <p><u>Antarctica Unit: Transport</u></p> <ul style="list-style-type: none"> Understanding of specific transport used in a journey to someone uninhabited: plane, another plane, ship, rig – transport adapted for conditions
<p>Sustainability</p> <p><i>Links are directly made with science as the concept of sustainability is taught in two units across the year.</i></p>	<p>By the end of Year 2, pupils will begin to understand how the earth has been affected by humans. They will begin to understand their role resolve make positive changes. Children will combine their history and geography knowledge to understand how key people are trying to positively impact our world.</p>			<p><u>White Rose Science – Sustainability unit: Caring for our planet</u></p> <ul style="list-style-type: none"> Everyone should look after the planet. Some actions help the Earth. Some actions harm the Earth. Looking after the planet helps to care for humans, other animals and plants. <p><u>White Rose Science – Sustainability unit: Growing and Cooking</u></p> <ul style="list-style-type: none"> Understanding of where food comes from. Knowledge of local foods and seasonal foods. Link between grown food (practical and cooking). <p><u>Mugurameno Village, Zambia (comparative study)</u></p> <ul style="list-style-type: none"> Compare shopping and recycling habits in Mugurameno and where we live. 	<p><u>White Rose Science – Sustainability unit: Plastic</u></p> <ul style="list-style-type: none"> Plastic can be helpful. Plastic can be harmful for humans and other animals. Some plastic can be recycled. Some plastic cannot be recycled Plastic is helpful and harmful. There are ways to reduce your plastic waste. <p><u>White Rose Science – Sustainability unit: Plastic</u></p> <ul style="list-style-type: none"> Understanding of the link between human and animals. Recognising that we have a role in protecting wildlife as part of our natural environment. <p><u>Antarctica – 2041 – Champions of Antarctica:</u></p> <ul style="list-style-type: none"> In 2041, the Antarctic treaty expires – the future of the last great wilderness on earth will be decided. To appreciate the impact of climate change in this area of the world, children need contextual knowledge. This includes, features of Antarctica: <ul style="list-style-type: none"> Animals: whales, penguins, seals Weather: snow, ice, mist, hail stone Physical: mountains, valleys, ocean, icebergs, coastline

Knaphill Lower School: Geography Curriculum Intent and Progression of Knowledge

					<ul style="list-style-type: none"> ○ Climate: very cold – impact on environment, no plant life • Location on Antarctica: South of South America, South of Ushuaia, which is the most southern point of Argentina. • Specific locations: Drake’s Passage- Atlantic and Pacific Ocean • Impact of plastic in the ocean – link made with science unit from autumn, encouraging children to recognise the impact in places like Antarctica.
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