

Geography Progression of Knowledge and Skills – Years 1-6

*Refer to Coverage of Knowledge and Skills document for specific substantive knowledge

Key Stage 1 – Year 1/2			
Location and Place	Human and Physical	Mapping	*Fieldwork
Children are able to locate: ✓ Features of our school ✓ Features of the town of Ossett ✓ The four countries which make up the UK ✓ The four capital cities of the UK ✓ The seven continents of the world ✓ The five oceans of the world ✓ The Equator ✓ Two contrasting coastal cities of Hull and Shanghai ✓ Two contrasting hot and cold countries of Kenya and Greenland	Children are able to: ✓ Understand that there are four seasons (spring, summer, autumn and winter) and that weather patterns are affected by the change in seasons ✓ Understand weather patterns can be measured by temperature, wind, precipitation, hours of daylight and cloud cover ✓ Understand that places closer to the equator are warmer than those further away ✓ Understand that human features are those which were created/built by people and physical features are those which were created naturally ✓ Identify physical features of the locality (Ossett), such as: rivers, hills, woods and fields ✓ Identify human features of the locality (Ossett), such as:	Children are able to: ✓ Use the Contents page to locate places in an Atlas ✓ Draw a simple sketch map of Ossett Town centre ✓ Construct a simple map key to include key human features of the locality ✓ Use basic directional language and compass directions to describe the location of features on a map ✓ Use aerial view images to study areas within our locality ✓ Use a basic reference map to locate key features of the UK and a contrasting location in China ✓ Use Google Earth to study areas of the UK and China. Understand that it is the most detailed globe we can use as a young geographer	Through the study of <i>Wonderful Weather</i>, children: ✓ Carry out a digital weather study, comparing weather patterns in Ossett and London over a period of time. Children collect and analyse data for: wind speed, temperature, daylight and precipitation. Through the study of <i>Only in Ossett</i>, children: ✓ Carry out a study of living things in the school woodland. Children collect and analyse data over the course of a day. In-line with recording in Maths and Science, children in KS1 present and/or analyse their findings using: ○ Tally charts ○ Block Diagrams ○ Tables

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	houses, shops, farms, factories, churches and schools ✓ Identify different physical features which make up the UK, such as: lowland, hills, mountains, rivers and lakes ✓ Understand the characteristics of villages, towns and cities and the key differences between them ✓ Identify the main human and physical features of the cities of Hull and Shanghai.		
Lower Key Stage 2 – Year 3/4			
Location and Place	Human and Physical	Mapping	Fieldwork
Children are able to locate: ✓ Key human and physical features of the city of Wakefield ✓ Key human and physical features of the county of West Yorkshire ✓ Some of the counties of the UK ✓ Some of the major countries of Europe ✓ The capital cities of some of the major countries of Europe ✓ The Netherlands, including its key human and physical features ✓ Countries which are located on fault lines through studying volcanoes and earthquakes	Children are able to: ✓ Identify and understand the characteristics of villages, towns and cities and the key differences between them ✓ Identify key human and physical features of counties of the UK, such as: The Yorkshire Dales and Wakefield Cathedral in Yorkshire ✓ To identify Wakefield Cathedral as a key human feature of the city of Wakefield and understand its impact on its community ✓ Through the study of the Netherlands, children will	Children are able to: ✓ Use the Contents page and Index to locate places in an Atlas ✓ Draw a sketch map of the city of Wakefield ✓ Construct a map key to include key human and physical features ✓ Use compass directions to describe the location of features on a map ✓ Use OS symbols to locate features on a map ✓ Use 4-figure grid references to locate and record the position of features/places on a map	Through the study of <i>Our City, Our County</i>, children: ✓ Visit and carry out a study of Wakefield Cathedral, focussing particularly on the people who visit the cathedral and their purpose for visiting, e.g., Worship? Tourists? Connection? Trade? Education? History? Through the study of <i>Extraordinary Europe</i>, children: ✓ Carry out a digital study of wind power production across Europe. Which countries

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✓ Two contrasting locations of Naples and Positano in Southern Italy ✓ The Equator	explore the country's use of wind turbines and the Port in Rotterdam ✓ Understand how the landscape in the Netherlands is suited to the industry of flower growth ✓ Know the four layers of the earth ✓ Know the main parts of a volcano and how a volcano erupts ✓ Know that volcanoes are found in locations which sit on the edge of tectonic plates and that they form when these plates move ✓ Know that earthquakes mainly occur along fault lines; fractures in the earth's crust ✓ Know that earthquakes occur when tectonic plates move ✓ Compare the similarities and differences between two locations in the region of Southern Italy; Positano and Naples ✓ Identify that both settlements are located within the Campania region and within a short distance of Mount Vesuvius, both have a Mediterranean climate, but many differences also exist including	✓ Use reference maps to locate key features of the UK and areas of Europe ✓ Use Google Earth to study areas of the UK and Europe. Understand that it is the most detailed globe we can use as a young geographer	produce the most energy from wind turbines? What does this mean for those countries? In-line with recording in Maths and Science, children in LKS2 present and/or analyse their findings using: ○ Bar graphs ○ Tables ○ Pictograms
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	trade/industry and population size		
Upper Key Stage 2 – Year 5/6			
Location and Place	Human and Physical	Mapping	Fieldwork
Children are able to locate: ✓ Major rivers of the UK ✓ Major rivers of Europe ✓ UK mountains and mountain ranges ✓ Countries in North and South America ✓ Capital cities of North and South American countries ✓ Significant cities within North and South America ✓ The regions of Brasilia and Caatinga in central-western Brazil ✓ Key human and physical features of the United States of America ✓ The Northern and Southern Hemispheres ✓ The Tropics of Cancer and Capricorn ✓ The Equator and Greenwich Meridian and their links to lines of longitude and latitude ✓ Different biomes of the world ✓ Different vegetation belts of the world	Children are able to: ✓ Understand that a river is a moving body of water that drains the land. Rivers flow from its source on high ground, across land and into another body of water ✓ Understand that the water cycle is continuous and that the four stages include: evaporation, condensation, precipitation and collection ✓ Explain the features of a river, including: the source, tributary, main river, course, meander and the river mouth ✓ Understand that mountains are areas of land that are much higher than the land surrounding them, usually steeper than a hill and generally over 600m high. A collection of mountains is defined as a range ✓ Identify the highest mountains in each country of the UK: Ben Nevis, Scafell Pike, Snowdon and Slieve Donard	Children are able to: ✓ Use the Contents page and Index to locate places in an Atlas with increasing speed and accuracy ✓ Use 6-figure grid references to locate and record the position of features/places on a map ✓ Understand that 6-figure grid references are more precise than 4-figure grid references ✓ Use the eight points of a compass to locate UK rivers and mountains ✓ Use What3words to record the position of precise locations. Understand that the application is one of the most effective ways to describe any precise location. Understand that the application has divided the world into 3 metre squares and given each one a unique identifier made from three words. ✓ Use lines of longitude to find out how far east or west a place is	Through the study of <i>Trading Places</i>, children: ✓ Carry out a study to observe and record the different types of land use patterns in the town of Ossett. The study will focus on the proportion of land used for: residential, agricultural, recreational, industrial and commercial. Children will observe first-hand through visiting Ossett and through the use of digital maps/globes. Through the study of <i>An American Adventure</i>, children: ✓ Carry out a study of the human and physical geography of central-western Brazil, focussing on population and climate. Using digital tools and archive records, children will collect and analyse data for the regions of Brasilia and Caatinga.

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	✓ Know that biomes are areas of the planet with similar climates, landscapes, animals and plants. Children will recognise that what lives in each biome depends on: how warm or cold it is, how dry or wet it is and how fertile the soil is ✓ Identify that there are six main biomes, including: Tundra, Desert, Rainforest, Savannah, Woodland and Grasslands ✓ Know that a Vegetation belt is focussed on the plant life as a whole within a certain area/region. ✓ Identify that there are five main vegetation belts, including: Forest, Grassland, Tundra, Desert and Ice Sheet ✓ Identify the geographical similarities and differences between Caatinga and Brasilia in Brazil with a focus on climate ✓ Identify different types of land-use (Residential, Agricultural, Recreational, Industrial and Commercial) ✓ Identify different land use patterns in cities (CBD, Inner City, Suburbs and Green Belt)	✓ Use lines of latitude to find out how far north or south a place is ✓ Use a digital river mapping tool to locate key European rivers ✓ Use a digital Topographic Map Elevation Terrain Tool to study UK mountains ranges	In-line with recording in Maths and Science, children in UKS2 present and/or analyse their findings using: ○ Line Graphs ○ Pie Charts ○ Tables
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	✓ Understand how settlement patterns vary (Dispersed, Linear and Nucleated) ✓ Know that different types of trade exist, such as: Global, National and Local. Children to understand how local business are affected by trade ✓ Understand the concept of Fair Trade and its impact on producers and consumers		
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