



Subject Knowledge Plan – Geography V2 2023



This plan details the knowledge to be acquired over the key stages. Reception children will access information, experiences and make links through their continuous provision. Year 1 children will focus on acquiring basic skills and knowledge. Year 2 children will continue with progression of basic skills and be supported to recall knowledge and make conceptual links.

National Curriculum Objectives:

- **Location Knowledge**

Name and locate the world's 7 continents and 5 oceans

Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

- **Place Knowledge**

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.

- **Human and Physical Geography**

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

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Intention:

Children will be able to use vocabulary/language of a young geographer eg. valley, river

Children will know about human and physical features of countries in the UK and abroad.

Children will be able to make comparisons of countries studied.

Children's first experiences of these subjects will be delivered in practical and engaging ways to ensure that children develop an interest and positive attitude towards the subject.

Implementation:

See Knowledge acquisition plan below which ensures links to prior learning, cross-curricular links and revisited aspects of the NC programmes of study eg. place studies each half term enables revisiting prior learning of countries and their similarities and differences, therefore this interleaving and revisiting will enable knowledge to become 'sticky' for the children.

Autumn 1 Transition 2 weeks & Farms 5 weeks	Spring 1 Knights & Castles 6 weeks	Summer 1 The Sea 6 weeks
Knowledge: Retford *** To identify key characteristics of our town. To know about the human and physical features of our town.	Knowledge: North & South Poles *** To know about the human and physical features of countries in the UK and abroad – North and South Poles. To talk about similarities and differences in relation to places studied – compare hot, warm and cold climates – compare North Pole to UK. 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	Knowledge: UK – Seas, Oceans and Continents *** To name and locate the world's 7 continents and 5 oceans. To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

<p>Autumn 2</p> <p>Fire Fire! 5 weeks & Christmas 2 weeks</p>	<p>Spring 2</p> <p>Africa 6 weeks inc Easter</p>	<p>Summer 2</p> <p>Journeys 6 weeks & Transition 2 weeks</p>
<p>Knowledge:</p> <p>London ***</p> <p>To know about the human and physical features of countries in the UK – England.</p> <p>To talk about similarities and differences in relation to places studied.</p> <p>To know some of the seas surrounding the UK.</p>	<p>Knowledge:</p> <p>Kenya ***</p> <p>To know about the human and physical features of countries in the UK and abroad – Kenya.</p> <p>To talk about similarities and differences in relation to places studied – daily life of a child in the UK and a child in Kenya.</p> <p>To identify key characteristics of some of the Kenyan National Parks.</p> <p>Compare hot and cold countries.</p>	<p>Knowledge:</p> <p>Seasides/Coasts ***</p> <p>To know about the human and physical features of a coastal town in the UK.</p> <p>To talk about similarities and differences in relation to places studied – Cleethorpes and Retford</p>
<p>Continuous Provision:</p> <p>To be repeated through each place study</p> <p>Geographical skills and fieldwork</p> <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 studied at this key stage - Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map - Use aerial photographs and plan perspectives 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. <p>Chn will use maps and atlases to identify the countries, continents and oceans.</p> <p>Children will use compass points to describe where the countries are in relation to other countries studied.</p> <p>Links will be made to world maps to identify significant countries for children in each class and any visitors to school.</p> <p>Identify seasonal and daily weather patterns – September, January, March and July – linked to Science seasonal work and ongoing daily calendar activities</p>		
<p>British Values:</p> <p>Mutual Tolerance</p> <p>Children consider questions regarding how different cultures live and work throughout the world. Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed them. The geography curriculum at Hallcroft also helps to demonstrate the diversity of people’s backgrounds helping children to have further tolerance of different faiths and beliefs.</p> <p>Respectful Attitudes</p> <p>Mutual respect is taught and given when children are expressing their opinions and beliefs about different geographical parts of the world and societies in them. Children are taught and encouraged to show respect to each other’s beliefs, feelings and opinions. Children will discuss what it means to be British and learn how to question and challenge stereotypes.</p> <p>Democracy</p> <p>Children have respect for their fellow pupils and encourage everyone to have the confidence to express their ideas and opinions regarding geographical issues such as pollution, environmental issues, water and globalisation.</p> <p>The Rule of Law</p> <p>Children examine different codes for living and consider the value of the rule of law where all people are equal before the law. They will also investigate how laws at a local and global scale can influence both the physical and human layout of the landscape and contribute towards population decline and growth in certain areas.</p> <p>Individual Liberty</p> <p>When comparing and contrasting locations children will explore the people living in these environments and their own individual liberties.</p>		