

Geography Knowledge Sequencing at Knavesmire Primary

Geography Understanding, Knowledge and Skills objectives:

Intent:	All pupils at Knavesmire access a broad, balanced and enriching Geography curriculum. Our Intent is that Geography at Knavesmire Primary School stimulates the children's interest, curiosity and understanding of the world through our Big Idea lessons which have sophisticated links. Through the Big Idea, pupils will gain a knowledge and understanding of their hometown, the wider world and the similarities and differences places share over the globe. Children at Knavesmire progress their learning of Geography as they learn about a village, town, city, country and region, always challenging themselves to compare, contrast and analyse the different places in our planet and their place in it. Teaching of the progressive knowledge and skills, equips children to ask questions, think critically, weigh evidence and develop perspective and judgement. Our Geography curriculum gives children the knowledge and tools to become a confident geographer.
Substantive knowledge in Geography:	Substantive Knowledge in geography is the specific and factual content of Geographical Enquiry. For example in Location Knowledge, Place Knowledge, and Human & Physical Geography, pupils will learn how to name and locate different places in the world.
Disciplinary knowledge in Geography:	Disciplinary Knowledge in Geography is delving deeper - using prior knowledge to build upon the children's understanding of scale and to apply their knowledge using skills. In Geographical Skills and Fieldwork for example, pupils will apply their knowledge using fieldwork and present their findings using map work, sketch maps and graphs. The Disciplinary Knowledge allows children to practise Geography outside the classroom.
Geography:	The study of places and the relationships between people and their environments.



EYFS building the foundations for Geography:

Nursery

Throughout Early Years children develop the skills and knowledge that they need for future success in the Geography National Curriculum through **Communication and Language, Personal, Social and Emotional Development, Understanding the World and Mathematics Development**, although the subject does weave its way throughout the areas of learning.

- Understand position through words alone. For example, “The bag is under the table,” – with no pointing. (C&L, MAT)
- Use all their senses in hands-on exploration of natural materials. (UTW)
- Comments on things they see in the natural world. (UTV, C&L)



EYFS building the foundations for Geography:

Reception

Throughout Early Years children develop the skills and knowledge that they need for future success in the Geography National Curriculum through **Communication and Language, Personal, Social and Emotional Development, Understanding the World and Mathematics Development**, although the subject does weave its way throughout the areas of learning.

Knowledge

- Knows and understands that some places are special to members of their community such as Rowntrees Park and Bishopthorpe Road. (PSED, UTW)
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UTW, PSED)
- Knows how to describe what they see, hear and feel whilst outside. (C&L, UTW)
- Recognise some environments that are different to the one in which they live. (UTW)
- Knows and understands the effect of changing seasons on the natural world around them. (UTW)
- Knows a bit about how they can look after our world through recycling, not littering etc. (UTW)
- Knows how their immediate environment differs from that of others that we have learnt about. (UTW)
- Knows how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW)

Skills

- Explore the natural world around them.
- Identify simple symbols on a simple map.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, photos and maps.

Knowledge, Skills and Understanding breakdown for Geography:

Year 1

Location Knowledge		Place Knowledge		Human and Physical Geography		Geographical Skills and Fieldwork	
1	Name, locate and identify characteristics of the 4 countries and capital cities of the UK using maps and globes.	2	Understand geographical similarities through studying the human and physical geography of a village of the UK and a non-European country.	3	Identify seasonal weather patterns in the UK and compare with location of hot and cold areas in the world.	5	Follow directions to and around forest school . Use observational skills to study and record the physical features.
				4	Use geographical vocab specifically for: <ul style="list-style-type: none"> • Physical Features: soil, vegetation, weather, season, hill, forest, soil, vegetation. • Human Features: factory, farm, house, shop, village, farm, house, city. 	6	Present fieldwork findings by creating a simple map of forest school with basic symbols in the key. Use directional language to describe the location of features on the map.



Knowledge, Skills and Understanding breakdown for Geography:

Year 2

Location Knowledge		Place Knowledge		Human and Physical Geography		Geographical Skills and Fieldwork	
1	Name and locate the world's 7 continents and 5 oceans using maps, atlases and globes.	2	Use aerial photographs and plan perspective to understand similarities and differences through studying the human and physical geography of a seaside town in the UK and a non-European country.	3	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.	5	Follow directions to and around the school and its grounds . Use simple fieldwork to record the key human and physical features.
				4	Use geographical vocab specifically for: <ul style="list-style-type: none"> Physical Features: beach, cliff, coast, mountain, sea, ocean and valley. Human Features: town, factory, office, port, harbour and shop. 	6	Present fieldwork findings by creating a simple map of school and its grounds with basic symbols in the key. Use simple compass directions to describe the location of features and routes on the map.



Knowledge, Skills and Understanding breakdown for Geography:

Year 3

Location Knowledge		Place Knowledge		Human and Physical Geography		Geographical Skills and Fieldwork	
1	Name and locate countries in the United Kingdom and Europe using globes and atlases.	3	Understand geographical similarities and differences through the study of human and physical geography of a town of the UK, a town in a European country and a town within North or South America.	4	Describe and understand key aspects of: <ul style="list-style-type: none"> • Physical geography: rivers. • Human geography: minerals. 	5	Follow directions to and around the racecourse/knavesmire . Use fieldwork to observe and record human and physical features.
2	Identify the position and significance of latitude and longitude.					6	Present fieldwork findings by creating a sketch map with symbols in the key. Use the 4 compass points to describe the location of features and routes on a map.



Knowledge, Skills and Understanding breakdown for Geography:

Year 4

Location Knowledge		Place Knowledge		Human and Physical Geography		Geographical Skills and Fieldwork	
1	Name and locate cities of the United Kingdom and Countries in North and South America using globes and atlases.	3	Understand geographical similarities and differences through the study of human and physical geography of a city of the UK, a city in a European country and a city within North or South America.	4	Describe and understand key aspects of: <ul style="list-style-type: none"> • Physical geography: volcanoes and the water cycle. • Human geography: water and food. 	5	Follow directions to and around the Southbank area . Use fieldwork to observe, measure and record human and physical features.
2	Identify the position and significance of the Equator.					6	Present fieldwork findings by creating sketch maps and plans with symbols in the key. Use the 4 compass points to describe the location of features and routes on a map.



Knowledge, Skills and Understanding breakdown for Geography:

Year 5

Location Knowledge		Place Knowledge		Human and Physical Geography		Geographical Skills and Fieldwork	
1	Name, locate and identify the key physical and human characteristics of UK cities and countries in the UK, Europe, North and South America using globes, ordnance survey maps and atlases.	3	Understand geographical similarities and differences through the study of human and physical geography of a <u>country</u> of the UK, North, and South America.	4	Describe and understand key aspects of: <ul style="list-style-type: none"> • Physical geography: vegetation belts. • Human geography: the distribution of natural resources. 	5	Follow directions to and around <u>Bishopthorpe Road/Rowntree Park</u> . Use fieldwork to observe, measure, record and analyse human and physical features.
2	Identify the position and significance of the Northern Hemisphere and Southern Hemisphere.					6	Present fieldwork findings by creating sketch maps, plans and graphs and a key. Use the 8 compass points to describe the location of features and routes on a map.



Knowledge, Skills and Understanding breakdown for Geography:

Year 6

Location Knowledge		Place Knowledge		Human and Physical Geography		Geographical Skills and Fieldwork	
1	Use digital/computer and ordnance survey mapping to name, locate and identify the land use patterns within UK cities as well as the countries and the environmental regions of counties in Europe, North and South America.	3	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, European country, and North or South America.	4	Describe and understand key aspects of: <ul style="list-style-type: none"> • Physical geography: the climate zones and biomes. • Human geography: economic activity including trade links. 	5	Follow directions to and around York City Centre . Use fieldwork to observe, measure, record and analyse the human and physical features.
2	Identify the position and significance of the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.					6	Present fieldwork findings by creating sketch maps, plans and graphs with a key. Use the 8 compass points and 4- and 6- figure grid references to describe the location of features and routes on a map.

