

2026-7 year 4 will be following the Year 3 skills and progression for Year 3. Reverting for Year 2027/8

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	This is the United Kingdom of Great Britain and Northern Ireland	Europe and The Rest of the World	Economy/Trade	Environment and Sustainability	Being a Geographer (Fieldwork)
EYFS					
	Know the name of the school, the village/town it is in and the name of the road that the school is on. Know we live in England (linked to history – Queen Elizabeth II) Use photographs, including aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open spaces, roads and other simple features. Listen to stories set/about different parts of the UK and draw on experiences from wider family and holidays related to other places in the UK.	Know that there are many countries in the world. Recognise some similarities and differences between life in this country, particularly the village/town they live in, and life in other countries. Draw on experiences from wider family and holidays that children may have been on. Use images, video clips, shared texts including stories and other resources to bring the wider world into the classroom. (Be aware of stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.)	Know that adults often have to go to work – they do different jobs to each other and get paid money for doing those jobs. Know that we need money to buy things from shops.	Know that we need to look after the places we live in – tidy them up, put rubbish in a bin, be careful how we treat things in the wild. Begin to understand that we are all part of a wider community and that the decisions we make can affect other people.	Begin to know that maps show us where things are. Make simple maps/sketches of their immediate environment, or maps from imaginary story settings they are familiar with. Begin to use the language of position – behind, next to, under etc. to describe and locate things/places. Begin to use vocabulary for common human and physical features – road, church, village, hill, river etc.
By the end of EYFS, children should:					
• ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.					
Year 1					
To be taught throughout the year when seasonal change is visible.					
Seasons To be completed over the year.	In the UK we have <u>four seasons</u> – know the <u>months</u> for each season (pg 7 KS1) and that the <u>weather</u> changes in each of the seasons, expressing this in simple terms (e.g In winter the <u>temperature</u> is usually...) Know that the seasons repeat in the same order each year. Know that in the UK, <u>summer</u> days are longer and that in the winter there are less <u>hours of daylight</u>. (pg 5 KS1). Make general statements about the seasons in the UK (in the <u>autumn</u> leaves fall from trees and the days start getting shorter).			Keep a record/diary of one particular tree/bush/field through the year and make specific observations on how it changes – note any changes that are not caused by the seasons (e.g. the grass being cut). Recognise different ways that the changing weather influences the way we live (pg 7 KS1) particularly the need to have warm houses and appropriate clothing.	Understand what is meant by <u>temperature</u> and the purpose of a <u>thermometer</u> (pg 8 KS1) Know that <u>rain</u> can fall in different forms and is usually measured in <u>centimetres</u>. (pg 8 KS1) Know how to summarise the weather and to make comparisons/predictions compared to previous days (e.g. it is sunny today so it will be warmer than yesterday). Know that we need to be careful in some types of weather and protect ourselves – dressing warmly in the cold, lightly in the heat, wearing sun block/a hat etc. (PSHE link)

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	This is the United Kingdom of Great Britain and Northern Ireland	Europe and The Rest of the World	Economy/Trade	Environment and Sustainability	Being a Geographer (Fieldwork)
					Know that looking directly at the sun is dangerous (PSHE and Science link)
UK Countries Approx. 6 weeks	We live in the <u>United Kingdom</u> which is made up of the four nations of <u>England</u>, <u>Scotland</u>, <u>Wales</u> and <u>Northern Ireland</u>. Know that England is the biggest of the four nations and make other comparisons between them. (pg.1 KS1). Know that <u>UK</u> is short for 'The United Kingdom' Know that the UK is made up of <u>islands</u> and that the sea around the UK has different names in different places. The Republic of Ireland is another country. There are land borders between England and Scotland; England and Wales but the only way to get to Northern Ireland is to fly or sail. Each of the four nations and their <u>capital cities</u> (pg.3 KS1) has their own characteristics and landmarks that people like to see. (pg.2 KS1) children should know that each of the capital cities is built near water (this will be important later in KS1 and KS2) and have a sense of how much bigger London is than the other cities (<i>a rough representation would be Edinburgh represented as a tennis ball and London by a full-size basketball</i>).	Locate the UK on a <u>globe</u> and know that the UK is a relatively small country. Know that the more of Earth's <u>surface</u> is covered by water than by land. Know that the land is the part of the surface that is not covered in water (pg.1 KS1).	Know that if we want to <u>travel</u> to a different place in the UK (to visit or go on holiday) we usually need to use a road and/or a train. We may also need to use a ferry or a plane. Begin to understand that <u>landmarks</u> and <u>attractions</u> are visited by people when they go on holiday to different places. People often pay money to see those places.		Recognise that a <u>globe</u> is a model of the Earth and that the Earth is round. Know that maps are 2D representations of the globe or parts of the globe. A <u>capital city</u> is the main city in a country. <u>Landmarks</u> are well known places that people like to visit. (pg.10 KS1) Introduce the <u>four compass points</u> and begin to use these to describe position. (pg.9 KS1) Use digital imagery as one way to collect geographical information. Interpret a range of maps and begin drawing their own sketch maps for an agreed purpose. Begin to distinguish between features that are natural and those that are man-made. (pg.4 KS1)

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	This is the United Kingdom of Great Britain and Northern Ireland	Europe and The Rest of the World	Economy/Trade	Environment and Sustainability	Being a Geographer (Fieldwork)
Local Study - School Approx. 6 weeks.	Ensure that children have remembered that we live in England. Children should know the name of the village/town/city that their school and/or home is in. Where relevant, they should know the name of the nearest big centre (e.g. Northampton).			Children need to develop a wide-ranging specific vocabulary to describe the world around them. Children should begin to differentiate between things in the school environment that are natural/physical and those that are man-made/human.	Children should begin to explore maps, understanding some core ideas that they then produce in their own sketch maps: - Maps are from a bird's-eye view. The same perspective as an aerial photograph. - A 2d representation of things that are really 3d. - Objects on a map are much smaller than they are in real life. - Symbols and a key are used to show things on a map so that the map doesn't become too crowded. The same symbols are used for the same type of object on a map. Children should recognise digital imagery as an effective tool in recording and using geographical information. Children should further develop the language of position and place: - Revisit and secure understanding of the NESW. - Know that a compass is used to find out where north is. - Link with mathematical development in understanding vocabulary such as opposite, behind, next to, near/far etc.
Year 2					
The World Approx. 6 weeks	Know that the UK is in the Northern Hemisphere and is closer to the Arctic than it is to the Equator.	Children should begin to develop their understanding of the rest of the world, recognising that there are many countries spread across the globe – some much bigger than the UK and others much smaller. Know the names of the seven continents and the five oceans. (pg.1 KS1) Know that the Antarctic is a continent (the ice is on top of land) but the Arctic isn't (just floating ice pack). (pg.8 KS1) Know that smaller areas such as the North Sea, English Channel (met in y1) are part of the Atlantic Ocean.	Begin to understand that different crops can be grown in different places around the world and that these are sent to countries like the UK for us to have as food.	Know that countries close to the equator are much hotter on average than those further north or south (<i>ensure children don't gain the impression that the further south you go the hotter it gets</i>). Use images and other information from countries around the Equator to infer facts about the climate (use a wide range of images to avoid creating narrow 'single-story' views of countries – e.g. city & countryside; modern & traditional) where possible, children should draw on the experiences of wider family/friends who have lived in any of these places. (pg.8 KS1)	Begin to recognise that the way people live their lives is often determined by the climate they have. They should know that the climate and the seasons are experienced differently in different places. Make further measurements of the weather – building on Y1 – and compare to other parts of the world. Recognise that the imaginary lines marked on a globe are used to help us describe where a place is. (pg.8 KS1)

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	This is the United Kingdom of Great Britain and Northern Ireland	Europe and The Rest of the World	Economy/Trade	Environment and Sustainability	Being a Geographer (Fieldwork)
		Know that there is an imaginary line around the centre of the earth– the Equator and know the terms Northern and Southern Hemisphere (pg.8 KS1). Know and describe typical climate conditions around the Equator and refer back to Y1 work on seasons to make comparisons. Know that the length of a day doesn't change much through the year and that these countries don't experience the same seasons as the UK. Know that there are similar, imaginary lines, around the North and South pole that show where the Arctic and Antarctic areas are – know that in mid-summer months the sun never fully sets and in mid-winter the sun never fully rises. Make comparisons to the typical climate in UK and around the Equator. (pg.8 KS1)		Begin to understand how climate is very different in different parts of the world and that the weather influences how people live in these places – types of housing; clothing etc	
Local Study: Small UK area (Village/ Town) Approx. 6 weeks.	Building in Y1, children should know that they live in England and that England is one of the four nations of the UK. They should now know that they live in Northamptonshire (Cambridgeshire/Rutland) which is a county in England (children will look more at the county system in Y3). Depending on the local context, children should know the village/town/city that their school is in and, if different, where they live. In a village context, children should know the name of the nearest big town. Children in town schools should know the name of any local villages that they have contact with (pg.5 KS1) Know key geographical facts about where they live and describe the local area and locate it in reference to the nearest large town/city – know facts about this large town/city (e.g population of Northampton is approx. 220,000; Peterborough 202,000) (pg.6 KS1) Describe the area they live in and relate this to maps of the area (see pg.5 KS1 for model)		Children should compare villages and towns/cities – they should know that there are more buildings in towns and that many people work in these places. They should be aware of the range of buildings, including: shops, factories, homes (of different types), places of worship, places for entertainment and leisure. (pg.5 KS1) They should be aware that roads are important in enabling movement and that bigger places tend to have more, larger roads as more people need to move around. Children should be aware that all our counties have major roads that pass through them and connect the region to other big cities. (pg.5 KS1) Recognise that larger places are often connected by rail.	The terms physical and human should be introduced and understood in terms of the man-made/natural observations made in Y1. (pg.4 KS1)	Building on Y1, use the key on a map to identify key features in the local environment and to make comparisons with a different setting (village compares to town or visa-versa). They should use the key to determine whether the feature is man-made or natural. Recognise that different maps give different amounts of detail and serve different purposes. Children should be able to create their own maps of a wider, familiar environment with a consistent key. Further develop the language of position, e.g (Kislingbury, a village near Northampton; the post office is next to the factory; the war memorial is to the south of the village.)

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Non-European Study: Kenya Approx. 6 weeks.		Kenya is on the continent of Africa and is on the East Coast. The Equator passes through Kenya. The climate in Kenya is very different to the UK (pg6 KS1). Nairobi is the capital city of Kenya. It is about half the size of London but much bigger than other cities in the UK. Some parts of Nairobi are very modern and affluent while other parts are very poor and many people live in 'slums'.  <i>(image shows the more developed areas of Nairobi in the background with the Royal Nairobi Golf course backing onto the main slum dwellings in the outskirts of the city).</i> Make comparisons with the experiences of children living in different parts of Kenya with life in the UK. Know that some Kenyans choose to live in traditional ways – making their homes from natural resources. Many Kenyans living in rural areas have limited access to services – see pg 6 KS1 <i>(There are a number of video resources available – the BBC Bitesize clips are old but still relevant although they don't bring out the experiences of living in the poorer parts of the city, there are YouTube videos that do this but they are often from charitable organisations and can also give the impression that all Kenyan children live in the same conditions – teachers will need to ensure that children get a balanced view.)</i> - https://www.bbc.co.uk/bitesize/clips/zmqtfq8 - BBC bitesize (2007) – Life in urban Kenya (more affluent family) - https://www.bbc.co.uk/bitesize/clips/zgfr87h - BBC Bitesize - Life of the Maasi - https://www.bbc.co.uk/programmes/p0114s06 - BBC Bitesize - Life in rural Kenya	Know that the roads in rural Kenya are not always tarmacked and that many are baked mud – communication/movement in these areas is therefore more difficult. Many people like to visit Kenya – they go to see the wildlife, places like Mount Kenya and often visit places like Mombasa on the coast as well. The money they spend provides jobs for Kenyans and helps protect endangered animals.	Kenya is known for its wildlife – the game reserves now look to protect animals that are in danger of becoming extinct. The Big 5 are popular with tourists.	Introduce GoogleMaps and Google Earth to children – zoom in on Nairobi and note the different features that are clear on the map. Begin to recognise what a map doesn't tell us – we tell where the buildings are but not what they look like. Increase confidence when reading different keys from different maps (pg.11 KS1) Make comparisons between different places using Geographical information (pg.7 KS1)

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Possible Teaching Sequences

Year 1	
Seasons	
Schools will need to teach this flexibly to fit in with the seasons and daily weather patterns.	
UK Countries	
Week	Lesson focus
1	Know that a <u>globe</u> is a model/representation of the world. Know that more of the world is covered by <u>water</u> rather than <u>land</u>. (pg.1 KS1) Know that there are many different countries around the world – some are quite similar to the UK; some are very different. Know that these big areas of water are known as <u>oceans</u>. Know that the parts not covered in water are the land. Locate the UK on a globe. Know that a world map is a 2D representation of the globe and locate the UK on the map.
2	Know the outline shape of the UK. Know that the UK is made up of four separate countries – <u>England, Scotland, Wales and Northern Ireland</u>.(pg.1 KS1) Know that the UK is made up of islands – know the meaning of 'island'. Know that Northern Ireland is on a separate island to the rest of the UK; Know that the Republic of Ireland is a different country and is not part of the UK.(pg.1 KS1) Know that there are <u>land borders</u> between England and Scotland; England and Wales.
3	Know where the North Sea, Irish Sea and English Channel are in comparison to the four nations. Know that you can move between England, Scotland and Wales by road and rail but that it is necessary to sail or fly to Northern Ireland. Know that each of the countries has its own <u>capital city</u> – <u>London, Edinburgh, Cardiff and Belfast</u>. Understand capital city as being the 'main' city in each country – <i>avoid the misconception that the capital city is the biggest city, this is not true in Scotland or many other countries that the children will meet over the next few years.</i> Know that England is the biggest country and London the biggest city by a long way (nearly nine times the size of the other three together)– London is the capital city for all of the UK. Know the four main points of a compass. Be able to describe the position of the four countries in relation to each other by using the compass points (e.g. Wales is west of England (pg.1 KS1))
4	Know that each of the countries and their capital cities have <u>landmarks</u> and other characteristics that they are famous for – answer the question, 'What would you see/do if you went on holiday to ...?' (<i>the context of going on holiday provides a useful background for later work on tourism</i>).
5	Study each country and its capital city in turn – using the information on pg.2 and pg.3 to identify key information – to support later work, a key focus should be on why people like visiting each place and how popular different attractions are.
6	Over the three weeks, observe that all the capital cities are built next to water (pg.3 KS1)
Local Study: School	
Week	Lesson focus
1	Know that a <u>compass</u> shows us which way is north and from that we can work out where the other four points of the compass are. Know which way is NESW within the classroom. (pg.9 KS1) Use the language of position to describe pairs of objects in relation to each other (e.g. the fire exit is opposite the classroom door; the interactive board is beside the window; the clock is higher than the shelf, my chair is closer to the door than my friends).(pg.9 KS1) Draw an initial map of the classroom – identify what the children found easy and what they found difficult. Drawing on EYFS experiences, agree what makes a good map.
2	Explore an area of the school grounds that the children are already quite familiar with – establish where NESW is and relate this to the classroom. Collect words that accurately describe things in the <u>environment</u>, some should be familiar from EYFS – e.g. gate, fence, buildings, road, houses, woodland, church, community centre etc. (ensure that children note objects/buildings that will feature in the aerial photographs/maps that they will look at later in this unit and only focus on the environment immediately in and around the school). (pg.4 KS1) Use ipads (or similar) to record images of the key features in the environment (<i>as above, children should be guided to record the features that will form part of their work in the following lessons</i>). Sort what they can see into things that are <u>natural</u> and things that are <u>man-made</u> (see link to Science). (pg.4 KS1)
3	Look at an <u>aerial photograph</u> of the school (<i>if you have access to Digimaps, use the aerial image from there as this will be in the same orientation as the map used in the following lesson</i>)– know that this is a <u>bird's-eye view</u> of the school. (pg.10 KS1) Discuss what they recognise and what appears to be missing (any recent changes to the building or grounds may need to be discussed) – can they work out where their classroom is when all they can see are the roofs.

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	Recognise that some parts of the environment might be hard to see from above because trees etc get in the way. Label the features spotted in the previous week. Use the digital photographs as part of this – linking the aerial perspective to what the children see on the ground. Label NESW on the photograph.
4	Compare the aerial photograph from the last session with a map that shows the area around the school (<i>Digimaps includes a feature that allows you to overlay the aerial image with the appropriate OS map</i>). Know that a <u>map</u> is a bird's-eye representation of a place. (pg.10 KS1) Relate key features on the map and to the aerial photograph and know that a lot of important information on a map is represented by a <u>symbol</u> – e.g. a red/yellow/grey line for a road, orange/grey rectangles(?) for buildings etc. Use the images from week 2 to label different parts of the map – can the children work out where things that are not marked on the map would be? Know that maps only show the most important features that allow people to know where they are and where they need to go – things that can move (e.g cars/people) are not included. Know how NESW works on a map – that north is always to the top of the map. Rotate the map so the top of the map lines up with North. (pg.9&10 KS1)
5	Know that maps record a large amount of information – look further at the <u>symbols</u> on the map, what else can the children discover about the area immediately around the school? What symbols can they see on the map (e.g where is the church?). Collect information from the map about the area around the school – how many separate buildings are there? How many roads are close to school? Is the grass area bigger than the playground? Which part of the school is furthest north/south etc. Know that not all maps are the same – look at a range of different maps showing the school – recognise that the key features are the same but the amount of detail can change – discuss why this might be?
6	Use the <u>aerial images</u> to help the children make their own sketch maps of the school – agree what should be included, excluded, added. Create their own symbols with a key to make the information easy to access. Compare and evaluate these in comparison to their original classroom plans.
Year 2	
The World	
1	Reinforce from Y1, the <u>globe</u> is a <u>representation</u> of <u>Earth</u> which is round – the majority of the <u>Earth's surface</u> is covered in water. Know that there are seven <u>continents</u> – observe where the large sections of land are. Know that the names of the seven continent and be able to label them on a map. (pg.1 KS1) Know that a continent is a large land mass (including islands in the appropriate region) that contains several <u>countries</u>. Know that the UK is part of Europe (should be known from Y1). Know the names of the seven <u>oceans</u> and be able to label them on an outline map of the world. (pg.1 KS1) Be able to describe the oceans and continents in relation to each other, e.g.- the Atlantic Ocean lies between Europe and North & South America; North America has the Atlantic to the east and the Pacific to the West, the UK is surrounded by the Atlantic Ocean. Referring to Y1, understand that areas such as the <u>North Sea</u> and the <u>English Channel</u> are smaller parts of the <u>Atlantic Ocean</u>.
2	Know that the <u>Equator</u> is an imaginary line that runs around the centre of the Earth – it is marked on globes and most maps but doesn't actually exist – it has been invented to help us describe different parts of the world. Know and understand what we mean by the <u>Northern Hemisphere</u> and the <u>Southern Hemisphere</u>. Sort the oceans and the continents into those that are only in the Northern Hemisphere, those in the Southern Hemisphere and those that cross over into both. Know that a country such as New Zealand experiences the seasons at opposite times of the year to the UK.
3	Use a world map to identify which countries lie on the <u>Equator</u>. Know the names of countries that are close to the <u>Equator</u> (pg.8 KS1) and use photographs and other sources of information to help describe the climate. Know that Burkina Faso is. on <u>average</u>, the hottest country on Earth and know that the Equator passes through it.
4	Know that there are areas of <u>rainforest</u>, <u>desert</u> and <u>scrub</u> in these hot countries - know that being hot doesn't always mean that it is dry. Know that countries around the Equator do not experience seasons in the way that we do – the climate is more consistent. Compare temperatures at different times of the year between an equatorial country and the UK. Know that the conditions in these countries allow animals to thrive that would not naturally live in the UK. (pg.8 KS1)
5	Know that the <u>Arctic Circle</u> and the <u>Antarctic Circle</u> are also imaginary lines that help describe a part of the world. (pg.8 KS1) Know that the Arctic Circle is around the North Pole and that the Antarctic Circle is around the South Pole. Know the names of countries that are very cold (or parts are) as they are close to the <u>North Pole</u> ((pg.8 KS1) and describe conditions.
6	Know that Antarctica is the coldest continent/country. (pg.8 KS1) Know that climate is very cold and that only a few animals live in <u>the polar regions</u>. Find out about which animals live in the different polar regions. Refer to Y1, recognise how the length of the day changes in the UK – know that at the poles there are times of the year where the sun never fully sets and times of the year where it never rises. Reinforce knowledge of the hemispheres – no that these happen at opposite times of the year at the two poles
Local Study: Small UK Area (Village or Town)	
<i>The main focus of this unit is the wider area around the school, extending from Y1 but children will need to make comparisons with another contrasting location (town/village) in the area.</i>	

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1	Know that they live in Northamptonshire/<u>Cambridge/Rutland</u> Describe the local area to develop their sense of place – NESW of the county or central; village/town; hilly/flat; woodland/open fields/developed; nearby by features – rivers, major roads, landmarks (pg. 5 KS1) Review work from Y1 – know that a map is a bird's-eye view of a place. Make further use of aerial images to help children recognise this. (pg.10 KS1)
2	Study an OS map of the area around the school (teachers will need to determine how big an area to look at according to the location of the school but it should be an area that is familiar to the children and broadly within walking distance) – use the key to identify key features that the children are familiar with (<u>school, local church, post office, roads, rivers</u> etc) match these to photographs and/or use as part of a village/town walk. (pg.10 KS1) Know that some buildings have their own <u>symbol</u> but others are marked as shapes – discuss why this might be and know that people use these easily identifiable features to help them understand a map. Know that the symbols/key on a map are consistent – look for other features that the children know about and discover the symbol for these – find symbols on the map that haven't yet been identified and work out what features they are referring to. Know the difference between things that are <u>human/man-made</u> and <u>physical/natural</u> – sort symbols found on the OS map into the two groups and find examples on the map and/or as part of the walk.
3	Study an OS map of the same scale but a contrasting locality (e.g. the nearest large town or a nearby village) and make comparisons (are there more/less buildings; symbols that are not on the map of their area; more or less roads – are these big roads/small roads – how do the symbols tell us this? Do places with more buildings have less green spaces?). Know that the more people who live in an area the more facilities are needed. (pg.5 KS1) Know that having more people living in an area means that more roads are needed.
4	Look at a map that shows a wider area around the school and is on a larger scale – know that this is 'further out' and lets us see a wider area but in less detail. Know that different maps serve different purposes (e.g. large scale to move from one town/village to another; smaller scale to find your way around a local area). Know that roads are important to allow <u>movement</u> (of people and goods) – use the symbols to know how different sizes of road are represented. Know that larger roads often connect larger places and that motorways connect the biggest towns/cities – these are sometimes a long way from each other. (pg.5 KS1) Know the symbol for a <u>railway</u> – know that it is usually larger towns that have a rail connection because more people need to move around.
5	Develop idea that different maps serve different purposes – look at other (non-OS) maps and know that they have different details on them – some can be sketch maps. (pg.10 KS1) Draw their own sketch maps of the local area for an agreed purpose (e.g. route to school; route to the church etc) – agree what level of detail should be included.
6	- Know that should use symbols and a key. - Know that a bird's-eye view should be maintained. - Know that map is a sketch map – it doesn't need to be to scale. - Use photographs (including aerial photos) and observations made on the walks to help include key details. - Know that some details (e.g. road markings, cars etc) would not normally be included in a map.
Non-European Study: Kenya	
1	Know that Kenya is a country on the continent of Africa – describe it as being on the east of <u>Africa</u> with a coastline on the <u>Indian Ocean</u>. Know that the capital city of Kenya is <u>Nairobi</u>. Know that Nairobi is just south of the Equator – some of Kenya is in the Northern Hemisphere and some in the Southern Hemisphere. Locate Kenya on a map and know the names of other countries in that part of Africa. Compare the climate in Kenya (pg.6 KS1) with what they know about the weather in the UK. Use the Internet to make regular comparisons during the unit – refer back to previous unit to recognise that the temperature in Kenya doesn't vary very much and that Kenyans don't experience seasons in the same way as we do – know that Kenyans have a <u>rainy season</u> and use the data to state when this is.
2	Know that Nairobi is a very large city – much bigger than most cities in the UK although smaller than London. Know that some parts of Nairobi are very modern with high rise buildings, offices etc Know that there are some parts of the city which are much poorer and where people live in temporary buildings that they have made for themselves. Use a range of video resources to make comparisons between different experiences of school in different parts of the city and with their experiences in the UK.
3	Use the video resources to know about life in rural Kenya: - Most children go to school but their experience of school is quite different to school in the UK - Many of the roads are not <u>tarmacked</u> and there are a lot fewer cars than we would have in the UK. - Homes tend to be smaller and <u>detached</u> from each other – housing in rural areas is not as crowded. - Farming is an important part of life in Kenya – in the country most people would be farmers, growing crops for themselves and to sell. - Know that access to some services is much harder – water is often from a single tap and has to be kept in containers, there is no easy access to a doctor (pg 6 KS1) Know that many of the crops that Kenyan farmers grow, get sent to countries like the UK for us to have – coffee, vegetable, fruit. Make comparisons between a rural village seen in Kenya and the area where they live – note similarities and differences in what is there and what people do. (pg.7 KS1)
4	Know that some Kenyans choose to live a more traditional lifestyle – e.g the Maasai. Know that the Maasai traditional live in houses made of materials that can be found in the local area – they may not have access to fresh water, electricity and other services that houses in the UK have. Know that the Maasai are traditionally nomadic – they move often (although many are now more settled) and their homes are therefore not meant to be permanent. Make comparisons between the life of the Maasai and other Kenyans living in the countryside.

2026-7 year 4 will be following the Year 3 skills and progression for Year 3. Reverting for Year 2027/8

(The units selected and the year groups they are taught in are based on the Trust's model Sci/Geog/Hist long-term overview; page references are to the relevant progression document)

Schools would benefit from having access to online mapping tools such as those provided by Digimaps (<https://digimapforschools.edina.ac.uk/>) in addition to Google. TES resources is one of the best sources of outline maps – many are free downloads.

5	Know that Kenya is a popular place to visit. Find both physical and human features that people like to visit Kenya for.
6	Know that people like to go and see the 'big 5' and know what these are. Know that some of these animals are endangered and there are parts of the Kenyan countryside that are set aside to <u>protect</u> them. Know that the money <u>tourists</u> spend can help protect these animals and also provides jobs for people who live in the area. Know that people also like to visit Mount Kenya which is much higher than any <u>mountain</u> in the UK – although Kenya is a hot country, the mountain is high enough to have snow on it for much of the year. Link information together to make a presentation on why people like to visit Kenya.
By the end of KS1, children should:	
- Be able to describe the places they have studied in terms of location and the physical (including climate) & human features that can be observed. They should be able to use this information to compare two places, identifying what is similar and what is different between them. - Know about basic weather patterns in the UK (including the seasons) and be able to collect data to prove this. They should use this to make comparisons with other places and know that the weather/climate has a big impact on how people live in a certain place. - They should use simple fieldwork skills to study the geography of the school and the local environment – this should include making simple measurements, taking photographs, labelling diagrams/maps, using maps, making their own maps/plans. - Be increasingly confident when looking at a map of an area they know – using the key to understand the symbols on the map. They should be able to relate an aerial photograph to the map and be increasingly confident in relating the bird's-eye view to the perspective they have on the ground. - They should be able to relate the four points of the compass to the map. - Know the four main compass points and be able to use this to compare the position on two places. They should further develop their language of position to become increasingly accurate in comparing the position of one place/feature to another. (e.g. the hill in the far distance, is to the north of the school). - Know the names of the four nations of the UK and their capital cities. They should make comparisons between them and know some of the landmarks and attractions that people go to visit in each of these places. They should know that they live in the middle of England in the county of Northamptonshire/Cambridgeshire/Rutland. They should know that people can use road and rail links to get to Wales and Scotland from here but need to go by plane or boat to get to Northern Ireland. - They should know the names of the seas surrounding the UK and know that these are part of the Atlantic Ocean. - Locate the UK on a world map and be able to locate the four nations on a map of the UK. They should be able to locate where they live with a fair degree of accuracy. - Be able to identify the seven continents and five oceans on a world map/globe. They should be able to make general statements about the climate around the Equator and around the poles, making comparisons to the UK. - Know that there are many countries around the world and that people live their lives in different ways in different places. - Know that being able to move easily between places is important – use the context of visiting/going on holiday to different places to begin to recognise how spending/earning money helps places grow and thrive. - Know that human activity changes what a place is like.	