



Geography: Progression and Sequencing of key Knowledge

		KEY KNOWLEDGE
Nursery		• know where I live, (Walkley/Sheffield) • know some of the features of my immediate environment. • know the name of my school • know some of the people that work in my school • know that there are different countries in the world using photos/ postcards / stories • know that maps give information about place. • know key features of the local, natural environment • know some of the people who work in my community and what they do.
FS2		• know the name of my school and can say some of the things I pass on my way to school. • know about some of the key features of my home, school, and village. • know the names of the four seasons, I know the main features of the weather in each of the seasons. • know some of the animals and plants that live and grow around me. • know some of the festivals that are celebrated around the world. • know that different foods are grown around the world. • know some animals from different parts of the world. • recognise familiar places on a simple map- • know that not all places in the world are the same. • know ways to respect nature • know how to follow a simple map, I know how to annotate a map using symbols, I know how to draw a simple map •

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Year 1	Villages, towns and cities in the UK	- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (England, Scotland, Wales, Northern Ireland, London, Cardiff, Belfast, Edinburgh, North Sea, Atlantic, English Channel) - Know some of the human and physical characteristics of the countries in the UK (The highland mountain range, capital cities of Edinburgh, Cardiff, Belfast, London, Sheffield (example of a regional city), beaches, towns (Rotherham as an example), villages (Bradfield as an example), lakes, rivers (Rivelin as an example), farms (Whirlow farm as an example), reservoir (Lady Bower as an example) - Know some of the human and physical features of London (Parliament, London Eye, Tower Bridges, Thames River, Box hill) - Know about seasonal and daily weather patterns in the United Kingdom (Winter, Spring, Summer Autumn) - Know how to use maps and globes and begin to identify where the equator and north and south poles are located <u>Field Work and Map Skills</u> - Make a diary of weather patterns in school over 5 days - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	Walkley	- To know Sheffield is on a variety of maps of the UK and the world - Know some of the human and physical features of Sheffield City (City Hall, University Arts tower, Train Station, Hallam Hospital, River Rivelin, Peak District) - To know where Walkley is on a simple map of Sheffield and Satellite image - To begin to recognise map symbols (rivers, roads, religious buildings, hospital, parking, woodland area) <u>Field Work and Map Skills</u> - To know how to make simple observational photographs and drawings of the different buildings in Walkley and place them on satellite images of Walkley - Use locational language (e.g., near, far, left and right) Done in coding and PE - Begin to use simple compass directions to follow a course and recognise the four points (Could be done in PE, basic orienteering and coding)

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Year 2	Japan comparison	- To name the continents of the world and find them in an atlas/on a map and globe. (Identify which continent Japan is in) - To identify Japan on a map and where it is in relation to the UK using 4-point compass (E.g., East) - To point out where the equator and north and south poles are. - Compare London (City) to Tokyo (Non-European) by looking at key human and physical features. Identify human and physical features and correctly pair them with London or Tokyo London (Capital City) (River Thames, Epping Forest, Rainham Marshes, London Eye, Buckingham Palace, The Shard, The Palace of Westminster (parliament). Tokyo (Mt Fuji, Tokyo Tower, Imperial Palace, Shibuya shopping area, Sumida River) <u>Field Work and Map Skills</u> - To draw an observational map of the Forest School using a key - Recognise and use a range of simple map symbols - Compare and contrast school site and surrounding area using OS and aerial photographs - Use observational skills to study the geography of the local area (Survey of shops) - Know their name and address, including postcode and understand if they live in Walkley or not
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	Oceans, continents and coasts (aquatic biome)	• Compare Cardiff (UK Capital city) and Port Moresby (Papua New Guinea capital) • Compare the UK to the Tobago (island location/non-European) • To name the world's oceans and find them in an atlas/on a map or globe. • To point out where the equator is. • To discuss which places are hot and cold based on their position near the equator. • Identify some of the human and physical features of Tobago (Non-European) including weather patterns and location to the equator • Identify some of the human and physical features of Cardiff (Capital City) • Use locational language (for example, near and far; left and right) • To use compass direction and recognise the four points of the compass (PE Games and coding) <u>Field Work and Map Skills</u> • A trip to Cleethorpes coast to identify human and physical features including observational drawings and photo graphs • Place observational drawings and photos on a map and satellite image of Cleethorpes • Make simple observations and recordings of a school week's rainfall and temperature (bar graph, line graph) • 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Year 3	Viva Mexico Rainforests	• To begin to understand Longitude and Latitude (identify what the lines are on a world map) • To understand and identify different time zone • Identifying key physical features of Mexico • Explain the similarities and differences of Sheffield (UK) and Mexico through the human (population, types of settlement) and physical features (include average annual rainfall, temperature and biomes)

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Year 3	Exploring the rainforests	• To begin to understand Longitude and Latitude (identify what the lines are on a world map) and understand time zones using longitude lines • Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn and the Northern and Southern Hemispheres. Also identify longitude and latitude lines on some maps • To understand what the term “tropics” means • To study the Rainforests biomes and the impact of deforestation upon the planet and its people. • To explain the water cycle and how this works within a Rainforest biome. • Know where the equator and northern and southern hemisphere are on a world map • Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn • Describe and understand key aspects of: physical geography in Rain Forest Biomes including: climate zones • Using a range of maps and atlases (e.g., political, vegetation and temperature maps) to locate Rainforest Biomes in Brazil, Mexico and Indonesia
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Year 3	Volcanoes, Earthquakes	• Study the structure and layers of the Earth, (crust, mantle, inner core, outer core) • Identify where the ring of fire is on maps • Explain why earthquakes happen • Explain why Volcanoes happen • Using a range of maps and atlases; locate a variety of countries which have volcanoes. • To look at the human and physical impact volcanoes and earthquakes have and how humans have adapted to this <u>Field Work and Map Skills</u> • Field trip to South Road to do a traffic survey and pedestrian count. Present the data in bar chart and pie chart form. Look at how city planners use information like this to plan where traffic lights should go. • Create sketch maps of the school grounds (through taking photos, walking around the boundaries and observations) and begin to develop a key. • Using an Ordnance Survey map 1:50,000 to identify Walkley look at key human and physical features of Walkley and Sheffield • Explain some OS symbols by using a key • find Four figure grid references Begin to demonstrate an understanding of the eight points of a compass
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Year 4	Physical UK Geography Rivers and mountains	• Know, name & locate the main rivers in the UK (e.g., Thames, Tyne, Eden, Trent and Severn) and across the world. • Know the names of four countries from the southern and four from the northern hemisphere. (Italy, UK, France, Spain) • To understand how the Romans shaped the UK's River infrastructure. • To understand Water cycle and rivers (revision from y3) • Reach conclusions through using data and images of deforestation and flooding (Bar charts, graphs, Pie Charts). • Know the main mountain ranges are in the UK (e.g., Pennines and Snowdonia) and famous mountains across the world e.g., Mt Kilimanjaro (Tanzania), Mt Everest (Nepal/ China), K2 (Pakistan), Matterhorn (Switzerland/Italy) • To understand how height is shown on a map using contours. • Estimate the height of different hills and mountains using contour lines. • To identify different types of mountains (Volcanic mountains, fold mountains, block mountains) • Explain how fold mountains (E.g., Himalayas) were created <u>Field Work and Map Skills</u> • observe and measure a river (Rivelyn) (varying speed and depth of river at different points) • Categorise and map land use, using simple sketch maps and keys. • Demonstrate an understanding of recording, presenting and interpreting data on Rivers and Mountains (bar charts, tables, line graphs, flow line)
Year 4	European Geography Comparisons (Taiga Forest Biome)	• Identify the similarities and differences of the UK's deciduous biome and Sweden's Stockholm Boreal Taiga Forest (using a range of photographs, maps, digital and printed resources) • Know the names of and locate at least eight European countries some with Taiga forests (e.g., link to History topics) • To study the Taiga Forest biomes • Know the names of and locate at least eight counties and at least six cities in England (e.g., York, Norfolk, Carlisle, City of London, Sheffield, Newcastle, Milton Keynes, South Yorkshire, Greater London, North Yorkshire, Tyne and Wear, Cumbria,) • Know how settlements are formed and the key features that humans look for. (Taiga forest settlements) • Using an Ordnance Survey map 1:50,000; to identify key physical and human features (York) • Explain a range of OS symbols and use the key (York) • Use Four figure grid references (OS York) to identify key human physical features • Use the eight points of a compass (OS York and PE games)

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Year 5	The commonwealth (India focus)	• Evaluate the similarities and differences of living in the UK (Belfast) and a city in India (Pune) through physical and human features. • Reach informed conclusions about how jobs, housing, climate and key human and physical features are similar or different between Belfast and a region of India • Using a range of maps, atlases, digital online mapping and data retrieval (e.g., google earth) locate countries and capitals from around the world including the northern and southern hemisphere. • Understand that Africa is a continent which has many countries in it. Identify some African countries on a map. (Kenya, South Africa, Egypt, Ethiopia, Nigeria) • Understand further about Longitude and Latitude, Greenwich Meridian, Arctic and Antarctic circle and work out the differences in time between different Common Wealth Countries (including day and night)
Year 5	Transport and Trade	• The identify the different modes of transport in the UK and around the world • To understand how transport effects employment and growing villages, towns and cities using graphs, locational studies and satellite photographs • The use of canals in the UK and abroad (Suez, Panama) • Debate whether it is good that Sheffield is no longer connected to HS2? (Not sure) • Use the eight points of a compass to identify where the Sheffield railway station, Bus Station and Tram station is in relation to Walkley School. • Using an Ordnance Survey map 1:25,000; • Classify a range of OS symbols (focus on transport) and key • Six figure grid references to identify where the Sheffield railway station, Bus Station and Tram station is •

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Year 5	Climate Change and Sustainability	- To examine where the world has a wealth of natural resources and how these impacts upon the people. - To identify the reasons that experts believe is the cause of global warming. - To explain why climate change is not good for the Earth. - Look at what can be done to combat climate change (include charts, climate graphs). - Reach conclusions through using data and images of deforestation. <u>Field Work and Map Skills</u> <i>Where and what type of trees could we plant to improve air pollution in our school?</i> <i>LO: To survey different tree types. Coniferous, non-coniferous (tree guide) in school. Plan and identify the best place on the school site to plant deciduous and evergreen trees (place 5 rain gauges, planting area south facing or north facing, and thermometers on School site. Which micro climate is best?)</i>
Year 6	North America and tourism (Grasslands biome)	- Locate North America countries (Canada, USA, Mexico) and places of interest (Florida state and Everglades wetland region) - Describe and understand key aspects of Grasslands: Physical geography, including: climate zones and biomes - Critique the similarities and differences of living in the UK (Sheffield) and in 1) A Wetlands and region in North America (Florida) through physical and human features. - Evaluate the differences and similarities in jobs, housing, climate and human and physical features between the USA and the UK - Using a range of maps, atlases, digital online mapping and data retrieval (e.g., google earth, population graphs) to explore migration and population growth in Florida - Look at the positive and negative effects of Tourism in Florida - Look at examples of sustainable Tourism around the world (E.g., Florida's Everglades National Park, Costa Rica Manuel Antonio national park and Monteverde Cloud Forest Reserve, The Mountain Gorillas of Volcanoes national park in Rwanda) <u>Field Work and Map Skills</u> - Carryout a variety of fieldwork on our school site e.g., Rainfall, humidity, wind speed, atmospheric pressure and temperature across a week and compare this with data from Florida Everglades and Orlando. Use Scatter graphs, pie charts, climate graphs

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Year 6	Islamic Civilisations	- Critique the similarities and differences of living in the UK (Sheffield) and in Istanbul through key physical and human features (E.g., location, population, jobs, housing, topography, time difference and natural resources) - Identify on maps, atlases, digital online mapping and data (e.g., population graphs) the countries with large Muslim populations on the planet. (e.g., Indonesia, Pakistan, Turkey, Iran, Nigeria, India, Egypt) - Apply the eight points of a compass to identify where Indonesia, Pakistan, Turkey and Nigeria are in relation to Saudi Arabia (Mecca) - Critique the similarities and differences of living in the UK (Sheffield) and in Dubai through key physical and human features (E.g., population, jobs, housing, time difference, topography and trade links) <u>Field Work and Map Skills</u> - Using an Ordnance Survey map 1:25,000 and 1:50,000; To identify key human (focus on religious places) and physical features in Sheffield - Identify religious places in Sheffield using Six figure grid references. - Calculate straight line and actual distance using a scale line (maths cross curricular?) - Using an Ordnance Survey map 1:25,000 and 1:50,000; To identify key human (focus on religious places) and physical features in Sheffield - Identify religious places in Sheffield using Six figure grid references and find a compass bearing - Calculate straight line and actual distance using a scale line (maths cross curricular?). Understand how complicated it is for cartographers to make an accurate map - Complete an orienteering course in the school grounds using a map, compass bearing - Make or find a map to use and design an orienteering course in the school grounds
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