



# Wootton Bassett Infants' School

## Geography Progression of skills and knowledge

National Curriculum	EYFS	Year 1	Year 2
<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>♣ name and locate the world's seven continents and five oceans</li> <li>♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> </ul>	<p><b>Sensational Seasons</b></p> <ul style="list-style-type: none"> <li>- I can find the North Pole on a map.</li> <li>-I can build famous landmarks and talk about where they are from such as Tower Bridge in London.</li> <li>-I <b>understand</b> that the Gun Powder plot happened at the Houses of Parliament in London a long time ago.</li> </ul> <p><b>Into the woods</b></p> <ul style="list-style-type: none"> <li>-I can look at maps of the world and see sea and land</li> <li>- I can start to name countries and continents that we look at in class like United Kingdom, China, Arctic and Antarctica, South America, and Africa.</li> <li>- I can use a globe to find hot and cold places.</li> <li>-I can ask questions about different countries.</li> </ul> <p><b>Beside the seaside</b></p>	<p><b>How do I get home?</b></p> <p>I can <b>Identify</b> a map of the United Kingdom and the four countries that are part of the UK.</p> <p>I can <b>Identify</b> places on a map where family members live. <b>Describe</b> what the country is from looking at the map (coastlines etc.)</p> <p><b>What does Earth look like from Space?</b></p> <p>I can <b>Identify</b> oceans and land from satellite images.</p> <p>I can <b>Identify</b> countries from satellite images, maps, and atlases.</p> <p>I <b>understand</b> that the United Kingdom is made up of 4 countries.</p> <p>I can <b>locate</b> countries in the UK and the capital city of each country.</p> <p>I can <b>describe</b> London's human and physical geography.</p> <p>I <b>understand</b> the difference between a continent, a country, and a city.</p>	<p><b>What is it like to be an evacuee?</b></p> <p><b>What is Narnia like?</b></p> <p>I can <b>Explain</b> where Royal Wootton Bassett is on a map of the UK using directional language and comparisons to other locations they know.</p> <p><b>Where could we go in 80 days?</b></p> <p>I can use atlases and maps to <b>identify</b> the United Kingdom, the 7 continents and the 5 oceans.</p> <p>I can <b>describe</b> the location of countries and islands around the world using simple compass directions (North, South, East, and West) and locational and directional language.</p> <p>I can <b>observe</b> aerial photographs and plan perspectives to recognise landmarks London / over ground and Underground</p>

	<p>I can talk about different oceans and the animals that live in them. I can <b>explain</b> where I live and understand that I live on an island. I can <b>explain</b> that an island is surrounded by water.</p> <p>*** Diversity Week- I can discuss where we live understanding that our country is the United Kingdom.</p>	<p><b>How does the weather affect our lives?</b> I can <b>recall</b> the 4 countries in the UK to use for a weather forecast. I can <b>locate</b> Bangalore in India, explaining the sea that surrounds India and that India is in the continent Asia.</p> <p>*** Diversity Week- I can <b>recall</b> that Floella moved to London which is our capital city.***</p>	<p>*** Diversity Week- I can <b>identify</b> that Floella moved to London by <b>recognising</b> landmarks from our capital city.***</p>
<p>Place knowledge ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p><b>Beside the seaside</b> I can talk about differences between beaches in Cornwall, England and beaches in Maui, Hawaii using The Snail and the Whale.</p> <p>*** Diversity Week- I can <b>discuss</b> differences between our town and where Floella grew up in Trinidad and Tobago***</p>	<p><b>How does the weather affect our lives?</b> I can <b>describe</b> the human and physical geography of Bangalore, India. I can <b>describe</b> the human and physical geography of Ripon Yorkshire. I can <b>compare</b> the human and physical geography of Bangalore, India, and Ripon Yorkshire.</p>	<p><b>Where could we go in 80 days?</b> I can <b>describe</b> the physical and human geography of Clevedon Pier and <b>collect</b> evidence during our school trip.</p> <p>I can <b>describe</b> the physical and human geography of a non-European island (bespoke to Year group) such as St Lucia, Kangaroo Island.</p> <p>I can <b>compare</b> the physical and human geography of a non-European island coast and the Clevedon coast.</p> <p>*** Diversity Week- I can <b>compare</b> Floella's life in London to her life in Trinidad and Tobago.***</p>

<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ use basic geographical vocabulary to refer to:</li> <li>♣ key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather</li> <li>♣ key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop</li> </ul>	<p><b>Sensational Seasons</b></p> <p>I can talk about changes in the weather as we move from autumn to winter.</p> <p>I can contribute to our class weather diary.</p> <p>I can identify signs of autumn around our school.</p> <p>I understand why it rains.</p> <p><b>Into the Woods</b></p> <p>I can describe cold places like Arctic and Antarctica and <b>Identify</b> some animals that live there.</p> <p>I can describe hot places and <b>Identify</b> some animals that live there.</p> <p>I can talk about features of Wootton Bassett and where they are on our trip.</p> <p><b>Dinosaurs</b></p> <p>I can identify signs of spring around our school.</p> <p>I can <b>describe</b> the Jurassic coast from aerial photographs.</p> <p><b>Beside The Seaside</b></p> <p>I can describe coastal areas in the United Kingdom using physical feature terminology.</p> <p><b>Ready Steady Grow</b></p>	<p><b>Have you ever been lost?</b></p> <p>I can <b>Identify</b> parts of the school from photos, <b>describing</b> the location using directional terminology and vocabulary referring to human and physical features.</p> <p><b>What does Earth look like from Space?</b></p> <p>I can <b>Identify</b> hot and cold places from satellite images, maps and atlases and <b>explain</b> how I know.</p> <p>I can <b>describe</b> Royal Wootton Bassett and explain the human and physical geography.</p> <p>I can <b>describe</b> the United Kingdom is like and <b>explain</b> the human and physical geography of different landscapes.</p> <p>I can <b>explain</b> what the difference is between a town and a city.</p> <p>I can <b>describe</b> London's human and physical geography.</p> <p><b>How does the weather affect our lives?</b></p> <p>I can <b>record</b> a weather diary and <b>describe</b> how the weather changes.</p> <p>I can <b>describe</b> some causes of global warming and how it affects our country.</p>	<p><b>What is Narnia like?</b></p> <p>I can <b>Compare and contrast</b> human geographical features of Royal Wootton Bassett and London, giving <b>reasons</b> why children from Camberwell were evacuated to Royal Wootton Bassett.</p> <p>I can <b>Speculate</b> what the evacuees thought of Wootton Bassett basing their judgement on human and physical features of the town (e.g., they might have liked going to the canal).</p> <p><b>What can Charlie see out of the Window?</b></p> <p>I can <b>describe</b> how Charlie knows he lives by a factory using human features of his locality using Lowry paintings.</p> <p>I can <b>Compare and contrast</b> differences in physical and human geography between the UK and Ghana.</p> <p>I can <b>Describe</b> the physical features of Loompa Land.</p> <p>I can <b>Describe</b> the human features of Loompa Land.</p> <p><b>Where can we go in 80 days?</b></p>
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	<p>I can <b>describe</b> summer weather. I can talk about different landscapes in our country and the animals that live there.</p>		<p>I can <b>observe</b> aerial photographs and plan perspectives to recognise landmarks London / over ground and Underground.</p> <p>I can <b>describe</b> the physical and human geography of Clevedon Pier and <b>collect</b> evidence during our school trip.</p> <p>I can <b>describe</b> the physical and human geography of a non-European island (bespoke to Year group) such as St Lucia, Kangaroo Island.</p>
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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 Geography</li> <li>♣ use aerial and its surrounding seas photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a</li> </ul>	<p><b>Amazing me</b> I can follow a map to find the gingerbread man I can identify areas of my new school I can use positional language to explain where things are in my classroom. I can identify signs of autumn around our school.</p> <p><b>Sensational Seasons</b> -I can build famous landmarks and talk about where they are from such as Tower Bridge in London.</p> <p><b>Into the woods</b></p>	<p><b>How do I get home?</b> I can <b>Identify places</b> on a map where family members live. I can <b>Describe</b> what the country is like from looking at the map (coastlines etc.)</p> <p><b>Have you ever been lost?</b> I can <b>Identify</b> and <b>describe</b> a place on a map that will keep the pocket watch safe. I can <b>Identify</b> parts of the school from photos, <b>describing</b> the location using directional terminology and vocabulary referring to human and physical features. <b>Describe</b> how the White Rabbit can get to the rabbit hole by creating a simple map and <b>sequence</b></p>	<p><b>What was it like to be an evacuee?</b> <b>What is Narnia like?</b> I can <b>Explain</b> where Royal Wootton Bassett is on a map of the UK using directional language and comparisons to other locations they know. I can <b>Recognise</b> that maps are drawn to scale and <b>explain</b> how to use the key.</p> <p><b>What can Charlie see out of the window?</b> <b>Describe</b> the environment and community in Ghana. I can <b>create</b> a map of where Charlie lives looking at rural and urban areas. I can Create a map using a key and a scale to <b>describe</b> features of Loompa Land.</p>

<p>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 can talk about features of Wootton Bassett and where they are on our trip.</p> <p>I can <b>locate</b> China on a map and describe the size of the country.</p> <p><b>Dinosaurs</b></p> <p>I can identify signs of spring around our school.</p> <p>I can identify things that are man-made features and natural features in our school grounds.</p> <p>I can <b>describe</b> the Jurassic coast from aerial photographs.</p> <p><b>Beside the seaside</b></p> <p>I can <b>explain</b> where I live and understand that I live on an island.</p> <p><b>Ready Steady Grow</b></p> <p>I can <b>investigate</b> what plants and animals live in our school grounds.</p>	<p>instructions using directional language.</p> <p><b>What does Earth look like from Space?</b></p> <p>I can <b>Identify</b> oceans and land from satellite images.</p> <p>I can <b>Identify</b> countries from satellite images.</p> <p>I can use atlases to <b>locate</b> countries and continents on satellite images.</p> <p>I can <b>Identify</b> countries from satellite images, maps, and atlases.</p> <p>I can <b>Identify</b> hot and cold places from satellite images, maps and atlases and <b>explain</b> how I know.</p> <p>I can <b>locate</b> Royal Wootton Bassett on an aerial photo.</p> <p>I can <b>observe</b> aerial photos to describe what a place is like.</p> <p>*** Diversity Week- I can <b>locate</b> Trinidad and Tobago on a map to see how far Floella had to travel***</p>	<p><b>Where can we go in 80 days?</b></p> <p>I can use atlases and maps to <b>identify</b> the United Kingdom, the 7 continents and the 5 oceans.</p> <p>I can <b>describe</b> the location of countries and islands around the world using simple compass directions (North, South, East, and West) and locational and directional language.</p> <p>I can <b>observe</b> aerial photographs and plan perspectives to recognise landmarks London / over ground and Underground</p>
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## Knowledge End Points

	EYFS	Year 1	Year 2
T1 and T2	<p><b>Amazing me</b></p> <p>Children will become familiar with their new classroom and where different equipment in kept</p>	<p><b>How do I get home? Have you ever been lost?</b></p>	<p><b>What was it like to be an evacuee?</b></p> <p><b>What is Narnia like?</b></p>

	<p>and the different areas for learning. They will then extend this learning to the school grounds, understanding where the hall, playground and other classrooms are in relation to each other. With support of the teacher, the children will follow a map to find the gingerbread man understanding directions and simple image representation. Children will begin to use a range of positional language to explain where things are.</p> <p><b>Sensational Seasons</b> Children understand that as the seasons change patterns in the weather change too such as temperatures dropping slowly as we move from autumn to winter. Children will experience a globe for the first time and understand that it is used to find locations around the world. Children understand that the North Pole is on top of the world. Children will see landmarks from around the world and will be encouraged to ask questions about their location.</p> <p><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>- I know where things are kept in my classroom</li> <li>- I know where the hall, the playground and my classroom are in the school grounds.</li> <li>- I know signs of autumn include the temperature getting colder and leaves falling off the trees.</li> <li>- I know a globe shows me where places are in the world.</li> </ul> <p><b>Vocabulary</b></p>	<p>The children will learn about the 4 countries in the United Kingdom and begin to understand that each country has a capital city. They will see the shape of the United Kingdom and where each country is position. The children will understand physical and human features of our school ground. They will use mapping skills to create maps of their classroom and their skills. They will learn the compass points and start to use these to give directions in the school grounds. They will build up their positional vocabulary to give detail directions and start to understand that maps need keys.</p> <p><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>- <b>Maps are created using a birds' eye view</b></li> <li>- <b>Maps tell me where something is located</b></li> <li>- <b>The compass points are North, South, East West.</b></li> <li>- <b>We live in the United Kingdom, and it is made up of the countries England, Northern Ireland, Scotland, Wales.</b></li> </ul> <p><b>Vocabulary</b> Children will be exposed to and encouraged to use this vocabulary: <i>place, location, up, down, left, right, near, far, above, below, on top, underneath, globe, countries, North, South, East, West, Bird's'</i></p>	<p>Children will use maps to locate Royal Wootton Bassett and describe the physical and human geography of the location. They will understand a wide range of physical and human features of different landscapes, understanding man-made features and natural landscape features. The children will use this knowledge to understand why Royal Wootton Bassett was a good location for evacuation and see differences between our town and London. The children will develop their map skills using keys as part of their map making. They will use positional language to describe where locations are.</p> <p><b>Key facts:</b></p> <ul style="list-style-type: none"> <li>-Maps use keys to explain symbols</li> <li>-Royal Wootton Bassett is a rural area</li> <li>-Human geographical features are made by humans such as roads, buildings, and bridges.</li> <li>-Physical features are natural parts of the landscape such as mountains, rivers, and coastlines.</li> <li>-Use simple compass directions</li> </ul> <p><b>Vocabulary</b> Children will be exposed to and encouraged to use this vocabulary:</p>
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	<p>Children will be exposed to and encouraged to use this vocabulary: <i>place, location, up, down, left, right, near, far, above, below, on top, underneath, globe, countries, North Pole, weather, season, Autumn, Winter, rain, snow, fog, windy, gusty, sleet, hail, icy, warm, cold, hot, freezing, Spring, Summer, school, classroom, hall, playground, hallway, corridor, cloakroom, office, staff room, stairs, path, map, turn, forward, backwards.</i></p> <p><b>Concepts: Childhood, family, home, environment, town, countryside, empathy</b></p>	<p><i>eye view, key, human, physical, compass, directions, country, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, school, classroom, hall, playground, hallway, corridor, cloakroom, office, staff room, stairs, path, map, turn, forward, backwards.</i></p> <p><b>Concepts: Childhood, family, home, environment, town, countryside, empathy</b></p>	<p><i>place, location, up, down, left, right, near, far, above, below, underneath, North, South, East, West, symbols, key, human, physical, compass, directions, rural, urban, landmarks, hills, stations, ports, bridges, roads, train tracks, buildings, rivers, lakes, coasts, weather, London, cities, town,</i></p> <p><b>Concepts: Childhood, family, home, environment, town, countryside, empathy</b></p>
T3 and T4	<p><b>Into the woods</b> Children will continue to explore globes and maps finding hot and cold locations around the world. Children will understand the coldest places are on top of the world and at the bottom, while the hottest places are in the middle around the Equator. Children will understand that hot places are not all deserts but other landscapes such as rainforests. The children will also see where our country the United Kingdom is and where China is when learning about Lunar New Year. Children will see how much bigger China is in compared with the United Kingdom. Children will walk to the Chinese restaurant and identify places along the way such as the Town Hall, the post office, traffic lights etc.</p> <p><b>Dinosaurs</b> Children will continue their learning on seasons as we move into spring. Children will notice signs of springs such as new plants growing, buds on trees and bird building nest as well as weather patterns changing and temperatures increasing. The children</p>	<p><b>What does Earth look like from Space?</b> Children will learn how the world is made up of oceans and land. Children will understand that continents are made up of countries. They will learn more about the United Kingdom, understanding it is an island and experience further reinforcement of the locations within the United Kingdom. Children will understand that you can find locations from aerial photographs, maps, and atlases. The children will understand some of the human and physical features of Royal Wootton Bassett and understand that RWB is a town while London is a city. The children will recognise UK landmarks and locate them on a map.</p> <p><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>- <b>The Earth has 5 oceans</b></li> <li>- <b>There are 7 continents made up of lots of different countries.</b></li> </ul>	<p><b>What can Charlie see out of the window?</b> Children will learn about rural and urban landscapes understanding the physical and human geography of both. The children will develop their map skills further with scaled maps. They will imagine their own Loompa Land including human and physical feature they are familiar with. The children will explore where chocolate comes from and chocolate production (Ghana).</p> <p><b>Key facts:</b></p> <ul style="list-style-type: none"> <li>-<b>Maps use keys to explain symbols</b></li> <li>-<b>Human geographical features are made by humans such as roads, buildings, and bridges.</b></li> </ul>

	<p>will look at the Jurassic Coast using aerial photos to see where Mary Anning discovered fossils.</p> <p><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>- Lunar New Year is celebrated in the United Kingdom and in other countries like China.</li> <li>- China is a bigger country than the United Kingdom.</li> <li>- Spring comes after Winter and new plants grow in spring</li> <li>- Cold places are at the top and the bottom of the world.</li> <li>- Hot places are found around the middle of the world.</li> </ul> <p><b>Vocabulary</b> Children will be exposed to and encouraged to use this vocabulary: <i>place, location, near, far, above, below, on top, underneath, globe, countries, North Pole, South Pole, Equator, weather, season, Autumn, Winter, rain, snow, fog, windy, gusty, sleet, hail, icy, warm, cold, hot, freezing, Spring, Summer, Antarctica, Arctic, desert, tropical, rain forest, temperature.</i></p> <p><b>Concepts: family, environment, discovery, exploration, traditions, heritage</b></p>	<ul style="list-style-type: none"> <li>- <b>We live in Royal Wootton Bassett, which is in England, United Kingdom, Europe.</b></li> <li>- <b>London is the Capital of the United Kingdom, the other capital cities of the United Kingdom are Edinburgh, Belfast, and Cardiff.</b></li> <li>- <b>The Equator is a circle of latitude that runs around the middle of the world</b></li> </ul> <p><b>Vocabulary</b> Children will be exposed to and encouraged to use this vocabulary: <i>place, location, near, far, above, below, Earth, World, planet, globe, countries, North Pole, South Pole, Equator, oceans, seas, land, continents, islands, cities, towns, capital cities, landmarks, Stone Henge, Tower Bridge, London Eye, Salisbury Cathedral, Avebury, Angle of the North, Edinburgh castle, rivers, coasts, human, physical, geography.</i></p> <p><b>Concepts: home, environment, discovery, town, exploration, refugee, heritage</b></p>	<p><b>-Physical features are natural parts of the landscape such as mountains, rivers, and coastlines.</b></p> <p><b>-Exploring and comparing another country.</b></p> <p><b>Vocabulary</b> Children will be exposed to and encouraged to use this vocabulary: <i>place, location, urban, rural, North, South, East, West, symbols, key, scale, human, physical, compass, directions, landmarks, hills, bridges, roads, buildings, rivers, lakes, coasts, weather, cities, town, village, located, changes, Wiltshire, island, mountains, waterfall, settlement, beach, caves, Atlantic Ocean, sea</i></p> <p><b>Concepts: childhood, family, home environment, town, empathy.</b></p>
T5 and T6	<p><b>Beside the Seaside</b></p> <p>The children will look at coasts both in the United Kingdom and in other countries such as Hawaii. The children will learn the key physical features of coastal environment such as cliffs, sand dunes, beaches, and rock pools. They will see that not all beaches are the same, some have pebbles, some have sand, some have cliffs, and some have palm</p>	<p><b>How does the weather affect us?</b></p> <p>The children first recap their learning about the weather and seasons as well their locational knowledge of the United Kingdom. They start to understand how climate change affects the United Kingdom and some solutions to the problems. Through looking at The Secret Garden, the children locate where Mary</p>	<p><b>Where can we go in 80 days?</b></p> <p><u>Which order would we travel the world?</u></p> <p><u>How could we travel to each country?</u></p> <p>The children recap their knowledge so far of locations around the world and reinforce learning that there are 5 oceans and 7 continents. They learn that the United Kingdom is in Europe and then explore other</p>



	<p>trees. The children will understand some of the dangers to our ocean, especially plastic pollution.</p> <p><b>Ready, steady grow</b></p> <p>Children look back at the weather and see how we have moved into summer from spring. The children notice how weather patterns have changed and what impact the weather has on living things. The children start to develop fieldwork skills studying plant life and animal life in the school environment. The children look at different landscapes in the United Kingdom and see that different animals live in different locations.</p> <p><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>- <b>Summer is our hottest season and comes after spring</b></li> <li>- <b>Coastlines have features like beaches, cliffs, rock pools and sand dunes.</b></li> <li>- <b>Plastic pollution is a problem in our oceans which we all need to fix.</b></li> <li>- <b>Our country has different landscapes including forests, beaches, and moors.</b></li> <li>- <b>We have lots of minibeasts living in our school as well as trees and flowering plants.</b></li> </ul> <p><b>Vocabulary</b></p> <p>Children will be exposed to and encouraged to use this vocabulary: <i>place, location, environment, landscapes, coast, beach, cliff, sand dune, pebbles, sand, docks, rockpools, harbour, pier, weather, season, Autumn, Winter, rain, snow, fog, windy, gusty, sleet, hail, icy, warm, cold, hot, freezing, Spring, Summer, Hawaii, United States of America,</i></p>	<p>lived before moving to the UK. The children find Bangalore in India and find Ripon on Yorkshire by using maps and atlases. The children compare the shape of the two countries before comparing the two smaller locations. Children compare the physical and human features of Bangalore and Ripon to understand how Mary would feel moving from India to Yorkshire. The children look further on how India is being affected by climate change today.</p> <p><b>5 key facts</b></p> <ul style="list-style-type: none"> <li>-<b>Global warming is making our world warmer and the United Kingdom and India have more rain fall.</b></li> <li>-<b>India is a large country in Asia</b></li> <li>-<b>Ripon is a city in Northern England</b></li> <li>-<b>Bangalore is a large city in Southern India</b></li> <li>-<b>There are modern and ancient buildings in both cities.</b></li> </ul> <p><b>Vocabulary</b></p> <p>Children will be exposed to and encouraged to use this vocabulary: <i>place, location, environment, landscapes, country, continent, atlas, map, India, Asia, United Kingdom, Europe, climate, landscape, city, weather, season, Autumn, Winter, rain, snow, fog, windy, gusty, sleet, hail, icy, warm, cold, hot, freezing, Spring, Summer, global warming, climate</i></p>	<p>locations in different continents around the world. Children will understand islands in more detail, focusing on physical and human features of our island as well as other islands. The children will use aerial photographs to understand different perspectives of famous landmarks in London.</p> <p><b>5 key facts</b></p> <ul style="list-style-type: none"> <li>-<b>The United Kingdom is an island in Europe.</b></li> <li>-<b>The United Kingdom is surrounded by the English Channel, The Irish Sea The North Sea and The North Atlantic Ocean.</b></li> <li>- <b>Famous landmarks in London include London Eye, Queen Elizabeth Tower, The London Underground, Tower Bridge and Buckingham Palace</b></li> <li>-<b>Other islands are different to the United Kingdom for example the climate is warmer due to being nearer the equator.</b></li> <li>- <b>The geographical similarities and differences of a small area of the United Kingdom and a small area of a contrasting area in another continent.</b></li> </ul> <p>Children will be exposed to and encouraged to use this vocabulary:</p>
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	<p><i>globe, map, temperature, investigate, collect, record.</i></p> <p><b>Concepts: environment, discovery, exploration, habitat</b></p>	<p><i>change, extreme weather, flooding, temperature.</i></p> <p><b>Concepts: environment, discovery, home, family, childhood</b></p>	<p><i>place, location, environment, landscapes, country, continent, atlas, map, islands, oceans, seas Australia, Asia, North America, South America, Antarctica, Africa, United Kingdom, Europe, climate, landscape, city, weather, season, human, physical, landmarks, London, North Sea, English Channel, Irish Sea, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Equator, North Pole, South Pole</i></p> <p><b>Concepts: environment, discovery, home, adventure, town, countryside, travel, exploration.</b></p>
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