

## Geography - Progression of Knowledge

### Golden Thread: Location / Where in the World

Key Stage 1		Key Stage 2					
Pupils should be taught about: <ul style="list-style-type: none"> <li>name and location of the world's 7 continents and 5 oceans.</li> <li>Name and location of the 4 countries of the UK and its surrounding seas.</li> </ul>		Pupils should be taught about: <ul style="list-style-type: none"> <li>Understanding the purpose and different types of maps and applying knowledge to read them.</li> <li>To know the 4 countries of the UK and the seas and oceans surrounding them.</li> <li>Location of the Arctic and Antarctic.</li> <li>Tectonic plates and the location of the fault lines.</li> <li>Location of Italy within Europe</li> <li>Location of Brazil within South America</li> </ul>					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core Knowledge	To know that they live in their home and that their home might be different from other people's homes. To know that they belong to St John the Baptist Primary School and this is linked to the church. To know that there are different countries in the world.	Maps - to know what an area looks like from an aerial view. To know symbols are used on a map. To identify London on a map of the UK. To know we live in a country called England, that London is the capital city.	Identify land and water on a map of the world. The world is split up into continents. To know the world's 7 continents and 5 oceans. To know that the world has an imaginary line around it called the Equator. To identify the location of the north pole and the south pole. To know that where the ocean or sea	To know and understand from space the Earth looks like a sphere or ball containing land and water. To locate the 7 continents of the world. Maps can be in a book called an Atlas or on a single sheet of paper. To know the 8 compass points and that the top of a map is usually north. To know that maps are drawn to different scales.	To know the 8 points of a compass. To know lines of latitude and longitude help locate where a place is in the world. To identify lines of latitude and longitude such as the Equator, Tropics, Arctic and Antarctic Circles. To know the location of the northern and southern hemispheres. To locate the Arctic Circle and know the North	To know the Earth's crust is made up of tectonic plates. To know the location of active volcanoes in Italy. To know Mount Etna is in Italy. To know Italy is located within the continent of Europe and is surrounded by the Mediterranean Sea.	To build on Year 4 knowledge of the world and introduce Eastern and Western Hemisphere. To know Brazil is in South America. To locate Brazil on a map of the world and South America. To know that Brazil's coast is along the Atlantic Ocean. To locate Rio de Janeiro on a map of Brazil. To know the location of rainforests across the world including the Amazon Rainforest.

			meets land, it is called the coast.	Grid references – they tell you where something is on a map. Build on Y1 knowledge and know motorway, campsite, viewpoint, picnic site, sports centre, museum, nature reserve. To know some maps, have contour lines showing different heights of land.	Pole is the northern most point. To know there are two continents within the Arctic Circle – Europe and North America. To know Scandinavia is located within the Arctic Circle. To know the Arctic Ocean is in the Arctic Circle. To locate Antarctica and know the South Pole is the southern most point.		
Skills	Map work – identify a known area such as the local church or the school. Looking at atlases and a globe.	Mapwork - to know OS Maps symbols including road, footpath, school, railway station, castle, parking, place of worship, post office, trees and toilet.	Identify land and water on a map of the world.	Use 4 and 6 figure grid references.  Use OS symbols and keys on maps.	Map work skills to locate and plot Arctic and Antarctic in relation to the Equator, locate lines of latitude and longitude, locate the Northern and Southern hemisphere.	Map work skills to locate and plot tectonic plates and fault lines on a map of the Earth.	Map work skills to identify the eastern and western hemispheres and locate Brazil, the Amazon Rainforest and the Atlantic Ocean on a map.
Vocabulary	Home Map	Village Town City Country	Europe Africa North America South America	Globe Compass Points North, South	North East South East South West North West	Tectonic plates Fault lines Crust Italy	Eastern hemisphere Western hemisphere Brazil

		Penistone England Maps Aerial Location Symbols	Asia Oceania Antarctica Equator North Pole South Pole Coast	East West Scale Grid reference Contour lines	Lines of latitude Lines of longitude Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle	Mount Etna	Rio de Janeiro Amazon Rainforest
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### Golden Thread: Natural Environment

<b>Key Stage 1</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the physical geography of a small area of the UK and a small area of contrasting non-European country.</li> <li>Identify seasonal and daily weather patterns in the UK 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 key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul>		<b>Key Stage 2</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of physical geography of a region of the UK, a region in a European country and a region in North or South America.</li> <li>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>					
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Core Knowledge</b>	To compare different environments and how they differ.	To know that things in the world not made by people are called physical features.	To name the world's 7 continents and 5 oceans.  To refer to key physical features.	To know that terrain is an area of land or a type of land defined by its physical features. To understand that	To know that parts of Europe and North America are within the Arctic Circle.	To know the structure of the Earth is made up of the crust, mantle, outer core and inner core.	To know that Brazil is the largest country in the continent of South America and that its coast is along the Atlantic Ocean.

		<p>To know physical features of Penistone.</p>	<p>To know that the world is made up of different biomes and that a biome is a large area of the Earth that has its own environment.</p> <p>To know that there are 6 main biomes and understand some of their features.</p> <p>To know that a river is a large natural stream of water flowing in a channel to the sea., a lake or another river.</p> <p>To name the longest rivers in both the UK and the world.</p>	<p>a terrain is made up of landforms.</p> <p>To know we live in England which is a country in the UK.</p> <p>To know the four countries which make up the UK and their capital cities.</p> <p>To name the seas and oceans surrounding the UK.</p>	<p>To know that Antarctica is the only continent within the Antarctic Circle. To know that the Arctic and Antarctic a Tundra biome which is the coldest climate on Earth.</p> <p>To know that Scandinavia is within the Arctic Circle and is made of Sweden, Denmark and Norway.</p>	<p>To know the crust is a later of rock around the Earth; to know that the mantle forms about half of the Earth; to know that the upper mantle is hard but there is magma beneath; to know that the core is mostly made of iron.</p> <p>To know that the Earth's crust is made up of tectonic plates.</p> <p>To know that the edges of where two plates meet are called fault lines and that when these two pieces rub against each other, this can cause sudden movements which can lead to the earth tremors or earthquakes.</p> <p>To know that Italy contains volcanoes including Mount Etna which is in Sicily and is one of the largest</p>	<p>To know that the capital of Brazil is Brasillia.</p> <p>To know that Rio de Janeiro is a famous city in Brazil.</p> <p>To know that a tropical rainforest is a type of biome.</p> <p>To know that tropical rainforest biomes contain more species of animals and plants than any other biome.</p> <p>To know that plants and trees in rainforests grow in layers and that different animals live in each layer.</p> <p>To know that the Amazon Rainforest is in the north of South America and stretches across a number of countries including Brazil, Peru, Columbia, Venezuela and Ecuador.</p>
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						<p>volcanoes in the world.</p> <p>To know that Tsunami is a Japanese word which means 'harbour wave' and that they are a large sea wave caused by a large volume of water being moved.</p> <p>To know Italy is located within the continent of Europe and is surrounded by the Mediterranean Sea.</p>	
Skills	To use geographical vocabulary such as forest, beach, hill, soil and mountain when looking at physical features of different landscapes.	To use simple fieldwork and observational skills to study the physical features of Penistone.  To use geographical vocabulary to refer to key physical features.	To compare the similarities and differences of the physical geography of a part of the UK and a non-European country.	Identify physical features on a map.  To name and locate the four countries and capital cities of the UK	Identify the location of the Arctic and Antarctica in relation to the Equator.  To describe physical features of the environment in the Arctic Circle and Antarctica.	To describe how the structure of the Earth contributes to natural disasters such as volcanoes, earthquakes and tsunamis.  To describe how and why natural disasters occur. To describe volcanoes in terms of active, dormant and extinct and to describe the devastating effects of volcanoes on the	To describe physical features of Rio de Janeiro such as Copacabana Beach and Sugar Loaf mountain.  To describe the structure of the rainforest including the emergent layer, the canopy, the understorey and the forest floor.

						environment. To describe the positive impact that volcanoes can have on an area including creating fertile soil.	
Vocabulary	Forest Beach Hill Soil Mountain	Cliff Coast Sea Ocean River Valley Vegetation	Use vocabulary introduced in EYFS and Y1 plus Cave Bay Downstream Water Flow Stream	Terrain Contours Body of water	Tundra Biome Arctic Circle Antarctica Antarctic Circle Southern Ocean Scandinavia Denmark Norway Sweden	Crust Mantle Outer Core Inner Core Upper Mantle Magma Iron Tectonic Plates Fault lines Volcano Eruption Lava Ash Fertile Tsunami	Canopy

Golden Thread: Settlements and human geography features

<p><b>Key Stage 1</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human geography of a small area of the UK and a small area of contrasting non-European country.</li> <li>Basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p><b>Key Stage 2</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human geography of a region of the UK, a region in a European country and a region in North or South America.</li> <li>To describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, materials and water.</li> </ul>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core Knowledge	<p>To know that they live in a home and to describe this.</p> <p>To know that they belong to St John the Baptist Primary School and that school is friends with St John the Baptist Church in Penistone.</p> <p>To know that London is the capital city of England.</p>	<p>To know that a settlement is where people live and sometimes work and that there are different types of settlement.</p> <p>To know that things in the world that are made by people are called human features including houses, shops roads, restaurants and schools.</p> <p>To identify London landmarks and to know that they are human features because they were all made by people.</p>	<p>To know that human geography features are man-made.</p>	<p>Human features are features in an environment which have been made by people and can include a city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To know a city is the largest type of settlement containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, a cathedral and many houses.</p>	<p>To know that there are no human settlements in Antarctica although some people live there for part of the year to study it.</p> <p>People have lived in the Arctic for thousands of years.</p> <p>Only about 4 million people live and work in the Arctic today (compare with the 66 million in UK).</p>	<p>To know the cities of Italy and the flag of Italy.</p>	<p>To know that settlements are places where people live and work.</p> <p>To know that within the Amazon Rainforest there are different types of settlement and many of these settlements are nomadic.</p> <p>To know that the South American economy consists primarily of agriculture, forestry, industry and mining.</p> <p>To know that agricultural products that we use in the UK that originate from South America include coffee, soyabeans, wheat, rice, corn, sugarcane, coca, beef, bananas and shrimp.</p>
Skills	<p>To describe where they live.</p>	<p>To identify human geography features of Penistone and the local area using</p>	<p>To identify human geography features in the school grounds.</p>	<p>Use fieldwork to observe, measure record and present the human features</p>	<p>To describe why it is difficult for humans to settle in the Arctic and Antarctic.</p>	<p>To describe the impact of natural disasters upon human geography features such as</p>	<p>To describe and compare the different settlements found in Brazil including cities</p>

		<p>simple fieldwork and observational skills.</p> <p>To describe some of the human geography features of London.</p>		<p>in the local area using a range of methods.</p>	<p>To study a Scandinavian country and describe some of its human features including its capital city and population.</p>	<p>roads and settlements.</p>	<p>such as Rio de Janeiro and tribal villages in the Amazon Rainforest.</p> <p>To describe human features of Rio de Janeiro such as Christ the Redeemer, Rio Carnival and the cable car running to the top of Sugar Loaf Mountain.</p> <p>To compare two types of tribes and settlements within the Amazon Rainforest.</p>
Vocabulary	<p>Capital city London</p>	<p>Village Town City London England Human features</p>	<p>Man made.</p>	<p>Settlement City</p>	<p>Copenhagen Oslo Stockholm</p>		<p>Tribes Nomadic Population Economy Agriculture Forestry Industry Mining</p>

### Golden Thread: Weather and Climate

<p><b>Key Stage 1</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to identify seasonal and daily weather patterns in the UK.</li> <li>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<p><b>Key Stage 2</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>To describe and understand climate zones, biomes and vegetation belts.</li> </ul>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core Knowledge	<p>To understand and talk about different parts of the world being hotter and colder.</p> <p>To understand important processes and changes of the seasons.</p>	To identify the daily weather and know what each season looks like.	<p>Understand that climate is the weather in a location over a long period of time.</p> <p>To know that the Equator is an imaginary line running around the middle of the Earth.</p> <p>To know that the climate at the Equator is the hottest on Earth.</p>	<p>To understand that where the UK is on a map (world/Europe) impacts climate and weather conditions.</p> <p>To know that different cities in the UK have different weather conditions.</p>	<p>To know that the Arctic and Antarctic have only two seasons – long cold winters and cool short summers. Winter lasts for about 8 months.</p> <p>To know that in the winter, the sun is so far away from the Arctic / Antarctic that it does not rise at all.</p> <p>To know that parts of the Arctic and Antarctic are covered in permafrost.</p> <p>The Arctic and Antarctic are within a Tundra Biome.</p> <p>To understand that climate change is the process of our</p>	<p>To know that Italy is warmer than the UK because it is further south and therefore, closer to the Equator.</p> <p>To know that Italy has a Mediterranean climate which has mild winters and hot, dry summers.</p> <p>To know that the north of Italy is generally cooler (especially in the mountains) and can get snow in winter.</p>	<p>To know that deforestation means the action of clearing a large area of trees.</p> <p>To know some of the reasons for deforestation.</p>

					planet heating up.		
Skills	<p>To discuss the immediate environment – is it hot or cold? Do they need a coat etc.</p> <p>To identify key signs of each season.</p>		<p>To describe a place's climate based on its location to the equator – places closer to the equator are hotter and places closer to the North Pole and South Pole will be colder.</p>		<p>To describe why the Tundra biome can only be found near the North and South Poles.</p> <p>To describe the climate of the Polar Regions.</p> <p>To describe how humans are causing climate change through burning fossil fuels, farming and deforestation and the impact that this is having on the Arctic and Antarctic such as rising sea levels, shrinking ice and destroying the habitats of the animals that live in these regions.</p>	<p>To describe the climate of Italy showing understanding of its location compared to the Equator.</p> <p>To describe the impact of deforestation including lack of biodiversity, soil erosion, climate change, habitat loss.</p> <p>To describe ways that humans can protect the rainforest and use the land sustainably.</p>	<p>To describe the climate of Brazil and the Amazon Rainforest using knowledge of the Rainforest Biome and the location in relation to the Equator.</p>
Vocabulary	<p>Season</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p>		<p>Equator</p> <p>North Pole</p> <p>South Pole</p>		<p>Permafrost</p> <p>Tundra</p> <p>Climate Change / Global Warming.</p>		<p>Deforestation</p> <p>Sustainability</p>

	Harvest						
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### Golden Thread: Fieldwork skills

<p><b>Key Stage 1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>use simple compass directions and locational and directional language to describe the location of features and routes on a map.</li> <li>Devise a map simple map and use and construct basic symbols in a key.</li> </ul>				<p><b>Key Stage 2</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps).</li> </ul>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core Knowledge		<p>Understand what geography fieldwork is.</p> <p>Re-cap of prior learning of what a settlements and roads.</p>	<p>Understand what geography fieldwork is.</p> <p>To know what a biome is and the features of a woodland biome.</p>	<p>Understand what geography fieldwork is.</p> <p>To know the land use categories – RICEPOTS - Residential, Industry, Commercial, Entertainment, Public Building, Open Space, Transport, Services.</p>	<p>Understand what geography fieldwork is.</p> <p>To know what air pollution is and understand why it is a problem.</p> <p>A busier road with lots of cars may have poorer air quality and air pollution. Crossing a road may also be more dangerous on a busy road.</p>	<p>Understand what geography fieldwork is.</p> <p>Understand the physical and human features that may be found in a rural setting and in an urban setting.</p>	<p>Understand what geography fieldwork is.</p> <p>Re-cap prior learning on what the Amazon River and the River Thames are used for.</p> <p>Re-cap on features of a river including meander, tributary, source, mouth, lower course, flood plain, erosion.</p>

Skills		<p>Plan and conduct a fieldwork enquiry around the question: 'How busy are the roads outside of school?'</p> <p>Collect and present data.</p> <p>Evaluate the data collected.</p>	<p>Plan and conduct a fieldwork enquiry around the question: 'What human and physical features will we find in our school?'</p> <p>Collect data by taking photographs and writing down features observed on school grounds and in the woods</p> <p>Presenting the data and identifying whether each one is a physical or human feature.</p>	<p>Plan and conduct a fieldwork enquiry around the question: 'What is the land used for on Penistone High Street?'</p> <p>Collect data by observing and recording how each building is used on the High Street.</p> <p>To present the data in a bar chart.</p> <p>To analyse findings – spotting patterns of land use.</p>	<p>Plan and conduct a fieldwork enquiry around the question: 'Is the local area around our school safe for pedestrians?'</p> <p>Collect quantitative data by recording how many vehicles pass in 15 minutes and measuring how fast vehicles are travelling.</p> <p>Collect qualitative data by noting down how you feel about each area.</p> <p>Present findings and evaluate results.</p>	<p>Plan and conduct a fieldwork enquiry around the question: 'Is it better to live in a rural town or an urban city?'</p> <p>Collect data by planning a route in Penistone and walking the route taking photographs of human and physical features seen. Repeating this with a route in Sheffield.</p> <p>Comparing the features observed and presenting data in a Venn Diagram.</p>	<p>Plan and conduct a fieldwork enquiry around the question: 'How is a river affected by physical and human geography?'</p> <p>Collect data by drawing an observational sketch of part of the River Don including physical features and any evidence of human impact on the river or the land around it.</p> <p>Present findings and evaluate how the river is affected by physical and human geography.</p>
Vocabulary		Fieldwork Enquiry Pictogram Compare	Human Physical Fieldwork Biomes Man made Plants Tree Building	Map Data Survey Compass Observe Atlas Locate Key	Roads Air pollution Data Tally Observe Analyse Locate Survey	Rural Countryside Town City Urban Venn diagram.	River Mouth Meander Tributary Source Lower course Flood plain Erosion.

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