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Riccall Curriculum - Geography

	Phase 0 (F1 and F2)	Phase 1 (years 1/2)	Phase 2 (years 3/4)	Phase 3 (years 5/6)
Disciplinary Knowledge Geography 1: **Mapping**	Drawing treasure maps Familiarise children with maps and globes Spatial awareness (maths link)	Locating UK and a non European country on a world map. Locating and naming the world's continents and oceans. Map drawing of a local route	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions.

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Disciplinary Knowledge Geography 2: **Direction**	Prepositions of place (over, under, next to, forward, behind)	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	To use longitude and latitude when locating a specific area on a world map. 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	To use longitude and latitude when locating a specific area on a world map. 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
Disciplinary Knowledge Geography 3: **Observational Skills**	Describe their immediate environment Describe their immediate environment in contrast to other familiar locations (beach, forest etc.)	Use aerial photographs and plan perspectives to recognise landmarks Traffic survey	Observe specific localities over a period of time. Observe how the time meridian can affect localities. Observe changes in mountainous and volcanic regions.	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 or South America

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Disciplinary Knowledge Geography 4: **Measuring and recording**	Draw pictures of places they have been, immediate environment. Weather charts	Devise a simple map; and use and construct basic symbols in a key. Children will also record human and physical features using a key.	Children to create maps using key symbols based on human and physical features.	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.
Substantive Knowledge Geography 1 **Locational Knowledge**	Understand there are other places and countries in the world other than own community.	Being able to locate and describe different localities specifically landmarks and features that are representative of each place. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	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)	

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Substantive Knowledge Geography 2: **Physical processes**	Understand seasons and changing environments. Changes of weather Bodies of water, rivers, streams, sea, mountains, volcanoes Understand that nature can create landmark features	Know that physical features of an environment can change due to weather, location on earth, coastal/inland regions. Children will identify these in a study of differing localities.	Children will study and describe biomes, vegetation belts, climate zones, mountainous regions, volcanic regions and how rivers are formed.	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.
Substantive Knowledge Geography 3: **Human processes**	Understand that we can create homes and buildings that are landmark indicators.	Know that human features of an environment can be created by humans and can change the course of land features. Children will identify these in a study of differing localities.	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.	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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Substantive Knowledge Geography 4: **Place knowledge**	There are other places beyond the immediate community that offer differing human and physical features.	Identify the continents and oceans of the world. Be able to locate UK on a world map. Can describe and compare human and physical features with a contrasting locality.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America