

Geography Knowledge Sequencing at Osballdwick Primary Academy

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. (UTW, C&L)

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

Disciplinary 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)

Substantive Knowledge

- Identify simple symbols on a simple map.
- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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.



- 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)

GEOGRAPHY PROGRESSION- Conceptual Knowledge and Understanding

Locational Knowledge

KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> Locate the world's countries (focussing on Europe and South America) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<ul style="list-style-type: none"> Locate the world's countries (focussing on North America) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<ul style="list-style-type: none"> Identify the position and significance of the Arctic and Antarctic Circle Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) Identify the position and significance of lines of longitude and latitude 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, including geographical regions and their identifying human and physical characteristics Identify the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of areas in the United Kingdom; and understand how some of these aspects have changed over time.
UK Countries & Capitals England - London, Northern Ireland -Belfast Scotland -Edinburgh Wales - Cardiff UK Surrounding Seas English Channel North Sea Irish Sea Atlantic ocean	The Seven Continents: Asia, Africa, North and South America, Antarctica, Europe & Australia The Five Oceans: Pacific ocean, Atlantic ocean, Arctic ocean, Indian ocean & Southern ocean	Europe France Paris Capital City Eiffel Tower Louvre museum Seine River The Alps Amazon Rio	North America America Canada Mexico Jamaica physical features human features	Antarctic Circle Arctic circle latitude longitude South Pole North Pole Greenwich Meridian Greenwich Meantime Time zones	county mountains rivers coasts land-use

Place Knowledge					
KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	<ul style="list-style-type: none"> Understand geographical similarities through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (focus on Kenya) 	<ul style="list-style-type: none"> Understand geographical similarities through the study of human and physical geography of a region of the United Kingdom and a region in a European country (focus on France) and a region within South America (focus on Brazil) 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America (focus on Canada, Jamaica, USA & Mexico). 	<ul style="list-style-type: none"> Understand geographical similarities through the study of human and physical geography of a region of the United Kingdom, and a region in a European country (focus on Greece) 	
	Kenya Africa desert climate	As above	As above	Greece Europe destination tourism	

Human and Physical Geography

KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Identify hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Describe and understand key aspects of human and physical geography and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: volcanoes and earthquakes Describe and understand key aspects of human geography, including: types of settlement and land use 	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes and vegetation belts 	<ul style="list-style-type: none"> Describe and understand rivers and the water cycle Describe and understand mountains and their formation Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	<i>Summer</i> <i>Autumn</i> <i>Winter</i> <i>Spring</i> <i>North Pole</i> <i>South Pole</i> <i>equator</i>	<i>deforestation</i> <i>canopy</i> <i>understory</i> <i>emergent layer</i> <i>habitat</i> <i>equator</i> <i>climate</i>	<i>earthquake</i> <i>volcano</i> <i>tectonic plates</i> <i>dormant</i> <i>active</i> <i>erupt</i> <i>epicentre</i> <i>Richter scale</i> <i>settlement</i> <i>land use</i>	<i>biomes</i> <i>climate zones</i> <i>vegetation belts</i>	<i>water cycle</i> <i>altitude</i> <i>summit</i> <i>mouth</i> <i>source</i> <i>trade</i> <i>economy</i> <i>natural resources</i>

Geographical Skills and Fieldwork

KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> • Use aerial photographs and to recognise landmarks and basic human and physical features • Devise a simple map, and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • Use simple compass directions (North, South, East and West) and locational and directional language 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and 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 their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



Substantive Knowledge	Nursery: Some signs of Autumn People at home Reception: Features of Autumn People who help us in school Features of the school grounds
Vocabulary	Autumn (eg red, gold, brown, sycamore key) harvest

Year N / R Spring Once Upon a Time...around the world

Substantive Knowledge	Nursery: Identify basic weather What ice is Some signs of winter Reception: Features of winter eg water freezes in cold/ice melts in warmth Where polar lands are located Features of a simple map
Vocabulary	rain, sun, hot cold cloudy R+ gail, storm, hail, mist, fog; ice, polar

Year N / R Summer Growing and Changing

Substantive Knowledge	Nursery: Features of summer Features of school site Reception: Features of summer Features of simple maps Human and physical features of environment
Vocabulary	summer vocabulary, map, feature

Year 1 / 2 School grounds, maps and aerial photos - Cycle A

Learning Journey Questions	Can you use a map of the school grounds? Can you devise a simple map and key? Can you spot features in an aerial photo of the school grounds?
Substantive Knowledge	Features of a map - trees, grass, path, building.
Vocabulary	map, key, compass, North, South, East, West, aerial photo

Year 1 / 2 UK Countries and Capital Cities - Cycle A

Learning Journey Questions	Can you name and locate countries in the UK? Can you name and locate capital cities in the UK? Can you name and locate the surrounding seas of the UK?
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Substantive Knowledge	<p>The UK consists of 4 countries: England, Scotland, Wales, Northern Ireland.</p> <p>There are 4 capital cities in the UK.</p> <p>The capital city of England is London.</p> <p>The capital city of Scotland is Edinburgh.</p> <p>The capital city of Wales is Cardiff.</p> <p>The capital city of Northern Ireland is Belfast.</p>
Vocabulary	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, country, capital city, London, Edinburgh, Cardiff, Belfast, Irish Sea, North Sea, Celtic Sea, English Channel, Atlantic Ocean</p>

Year 1 / 2 Human and Physical Features - Cycle A

Learning Journey Questions	<p>Can you identify physical features of a UK seaside?</p> <p>Can you identify human features of a UK seaside?</p>
Substantive Knowledge	<p>Physical features: stacks, cliffs, arch, beach, rock pools, coast, mud flats, sand dunes.</p> <p>Physical features are naturally occurring features.</p> <p>Humans features: hotels, lighthouses, arcades, beach huts, fish and chip shops, ice cream vans, harbour</p> <p>Human features are man made features.</p>
Vocabulary	<p>human features, physical features,</p>

Year 1 / 2 Types of Homes - Cycle B

Learning Journey Questions	<p>What kinds of homes do we live in today?</p>
Substantive Knowledge	<p>Name and identify different types of homes that we live in today.</p>

	Identify simple features of different types of homes that we live in today.
Vocabulary	detached, semi-detached, terraced, bungalow, flats, caravan.

Year 1 / 2 Seasonal & Daily Weather Patterns - Cycle B	
Learning Journey Questions	Can you name different types of weather? Can you name seasons?
Substantive Knowledge	There are 4 seasons in a year. Each season is 3 months. In spring, the weather is usually cloudy and sunny. In summer, the weather is usually sunny. The temperature is hot. In autumn, the weather is usually rainy and windy. In winter, the weather is usually rainy and snowy. The temperature is cold.
Vocabulary	Spring, summer, autumn, winter, hot, cold, temperature, climate, seasons, rain, wind, sun, frost, snow, cloudy

Year 1 / 2 Local Maps/ Recognising landmarks - Cycle B	
Learning Journey Questions	Can you name and recognise local landmarks (York)?
Substantive Knowledge	Name and recognise the following local landmarks (York Minster, Clifford's Tower, The Shambles, The City Walls) Use aerial photographs to recognise local landmarks (as listed above)
Vocabulary	York Minster, Clifford's Tower, The Shambles, The City Walls

Year 1 / 2 Continents & Oceans / North and South Poles - Cycle B

Learning Journey Questions	<p>Can you identify hot and cold areas of the world?</p> <p>Can you name and locate the world's seven continents?</p> <p>Can you name and locate the world's five oceans?</p>
Substantive Knowledge	<p>The closer you are to the equator, the hotter it is.</p> <p>The further you are from the equator, the colder it is.</p> <p>The North Pole and the South Pole are cold areas because they are very far away from the equator.</p>
Vocabulary	<p>hot, cold, climate, Equator, North Pole, South Pole, Europe, Asia, South America, North America, Australasia, Africa, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean</p>

Year 1 / 2 Comparing UK and Kenya - Cycle B

Learning Journey Questions	<p>Can you compare York and Kenya?</p> <p>Can you compare the way of life in York and Kenya?</p>
Substantive Knowledge	<p>York is a city in the North of England</p> <p>York has a temperate climate</p> <p>Kenya is a country in Africa</p> <p>Kenya has a hot climate</p>
Vocabulary	<p>Kenya, Africa, desert, mountains, plains, river, savanna, grassland, climate, human features, physical features, national park</p>

Year 3 / 4 Rainforests - Cycle A

Learning Journey Questions	<p>Can you tell me how much you already know about the rainforest and what you would like to learn?</p> <p>Can you locate the world's rainforest on a map?</p> <p>Can you recognise the different layers of life in a rainforest?</p> <p>Can you recognise the features that make up the rainforest?</p> <p>Can you describe and explain the impact of the deforestation of the rainforest?</p>
Substantive Knowledge	<p>Rainforests are on or near the equator</p> <p>More than half of the world's plant and animal species live in the rainforest.</p> <p>Rainforests are found where there is a warm, wet climate.</p> <p>The Amazon rainforest is in South America.</p> <p>There are four layers in each rainforest: forest floor, understory, canopy, emergent layer</p> <p>Deforestation impacts on our World: animals' habitat; there are fewer trees to provide the oxygen that we need.</p>
Vocabulary	<p>deforestation</p> <p>canopy</p> <p>understory</p> <p>emergent layer</p> <p>habitat</p> <p>equator</p> <p>climate</p> <p>The Amazon</p>

Year 3 / 4 France - Cycle A

Learning Journey Questions	<p>Can you locate the world's countries using maps?</p> <p>Can I use maps, atlases, globes and digital computer mapping?</p> <p>Can you describe and understand key aspects of physical geography?</p> <p>Can you understand geographical similarities and differences through studying human and physical geography?</p>
Substantive Knowledge	<p>Paris is the capital</p>

	<p>The River Seine runs through Paris. The Loire is another river in France</p> <p>Mountain ranges: The Alps, The Pyrenees,</p> <p>Teigne is in the Alps and is a skiing resort.</p> <p>Nice is on the coast and is on the south coast.</p>
Vocabulary	<p>Europe</p> <p>France</p> <p>Paris</p> <p>Capital City</p> <p>Eiffel Tower</p> <p>Louvre museum</p> <p>Seine River</p> <p>The Alps</p>

Year 3 / 4 North America - Cycle B	
Learning Journey Questions	<p>Can you locate North America and name some of its countries?</p> <p>Can you compare the climate of Jamaica and the USA?</p> <p>Can you name some physical features within North America?</p> <p>Can you name some human features within North America?</p> <p>Can you name some physical and human features of your local area?</p> <p>Can you compare York to New York?</p>
Substantive Knowledge	<p>There are 23 countries that make up North America and I can name at least two of them.</p> <p>Human characteristics come from human ideas and actions eg Statue of Liberty and the Chichen Itza.</p> <p>Physical characteristics are created by nature and include the Rocky Mountains and the Grand Canyon.</p> <p>York has a river called the River Ouse and York Minster.</p> <p>New York has a river called the Hudson and Statue of Liberty.</p>
Vocabulary	<p>North America</p> <p>America</p> <p>Canada</p>



	Mexico Jamaica physical features human features
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Year 3 / 4 Volcanoes and Earthquakes - Cycle B

Learning Journey Questions	What is below the surface of the Earth? What happens when the Earth's plates move? How do volcanoes erupt? Where are some of the world's most famous volcanoes? Why do people live near volcanoes? What causes an earthquake and how do they affect people?
Substantive Knowledge	The Earth has a core, crust and mantle. Earthquakes and tsunamis happen when tectonic plates move. Pressure builds up underground and magma erupts and flows. We can name at least two volcanoes eg Mount Etna and Mount Vesuvius People live near volcanoes for tourism and farming. Earthquakes can destroy habitats.
Vocabulary	earthquake volcano tectonic plates dormant active erupt epicentre Richter scale

Year 3 / 4 Land Use and Settlements - Cycle B

Learning Journey Questions	<p>Can you explain what a settlement is?</p> <p>Can you explain why settlements develop in certain locations?</p> <p>Can you use maps to identify settlements built by invaders?</p> <p>Can you compare land use in different settlements?</p> <p>Can you use maps to identify links between different settlements?</p> <p>Can you create a map of a settlement?</p> <p>Can you use non-fiction books, stories, maps, pictures, photos and internet sources of information?</p> <p>Can you follow a route on a larger scale map?</p> <p>Can you begin to use map sites on the internet?</p> <p>Can you use satellite images and aerial photos to extend learning within topic?</p>
Substantive Knowledge	<p>Is there are green belt and brown belt areas</p> <p>People settle for different reasons eg near rivers, jobs.</p> <p>Land is used for homes, farming, business.</p> <p>Maps use coordinates.</p> <p>I know the four points of a compass.</p>
Vocabulary	<p>settlement</p> <p>land use</p>

Year 5 / 6 - Rivers and Mountains (Our Planet) Cycle B

Learning Journey Questions	<p>What are the stages and features of a river?</p> <p>How are mountains formed?</p> <p>Why are rivers so important to us?</p> <p>What have we done to destroy our planet?</p>
Substantive Knowledge	<p>The source of the River Foss is in Yearsley, North Yorkshire and the source of the River Ouse is the River Ure.</p> <p>The source is the start of the river, the mouth is where the river meets a larger body of water.</p> <p>That rivers are formed by water eroding the land away.</p>



	<p>The three largest peaks in the UK are Ben Nevis, Mount Snowdon and Scafell Pike. That Everest is the highest mountain in the world. The Nile is the longest river in the world and the Amazon is the largest. The water cycle consists of evaporation, condensation, precipitation and collection. There are four different types of mountains: fold, dome, plateau and fault-block. Features of mountains include summit, ridge, face/slope. Features of rivers include source, tributary, upper/middle/lower course, meanders and mouth. There are many uses of rivers including: farming, recreation, conservation, hydro-electricity. There are many ways in which the planet is affected by our choices including pollution and deforestation.</p>
Vocabulary	<p><i>land-use</i> <i>mouth</i> <i>source</i> <i>meanders</i> <i>evaporation</i> <i>condensation</i> <i>precipitation</i> <i>plateau</i> <i>fault-block</i> <i>tributary</i> <i>meanders</i> <i>water cycle</i> <i>ridge</i> <i>face/slope</i> <i>summit</i> <i>human features</i> <i>physical features</i></p>

Year 5 / 6 - Compare UK to South America - Cycle B

**Learning Journey
Questions**

What is Fairtrade and why is it important?

Substantive Knowledge	Fair trade is a way of buying and selling products that allows the farmers to be paid a fair price for their produce, and have better working conditions.
Vocabulary	<i>fair trade</i> <i>economy</i> <i>natural resources</i>

Year 5 / 6 - Antarctica and The Arctic Circle - Cycle A

Learning Journey Questions	Where are Antarctica and the Arctic? What are the time zones and which ones did Shackleton pass through? What are lines of longitude and latitude, and how are they used?
Substantive Knowledge	Latitude tells you how far north or south of the equator a location is. Longitude tells you how far east or west of the Prime Meridian a location is. Time zones are directly linked to longitude.
Vocabulary	Antarctic Circle, Pack Ice, Weddell Sea, Latitude, Longitude, expedition, biomes, vegetation belts, climate zones and time zones

Year 5 / 6 - Fieldwork - Cycle A

Learning Journey Questions	sketch map local area colour code sketch maps Bike path- litter pick? measure amount of waste in certain distance survey of transport/ survey outside shops present their findings - litter picking to Freya
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	rainfall- graph on sheets- collect data over 2 weeks - link to garden and how much we need to water plants
Substantive Knowledge	
Vocabulary	<i>graph</i> <i>survey</i>