

## Flanderwell Primary School

### Geography Knowledge Progression

At Flanderwell, we follow the National Curriculum, which includes Geography as a compulsory subject for KS1 and KS1, with statutory programmes of study. The National Curriculum splits the study of Geography into three key areas:

- Locational knowledge
- Place knowledge
- Human and physical geography.

These key geographical concepts are identified and broken down into small steps in this knowledge progression document.

To help implement this curriculum, we follow the Oddizzi Geography scheme. Oddizzi is a knowledge-rich scheme which meets National Curriculum requirements. Oddizzi ensures that we have full curriculum coverage across school. Furthermore, it contains exciting, enquiry-based activities that inspire students.

Our geography curriculum is taught using a spiral curriculum, where key concepts are regularly revisited to embed knowledge and increase geography fluency. Bruner believed that “to achieve progression in learning, teachers should plan to revisit, reinforce and refine students’ thinking.”<sup>1</sup> At Flanderwell, we regularly recall previous learning in geography through the use of review activities to ensure that our children know more and remember more. Furthermore, our curriculum is designed so that key areas of learning are revisited in more depth in later years.

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<sup>1</sup> Bruner, J (1960) *The Process of Education*, Cambridge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Weather and seasons	Continents and Oceans	Earthquakes and Volcanoes	Rivers	North America  (Longitude, latitude, hemispheres, Prime meridian)	The United Kingdom
Spring	The United Kingdom	Hot and Cold Places	Climate Zones	Rainforests	Mountains	/
Summer	The Local Area	Mugumareno Village, Zambia	Rio and South-East Brazil	South America – The Amazon	European Region - Athens	Local Area and Region

### **Flanderwell's Geography Curriculum - Progression**

This Curriculum Map assures full National Curriculum coverage and is designed to meet the requirements of the 2019 Ofsted framework. Core skills, knowledge, vocabulary and concepts acquired in the autumn and spring terms are applied towards the end of the year in the context of a place-based study. Place knowledge is cumulative and comparative.

There will be additional opportunities for pupils to carry out fieldwork at least once each year. Fieldwork should be structured as an enquiry, with a strong emphasis on geographical concepts and skills, especially mapwork and data collection, analysis and presentation. Opportunities should still be taken wherever possible to reinforce geographical knowledge and vocabulary, including locational knowledge (e.g. where countries are), through 'geography in the news'; to use maps, globes and atlases; and to reinforce key geographical vocabulary within other subjects.

The following pages set out how our Geography curriculum progresses through each year group, and how Locational, Knowledge, Place Knowledge, Human and Physical Geography, and Geographical Skills are covered across school.

## Year 1

By the end of Year 1, children should **know (substantive knowledge)**:

- basic vocabulary and concepts about weather and the climate; *Human and Physical Geography*
- the main nations and features of the UK, including their locations and related key vocabulary; *Locational Knowledge*
- the location and features of the local area. *Place Knowledge*

By the end of Year 1, children should be **able to (disciplinary knowledge)**:

- create a simple weather chart; *Geographical Skills*
- annotate a simple map of the UK with some of its key features; *Geographical Skills*
- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; *Geographical Skills*
- work together to create a simple map of the local area; *Geographical Skills*
- observe, record, discuss and ask questions about the main features of the local area, based on direct experience; *Geographical Skills*
- make connections between their investigation of the local area and what they have learned about weather, climate and the UK; *Geographical Skills*
- use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather. *Geographical Skills / Human and Physical Geography*

In addition, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary and skills of enquiry, fieldwork and mapwork through incidental opportunities within other subjects and via 'geography in the news'.

## Year 2

By the end of Year 2, children should **know (substantive knowledge)**:

- the names and locations of the world's continents and oceans, and some information about each of them; *Locational Knowledge*
- where the world's main hot and cold regions are, and some information about what they are like; *Human and Physical Geography*
- the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; *Place Knowledge*
- how their location within hot and cold regions might affect everyday life differently in the UK and Zambia. *Place Knowledge*

By the end of Year 2, children should be **able to (disciplinary knowledge)**:

- use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa; *Geographical Skills*
- use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them; *Geographical Skills*
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK; *Geographical Skills*
- use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area; *Geographical Skills / Human and Physical Geography*
- make use of the four main compass points when describing the location of these key locations and regions. *Geographical Skills*

NB: The activities on a Zambian village could be adapted for a different non-European locality, country and continent.

In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

### Year 3

By the end of Year 3, children should **know (substantive knowledge)**:

- where the world's main climate zones are (building on their prior understanding of hot and cold regions); *Human and Physical Geography*
- the names and locations of the world's principal volcanoes and areas at risk from earthquakes; *Human and Physical Geography*
- the main features and causes of volcanoes and earthquakes; *Human and Physical Geography*
- how people can respond to a natural disaster, such as an earthquake; *Human and Physical Geography*
- the location and main human and physical features of South America; *Locational Knowledge*
- the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied; *Place Knowledge*
- how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; *Human and Physical Geography*
- the location of South-East Brazil and Rio de Janeiro within the South American continent; *Locational Knowledge*
- about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. *Human and Physical Geography*

By the end of Year 3, children should be **able to (disciplinary knowledge)**:

- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; *Geographical Skills*
- use globes, atlases and maps to identify the main human and physical features of South America; *Geographical Skills*
- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied; *Geographical Skills*
- use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres). *Geographical Skills*

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

## Year 4

By the end of Year 4, children should **know (substantive knowledge)**:

- the key elements and features of a river; *Human and Physical Geography*
- the key elements of the water cycle; *Human and Physical Geography*
- the names of – and key information on – the world’s main rivers; *Human and Physical Geography*
- basic ideas about flood management; *Human and Physical Geography*
- the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world’s rainforests (including the Congo);
- the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; *Human and Physical Geography/Locational Knowledge/Place Knowledge*
- how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon; *Human and Physical Geography/Locational Knowledge/Place Knowledge*
- how some human beings have adapted to life in the rainforest and the Amazon. *Human and Physical Geography*

By the end of Year 4, children should be **able to (disciplinary knowledge)**:

- interpret and explain key information on rivers; *Geographical Skills*
- evaluate a range of possible flood prevention measures; *Geographical Skills*
- use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon; *Geographical Skills*
- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it; *Geographical Skills*
- use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations. *Geographical Skills*

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days. For example, fieldwork in the autumn term observing and recording the features of a local river or waterway would strongly support learning that term, while subsequently feeding into work on the Amazon in the summer.

## Year 5

By the end of Year 5, children should **know (substantive knowledge)**:

- the names and locations of the world's principal mountains; *Human and Physical Geography*
- the main features and types of mountains; *Human and Physical Geography*
- how some people have adapted to life in mountainous areas; *Human and Physical Geography*
- the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; *Locational Knowledge*
- ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; *Human and Physical Geography*
- ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; *Human and Physical Geography*
- ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; *Place Knowledge*
- about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past); *Human and Physical Geography*
- the location and main human and physical features of North America; *Place Knowledge*
- 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). *Locational Knowledge*

By the end of Year 5, children should be **able to (disciplinary knowledge)**:

- interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); *Geographical Skills*
- look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints; *Geographical Skills*
- use globes and atlases to identify the location of Greece and the Mediterranean, and North America; *Geographical Skills*
- use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens. *Geographical Skills*

NB: The study of a European region could conclude by looking at Rome or another city, region and country, rather than Athens and Greece.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

## Year 6

By the end of Year 6, children should **know (substantive knowledge)**:

- the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local; *Locational Knowledge*
- ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region and how these aspects have changed over time; *Human and Physical Geography*
- ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; *Human and Physical Geography*
- ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied. *Place Knowledge / Locational Knowledge / Human and Physical Geography*

By the end of Year 6, children should be **able to (disciplinary knowledge)**:

- interpret a range of maps of the UK and the local region and apply this information to their understanding of it; *Geographical Skills*
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; *Geographical Skills*
- use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change (including using sketch maps, plans and digital technologies); *Geographical Skills*
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region; *Geographical Skills*
- use appropriate vocabulary when describing key information about the UK and the local region to external audiences; *Geographical Skills*

In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to do so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and/or through additional dedicated fieldwork days that include a degree of independent investigation.



Geography Vocabulary Progression

FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Positional vocabulary:</b> Up Down Under Above</p> <p><b>Local area vocabulary:</b> Flanderwell school shop church</p> <p><b>School vocabulary:</b> Dinner hall Classroom Bike track Stage Tables Chairs Sink Carpet area Toilets</p> <p><b>Weather vocabulary:</b> Sunny Rain Snow Windy</p>	<p><b>Positional vocabulary:</b> Under Over Near Far Beside In between Across Around</p> <p><b>Local area vocabulary:</b> Flanderwell church shops school woods houses round about</p> <p><b>School vocabulary:</b> Dinner hall Big playground Field Office Toilets Classroom Cloakroom Bike track Stage</p> <p><b>Weather vocabulary:</b> Rain Cold Snow Warm Cloudy Muddy Sunny Icy Windy</p> <p><b>Seaside and farm vocabulary:</b> Sea Beach Cliff Coast Mill Coop Field Crops Barn Pen Hay bale</p>	<p><b>United Kingdom vocabulary:</b> English Channel North Sea Irish Sea Celtic Sea England Scotland Wales Northern Ireland London Edinburgh Cardiff Belfast</p> <p><b>Seasons/weather vocabulary:</b> Spring Summer Autumn Winter Weather Rain Snow Hail Wind Storm</p> <p><b>Local area vocabulary:</b> Street Road sign Post office Church Woods Office Address Post Code Urban Rural Town Village Human feature Physical feature</p>	<p><b>Hot and cold places vocabulary:</b> North Pole South Pole Equator Desert Temperature Humid Camouflage</p> <p><b>Comparative study vocabulary:</b> European African Wild life Climate Drought Government Swahili Similarity Difference</p> <p><b>Continents &amp; Oceans vocabulary:</b> South America North America Australia Asia Africa Europe Antarctica Indian Ocean Pacific Ocean Southern Ocean Arctic Ocean Atlantic Ocean</p>	<p><b>Volcanoes and earthquakes vocabulary:</b> Eruption After shock Magma Lava Ash cloud Conduit Main Vent Crate Dormant Active Extinct Tectonic Plates Magnitude</p> <p><b>Climate Zones</b> Cairo (Egypt), London (UK), Manaus (Brazil), Nuuk (Greenland), Santiago (Chile), Seville (Spain), arid, Mediterranean, tropical, temperate, polar, axis, meteorologist, Orbit, precipitation, temperature, weather station, Equator, latitude, map index, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole</p> <p><b>South America vocabulary:</b> South American countries Street children Inhabitant</p>	<p><b>Rivers vocabulary:</b> Estuary Source Mouth Meander Waterfall Erosion Deposition Tributary Ox bow lake Delta Stream Water cycle</p> <p><b>Rainforests vocabulary:</b> Flora Fauna Climate Landscapes Rainforest Desert Savannah Woodland Grassland Tundra Canopy Understory Emergent Forest Floor</p>	<p><b>North America vocabulary:</b> Canada USA State Mexico Greenland Costa Rica Longitude Latitude Continental climate Polar climate Time zones Prime Greenwich Meridian</p> <p><b>Mountains vocabulary:</b> Peak Hill Valley Summit Cliff Ridge Plateau Terrain Range Tectonic plates Fold mountains</p> <p><b>Europe vocabulary:</b> Europe Asia Moscow Ural mountains Europe Greece Athens Mediterranean climate Temperate climate Currency Euros Bordered Landmarks:- Temple of Zeus Acropolis Parthenon Mount Olympus</p>	<p><b>Vocabulary from previous year groups, plus:</b></p> <p><b>The UK vocabulary:</b> Great Britain Greater London London Array North Sea UK – the main cities, counties and regions Coastline Development Economy Energy source Industry Landmark Sustainable development Onshore Offshore</p>

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