

Sequencing the Geography Curriculum



Geographical Knowledge and Skills

Locational Knowledge: Substantive Knowledge

EYFS	Year 1	Year 2	
• Know where the local shops are • Know why there is a need for shops, schools, churches, etc.	• Know the names of the four countries that make up the UK • Know the names of the three main seas that surround the UK • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Know the name of the nearest town or city • Know which is N, E, S and W on a compass • Know their address, including postcode	• Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know why so many important buildings are located in London	
Year 3	Year 4	Year 5	Year 6
• Know the difference between Great Britain, The British Isles and the United Kingdom • Know the names of and locate at least eight counties and at least six cities in England • Know the names of four countries from the southern and four from the northern hemisphere • Know, name and locate the main rivers in the UK • Know and name the eight points of a compass	• Know the names of and locate at least eight European countries • Know the names of and locate at least eight major capital cities across the world • Know where the main mountain regions are in the UK • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map	• Know what is meant by the term 'tropics' • Know the names of a number of European capitals • Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal	• Know the names of, and locate, a number of South or North American countries • Know about time zones and work out differences • Know where countries in the British commonwealth are situated • Know what is meant by latitude and longitude

Geographical Knowledge and Skills

Place Knowledge: Substantive Knowledge

EYFS	Year 1	Year 2	
• Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	• Know and name the characteristics of the local area • Know features of hot and cold places in the world • Know where the equator, North Pole and South Pole are on a globe • Know some of the characteristics associated with a coastal place in comparison to where they live	• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country	
Year 3	Year 4	Year 5	Year 6
• Explain clearly the main differences between a village, town and city • Know the main differences between a rural and an urban location within the UK	• Know at least five differences between living in the UK and a Mediterranean country • Know that climate and physical features has an important part to play when considering where and how people live • Know the physical conditions necessary for the creation of different biomes	• Know and recognise many of Europe's key landmarks • Know and recognise the physical conditions necessary for the creation of different biomes • Contrast the main features found in two different biomes, e.g., tundra and desert	• Know key differences between living in the UK and in a country in either North or South America • Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly • Know how a continent's climate can vary and impact on people's lives

Geographical Knowledge and Skills

Human and Physical Geography: Substantive Knowledge

EYFS	Year 1	Year 2	
• Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class	• Know which is the hottest and coldest season in the UK • Know and recognise main weather symbols • Know the main differences between city, town and village • Know the key physical and human features of a coastal place • Know why do we have different coloured bins	• Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Know some of the advantages and disadvantages of living in a city or village • Know why is it important to recycle	
Year 3	Year 4	Year 5	Year 6
• Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc. • Know and label the main features of a river • Know the name of and locate a number of the world's longest rivers • Know why most cities are situated close to a river • Know and explain the features of a water cycle	• Know that people's jobs are determined by where they live • Know what causes an earthquake and tsunami • Label the different parts of a volcano • Know the names of a number of the world's highest mountains • Know why recycling is important	• Know about the key human and physical differences between living in the UK and a different European country • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is • Know the term 'fair trade' and its implications on the lives of so many people • Know about the positive and negative features of plastic • Know why ports are important for world trade	• Know the names of and locate some of the world's deserts • Know about climate change and its potential impact on our lives • Know why industry is important to the world • Know about the issues associated with Brexit • Know how the lives of children vary across the world

Geographical Knowledge and Skills

Disciplinary Knowledge

EYFS

Year 1

Year 2

Locational Knowledge

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| <ul style="list-style-type: none"> • Look at simple maps and globes identifying land types and the sea | <ul style="list-style-type: none"> • Understand that maps and the globe are used to locate key places around the world | <ul style="list-style-type: none"> • Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth • Know and use the terminologies: left and right; below, next to |
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Place Knowledge

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| <ul style="list-style-type: none"> • Uses comparative language to describe objects as near or far away • Describes from photographs different environments around the world • Describes where they live and the surrounding area – shops, roads, parks etc. | <ul style="list-style-type: none"> • Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. | <ul style="list-style-type: none"> • Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons |
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Human and Physical Geography

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| <ul style="list-style-type: none"> • Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) • Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather | <ul style="list-style-type: none"> • Begin to appreciate the different weather patterns in the UK • Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles | <ul style="list-style-type: none"> • Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people |
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Geographical Knowledge and Skills

Disciplinary Knowledge

Year 3

Year 4

Year 5

Year 6

Locational Knowledge

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| <ul style="list-style-type: none"> Understands that countries have defined borders and that each country has its own government or equivalent | <ul style="list-style-type: none"> Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate. | <ul style="list-style-type: none"> Appreciate that most countries have capital cities from where their government operates but these can sometime change. | <ul style="list-style-type: none"> Appreciate how historically there have been changes to many countries across the world, including changes in names. |
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Place Knowledge

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| <ul style="list-style-type: none"> Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places | <ul style="list-style-type: none"> Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months. | <ul style="list-style-type: none"> Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. | <ul style="list-style-type: none"> Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with |
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Human and Physical Geography

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| <ul style="list-style-type: none"> Recognise how human geographical features change over time Understand what is meant by being environmentally friendly | <ul style="list-style-type: none"> Understand how ideal settlements may have changed over time Understand some of the arguments put forward in relation to green energy | <ul style="list-style-type: none"> Understand why their village/ town or city exists and what brought people to live there Understand the issues associated with Fair Trade | <ul style="list-style-type: none"> Reflect on the key changes that have occurred in buildings, trade and population Understand the consequence of ignoring climate change |
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Geographical Knowledge and Skills

Disciplinary Knowledge		
EYFS	Year 1	Year 2
Geographical Skills and Fieldwork		
• Make simple pictorial representations or chart of observations or information gathered • Label simple diagrams and pictures • Discuss elements in photographs – weather, hot, cold, etc. • Describe and experiment with direction of movement • Use a magnifying glass • Use a camera to take still and moving images • Add detail to a map of a familiar place – bedroom, classroom • Use simple positional cues – gives directions around the room or a space	• Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks, such as a church • Talk about the features in the local environment • Observe and record information about the local area, i.e. types of shops, bus stops etc. • Take photographs of locally interesting geographical features • Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. • Talk about the main differences between a world map and a globe	• Locate the nearest town or city on map of the UK • Locate a number of cities on a map of the UK • Make a model, using road strips and toy buildings that shows features in an area • Study aerial photographs and use locational and directional language when doing so • Use Google Earth to find features in their locality • Use the school grounds or near park to create an initial sketch of what they see.

Geographical Knowledge and Skills

Disciplinary Knowledge			
Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork			
• Use maps to locate world countries and capitals • Use a globe to gain a better understanding about countries' location (USA and Russia, for example) • Talk about the features in their local environment and compare it with another they know • Create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity • Produce freehand map of a known place, e.g., journey between home and school	• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. • Understand how to use four-figure grid references • Explain what a place is like and why	• Use graphs to record features such as temperature or rainfall across the world • Use appropriate special language when giving directions • Recognise most of the symbols used on a UK road map, including status of roads • Understand some of the main features of a satnav • Recognise ordnance survey (OS) symbols and know what they stand for • Carry out tests over time, evaluate changes and consolidate their understanding • Add annotations, such as label and captions to freehand maps	• Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Understand how to use digimaps • Be familiar with topographical maps and know about contours, etc • Understand how to use six-figure grid references • Set up a geographical fieldwork enquiry, starting with a hypothesis • Review, apply and consider next steps as a result of their geographical enquiry • Create journey booklets, to include maps, sketches and samples to capture what a place is like • Create map displays to communicate their fieldwork investigations • Use digital mapping software packaged with confidence