






# Geography knowledge sequencing at Camblesforth Primary Academy



## *Geography understanding, knowledge and skills objectives.*

<b>Intent</b>	<p>At Camblesforth Primary Academy it is our aim, in line with the National Curriculum, that all children will gain a deep, coherent knowledge and understanding of their locality, the United Kingdom and the wider world. We aim to arouse children's curiosity about their immediate environment, the place where they live and the places beyond and to promote perceptive questioning and critical thinking about how settlements came to be and the changes in geographical features that have influenced our world today. It is our intent to deliver a Geography curriculum which is rich and exciting and provides as many first hand experiences as possible. It will embed knowledge of the journeys of influential travellers, the similarities and differences between environments around the world and an appropriate understanding of climate. It will equip pupils with map and compass skills and the ability to observe, measure and record features of environments. Through the teaching of Geography we hope to enable children to develop their understanding of the wider world.</p>
<b>Substantive knowledge in Geography</b>	<p>Substantive Knowledge in Geography is the specific and factual content of Geographical Enquiry. For example in Location Knowledge, Place Knowledge, and Human &amp; Physical Geography, pupils will learn how to name and locate different places in the world.</p>
<b>Disciplinary knowledge in Geography</b>	<p>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</p>

## Geography Progression – Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical enquiry</b> 	<ul style="list-style-type: none"> <li>*To use a variety of questions</li> <li>*Uses language to share thoughts</li> </ul>	<ul style="list-style-type: none"> <li>*Beginning to understand why and how questions</li> </ul>	<ul style="list-style-type: none"> <li>*Use first-hand observation to study the school grounds and the key human and physical features of its surrounding environment</li> </ul>		<ul style="list-style-type: none"> <li>*Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</li> </ul>		<ul style="list-style-type: none"> <li>*Confidently use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</li> </ul>	
<b>Place knowledge</b> 	<ul style="list-style-type: none"> <li>*Begin to talk about what they see using some new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>*Say the geographical similarities and differences of a small area of the United Kingdom (Camblesforth) and of a small area in a contrasting non-European country (America)</li> <li>*Show a developing knowledge of the capital cities of the UK</li> </ul>		<ul style="list-style-type: none"> <li>*Describe some geographical similarities and differences of a town in the United Kingdom, Europe and North or South America.</li> </ul>		<ul style="list-style-type: none"> <li>*Understand geographical similarities and differences through studying the human and physical geography of a country and region of the United Kingdom, a region in a European country and a region within North or South America.</li> </ul>	
<b>Locational knowledge</b> 	<ul style="list-style-type: none"> <li>*Know that there are different countries in the world</li> </ul>	<ul style="list-style-type: none"> <li>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and when appropriate from maps</li> <li>*know that people in other</li> </ul>	<ul style="list-style-type: none"> <li>*Name the four countries and capital cities of the United Kingdom</li> <li>*Locate and identify some characteristics of the United Kingdom and its surrounding seas</li> <li>*Name and locate the world's seven continents and five oceans</li> <li>*Point out the North and South Poles on an atlas</li> <li>*Point out the Equator on an atlas</li> </ul>		<ul style="list-style-type: none"> <li>*Name and locate some of the countries and cities of the UK</li> <li>*Name and locate some geographical regions of the UK and their identifying human and physical characteristics</li> <li>*Use a map to identify some of the world's countries, including Russia and some countries in Europe</li> <li>*Identify the position of the Northern and Southern hemispheres</li> <li>*Identify some of the lines of latitude and explain why they are important</li> </ul>		<ul style="list-style-type: none"> <li>*Name and locate the countries and cities of the UK</li> <li>*Name and locate geographical regions of the UK and their identifying human and physical characteristics</li> <li>*Use a map to identify the world's countries, including Russia and the main countries in North and South America and name their capital cities</li> <li>*Identify the position of the lines of longitude. Including the Greenwich Meridian and explain their importance to time zones and day and night</li> <li>*Identify the Tropics of Cancer and Capricorn and the Arctic and</li> </ul>	

		countries may speak different languages			Antarctic circles
<p><b>Human and physical geography</b></p> 		<ul style="list-style-type: none"> <li>*Knows about similarities and differences in relation to places</li> <li>*Understand and use positional language</li> </ul>	<ul style="list-style-type: none"> <li>*Identify seasonal and daily weather patterns in the UK</li> <li>*Know the location of hot and cold areas of the world in relation to the Equator and the North and South poles</li> <li>*Use appropriate words for natural and man-made features</li> <li>*Use the words: city, town, village, factory, farm, house, office, port, harbour and shop accurately</li> <li>*Use the words: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather accurately</li> </ul>	<ul style="list-style-type: none"> <li>*Describe and explain climate zones, some rivers and mountains and the water cycle</li> <li>*Describe and explain some natural disasters such as volcanoes, avalanches, flooding and landslides</li> <li>*Describe and understand key aspects of human geography such as types of settlements, the distribution of water and land use</li> </ul>	<ul style="list-style-type: none"> <li>*Describe the environmental regions and key human and physical features of some of the North and South American countries</li> <li>*Describe and explain key aspects of physical geography such as climate zones, biomes and vegetation belts</li> <li>*Describe and explain natural disasters such as hurricanes, earthquakes, tsunamis and wildfires</li> <li>*Describe and understand key aspects of human geography: such as economic activity including trade links and distribution of natural resources including energy, food and minerals.</li> <li>*Explain some of the influences humans have had on the Earth including conflict and pollution.</li> </ul>
<p><b>Geographical skills and fieldwork</b></p> 	<ul style="list-style-type: none"> <li>*Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> </ul>	<ul style="list-style-type: none"> <li>*Explain why geographic changes occur</li> <li>*Ask questions about their familiar world</li> </ul>	<ul style="list-style-type: none"> <li>*Use a simple world map, atlas and globe to identify the United Kingdom and its countries, the seven continents and some of the 5 oceans studied at this key stage</li> <li>*Use simple directions (near, far, left, right) to describe the location of features on a map</li> <li>*Use simple compass directions (North, South, East, West) to describe on a map</li> <li>*Make a simple map with a simple key.</li> <li>*Use aerial photographs and simple plan perspectives to identify simple</li> </ul>	<ul style="list-style-type: none"> <li>*Use maps (including topographical), atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>*Begin to use the eight points of a compass</li> <li>*Use four figure grid references.</li> <li>*Use simple symbols and key (including on an ordnance survey map) to build their knowledge of the UK and wider world</li> </ul>	<ul style="list-style-type: none"> <li>*Use maps (including thematic and climate), atlases, globes and digital/computer mapping to locate countries and describe the features studied</li> <li>*Use the eight points of a compass confidently</li> <li>*Use six figure grid references</li> <li>*Use more complex symbols and keys (including the use of ordnance survey maps) to build their knowledge of the UK and wider world</li> </ul>

natural and made features

**Geography Progression – Substantive Knowledge (Lesson Enquiry Questions)**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>CYCLE A</b>	<p><b>Personal Social Emotional Development and Understanding the World</b> Knows and understands that some places are special to members of their community such as Drax Power station and the local park</p> <p>Knows a bit about how they can look after our world through recycling, not littering etc when learning how to protect the coral reefs in Australia</p> <p>Recognise some environments that are different to the one in which they live. such as the seaside</p>	<p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Place knowledge</b> What's the same and what's different about Camblesforth (a small area of the UK) and Jacara (Brazilian village).</p> <p><b>Geographical skills and fieldwork</b> (follow directions to and around the school grounds; use observational skills to study and record the physical features); (present fieldwork findings by creating a simple map of the school grounds with basic symbols and key; use directional language to describe the location of features on the map).</p> <p><b>Locational Knowledge (continents and oceans)</b></p>	<p><b>Place knowledge</b> (similarities and differences between a <u>town</u> in the UK, Europe and North or South America)</p> <p><b>Human geography</b> (minerals) and <b>Physical geography</b> (rivers).</p> <p><b>Locational knowledge</b> (counties and cities of the United Kingdom; position and significance of latitude and longitude).</p> <p><b>Geographical skills and fieldwork</b> (follow directions to and around Camblesforth park) ; use fieldwork to observe and record human and physical features; present fieldwork findings by creating a sketch map with symbols in the key; use the four compass points to describe the location of features and routes on the map).</p>	<p><b>Locational knowledge</b> (UK cities and countries in the UK, Europe and North and South America).</p> <p><b>Place knowledge</b> (similarities and differences between a <u>country</u> in the UK, Europe and North or South America)</p> <p><b>Human geography</b> (vegetation belts, climate zones and biomes)</p> <p><b>Physical geography</b> (natural resources and trade links)</p> <p><b>Geographical skills and fieldwork</b> follow directions to and around Carlton High School; use fieldwork to observe and record human and physical features; present fieldwork findings by creating a sketch map with symbols in the key; use the eight compass points to describe the location of features and routes on the map).</p>				

<p><b>CYCLE B</b></p>	<p><b>Personal Social Emotional Development, Understanding the World and Communication and language</b>          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, such as Space.</p> <p>Knows how to describe what they see, hear and feel whilst outside, such as visiting a local farm</p> <p>Knows and understands the effect of changing seasons on the natural world around them by going on an seasonal hunt</p>	<p><b>Locational knowledge</b>          Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p> <p><b>Geographical skills and fieldwork</b>          (compass directions; locational and directional language and features and routes on a map).</p> <p><b>Geographical skills and fieldwork</b> (use aerial photographs and plan perspectives to recognise landmarks and basic and human features; devise a simple map; and use and construct basic symbols in a key)</p>	<p><b>Human geography</b> (volcanoes and the water cycle).  <b>Physical geography</b> (food)</p> <p><b>Locational knowledge; name and locate cities of the UK and countries of North and South America using globes and atlases</b></p> <p><b>Place knowledge</b> (similarities and differences between a <u>city</u> in the UK, Europe and North or South America)</p> <p><b>Geographical skills and fieldwork</b>          (follow directions to Camblesforth Post Office; use fieldwork to observe and record human and physical features; present fieldwork findings by creating a sketch map with symbols in the key; use the four compass points to describe the location of features and routes on the map).</p>	<p><b>Place knowledge</b> (similarities and differences between a <u>region</u> in the UK, Europe and North or South America)</p> <p><b>Locational knowledge</b> (Use digital / computer and ordnance survey mapping to name, locate and identify the land use patterns within the UK.</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time-zones).</p> <p><b>Geographical skills and fieldwork</b>          follow directions to and around Selby; use fieldwork to observe and record human and physical features; present fieldwork findings by creating a sketch map with symbols in the key; use the eight compass points to describe the location of features and routes on the map).</p>
	<p><b>Personal Social Emotional Development, Understanding the World</b>          Knows and understands that some places are special to members of their community such as Drax Power station and the local park</p> <ul style="list-style-type: none"> <li>*Can you describe where you live?</li> <li>*Who lives near you?</li> <li>*Can you name somewhere that is special to you near where you live?</li> <li>*Why is this special to you?</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>*What are the different weather types in the UK?</li> <li>*What daily changes occur in the weather in the UK?</li> <li>*What are the different seasons?</li> <li>*How might the weather be dangerous? How might we protect ourselves and our environment?</li> <li>*Which countries are hot and which countries are cold?</li> <li>*What do weather symbols look like?</li> </ul>	<p><b>Place knowledge (similarities and differences between a <u>town</u> in the UK, Europe and North or South America</b></p> <ul style="list-style-type: none"> <li>*What are the main features in Whitby?</li> <li>*Where does the river in Whitby start and end?</li> <li>*What are the different types of land use in Whitby?</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>* Can you name and locate countries and cities of the UK on a globe, ordnance survey map or an atlas?</li> <li>*Can you locate human map symbols (e.g. church, campsite, footpath etc)?</li> <li>*Can you locate physical map symbols (e.g. contour lines, water and river?)</li> </ul>

	<p>*Are all of our special places the same? Why/why not?</p>	<p>*Where on a map are: the equator, the north pole and the south pole?          *How does the equator affect the temperature and types of weather?          *How does the weather relate to the seasons and months of the year?</p>	<p>*What's it like to live in Albert (France)?          *What are the main features in Albert?          *How has the River Somme affected the landscape of Albert?</p> <p>*What's it like to live in Bluffton, South Carolina?          *What are the main features in Bluffton, South Carolina?          *How has the May River affected the landscape?</p>	
	<p><b>Understanding the World</b>          Knows a bit about how they can look after our world through recycling, not littering etc when learning how to protect the coral reefs in Australia          *Where is Australia?          *Is Australia like our country?          *What is a coral reef?          *What is recycling?          *Why is it in danger?          *How can we protect the coral reef?          *How can we look after where we live in Camblesforth?</p>	<p><b>Place knowledge</b>          What's the same and what's different about Camblesforth (a small area of the UK) and Mugurameno (Zambian village).          *Where are Mugurameno and Camblesforth on a map?          *How do people travel from place to place in Mugurameno? What's the same and what's different about how you travel in Camblesforth?          *How do the people of Mugurameno use the River Zambezi compared with how we use the River Ouse?          *Where does food come from in Mugurameno and how does this compare with Camblesforth?          *How are houses constructed in Mugurameno and how is this different to Camblesforth?</p>	<p><b>Human &amp; Physical Geography</b>          *What are minerals?          *Where are minerals found?          *What are minerals used for?          *What are the key rivers of the UK and in our local area?          *What are the key features of a river system?          *In what way are rivers used?          *What is the impact of damming rivers?</p>	<p><b>Place knowledge (similarities between a country in the UK, Europe and North or South America).</b>          *What's the same and what's different about the highest points in Brazil and England (Pico de Neblina and Scafell Pike)?          *Why is the Matterhorn Switzerland's most famous mountain?          *How does Windsor Castle in England compare to the Cathedral of Brasilia in Brazil and the Ice Palace in Jungfrauoch (Switzerland)?</p>

### **Understanding the World**

Recognise some environments that are different to the one in which they live, such as the seaside

- \*Have you ever been to the seaside?
- \* What was it like?
- \* If you have not been to the seaside, what do you notice about the pictures?
- \*Do we have beaches and the sea in Camblesforth?
- \*What might you see, hear and do at the seaside?
- \*\*What would you take with you if you were going to the seaside?

### **Geographical skills and fieldwork**

\*What physical features can you see while we walk around our school grounds?

- \*Can you follow directions to walk around the school grounds?
- \*Can you create a map of the school grounds that includes a key and physical features?
- \*Can you use the words right, left, forwards, backwards, north, south, east and west to describe the location of features on the map?

### **Locational Knowledge (continents and oceans)**

- \*What are the seven continents and where are they?
- \*What does the sea look like on a map and what does land look like?
- \*What are the five oceans and where are they located on a map?
- \*Which sea is closest to us? Which is the next closest? Which is furthest away?
- \*Can you recognise the UK on a range of different maps and globes?
- \*Can you name and locate the major seas surrounding the UK?

### **Locational knowledge**

- \*Where is the equator?
- \*Why is it hotter there?
- \*What are the areas above and below the equator called?
- \*Why do we have seasons?
- \*Can you name and locate cities of the UK using maps and atlases?

### **Geographical skills and fieldwork**

- \*Can you follow directions to and around Camblesforth Park?
- \*What are the human and physical features visible on a journey to Camblesforth Park?
- \*What symbols are included on a sketch you create of Camblesforth Park?
- \*How do you display the four compass points to describe the location of features and routes on the map of your journey?

### **Human geography**

- \*What vegetation is found in a rainforest, tundra and desert?
- \*What is a biome and where in the world are they found?
- \*What are the seven main world climate zones?

### **Physical geography**

- \*What are the world's natural resources?
- \*What resources does the UK have?
- \*How has the use of natural resources changed in Camblesforth?
- \*What do we import and export?
- \*Who do we trade with?

### **Geographical skills and fieldwork**

- \*Can you follow directions to and around Carlton Fish Shop using the eight compass points and four and six figure grid references to describe the location and routes on the map?
- \*What human and physical features can you present of this journey by creating a sketch map, plans and graphs with a key?

### **Physical geography**

- \*What are natural resources and why are they important?
- \*Which natural resources are renewable?
- \*What is trading?
- \*What goods are exported / imported from and to the UK?
- \*How can goods be the product of more than one country?

	<p><b>Personal Social Emotional Development, Understanding the World</b>          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, such as Space.</p> <ul style="list-style-type: none"> <li>*What is space?</li> <li>*Linking to 'The Way Back Home' by Oliver Jeffers: how did the boy get to space?</li> <li>*What did you notice about Space?</li> <li>*What did the boy pack with him and why?</li> <li>*Why did the owl not belong in space? (there are no trees in space)</li> <li>*Would you like to live in space?</li> </ul>	<p><b>Locational Knowledge (four countries of the UK and surrounding seas)</b>          *Can you Identify famous buildings and landmarks in London?          *What is Loch Ness well-known for?          *Can you recognise the National Anthems of England, Scotland and Wales?          *Why are the saltire; the thistle and the unicorn important to Scotland?          *Why are the National flag; the Daffodil and Leek and the Red Dragon important to Wales?          *Why is the Flax flower important to Northern Island?</p>	<p><b>Human and Physical geography</b>          *What are the main events in the water cycle?          *When does condensation and evaporation occur in the water cycle?          *How do natural disasters such as volcanoes, avalanches, landslides and floods affect us?          *How has our community been affected by flooding (Selby, Snaith and surrounding areas).          *What is the difference between arable and pastoral farming?          *Where does tea come from?          *Where do cheese, eggs and fish fingers come from?</p>	<p><b>Place knowledge (similarities and differences between a region in the UK, Europe and North or South America)</b>          *What is the climate in the Amazon Basin?          *What flora and fauna are there in the Amazon Basin?          *What are the key forms of trade and economics of the Amazon Basin?          *What are the features and characteristics of Yorkshire and which features may appeal to others who live elsewhere?          *Which physical geographic features on the map may have contributed to the strength of Ancient Greece?          *How did natural barriers like mountains, the sea, and hundreds of islands lead the Ancient Greek people to occupy lands closer to the coastline?</p>
	<p><b>Personal Social Emotional Development, Understanding the World and Communication and language</b>          Knows how to describe what they see, hear and feel whilst outside, such as visiting a local farm</p> <ul style="list-style-type: none"> <li>*What animals do you think you might see at the farm?</li> <li>*What might you smell at the farm?</li> <li>*What noises will you hear at the farm?</li> <li>*How do you get to school? Is this the</li> </ul>	<p><b>Geographical skills and fieldwork (compass directions; locational and directional language and features and routes on a map).</b>          *Can you use simple compass directions (North, South, East and West) to find items and features on a map and to give directions?          *Can you describe the position of specific features and routes on a map using locational and directional language?          *Can you use simple grid references</p>	<p><b>Locational knowledge</b>          *Can you name and locate some geographical regions of the UK and their identifying human and physical characteristics?          *Can you use a map to identify some of the world's countries, including Russia, North and South America and some countries in Europe?          *Where are the Northern and Southern hemispheres?          *Can you identify some of the lines of</p>	<p><b>Locational knowledge</b>          *What does the term 'land use' mean?          *Can you name, locate and identify the land use patterns in the UK?          *How is land used in the UK, how it has changed in the past and how it may change in the future?          *Where are the Tropics of Cancer and Capricorn; the Arctic and the Antarctic; the Prime / Greenwich Meridian?</p>



	<p>same vehicle you would use on a farm?  *What was your favourite part of the farm visit?</p>	<p>to locate features on a map?  *Can you draw a simple route map using a scale of 1cm to 1m?  *Can you draw a map with story features and describe a route?</p>	<p>latitude and explain why they are important?  *What is a settlement?  *What are the important features of a settlement site?</p>	<p>*Why are the above significant?</p>
	<p><b>Understanding the World</b>  Knows and understands the effect of changing seasons on the natural world around them by going on a seasonal hunt  *What colours do the leaves turn in spring?  *What colours do the leaves turn in autumn?  *What happens to the leaves in winter?  *Why do these changes happen?  *What is the temperature in each season?  *What might you see in each season?  *What animals might you see in each season? (e.g hibernation)</p>	<p><b>Geographical skills and fieldwork (use aerial photographs and plan perspectives to recognise landmarks and basic and human features; devise a simple map; and use and construct basic symbols in a key</b>  *Which of these features can I find on a walk around my school, its grounds and its surrounding environment (churches, food shops, parks, other shops, other landmarks)?  *Which of these features can I find on an aerial photograph and plan perspective of my school's grounds and its surrounding environment (churches, food shops, parks, other shops, other landmarks)?  *What is missing from our local area and what would you like to see?  *What might need to be included in a tourist guide to their local area?</p>	<p><b>Place knowledge</b>  Describe some geographical similarities and differences of a <u>city</u> of the United Kingdom (York), Europe and North or South America.  *How did New York get its name?  *What are the five boroughs of New York?  *What is the Statue of Liberty and what does it signify?  *Where is Central Park and what is used for?  *What would a travel guide include for New York and how would we get there?  *Where are the Museum Gardens (York) and what are they used for?  *Which of the buildings in York is your favourite and why?  *How is York affected by flooding from the River Ouse?  *What would a travel guide include for York and how would we get there?  *What is the main type of land use in Kyiv?  *What is the Kiev Pechersk Lavra?</p> <p><b>Geographical skills and fieldwork</b>  (follow directions to Camblesforth Post Office; use fieldwork to observe and record human and physical features; present fieldwork findings by</p>	<p><b>Geographical skills and fieldwork</b>  *Can you follow directions to and around Selby?  *Can you; use fieldwork to observe and record human and physical features; present fieldwork findings by creating a sketch map with symbols in the key; use the eight compass points to describe the location of features and routes on the map)?</p>



creating a sketch map with symbols in the key; use the four compass points to describe the location of features and routes on the map).

