



Ready for school. Ready for life

SUBSTANTIVE CONCEPTS

Locational Knowledge

Place Knowledge

Human and Physical Features

Weather and Climate

DISCIPLINARY CONCEPTS

Fieldwork

Map Skills

Data Handling

Each year, we take part in the Accomplish Geography Bee Event for KS1 and KS2.

Year 1			Year 2		
Local Area Study (Stanley)	Local Area (Wakefield)	The United Kingdom (London)	The World (including Hot and Cold countries)	Comparing Wakefield with a coastal community in the UK: Saltburn	Comparing Wakefield with a contrasting locality in a non-European country Forest/Mountains Nairobi
Locational Knowledge Place Knowledge Human and Physical Features Weather and Climate	Locational Knowledge Human and Physical Features Weather and Climate	Locational Knowledge Place Knowledge Human and Physical Features	Locational Knowledge Weather and Climate	Locational Knowledge Place Knowledge Human and Physical Features	Place Knowledge Human and Physical Features Weather and Climate
Fieldwork Map skills Data handling	Fieldwork Map skills	Map skills	Fieldwork Map skills Data handling	Fieldwork Map skills	Fieldwork Map skills Data handling



Year 3			Year 4		
Local Area compared to a contrasting UK locality (coastal erosion) Scarborough	Mountains and Hills	Climate Zones Hot and Cold locations	Volcanoes	Compare a contrasting European location with Wakefield Rome	Rivers and the water cycle (Calder, Aire, Humber)
Locational Knowledge Place Knowledge Human and Physical Features	Locational Knowledge Place Knowledge Human and Physical Features	Locational Knowledge Place Knowledge Human and Physical Features Weather and Climate	Place Knowledge Human and Physical Features	Locational Knowledge Place Knowledge Human and Physical Features Weather and Climate	Locational Knowledge Place Knowledge Human and Physical Features Weather and Climate
Fieldwork Map skills	Map skills	Map skills Data handling	Map skills Data handling	Fieldwork Map skills	Fieldwork Map skills Data handling

Year 5			Year 6		
Climate Zones and Time Zones	How has Stanley's landscape developed since the 1800s?	Earthquakes	South America	Rio de Janeiro	Yorkshire and links to Trade
Locational Knowledge Place Knowledge Human and Physical Features Weather and Climate	Locational Knowledge Place Knowledge Human and Physical Features	Human and Physical Features	Locational Knowledge Place Knowledge Human and Physical Features Weather and Climate	Locational Knowledge Place Knowledge Human and Physical Features	Place Knowledge Human and Physical Features
Map skills Data handling	Fieldwork Map skills	Map skills Data handling	Fieldwork Map skills	Fieldwork Map skills	Fieldwork Map skills



Year 1

Theme	Local Area Study (Stanley)	Local Area (Wakefield)	The United Kingdom
Locational knowledge	To identify Stanley Grove School on a map and identify human and physical features on it.	To identify Stanley Grove School on a map and identify a nearby river and canal. To identify Wakefield and Stanley on a map and identify key features.	To begin to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas/oceans. To know that the UK is within Europe.
Place Knowledge	To know about the local features of Stanley.		To know that London is where the government is located. To know that London is the capital city and has features that make it different from other cities.
Human and Physical Features	To know what a human feature of Stanley is, such as village, road, house, farm, shop and church. To know what a physical feature of Stanley is, such as river, soil, vegetation, woodland. To know the difference between a river and a canal (with a focused study on Stanley)	To know what a human feature of Wakefield is, such as city, office, factory, station, Leisure Centre, car park, cathedral, and railway. To know what a physical feature of Wakefield is, such as river, soil, vegetation, woodland and hill. To know the difference between a river and a canal and identify this on a map of Stanley and Wakefield	To know what a human feature of London is, such as, palace, Houses of Parliament, London Eye, Tower Bridge and parks. To know what a physical feature of London is, such as river and hill.
Weather and Climate	To know changes in weather, such as daily weather patterns and seasons – (This is also covered in Science and throughout the year as the seasons change.)	e.g. To know that when it is cold there may be frost on the ground. In the winter time some animals hibernate and trees lose their leaves.	



Year 1

Theme	Local Area Study (Stanley)	Local Area (Wakefield)	The United Kingdom
Map skills	<p>To know how to begin drawing picture maps of places from stories, using objects to draw round for support.</p> <p>To know how to begin to use symbols when drawing a map (map of local walk)</p> <p>To know how to use own symbols on a map (given map of local visit together)</p>	<p>To know how to use basic directional skills: up, down, left, right, backwards and forwards.</p> <p>To know how to begin to use symbols when drawing a map (map of Wakefield Visit)</p> <p>To know how to use own symbols on a map of Wakefield</p>	<p>To use symbols when drawing a map.</p> <p>To know where the countries and capital of the UK are located and place these on a map of the UK.</p> <p>Identify characteristics of the four countries e.g. their capitals.</p>
Fieldwork	<p>To collect examples of physical features in the locality.</p> <p>To follow a simple route on a map using forward, backward, left and right. Use this to move around the school.</p>	<p>Visit Wakefield to identify the features of it and what makes it a city.</p> <p>To use an orienteering activity where children navigate around the classroom and playground with support.</p>	
Data Handling	To measure collected rainwater by volume.		
Vocabulary	<p>Local</p> <p>Stanley</p> <p>Map</p> <p>Symbol</p> <p>Canal</p> <p>Marsh</p> <p>human features,</p> <p>physical features,</p>	<p>Wakefield</p> <p>City</p> <p>River</p> <p>Canal</p> <p>Cathedral</p> <p>Offices</p> <p>Roads</p> <p>Railway</p>	<p>United Kingdom</p> <p>England</p> <p>Scotland</p> <p>Ireland</p> <p>Wales</p> <p>Globe</p> <p>Capital city -London</p> <p>Landmark</p> <p>Sea</p>



Year 2

Theme	The World (including Hot and Cold countries)	Comparing Wakefield with a coastal community in the UK: Saltburn	Comparing Wakefield with a contrasting locality in a non-European country, including forests and mountains
Locational knowledge	To know that world has seven continents and five oceans and be able to identify these in atlases.	To identify Saltburn on a map. To know that Saltburn is a coastal town. It has a beach and a seaside, where the sea meets land. It has a harbour but does not have a port, like some other seaside do have. To know that the coast is further away from us than our nearest city: Wakefield.	
Place Knowledge		To know that Wakefield is our closest city. To compare what you might find in a city: Wakefield, and a coastal town: Saltburn.	To know some similarities and differences between Wakefield and a city in a non-European country. To know that Nairobi has a forest and mountain, which is different to Wakefield.
Human and Physical Features		To visit and see first-hand human and physical features and use geographical vocabulary when talking about it and labelling maps: beach, cliff, coast, sea, ocean, river, soil, vegetation,	To know some physical features of Wakefield: city, factory, office, cathedral, Calder Valley. To know some physical features of a non-European country, Nairobi: city, forest and mountain, vegetation.
Weather and Climate	To know that countries near the equator are hot. To know that countries far from the equator are cold. To know that the weather can change throughout the day (daily weather pattern – do this daily). To understand that weather conditions can affect temperature. To know that in the UK, as a result of the seasons changing, the weather changes.		To know that in a non-European country, as a result of the seasons changing, the weather also changes.



Year 2

Theme	The World (including Hot and Cold countries)	Comparing Wakefield with a coastal community in the UK: Saltburn	Comparing Wakefield with a contrasting locality in a non-European country, including forests and mountains
Map skills	To know how to use basic directional skills of a compass: North, South, East and West and understand how this can be seen on maps.	To know how to observe an aerial photograph and plan perspectives to identify key landmarks in Wakefield and Saltburn. To identify Wakefield on a map of Yorkshire. To identify Saltburn on a map of the UK	To identify a small area in a non-European country (Nairobi) and compare it's geographical features to Wakefield.
Fieldwork	Use a map of the school and use compass directions to follow a given route.	To use aerial photography and plan perspectives, to devise a simple map of Wakefield, using a simple key.	Using aerial photography and plan perspectives, to devise a simple map of an area of a non-European country, using a simple key.
Data Handling	Conduct a weather survey and record for the UK and in 2 areas which are near to equator and far. Create tables and pictograms with support to represent this.		To create a simple bar graph independently showing temperature differences in Wakefield and a non-European country.
Vocabulary	Compass North, east, south, west Continents Oceans Equator Poles Africa, Antarctica, Asia, Europe, North America, Oceania, South America. Poles Arctic, Atlantic, Indian, Pacific, Southern.	Aerial, beach, cliff, coast, sea, ocean, river, soil,	Physical features Mountain City Forest European vegetation



Year 3

Theme	Local Area compared to a contrasting UK locality (coastal erosion) Scarborough	Hills and Mountains in UK	Climate Zones and Hot and Cold locations
Locational knowledge	To locate Scarborough on a map of the UK	To know where the mountains are in UK. To name and locate key topographical features in parts of Yorkshire: mountains, hills and rivers.	Locate hot and cold places around the world using maps and globes. Using atlases and digital maps, begin to identify positions of latitude, longitude, Equator, North Hemisphere, Southern Hemisphere, Tropics of Capricorn and Cancer, Arctic and Antarctic to identify countries that are hot and cold. To locate the world's countries, using maps to focus on Europe.
Place Knowledge	To know that Scarborough much different from Stanley or Wakefield. It is a coastal town, well known for tourism, particularly in summer months.	To identify key hills and mountain ranges in Yorkshire: Three Peaks and the Pennines.	To know that countries near the Equator will experience many geographical differences in their climates than that of one further away from the Equator (like England).
Human and Physical Features	To know that coastal erosion has affected parts of the Scarborough Coast, including the Holbeck Hotel disaster. To look at the measures taken to defend the coast using sea defences	To understand the difference between a hill and a mountain. To explain the process of and formation of mountains. To describe physical features of hills and mountains – peak, slope, valley Discuss how mountains affect weather, tourism and wildlife.	To know that the world has different climate zones and be able to name some of them.
Weather and Climate			To understand what a climate zone is and identify the main climate zones and it's tropical, temperate and polar. Describe the typical weather of hot and cold climates. To know that the weather and climate in hot and cold countries can greatly alter both its physical and human geography. To recognise how plants, animals and people adapt to different climates.



Year 3

Theme	Local Area compared to a contrasting UK locality (coastal erosion) Scarborough	Hills and Mountains in UK	Climate Zones and Hot and Cold locations
Map skills	To know that a sketch map is a map which uses only basic detail.	Locate mountains and hills on maps of UK plus symbols used for maps and how height of mountain is shown. Compare to photos to spot rocks, paths and slopes. Mark and label the Yorkshire Peaks.	To know that there are positions of latitude, longitude, Equator (not in Europe but can be used as a reference point), North Hemisphere, Southern Hemisphere, Tropics of Capricorn and Cancer, Arctic and Antarctic.
Fieldwork	To create a sketch map of a short route taken on the Scarborough coast, including a basic key, with places in the correct order when mapping with support. To begin to draw a sketch map from a high view point with support. Begin to understand boundaries on larger scale maps.		
Data Handling			To create graphs which compare and contrast climate and weather of countries near and far from the equator.
Vocabulary	Erosion, flooding, salt-water, weathering, sea walls, groynes	Mountains, range, peaks, summit, slope, valley, trail	<i>(Repeated from year 2 due to challenge of vocab)</i> Africa, Antarctica, Asia, Europe, North America, Oceania, South America. Equator, tropics, climate zone Tropical, temperate, Polar



Year 4

Theme	Volcanoes	Compare a contrasting European location with Wakefield Rome	Rivers and the water cycle (Calder, Aire, Humber)
Locational knowledge		To locate the world's countries, using maps to focus on Europe with growing confidence.	To locate the rivers Aire and Calder using an atlas.
Place Knowledge	To know that there are significantly more volcanoes under the sea than on land. To know why people live near volcanoes, e.g. fertile soil, views, and tourism.	To understand the relative size of a European city (Rome), in comparison with Wakefield. To know the key environmental regions, physical and human characteristics, countries and major cities within Italy.	To know that the Aire, Calder and Humber are major rivers in Yorkshire and have been integral to trade in Yorkshire for centuries.
Human and Physical Features	To know how volcanoes are formed. To know that there are active and dormant volcanoes within Italy. To name some volcanoes within Italy and be able to say whether they are active or dormant. To know what affect a natural disaster can have on a community: Vesuvius' Pompeii.	To identify types of settlement, land use and economic activity within Rome and compare this to Wakefield.	To know the main stages of the water-cycle To explain the process of and formation of rivers. To know that rivers run into seas and which oceans are surrounding our island.
Weather and Climate		To know which climate zone Italy is within.	



Year 4

Theme	Volcanoes	Compare a contrasting European location with Wakefield Rome	Rivers and the water cycle (Calder, Aire, Humber)
Map skills	Name and locate significant volcanoes on maps of the world and understand plate boundaries. Locate Italy and Rome on a map and Volcanoes in that country.	To know that an Ordnance Survey map is used for greater detail and can be used to identify features, such as roads, rivers, railways, parks and walks. To know some simple Ordnance Survey symbols. To know that four figure grid references are used to find specific locations on a map and know how to use them.	To know the four main compass points. To know how to identify a river on map. To know that grid references are used on maps to support finding specific locations and begin to use them (4 figure)
Fieldwork		To use four compass points when using maps. To consolidate using four-figure grid-references on maps. To consolidate creating a map of a short route, with features in correct order. To make a simple scale drawing. Know why a key is needed and to begin to recognise symbols on an OS map. To be able to understand boundaries on maps of different scales.	To utilise four compass points when identifying the location of 3 major rivers in Yorkshire. To begin to use four-figure grid-references when identifying the location of 3 major rivers in Yorkshire.
Data Handling	To create a line graph including the relative sizes of volcanoes.		To create bar graphs to show how rainfall affects river levels during different months in the year.
Vocabulary	Volcanoes, active, dormant, plates, Magma, lava, eruption, crater, physical geography	Ordnance survey, grid references, settlements, economic activities, human geography	Basin, bed, current, confluence, delta, down/upstream, estuary, freshwater, mouth, silt, source, stream, tributary.



Year 5

Theme	Climate Zones and Time Zones	How has Stanley's landscape developed since 1800s?	Earthquakes
Locational knowledge	Using atlases and digital maps, to recap positions of latitude, longitude, Equator, North Hemisphere, Southern Hemisphere, Tropics of Capricorn and Cancer, Arctic and Antarctic to identify countries that are hot and cold. To know that time zones differ across the world.		
Place Knowledge	To know that the earth is divided into time zones. Understand how time changes as you move around the globe. Identify the Prime Meridian that runs from the north pole to the south pole.	To describe how land-use, economic activity and settlements have changed over time within our locality (using maps as supporting evidence).	
Human and Physical Features	To know that some areas have microclimates e.g. New York and be able to describe what these are and how they are caused.	To understand how land-use, economic activity and settlements can evolve within a location over time.	To know why earthquakes happen. To know that an earthquake under the ocean is called a Tsunami. To know what affect a natural disaster can have on a community: San-Francisco disasters. To compare how some regions prepared for a natural disaster, such as an earthquake. Eg. Japan vs Nepal and explain how economy affected this. To know that, as California is within the 'Ring of Fire,' it is well-known for earthquake disasters.
Weather and Climate	Explain how climate zones influence human activity e.g. plant and animal life and land use.		



Year 5

Theme	Climate Zones and Time Zones	How has Stanley's landscape developed since 1800s?	Earthquakes
Map skills	<p>To understand Prime Meridian/Greenwich Meantime.</p> <p>To describe and compare a wider range of climate zones including arid, Mediterranean and mountainous and their locations globally.</p>	<p>To know how to draw sketch maps from aerial photographs with growing independence.</p> <p>To build on prior knowledge of Ordnance Survey maps, used for greater detail and can be used to identify features, such as roads, rivers, railways, parks and walks.</p> <p>To know a range of simple Ordnance Survey symbols.</p> <p>To know that six figure grid references are more accurate than four figure to find specific locations on a map.</p> <p>To know that maps can help to show how transport and road-use has developed over time. For example, railways, roads, canals.</p>	<p>Use maps to identify the plates in the earth which cause earthquakes.</p> <p>To use physical maps to identify the 'Ring of Fire', with a focus on the region of California.</p>
Fieldwork		<p>To introduce using eight compass points when using maps.</p> <p>To consolidate using four-figure grid-references and introduce six-figure. To know that six figure grid references are more accurate than four figure to find specific locations on a map and begin to know how to use them.</p> <p>To draw a plan view map of a section within the locality.</p> <p>To draw a sketch map using and recognising key OS map symbols</p> <p>To measure straight-line distance on a plan.</p> <p>To recognise places on maps of different scales.</p> <p>To use an orienteering activity where children navigate the school, using 6 figure grid references to complete a task.</p>	



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Year 5

Theme	Climate Zones and Time Zones	How has Stanley's landscape developed since 1800s?	Earthquakes
Data Handling	Interpret climate graphs and use data to draw conclusions.		To create scatter graphs to compare California's earthquake magnitude to others worldwide.
Vocabulary	Prime Meridian/Greenwich Meantime, time zone, climate zone, microclimates, arid, Mediterranean.	Ordnance Survey, plan view, six figure grid references, economic activity, settlements, aerial photographs, developments, population, land-use, urbanised, rural.	Natural disaster, economic activity, earthquake, seismic, epicentre, Richter scale, magnitude, Tsunami



Year 6

Theme	South America	Rio de Janeiro	Yorkshire including links to Trade
Locational knowledge	To locate some countries and major cities within South America.	Use latitude and longitude coordinates to precisely locate Rio, noting it is in the Southern Hemisphere.	
Place Knowledge	To know that the Amazon River is the 2nd largest river in the world.	Investigate how Rio's physical environment shapes how people live and work.	Understand the significance of trade and how it connects Yorkshire locally, nationally and globally. To know that the Rhubarb Triangle, partly in Wakefield, is world famous, once producing 90% of the world's rhubarb.
Human and Physical Features	To know that rainforest is made of up different layers. To know that the Rainforest has a range of plants, some of which are used for medications. To know that deforestation negatively affect the Amazon Rainforest and its settlements.	To know that Rio de Janeiro has contrasting settlements of rich and poor. Examine human influence on the impact on Rio's environment, e.g. deforestation, pollution, urban development. To compare rich and poor settlement within Rio de Janeiro.	To know that rail networks, locally and nationally, were used to transport rhubarb from West Yorkshire. Know why rhubarb grows so well here. To know how farming industry and transport affect Yorkshires' landscape.
Weather and Climate	To know that the Amazon Rainforest has a tropical climate.		



Year 6

Theme	South America	Rio de Janeiro	Yorkshire including links to Trade
Map skills	To identify world biomes.	To use maps to locate different settlements in Rio de Janeiro identifying the position of South America and within Brazil.	Use maps, atlases and digital tools to identify trade links and transport routes.
Fieldwork	To begin to analyse thematic maps for an area in South America. To draw a plan view map of detail with confidence	To draw a sketch map using and recognising key OS map and atlas symbols. Use a scale to measure distances. To access and draw maps of varying scales.	To use eight compass points when using maps. To consolidate using six-figure grid references. To use an orienteering activity where children navigate the school, using 6 figure grid references to identify all trees on the school grounds. To use Ordnance Survey maps of the local area to study the features within rhubarb triangle
Data Handling			
Vocabulary	Biomes, thematic maps, plan view maps, tropical, deforestation, Amazon, rainforest, settlement.	Economic, deforestation, pollution, urban development, urbanised, rural, slums/opulent.	Trade, import, export, agriculture, economy, region, industry