

# Settrington All Saints' Long Term Planning Years 1 and 2 - Skills and Knowledge ladder



## Subject: Geography

Year Group	What do I want to know?	What skills do I want to have?	Vocabulary
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Y1	<p><b>Locational Knowledge:</b> Name and locate the four countries making up the British Isles, with their capital cities. Name the surrounding seas of the United Kingdom. Talk about the four countries that make up the United Kingdom and locate them on a map</p> <p><b>Place Knowledge:</b> Recognise similarities and differences of geographical features in my own immediate environment including river, hill, beck, moors, national park, sea, beach</p> <p><b>Human and Physical Knowledge:</b> I can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis <b>include wind, rain, sun, fog, snow, hail, thunder and lightening</b></p> <p><b>Geographical Skills and Fieldwork:</b></p>	<p><b>Locational Knowledge:</b></p> <p><b>Place Knowledge:</b> Talk about people and places within my local environment – <b>vicar, people who know from the village, church, village hall, school, people to do with school</b> Compare Settrington with a contrasting place in the UK (city)</p> <p><b>Human and Physical Knowledge:</b> Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area – use Malton as town, North Yorkshire Coast as coastal and Settrington as village – <b>city dependent on topic (to be passed to next teacher on assessment sheets) – using</b> factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical Skills and Fieldwork:</b> Compare and contrast a <b>farm with the seaside.</b> Use (with help) maps, atlases, globes to locate the United Kingdom and countries within it. Use aerial images to recognise landmarks and basic physical features <b>in Settrington – church, school</b> Use a simple key to recognise physical or human features on a map – <b>school grounds</b> Create a simple map of my local environment – <b>do this as part of Forest Schools looking at the root to Forest Schools?</b></p>	<p>factory, farm, house, office, port, harbour and shop wind, rain, sun, fog, hail, thunder and lightening river, hill, beck, moors, national park, sea, beach</p>
Y2	<p><b>Locational Knowledge:</b> Name the continents and have seen them on a world map. Locate and label the five oceans. Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Place Knowledge:</b></p> <p><b>Human and Physical Knowledge:</b> Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles – <b>where are these locations, what is the weather like (hot, cold, rainy, snowy)</b></p> <p><b>Geographical Skills and Fieldwork:</b></p>	<p><b>Locational Knowledge:</b></p> <p><b>Place Knowledge:</b> <b>Compare Malton</b> with a contrasting city in a different country using the following geographical questions: What is this place like? What or who will I see in this place? What do people do in this place? (<b>Build from people and places discussed in Y1</b>) What are the similarities and differences <b>between Malton</b> and a non-European locality, including the following vocabulary: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied. <b>The details of the country to be studied will be passed to Class 2 teacher via assessment sheets</b></p> <p><b>Human and Physical Knowledge:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p>	<p>residential, farm, village hall, near, far, left, right beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour the North/South Poles Names of 5 oceans Names of continent Four countries of UK, capital cities and surrounding seas</p>



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		<p>Use, with a friend, maps, atlases, globes and digital/computer mapping (Google Earth) to locate four countries of the United Kingdom, <b>country studied in Place Knowledge section</b>,          Learn and use the four points of a compass to describe the location of features on a map <b>(Forest Schools if possible)</b>          Use locational and directional language such as: near, far, left, right to describe the location of features on a map.          Use simple fieldwork to observe, measure and record the human and physical features in the local area – discuss the use of land use features on walk around village – <b>residential, farm, shared community space (village hall)</b>          Use aerial images and plan perspectives to recognise landmarks and basic physical features <b>within Settrington</b>          Devise a simple map, and use and construct basic symbols in a key <b>of the village</b>          Use simple grid references (i.e basic co-ordinates).          Use fieldwork to observe, measure and record the human and physical features in the local area</p>	
<p><b>Y3/Y4</b></p>	<p><b>Locational Knowledge:</b>          Locate and name the continents on a World Map.</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate at least 3 counties and cities of the United Kingdom <b>(dependent on topic – to be passed on - on assessment sheets).</b></p> <p><b>Place Knowledge:</b></p> <p><b>Human and Physical Knowledge:</b>          Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle.          Describe key aspects of human geography including settlements and <b>land use, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour</b>          Identify the main physical and human characteristics of the country of Europe identified <b>including rivers, mountains, volcanoes, earthquakes and the water cycle, settlements and land use, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour</b></p> <p><b>Geographical Skills and Fieldwork:</b>          Using the key features from Y2 including beach, coast, forest, hill, mountain, ocean, river, valley, city, town, village, factory, farm, house, office, shop, port and harbour now locate them on a map.</p> <p>Name and locate 2 countries of Europe <b>(dependent on topic – pass info to Y5/6 teacher about which countries studied on assessment sheets).</b>          Identify the main physical and human characteristics of the countries of Europe identified including rivers, mountains, volcanoes, earthquakes and the water cycle, settlements and land use, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, <b>village, factory, farm, house, office, shop, port and harbour</b></p>	<p><b>Locational Knowledge:</b></p> <p>Describe how the geographical features <b>of Malton and surrounding areas</b> has changed over time (using features listed above)</p> <p><b>Place Knowledge:</b>          Describe the geographical similarities and differences <b>in the Human and Physical Geography section between a European country (dependent on topic – pass information of country studied to Y5/6 teacher via assessment sheet)</b></p> <p>Share my own views about locations studied (Y4 including reasons)</p> <p><b>Human and Physical Knowledge:</b></p> <p><b>Geographical Skills and Fieldwork:</b>          Use maps independently and recap atlases, globes and digital/computer mapping (Google Earth) to locate countries and with a friend to find features studied.          Recap using locational and directional language such as: near, far, left, right to describe the location of features on a map and then extend to north, east, south, west          Use fieldwork to observe and record the human and physical features <b>in Settrington using sketch maps (beck, road, house, church, village hall, sports field)</b>          Begin to use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world – <b>use at least church</b>.          Create maps of locations identifying some features using a key.          Show that you can use a range of resources to identify the key physical and human features of a location – sketch maps, plans          Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world with support.          Create maps of locations identifying some features using a key.</p>	<p>beck, road, house, church, village hall, sports field, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour, rivers, mountains, volcanoes, earthquakes and the water cycle, settlements and land use, beach, coast, north, east, south, west atlases, globes and digital/computer mapping</p>



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<p><b>Y5/Y6</b></p>	<p><b>Locational Knowledge:</b>  <b>Leading on from countries studied in LKS2</b> (see assessment sheets), name and locate at least ten each of the countries and cities of the world (including those learnt about in LKS2) and their identifying human and physical characteristics, including hills, mountains, rivers, lakes and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions (including North Yorkshire, the North Yorkshire Moors, The Wolds and The North Yorkshire Coast) and their identifying human and physical characteristics, key topographical features (including hills, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Name and locate Russia, the countries of North America and South America, at least 8 of these independently.</p> <p>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> <p><b>Place Knowledge:</b></p> <p><b>Human and Physical Knowledge:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p>	<p><b>Locational Knowledge:</b></p> <p><b>Place Knowledge:</b>  Describe the geographical similarities and differences in the Human and Physical Geography section between England and a North or South American country - (Through The Explorer)  Explain and discuss a range of reasons for geographical similarities and differences between countries</p> <p><b>Human and Physical Knowledge:</b>  Explain how locations around the world are changing and explain some of the reasons for change.  Describe geographical diversity across the world.  Collect and analyse statistics (to include bar graphs and line graphs) and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location – focus on North Yorkshire Moors  Identify and describe the main human and physical characteristics of North and South America (Through The Explorer)  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, (either through Industrial Revolution or and the distribution of natural resources including energy, food, minerals and water (Enough for Everyone and ... Topic)</p> <p><b>Geographical Skills and Fieldwork:</b>  Use a range of geographical resources (including OA maps, websites featuring North Yorkshire, the North Yorkshire Moors, The Wolds and/or The North Yorkshire Coast and visits), to give descriptions and opinions of the characteristic features of these locations.  Use fieldwork to observe measure and record the human and physical features in the local area, including graphs, and digital technologies  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 my knowledge of the United Kingdom and the wider world independently and not in a classroom situation.  Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land (use North Yorkshire Moors)</p>	<p>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)  settlement and land use, economic activity including trade links  climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  including energy, food, minerals and water  land use, climate zones, population densities and height of land</p>
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