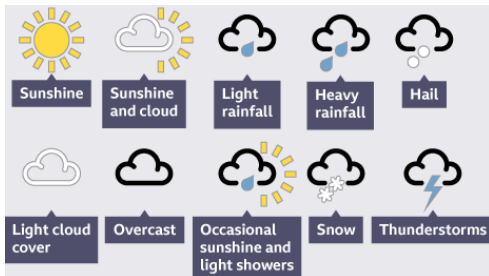


## Geography Skills and Knowledge Coverage 2024-2025

\*As a curriculum driver, Geography is taught explicitly and in-depth in Autumn 1 and Spring 2

| Year 1/2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Autumn 1 – Wonderful Weather                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |
| <b>Lesson 1: To name the four seasons and recognise their characteristics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | K <sup>+</sup>                      |
| <ul style="list-style-type: none"> <li>There are 4 seasons. Spring, Summer, Autumn and Winter</li> <li><b>Spring</b> is the time of year, between the months March, April and May, that the weather begins to heat up and plants and trees start to grow and flower.</li> <li><b>Summer</b> is the time of year, between the months of June, July and August, that the weather is at its warmest. There is less rain than the other seasons. Many plants and trees are green and lots of flowers can be seen.</li> <li><b>Autumn</b> is the time of year, between the months of September, October and November, that the weather begins to become colder and more rain falls. Leaves change colour and begin to fall from the trees. Some animals hibernate ready for winter.</li> <li><b>Winter</b> is the time of year, between the months of December, January and February, that the weather is at its coldest. Sometimes, we get frost, snow and ice. Most trees lose all of their leaves and most plants do not flower.</li> </ul> |                                     |
| <b>Lesson 2: To name different types of weather and identify associated weather symbols</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | K <sup>+</sup>                      |
| <p>Key weather will children learn:</p> <ul style="list-style-type: none"> <li>Sunshine</li> <li>Clouds</li> <li>Overcast</li> <li>Rain</li> <li>Snow</li> <li>Thunderstorm</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |
| <b>Lesson 3: To identify seasonal weather patterns in the United Kingdom</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | K <sup>+</sup>                      |
| <ul style="list-style-type: none"> <li><b>Temperature</b> – <i>This is a measure of how hot or cold it is outside</i></li> <li><b>Wind</b> - <i>This is when air moves. We measure this in miles per hour (mph)</i></li> <li><b>Precipitation</b> – <i>This is when water falls from the sky, either as rain, sleet or snow</i></li> <li><b>Hours of daylight</b> – <i>This is the time between the sun rising and the sun setting. We call this daytime</i></li> <li><b>Clouds</b> – <i>These are a collection of water droplets that are light enough to float up in the air</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                     |
| <b>Lesson 4: To identify daily weather patterns in the United Kingdom - a week's comparison between Ossett and London</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | FIELDWORK<br>FIELDWORK<br>FIELDWORK |
| <p><b>Pre-teach knowledge needed:</b> <i>London is a long way from Ossett. It takes approximately 2 hours on a train or 4 hours in a car to get there. London is the capital city of England.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     |



Children to compare:

- The warmest and coldest temperature of the week in both places (in degrees Celsius)
- The highest and lowest wind speeds of the week in both places (in mph)
- The most and least amount of precipitation (rain, sleet or snow) of the week in both places (in mm)
- The earliest and latest sunrise and sunset of the week in both places (time in hours and minutes - 12hr clock)
- The number of days in the week when there was some cloud cover in both places

**Lesson 5 and 6: To identify the location of hot and cold places of the world in relation to the Equator and North and South Poles**



**Pre-teach knowledge needed:** *The Equator is an imaginary line that runs around the centre of the earth. It is an equal distance between the North and South Poles. Places close to the equator are the hottest places on earth.*

- **Kenya** is a country in Africa that is located on the equator
  - It is very hot in summer and it never gets very cold
  - It doesn't often rain, sleet or snow (precipitation)
  - It is a warm and dry country
  - Kenya has two large deserts which are hot and dry
  - Kenya is located half way between the North and South Poles
- **Greenland** is a country which is closest to the North Pole
  - It is a very cold place. In winter the temperature can be as low as -20 degrees Celsius. In summer, the temperature usually stays below 10 degrees Celsius (which is still cold).
  - It does not often rain in Greenland but they do get a lot of snow
  - In May, June and July, the sun never sets. It is light all through the day and night.
  - Greenland is a long way from the equator

**Assessment Task**

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

## Year 1/2

## Spring 2 – Only in Ossett

**Lesson 1: To name and understand basic human features of our locality**

**Pre-teach knowledge needed:** *Human features are things which have been built by people*

In Ossett, where we live, there are many human features such as:

- **Houses** – A building which is built for people to live in. Houses are different shapes and sizes. People live on their own or with other members of their family
- **Shops** – Buildings where people go to buy things which they need or want. Some shops are small and some are very large
- **Farm** – A place where animals are raised and plants are grown for us to eat. You can find lots of different animals on a farm, such as cows and chickens
- **Factory** – A large building where workers use machines to make things for sale
- **Church** – A church is a place where people come to worship God. There are lots of different types of Churches. Churches are often very old buildings.
- **School** – A school is a place where children come to learn. Some schools, like Flushdyke, are very small and some schools are very big, like Ossett Academy.

**Lesson 2: To name and understand basic physical features**

**Pre-teach knowledge needed:** *Physical Features are things which were created naturally. They were not created by people.*

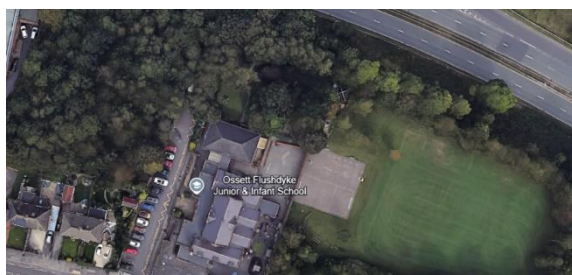
In Ossett, where we live, there are many physical features such as:

- **River** – Water that flows on land
- **Hill** – A raised area of land which is much higher than the land around it
- **Wood** – An area of land covered with trees
- **Field** – An area of land used for growing crops or keeping animals

**Lesson 3: To use simple fieldwork skills to study the geography of the school and its grounds (use of a Google Earth)**

Observations to include:

- School field
- School woodland
- Playgrounds
- Gazebos/Shelters
- Car park
- School buildings
- Main road outside school



**Lesson 4: To draw a simple map (aerial view) of Ossett Town Centre:**

Map to include:

- Town hall
- Ossett Co-op
- The Precinct
- War memorial
- Holy Trinity Church
- Surrounding roads

**Lesson 5: To use and construct basic symbols in a key (linked to the map above).**

**Note:** Simplified map symbols to be used as a pre-cursor to children being introduced to OS Map Symbols in Year 3.

**Lesson 6: To use directional language and simple compass directions to describe the locations of features on a map****Directional Language:**

- Near
- Far
- Left
- Right

**Compass Directions:**

- North
- East
- South
- West

**Assessment Task**

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

## Year 3/4

## Autumn 1 – Our City, Our County

**Lesson 1: To name and locate some of the counties of England using a map**

**Pre-teach needed:** *England is divided into 48 counties. These are different areas of land which include villages, towns and cities. We live in the county of West Yorkshire.*

Children to name and locate the following counties:

- Yorkshire
- Lancashire
- Northumberland
- Lincolnshire
- Norfolk
- Cornwall

**Lesson 2: To recognise human and physical characteristics of some of the counties of England**

**Pre-teach needed:** *Human features are those which have been built/created by people. Physical features are those which were created naturally (without human involvement).*

Children to recognise and match the correct human and physical features to the 6 previously learned counties of England:

**Yorkshire:** Physical Features - Moors, Dales, Cliffs, Fossil beaches

Human Features – Wakefield Cathedral, NCM, Haribo Factory, NYM Railway

**Northumberland:** Physical Features – Cheviot Hills, Farne Islands, River Tweed

Human Features – Hadrian's Wall, Bamburgh Castle, Fishing Villages

**Lincolnshire:** Physical Features – Lincolnshire Wolds, Lincolnshire Fens

Humans Features – Bulb fields, Farming, Skegness, Burleigh House

**Lancashire:** Physical Features – Forest of Bowland, Morcombe Bay, West Pennine Moors

Human Features – Blackpool Pleasure Beach and Zoo, Lancaster Canal

**Norfolk:** Physical Features – Blakeney Point, Coastline, Flat land, Rivers

Human Features – Norwich Cathedral, Great Yarmouth, Windmills, Farming

**Cornwall:** Physical Features – Lands End Headland, Rugged Coastline, Bodmin Moor

Human Features – Tine Mines, Eden Project, Tintagel Castle



**Lesson 3: To understand geographical similarities and differences through a study of the human and physical geography of West Yorkshire (overarching objective of the study)**



**To identify and locate human and physical features of West Yorkshire**

Children to locate the following features and recognise which features are human and which are physical:

- Emley Moor Mast
- Elland Road
- Holme Moss
- Haribo factory
- Ilkley Moor
- River Aire

**Lesson 4: To create a sketch map with a basic key (including both human and physical features)**



**Children to include the following features:**

- Wakefield Cathedral
- Trinity Walk
- River Calder
- The Hepworth Gallery
- Sandal Castle
- Yorkshire Sculpture Park

Note: Small section of the map already provided

**Lesson 5 and 6: To study Wakefield Cathedral as a key human feature of the city**



**Pre-teach needed:** *Children will explore the Cathedral as this term's visit*

Knowledge children will learn:

- Parts of the cathedral were built over 1000 years ago
- The cathedral is located in Wakefield city centre
- It stands at a meeting point of 3 main roads (Northgate, Westgate and Kirkgate)
- It was built for people to visit and worship
- The cathedral is made of sandstone, wood and stained-glass
- The cathedral is 75 metres high. It is the tallest church in Yorkshire

**Assessment Task**

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent



## Y3/4

## Spring 2 – Extraordinary Europe

**Lesson 1: To name and locate key European countries**

**Pre-teach/re-cap needed:** *Europe is one of 7 continents of the world. A continent is a large continuous landmass, separated from other continents by water or other geographical features.*

**Children will name and locate:**

- United Kingdom
- Germany
- Italy
- The Netherlands
- Spain
- France

Children will focus on the shape of the country and any distinguishing features as an aid to locating them on a map/atlas

**Lesson 2: To name and locate the capital cities of key European countries**

**Pre-teach/re-cap needed:** *A capital city is usually where the government of that country is based. Capitals are usually the biggest city in the country, but not always.*

Children will learn and locate the following capital cities:

- London – England
- Berlin – Germany
- Rome – Italy
- Amsterdam – The Netherlands
- Madrid – Spain
- Paris – France

**Lesson 3: To use four-figure grid references to locate capital cities of Europe on a map.**

**Pre-teach/re-cap needed:** *Children will first practise using two-figure grid references to locate key features on a grid.*

*When you give a grid reference, always give the easting first: "Along the corridor and up the stairs". Grid references can be used to pinpoint a location to within a square.*

Children will locate the previously learned capital cities on a map of Europe.

#### Lesson 4: To identify key human features of a European country, The Netherlands (contrasting to Italy – cycle A study)



Pre-teach/re-cap needed: *Consolidating and building on key human features learned in KS1, e.g., city, town, village, factory, farm, house, office, port, harbour, shop.*

Key features children will learn:

- **Bulb fields** – Tulips are widely grown and exported to other countries, including the UK
- **Dikes** – Built to hold back water from rivers, lakes, seas and oceans
- **Wind Turbines** – Built to use the power of the wind to create electricity
- **Rotterdam Port** – The largest seaport in Europe where goods are exported and imported
- **Windmills** - A machine that harnesses the power of the wind. Windmills may be used to grind grain into flour, to pump water, or to produce electricity

#### Lesson 5: Identify key physical features of a European country, The Netherlands (contrasting to Italy - cycle A study)



Pre-teach/re-cap needed: *Consolidating and building on key physical features learned in KS1, e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.*

Key features children will learn:

- **River Rhine** – The Rhine is the second largest river in Europe and flows through the city of Rotterdam
- **Flat lands** – The Netherlands means ‘low land’. Farming is a big industry because of this
- **Coastal low land** - Flat, low-lying pieces of land next to the sea/ocean
- **Reclaimed land** - Land that was once under the sea or was in a very poor condition, but has been improved so that it can be used for farming or building on
- **Small hills** – In the Netherlands, the hills are small compared to other European countries

#### Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent



## Year 5/6

## Autumn 1 – Planet Earth

**Lesson 1: To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle**



**Pre-teach/re-cap needed:** *The Equator is an imaginary line that runs around the centre of the earth. It is an equal distance between the North and South Poles. Places close to the equator are the hottest places on earth. Places furthest away from the equator are the coldest places on earth.*

Key knowledge children will learn:

- The **Northern Hemisphere** is the part of the Earth located north of the equator
- The **Southern Hemisphere** is the part of the Earth located south of the equator
- The **Tropic of Cancer** is an imaginary latitude line located north of the equator that runs across the Earth
- The **Tropic of Capricorn** is an imaginary latitude line located south of the equator that runs across the Earth
- The **North Pole** is the most northerly point on Earth. It is located in the Arctic Circle
- The **South Pole** is the most southerly point on Earth. It is located in the Antarctic Circle

**Lesson 2: To understand and identify the position and significance of latitude and longitude**



Knowledge children will learn:

- Lines of latitude and longitude are invisible lines which form a grid over the Earth. These lines help to create a co-ordinate for every place on Earth. This helps to locate places more easily.
- Lines of latitude run across the globe from east to west. They circle the Earth parallel to the Equator. They help us to find out how far north or south a place is.
- Lines of longitude run from north to south, from pole to pole. They help us to find out how far east or west a place is.

Children will locate the following countries and record their locations, e.g., 24°N, 38° W

- Vietnam, Mongolia, Syria, Papa New Guinea, Ghana, Belarus, Iceland, New Zealand

**Lesson 3: To identify the position and significance of Greenwich Meridian in relation to time zones**



Knowledge children will learn:

- It takes 24 hours for the Earth to rotate once on its axis

- We split the globe into time zones using imaginary lines called meridians
- They run from the North Pole to the South Pole, crossing lines of latitude
- There are 24 time zones
- There is an imaginary line running through the UK called the Greenwich Meridian. It runs through a place in London called Greenwich. It is also known, in short, as GMT
- The Greenwich Meridian splits the world into eastern and western hemispheres
- Time in countries to the east of the Greenwich Meridian is always in front of that in the UK
- Time in countries to the west of the Greenwich Meridian is always behind that of the UK

Children to use this knowledge to record times of various locations around the world compared to the time in London (GMT)

#### Lesson 4: To name and understand the characteristics of the world's different biomes



**Pre-teach needed:** *Biomes are areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on:*

- *how warm or cold it is*
- *how dry or wet it is*
- *how fertile the soil is*

#### Key knowledge children will learn:

- There are 6 main types of biomes in the world, including:
  - **Tundra** – The Tundra is the coldest of all the biomes. There is very little rain and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow.
  - **Desert** - Deserts are dry all year round. Only a few plants might grow, such as small shrubs or cacti, because the soil is shallow and rocky. Animals come out at dusk when it is cooler.
  - **Rainforest** - Tropical rainforests are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet.
  - **Savannah** - The savannah is hot all year round with a long, dry season. Only grasses and shrubs grow here. It is home to lots of different types of animals such as elephants, zebras and wildebeest.
  - **Woodlands** - Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than in the summer.
  - **Grasslands** - Grasslands are areas of land that are vast and open. Grasses are the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos all live in grasslands.



**Lesson 5: To locate different biomes using world maps, atlases and globes**

Key locations children will locate for each of the 6 major biomes:

- Tundra – Greenland and Northern Canada
- Desert – Sahara Desert and Kalahari Desert
- Rainforest – Amazon Rainforest and Congo Rainforest
- Savannah – Victoria Plains, Australia and Bogota Savannah, Colombia
- Woodlands – Black Forest, Germany and Zhangjiajie National Forest Park, China
- Grasslands – Argentine Pampas, South America and The Steppe, Europe/Asia

**Lesson 6: To describe and understand key aspects of Vegetation Belts**

Pre-teach needed: *Whereas a biome is a large area on the earth's surface that is defined by the types of animals and plants living there, a vegetation belt is just the plant life as a whole within a certain area.*

Key knowledge children will learn:

There are 5 major vegetation belts in the world, including:

- Forest
- Grassland
- Tundra
- Desert
- Ice Sheet

Children to identify the location of the world's major vegetation belts before focussing on on Deserts. Children to research and record the main types of vegetation found in the Sahara Desert, to include:

- Laperrine's Olive Tree
- Doum Palm Tree
- Sahara Lovegrass
- Wild Desert Gourd
- Desert Thyme
- Tamarisk Shrub

Key learning: Only heat and drought-tolerant grasses, herbs, small shrubs and trees grow

**Assessment Task**

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent



## Y5/6

## Spring 2 – Trading Places

**Lesson 1: To use fieldwork skills to observe and record different types of land use patterns in Ossett**

**Pre-teach needed:** *Land use is when an area is used for a specific purpose. There are 5 main types of land use: residential, agricultural, recreational, industrial and commercial.*

Key knowledge children will learn:

- **Residential** – Areas of land mainly used for housing, including houses, apartments and flats.
- **Agricultural** – Areas of land mainly used for farming activities, including the cultivation of crops and rearing of livestock.
- **Recreational** – Areas of land mainly used for purposes of recreation, for example, sports fields, gyms, playgrounds, public parks and green areas, public beaches, swimming pools and camping sites.
- **Industrial** – Areas of land mainly used for the purpose of manufacturing and production. Often these are factories.
- **Commercial** – Areas of land mainly used for warehouses, shops, car parks, hotels, office buildings, and medical centres.

**Lesson 2: To identify and understand different types of land use patterns in a city and to understand how some land use patterns have changed over time**

Key knowledge children will learn:

- Cities are often split up into 4 different zones depending on their land use:
  - **Central Business District (CBD)** - is an area within a city where certain types of businesses group together. It includes the High Street and shops, but also covers financial services like banks.
  - **Inner City** - the part of the urban area surrounding the CBD. It often contains older housing and industry.
  - **Suburbs** - an area where people live which is away from the centre of the city usually made up of detached, semi-detached and terraced housing.
  - **Green Belt** – an area of land consisting of farmland, woodland and open recreational areas surrounding urban areas on which building is restricted.

**Lesson 4: To identify different types of settlement patterns**

**Pre-teach/re-cap needed:** *Settlements are places where people live. These range from very small settlements, such as hamlets and villages to larger settlements, such as towns and cities.*

*Settlements take on a range of shapes when they form. These are called settlement patterns.*



Key knowledge children will learn:

There are 3 main types of settlement patterns which include:

- Dispersed - where isolated buildings are spread out across an area, usually separated by a few hundred metres with no central focus. Sometimes this is called 'scattered'.
- Linear – where settlements are formed in a long line, often following a transport route like a road, river, or canal.
- Nucleated - where buildings are clustered together around a central point, such as a village green, market or church.

Children to identify settlement patterns on a map to secure their understanding.

### Lesson 5: To use six figure grid references to build their knowledge of the UK and the wider world



**Pre-teach/re-cap needed:** *A grid of squares helps the map-reader to locate a place. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in a northerly direction.*

*When you give a grid reference, always give the easting first: "Along the corridor and up the stairs". Grid references can be used to pinpoint a location to within a square.*

- Children will practise and learn how to find features/locations on a map using 6-figure grid references.
- Children will consolidate their understanding of different settlement patterns from the previous lesson.

### Lesson 6: To describe and understand key aspects of trade within our local area of Ossett



- Key knowledge children will learn:
  - There are 3 main types of trade; Global, National and Local:
  - **Local Trade** – takes place when goods are traded within small communities. Goods are sold and bought in one place, e.g., a market stall or a small, local business.
  - **National Trade** – takes place when goods are transported from one area of a country to another area of the same country to be sold.
  - **Global Trade** – takes place when goods are transported overseas to be sold in another country.
  - **Import** – bringing/transporting goods and services into a country from another country.



- **Export** – sending/transporting goods and services to another country to be sold.

Key learning around imports and exports: People/Businesses might buy goods from other countries for various reasons: they can't make the goods themselves; the goods could be cheaper or they might be better quality than the ones produced in their own country.

### Lesson 7: To describe and understand key aspects of fair trade



**Pre-teach/re-cap needed:** *Buying and selling things is called trade. Trade is an important way for countries to make money and has been happening across the world for hundreds of years. Today, goods are carried around the world in container ships from port to port and by aeroplane.*

Key questions children will explore:

- What does Fair Trade mean?
- What does it involve?
- Who does it help?
- Why is it so important?
- How can we do to support Fair Trade?

### Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

