

## St.Alban's knowledge

At St.Alban's, we follow the National Curriculum, which includes Geography as a compulsory subject for key stages 1 and 2, 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 **Focus Education Geography** scheme. Focus is a knowledge-rich, mastery driven scheme of work which meets National Curriculum requirements. Focus Geography ensures that we have full curriculum coverage across school. Furthermore, it contains exciting, research-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 St.Alban's, we regularly recall previous learning in geography through the use of review activities detailed in our review PowerPoint to ensure that our children know and remember more. Furthermore, our curriculum is designed so that key areas of learning are revisited in more depth in later years.

Children will encounter the same map of the world every year from Year Two up until Year Six. This is so that children become increasingly familiar with the resource and so that new learning is not hindered by having to simultaneously interpret a different map. Pupils are provided with a world map in Year Three which, like scholars, they return to and build on each year with new learning.

## St.Alban's Geography Knowledge Progression Map- Locational Knowledge

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe their immediate environment using knowledge from observation, discussion, pictures and stories.</p> <p>Know their way around classroom.</p> <p>Know the name of their school.</p> <p>Know where they live (Wickersley).</p> <p><b>(Understanding the world ELG)</b></p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know their way around school and grounds.</p> <p>Know where they live (Wickersley)</p> <p>Know that maps can show us where places are.</p> <p><b>(Understanding the world ELG)</b></p>	<p>Know the names, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p><b>(DigiMaps-UK places session and UK aerial images of landmarks. Assessment document)</b></p> <p>Know the names and locate the English Channel, North Sea, Irish Sea and Celtic Sea.</p> <p><b>(Assessment document)</b></p>	<p>Know the names and locate the world's seven continents and five oceans.</p> <p><b>(Assessment document. DigiMaps- Discovering where in Atlases)</b></p> <p>Know that Kenya is a country in Africa.</p> <p><b>(Focus- study of contrasting non-European country)</b></p>	<p>Locate the world's countries, using maps to focus in on Europe (<b>Greece</b>) concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>(Links with History focus Ancient Greece)</b></p> <p>Identify the position and significance of latitude, longitude, Equator.</p> <p><b>(DigiMaps- Locating places and features. World map in front of books.)</b></p> <p>Name and locate counties, cities and geographical regions of the United Kingdom.</p> <p><b>(DigiMaps- My country, my place. Assessment document)</b></p>	<p>Locate the world's countries, using maps to focus in on Europe (<b>Russia</b>) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>(DigiMaps- Where in the world is Russia)</b></p> <p>Identify the position and significance of Southern Hemisphere, Northern Hemisphere and the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>(Digi Maps-Where in the world is Russia. World map in front of books.)</b></p>	<p>Locate the world's countries using maps to focus in on North America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>(DigiMaps- Discovering where in Atlases)</b></p> <p>Identify the position and significance of Arctic and Antarctic circle.</p> <p><b>(World map in front of books.)</b></p>	<p>Locate the world's countries, using maps to focus in on South America (<b>Brazil</b>), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>(Focus- South America)</b></p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn.</p> <p><b>(World map in front of books)</b></p>

## St.Alban's Geography Knowledge Progression Map- Place Knowledge

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. E.g local area.</p> <p>Know some of the key features of where they live e.g. Church, woods, shops, school.</p> <p><b>(Natural world ELG)</b></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>(Understanding the world ELG)</b></p>	<p>Know some of the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><b>(Natural world ELG)</b></p> <p>Explain 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.</p> <p><b>(Understanding the world ELG)</b></p>	<p>Know and understand some geographical similarities and differences through studying the human and physical geography of Wickersley and London.</p> <p><b>(DigiMaps- Where do I live? Focus-Immediate locality.)</b></p>	<p>Know and understand geographical similarities and differences 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.</p> <p><b>(Focus- study of contrasting non-European country)</b></p>	<p>Know and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><b>(Greece)</b></p> <p><b>(Links with History focus Ancient Greece. Use local fieldwork to make comparisons)</b></p>	<p>Know and understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><b>(Russia)</b></p> <p><b>(DigiMaps- Where in the world is Russia. Use local fieldwork to make comparisons)</b></p>	<p>Know and understand geographical similarities and differences through the study of human and physical geography of a country within Africa.</p> <p><b>(Egypt)</b></p> <p><b>(Links with History focus Ancient Egypt. Use local fieldwork to make comparisons)</b></p>	<p>Know and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (<b>Greater London</b>) and a region in South America.</p> <p><b>(Focus-South America Use fieldwork on excursion to London to make comparisons)</b></p>

# St.Alban's Geography Knowledge Progression Map- Human and physical geography

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know some different kinds of weather. <b>(Natural world ELG)</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. E.g local area:</p> <p>Know key human and physical features of local area e.g. church, school, local shops, woods and bus stops. <b>(Natural world ELG)</b></p>	<p>Understand some important processes and changes in the natural world around them, including daily weather patterns. <b>(Natural world ELG)</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants e.g Seaside topic:</p> <p>Know and recognise key physical and human features relating to the seaside e.g sea, beach, sand, shops, cliff, coast. <b>(Natural world ELG)</b></p> <p>Know and recognise key physical and human features relating to a farm e.g mill, coop, pen, barn, hay bale, crops field. <b>(Rosie's walk)</b></p>	<p>Be able to identify seasonal and daily weather patterns in the United Kingdom. <b>(Links with science seasonal changes unit)</b></p> <p>Know and recognise key physical features, including: beach, cliff, coast, <b>(Retrieval from FS2)</b> Forest <b>(Link to fairy tales)</b> sea, season and weather. <b>(Linked to Y1 geography)</b></p> <p>Know and recognise key human features, including: city, town, village, factory, house, office, and shop. <b>(Focus- Immediate locality)</b></p>	<p>Be able to 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. <b>(Focus- Hot and cold places)</b></p> <p>Know and recognise key physical features, including: sea, season and weather <b>(Retrieval from Y1)</b> and ocean <b>(Linked to Y2 geography.)</b></p> <p>Know and recognise key human features, including: city, town, village, factory, house, office and shop. <b>(Retrieval from Y1)</b></p>	<p>Be able to describe and understand key features of physical geography including volcanoes and earthquakes. <b>(Focus- Natural disasters)</b></p> <p>Teach the climate zones of Greece and the UK when comparing the two. <b>(Temperate climate, Mediterranean climate-Use PowerPoint.)</b></p>	<p>Be able to describe and understand key features of physical geography including rivers mountains and the water cycle. <b>(Focus- Rivers and Mountains. Water cycle links to science.)</b></p> <p>Teach the climate zones of Russia and the UK when comparing the two. <b>(Temperate climate, Continental and some parts Polar climate-Use PowerPoint. Retrieval of Y3 climate zone.)</b></p>	<p>Be able to describe and understand key aspects of human geography including economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. <b>(RGS)</b></p> <p>Be able to describe and understand key features of human geography including types of settlement and land use. <b>(DigiMaps- Patterns of land use)</b></p> <p>Teach the climate zones of Egypt and the UK when comparing the two. <b>(Temperate climate, Arid climate- Powerpoint .)</b></p>	<p>Be able to describe and understand key aspects of physical geography, including biomes and vegetation belts.</p> <p>Be able to describe and understand key aspects of human geography including the distribution of natural resources. <b>(Focus- South America. DigiMaps- Developing place knowledge.)</b></p> <p>Teach the climate zones of South America and the UK when comparing the two. <b>(Temperate climate, Tropical climate- Powerpoint.)</b></p>