






Geography knowledge sequencing at Camblesforth Primary Academy



Geography understanding, knowledge and skills objectives.

Intent	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.
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 Progression – Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry 	*To use a variety of questions *Uses language to share thoughts	*Beginning to understand why and how questions	*Use first-hand observation to study the school grounds and the key human and physical features of its surrounding environment		*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		*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	
Place knowledge 	*Begin to talk about what they see using some new vocabulary	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	*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) *Show a developing knowledge of the capital cities of the UK		*Describe some geographical similarities and differences of a town in the United Kingdom, Europe and North or South America.		*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.	
Locational knowledge 	*Know that there are different countries in the world	*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 tre from maps *know that people in other	*Name the four countries and capital cities of the United Kingdom *Locate and identify some characteristics of the United Kingdom and its surrounding seas *Name and locate the world's seven continents and five oceans *Point out the North and South Poles on an atlas *Point out the Equator on an atlas		*Name and locate some of the countries and cities of the UK *Name and locate some geographical regions of the UK and their identifying human and physical characteristics *Use a map to identify some of the world's countries, including Russia and some countries in Europe *Identify the position of the Northern and Southern hemispheres *Identify some of the lines of latitude and explain why they are important		*Name and locate the countries and cities of the UK *Name and locate geographical regions of the UK and their identifying human and physical characteristics *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 *Identify the position of the lines of longitude. Including the Greenwich Meridian and explain their importance to time zones and day and night *Identify the Tropics of Cancer and Capricorn and the Arctic and	

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

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Geography Progression – Substantive Knowledge								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year A	Marvellous me! Where is home? Seasides		Continents of the World Where we live The Polar Regions		Amazon River and Rainforest Camblesforth Village Climate and weather (inc. flooding)		Volcanoes, Earthquakes and Tectonic Plates Changes to Selby and the UK Climate Change and Pollution	
Year B	Our Marvellous World! Happily Ever After. The great outdoors.		Landmarks of the World Farming Local Nature Reserves		City Comparison Waterways of the UK Distributions of natural resources		Worldwide Trade Links Coastal regions of the UK Global Biomes	
Year A Cycle 1	<u>Marvellous me!</u> * Know what life is like in this country. * Know that there are different countries in the world. (Nu) * Know what life is like in other countries. * Compare them using knowledge from stories, non-fiction texts, photographs and maps.		<u>Continents of the World</u> *To know where the continents of the world are located. *To know where the oceans of the world are located. *To know how the distance from the sun affects the climate of a country *To know that the climate influences life in workplaces. *To compare the climate of Rio de Janeiro to that of London.		<u>The Amazon</u> *To know where the Amazon rainforest is located. *To know why the Amazon River is so important. *To know the different parts of the rainforest. *To know why the Amazon rainforest is so important. *To know what deforestation is and how it impacts the world. *To know the advantages and disadvantages of deforestation.		<u>Volcanoes, Earthquakes and Tectonic Plates</u> *To know how the 3 types of rock in the Earth's crust are formed. *To understand how the Earth's surface is structured. *To know what a volcano is. *To know what impact volcanoes have on the people who live near them. *To know what an earthquake is and how they are caused. *To know how people have tried to make cities and human settlements safe, resilient and sustainable.	

Year A Cycle 2	<u>Where is home?</u> * Know how to describe their home. * Know how to describe our school, drawing information from a simple map.	<u>Where We Live</u> *To know the countries that make up the United Kingdom. *To know which seas surround the UK *To know where our school is located. *To know what physical and human features are. *To know what the physical and human features of our school are. <i>(Use aerial photographs; use a simple map; use basic symbols)</i> *To know what the physical and human features of our school are. <i>(Devise a simple map; use basic symbols)</i>	<u>Camblesforth Village</u> *To know the countries that make up the United Kingdom. *To know which seas surround the UK. * To know where Camblesforth is located. *To know what the physical and human features of Camblesforth are. <i>(Fieldwork including following directions to and around Camblesforth)</i> *To know what the physical and human features of Camblesforth are. <i>(Devise a sketch map; use basic symbols)</i>	<u>Changes to our local area</u> *To retrieve my prior knowledge of ... *To know how the population of Selby has changed over time. *To know how our local area has changed. *To know the local features of Selby. *To know how Selby compares to other areas. *To know if the changes in population in Selby are sustainable.
Year A Cycle 3	<u>Seasides</u> * Know that not all places are like where they live. * Identify how the beach is different to where we live. <i>Potential trip- Seaside</i>	<u>The Polar Regions</u> *To retrieve my knowledge of the continents of the world. *To know what it is like in the polar regions of the Earth. *To know what the climate is like in the polar regions. *To know the physical features of the polar regions. *To know and understand why the Polar Regions are in trouble.	<u>Climate and Weather</u> *To retrieve prior knowledge on maps of the world. *To know what the climate is like in the UK. *To know the different climate zones of the world. *To know that different areas have different sorts of vegetation. *To know why there are different maps of the World. *Know how to reduce inequalities due to climate change within and among countries.	<u>Climate Change and Pollution</u>
Year B Cycle 1	<u>Our Marvellous World!</u>		<u>City Comparison</u>	
Year B Cycle 2	<u>Happily Ever After.</u>		<u>Waterways of the UK</u> *To know what the water cycle is and what processes are involved.	<u>Coastal Regions of the UK</u> To retrieve my knowledge of bodies of water.

			<ul style="list-style-type: none">*To retrieve my knowledge of the different waters of the world.*To know what rivers are and why historically people settle near them.*To know the purpose of canals and why they were important in Britain's development.*To know what reservoirs are and the impact that they have had on settlements.*To know the advantages and disadvantages of living close to a body of water.	<p>To know the physical features of the UK coastline.</p> <p>To know what tides are and how they are caused.</p> <p>To know the human features of coastlines.</p> <p>To know why people live on the coast.</p> <p>To know the impact tourism has on coastal communities.</p>
Year B Cycle 3	<u>The Great Outdoors.</u>			