



Bramham and Shadwell Federation



Geography Progression of Skills – key knowledge acquisition

Geography: Key Stage 1

| Geography: Key Stage 1 | | | | |
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| Year Group | Locational Knowledge | Place Knowledge | Human & Physical Geography | Geography skills & fieldwork |
| | <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> ▪ 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><i>Human and physical geography</i></p> <ul style="list-style-type: none"> ▪ 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 ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ 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 ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ 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. |
| Year 1 | <p>Know the names of the 4 countries that make up the UK. Name the 3 seas surrounding the UK.</p> | <p>Know features of hot and cold places around the world. Know the main differences between the UK and a small area in a contrasting non-European place (Jamaica).</p> | <p>Know which is the hottest and coldest seasons in the UK. Identify the 4 seasons. Know and recognise main weather symbols. Know the main differences between city and village. Identify the following human features: city, town, village, farm, house, shop. Identify the following physical features: beach, coast, hill, mountain, sea, river, weather, season.</p> | <p>Identify the equator, north & south poles on a globe. Label the 4 points on a compass. Can follow compass directions on a map. Can draw a simple map of the outdoor learning area. Locate key features on a map of Bramham/Shadwell.</p> |
| Year 2 | <p>Name and locate the 4 capital cities of the UK. Name and locate the 7 continents of the world. Name and locate the 5 oceans of the world.</p> | <p>Know several differences between a place in the UK and a small area in a contrasting non-European place (Sydney, Australia).</p> | <p>Identify the difference between a human and a physical feature & name an example of each. Explain some advantages and disadvantages between living in a city or a village. Identify and understand the vocabulary for the following human features: office, factory, port, harbour. Identify and understand the vocabulary for the following physical features: cliff, forest, ocean, soil, valley, vegetation.</p> | <p>Identify the 7 continents and 5 oceans on a map and globe. Know and use directional language – right, left, next to, besides, between, below, above. Use aerial photographs to recognise key landmarks on a map. Observe, measure & record transport in Bramham/Shadwell using tally charts & plot on a graph and make simple geographical observations.</p> |

Geography: Key Stage 2

| | <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
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| Year Group | Locational Knowledge | Place Knowledge | Human & Physical Geography | Geography skills & fieldwork |
| Year 3 | <p>Name & locate at least 6 major cities in the UK.</p> <p>Name & locate the major geographical regions and at least 8 countries within the UK.</p> <p>Know where the main mountain ranges are in the UK.</p> <p>Know, name and locate the main rivers in the UK.</p> | <p>Understand types of settlement and land use patterns in the Cumbria region of the UK and how some of these aspects have changed over time.</p> <p>Compare geographical similarities and differences between Cumbria and the West Yorkshire region.</p> | <p>Identify the human and physical characteristics of the Cumbria region within the UK.</p> <p>Use maps, atlases and digital mapping to describe geographical features studied.</p> <p>Know the main locations of natural resources within the UK (eg. coal, gas, iron, tin, arable land) and what these resources are used for.</p> | <p>Know how to plan a journey within the UK using a road map.</p> <p>Identify northern hemisphere, southern hemisphere, Arctic and Antarctic circle on a globe.</p> <p>To know the meaning of 8 OS symbols.</p> <p>Devise a simple sketch map of the school using a compass rose and applying the OS symbols.</p> <p>Conduct a survey to discover features of Bramham/Shadwell village and how these features compare with the city of Leeds.</p> |
| Year 4 | <p>Know the names of and locate on a map at least 8 European countries (incl Russia).</p> <p>Know the names of and locate at least 6 European capital cities.</p> <p>Identify general human & physical characteristics eg. major rivers, mountains.</p> <p>Know the names of 8 countries from the Northern hemisphere and 4 countries from the Southern hemisphere.</p> | <p>Locate Spain on a map of Europe and label its major rivers and mountain ranges.</p> <p>Find key geographical similarities and differences between living in Barcelona and Leeds.</p> <p>Explain why the Mediterranean is a popular holiday destination.</p> <p>Know the different climate zones in Europe.</p> <p>Identify agricultural land use in Spain</p> <p>Understand types of settlement and land use patterns in Barcelona and how</p> | <p>Locate major earthquake zones and active volcanoes in Europe on a map.</p> <p>Know what causes an earthquake.</p> <p>Label the different parts of a volcano.</p> | <p>Know 4 figure grid references</p> <p>Know and name the 8 points of a compass.</p> <p>Plan a journey to a place in Europe taking account of distance and time.</p> <p>Devise a simple sketch map of the local area, using OS symbols and a key using an aerial photograph to assist.</p> |

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| | <p>Know where the tropic of cancer and the tropic of Capricorn is & the meaning of the term 'tropics'.</p> | <p>some of these aspects have changed over time. Know why industrial areas and ports are important (link to Barcelona – tourism/exporting vegetation)</p> | | |
| Year 5 | <p>Know key information about the continents of Asia, Africa and Antarctica. Know the names of and locate at least 12 countries and capital cities around the world. Know about time zones and work out simple differences. Understand the terms longitude and latitude and locate the Greenwich meridian on a world map.</p> | <p>I can identify the key human and physical characteristics of North America including countries & major cities. I can identify the key human and physical characteristics of South America. Label layers of the rainforest and know what deforestation is. I understand the inequalities between rich and poor people in Rio. I understand the different types of settlement and land use in Rio and the problems this may cause. Know key differences between living in the UK and a country in South America and how these places might change over time.</p> | <p>Know what is meant by 'biomes' and what the features of a specific biome are. Understand the different types of vegetation grown in specific biomes and reasons for this. Know the name of and locate the world's longest rivers. Know the name of and locate the world's highest mountains. Know the name of and locate some of the world's largest deserts. Map the distribution of natural resources in South America including energy, food, minerals & water (link to uneven distribution of resources & problems this causes).</p> | <p>Use graphs to ask geographical questions and record features such as temperature or rainfall across the world. Describe and explain where most people live and why (population density/migration). Know how to use 6 figure grid references. Recognise what most OS symbols stand for.</p> |
| Year 6 | <p>Know the names of a wide variety of countries and capital cities on different continents around the world. Identify key mountain ranges around the world. Apply knowledge of time zones and differences to calculate flight departure and arrival times. Identify the locations of the largest economies in the world.</p> | <p>Understand key geographical similarities and differences between developed and developing countries and identify how the countries studied have changed over time. Consider the global impact of a region of the world. Make suggestions on how a place studied could be developed or improved.</p> | <p>Begin to understand global economic activity and trade links. Understand the term 'outsourcing' Understand how people are affected by 'cheap labour' and the support available. Explain the features of the water cycle. Know and label the main features of a river. Know the factors that cause rivers to flood. Know what happens to the physical environment during flooding and its human impact.</p> | <p>Explain scale and use maps with a range of scales. Apply knowledge of 6 figure grid references to mapping the land use of the residential area. Map should include a compass direction, key & variety of OS symbols.</p> |

Geographical Vocabulary

| Year Group | Locational Knowledge | Place Knowledge | Human & Physical Geography | Geographical Skills & Fieldwork |
|------------|---|--|--|---|
| Year 1 | United Kingdom, England, Scotland, Wales, Northern Ireland, North Sea, Irish Sea, English Channel, Atlantic Ocean. | Jamaica, hot, cold, weather, beach, coast, mountain, sea. | city, town, village, farm, house, shop, hill, river, season, Spring, Summer, Autumn, Winter, snow, rain, fog, sun | equator, north pole, south pole, map, globe, compass, north, south, east, west, garden, road, |
| Year 2 | capital city, London, Belfast, Edinburgh, Cardiff, continent, Europe, Asia, Africa, Australasia, Antarctica, North America, South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean. | Sydney, Australia, Canberra, aborigine, | human feature, physical feature, city, village, office, factory, port, harbour, cliff, forest, ocean, soil, valley, vegetation. | left, right, next to, beside, between, below, above, aerial photograph, lorry, car, taxi, coach, bus, van, bike, thermometer. |
| Year 3 | Leeds, Manchester, York, Sheffield, Newcastle, Nottingham, Plymouth, Southampton, North West, Yorkshire and Humberside, Midlands, South East, Devon, Cornwall, Cumbria, Northumberland, Norfolk, London, Ben Nevis, Snowdon, Scafell Pike, Cairngorms, Pennines, Grampians, River Severn, River Thames. | settlement, land-use, urban, rural, similar, different, arable land, cattle farming, residential, commercial, agriculture, production, manufacturing, recreation, retail, service industry. | natural resources, iron, tin, gas, coal, energy source, | northern hemisphere, southern hemisphere, Arctic circle, Antarctic circle, ordnance survey symbols (OS), survey |
| Year 4 | France, Germany, Switzerland, Italy, Spain, Denmark, Norway, Russia, Greece, Paris, Berlin, Copenhagen, Oslo, Stockholm, tropic of cancer, tropic of Capricorn, tropics | Spain, Barcelona, Catalunya, Mediterranean, Europe, Volga River, Danube River, Rhine River, Tagus, Loire, Dneiper, Alps, Pyrenees, Sierra Nevada, Caucasus, Apennines | earthquake, volcano, lava, core, magma, crust, mantle, dormant, extinct, eruption, crater, ash, plates, pressure, vent, after shocks, collide, epicentre, fault, magnitude, seismologist, tremors, tsunami, climate zone, export, import, tourism, shipping, | four figure grid reference, North East, North West, South East, South West, distance, km, miles, |
| Year 5 | Peru, Lima, Argentina, Buenos Aires, Brazil, Brasilia, Kenya, Nairobi, time zone, GMT, Greenwich meridian, time difference, longitude, latitude, | Rocky Mountains, Nevada desert, Death Valley, Hawaiian Islands, Niagara Falls, The Great Lakes, Missouri River, Mississippi River, Goldengate Bridge, Empire State Building, Statue of Liberty, Amazon, Andes, Atacama Desert, Rainforest, Macchu Pichu, canopy, emergent layer, understorey, carbon dioxide, evergreen, tropical, humid, biodiversity, inequality, favelas, slum housing. | biomes, tundra, desert, grassland, savanna, tropical, temperate, coniferous forest, deciduous forest, permafrost, arid, adapt, flora, fauna, topographical, vegetation belt, Nile, Yangtze, Mount Everest, K2, Sahara Desert, Arabian Desert, oil, gold, silver, bauxite, diamonds, timber, petroleum, | temperature, rainfall, population, emigration, immigration, area, migration, density, climate, six figure grid reference |
| Year 6 | USA, China, Japan, UK, India | more developed countries, less developed countries | global economy, trade, commercialisation, globalisation, outsourcing, labour, profit, components, factories, headquarters, business, water cycle, canal, delta, erosion, estuary, meander, oxbow lake, mouth, channel, deposition, sediment, source, tributary, waterfall, flood, environmental. | scale, contours |

RAG geographical vocabulary on Launch day. Autumn 1 (locational knowledge vocab), Spring 1 (place knowledge & human/physical geography vocab), Summer 1 (geographical skills & fieldwork vocab).