



Geography at The Bramble Academy

Intent statement:	At the Bramble Academy, geography has a clear learning sequence. At the start of each topic, revisits are completed before the new skills and substantive knowledge are taught. The skills (including fieldwork) and knowledge link to the overarching theme of the topic which is then applied in the form of geographical enquiry. Here, pupils have the opportunity to develop their disciplinary knowledge. Finally, a specific, framed enquiry will also lead to the implementation of the authentic outcome. Throughout each topic, pupils are assessed through reviewing and quizzing. This ensures knowledge is recalled and applied to further learning, both in geographical and other subject areas
Substantive knowledge in Geography:	Substantive knowledge sets out the content that pupils will learn. In geography, this has followed the split seen in the national curriculum: <ul style="list-style-type: none">• locational knowledge• place knowledge• environmental, physical and human geography• geography skills and fieldwork
Disciplinary knowledge in Geography:	Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers.
Vocabulary:	The teaching of vocabulary is crucial to academic success for our children. Tier 2 and 3 vocabulary is mapped out throughout our curriculum to ensure vocabulary is both progressive and ambitious.

Sequence of Knowledge

KS1- Year 1

Sequence of knowledge

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to (in bold from the blue column). Identify seasonal and daily weather patterns in the United Kingdom (Pupils must understand the difference between weather and climate)- map the school grounds and take different recordings from around school. 	<ul style="list-style-type: none"> Use a simple weather map of the UK to read. Use simple compass directions (North, South, East and West). 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 such as routes, roads. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map using basic symbols on a key.

Key concept: space, place

Using the Jolly Postman as a vehicle, the children will learn to identify the key features of the local area. They will learn about the similarities between Mansfield Woodhouse town centre and the area surrounding the school. They will learn to use geographical vocabulary to describe the physical features of Mansfield Woodhouse and to express their likes and dislikes.

Lesson Inquiry Questions

Key ideas pupils will know and understand

Week 1: What can I see in my school grounds?

- To know what a human feature is.
- To know what a physical feature is.

Resources: Odizzi, Teaching Primary Geog: Page 30/31

Week 2: Why do we need maps?

- To know what a landmark is.
- To know what a map is.
- To know human and physical features can be identified on maps

Resources: Odizzi, Teaching Primary Geog: Page 36

Week 3: How could I use instructions to show my parents around school?

- To know that a compass shows direction.
- To be able to label compass points.

Resources: Odizzi, Teaching Primary Geog: p32, 33

Week 4: What does my local area look like?.



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- To know which physical and human features and landmarks are in the local area

Resources: Odizzi, Teaching Primary Geog: p38 to 41

Week 5 (Framed enquiry): Can I plan a route for the Jolly Postman around Bramble using Digimaps? Can I follow our Digimap route?

- Consolidate key ideas

Resources: Odizzi, Teaching Primary Geog 38-43

Vocabulary:

British Isles, Great Britain, England, Scotland, Wales, Northern Ireland, country, capital city, journey, route.

Landmark, address, transport, post code, supermarket, tower, lake.

Weather, hot, cold, sunny, rainy, windy, cloudy, snowy, warm, icy, season.

North, South, East, West

Prior learning:

Recap prior learning through 'reactivation' and pre learning task.

weather patterns

simple maps

local environment

Sequence of Knowledge

KS1- Year 2

Sequence of knowledge			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Pupils must understand the difference between weather and climate- POLES, DESERTS/RAINFORESTS). 	<ul style="list-style-type: none"> 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 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 (Kenya) – locate hot and cold places in the world plus special landmarks such as mountains/ major cities, etc.

Key concepts: place, space, scale, diversity, physical and human geography

Building on their understanding of their local area, pupils will start to explore the wider world beyond the UK and start to see the differences in physical and human geography and how hot and cold areas affect the concept of space. Pupils will also explore the timings of seasons and how weather is different to climate.

Lesson Inquiry Questions

Key ideas pupils will know and understand

Week 1: What is a continent? What is an ocean?

- To know and locate the world's seven continents and five oceans.
- To know how to use maps, atlases, and globes to identify locations.

Resources: Odizzi, Teaching Primary Geog: p13-18

Week 2: What is the United Kingdom?

- To know the capital cities of the four UK countries
- To name some of the main surrounding bodies of water in the UK (North Sea, English Channel, Irish Sea).
- To know that Mansfield Woodhouse is a town near a large city (Nottingham) and part of Nottinghamshire.
- Resources: Odizzi, Teaching Primary Geog: Page 28-36

Week 3: What are the key features in our local area?

- To physical/human, names, amenities, buildings, streets.
- To understand the physical and human features of the local area including the different types of buildings.
- To know that there are three main types of land use; residential, industrial and recreational.
- Resources: Odizzi, Teaching Primary Geog: Page 36-44

Week 4: Locality walk: prepare with maps and compass directions- route mapped

What does our local environment look like? Page 39- who lives here, what jobs,



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- To know how that researching in the field (inside or outside of school grounds) is called fieldwork.
- To know which ideas they are wanting to research.
- To understand the diversity of the area's population and what jobs people in this community have.

Resources: Odizzi, Teaching Primary Geog: 4-7

Week 5: What do we know about local settlement?

- To know that settlement means the types of buildings people live in and use as well as how the area is shaped by humans.
- To know how to represent these buildings on a local scale map.

- Resources: Odizzi, Teaching Primary Geog: 76-84

Week 6: (Framed enquiry): How can our local area be improved? – visitor questions – PCSO

Model village local area with new amenity- park, sports centre etc

- Consolidate key ideas
- To use a visitor familiar with the area (parent/PCSO) to conduct further research before creating their own model area with their suggestions added. Children to explain the reasons for their choice of feature and location.

Resources: Odizzi, Teaching Primary Geog.

Vocabulary:

Cloud, cold, fog, gale, hot, rain, showers, snow, sun, warm

Spring, summer, autumn, winter

Capital city, North Pole, South Pole, map symbol, key, North, South, East, West

Key physical features:

beach, cliff, coast,

forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features:

city, town, village, factory, farm, house, office, port, harbour and shop

Prior learning:

Recap prior learning through 'reactivation' and pre learning task.

compass/ directional vocabulary

finding the UK on a map and various locations

use of world map, globes and atlases

seasonal weather patterns

map symbols

recapping UK country and capital city make up



Sequence of Knowledge

KS2- Year 3/4

Sequence of knowledge

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Investigate major physical features and hills/ mountain ranges of the UK, map and compare to global ranges. Link to patterns of settlement and major cities and towns and explain why mountains are more sparsely populated. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, (<i>exploring the difference between a city, county, region, country</i>) 	<ul style="list-style-type: none"> Physical geography including rivers, mountains, water cycle Human geography; types of settlement and land use 	<ul style="list-style-type: none"> Map work to include introduction of 4 figure grid references and eight point compass directions. The introduction of map symbols instead of simple imagery. -Create a map using features in a correct order and simple scale. Understanding the zoom features of mapping show closer up symbols. Work with 1:1250. 1:12500 and 1:10000 scale on Digimap. See PW for mapping progression document

Key concepts: physical and human geography, interdependence, diversity

Coastal/UK Study: Using their prior knowledge of the UK, children will broaden their knowledge by looking at the countries and the human and physical features (topographical features- mountains, rivers and the water cycle process) of each.

Pupils will consider the different types of settlement and use of the land and why populations choose to settle in these different types of landscapes. They will need to look at what countries are in the UK, their counties, and regions.

Lesson Inquiry Question

Key ideas pupils will know and understand

Week 1: What can we learn from compass directions?

How are grid squares useful?

- To know the 8 cardinal points of a compass.
- To know how to interpret 4 figure grid reference maps.



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- To know that symbols and keys are used in maps to identify human and physical features.

Resources: Odizzi, Teaching Primary Geog: p95-102

Week 2: What are the main cities of the UK?

What are UK counties, districts, regions?

- To know the 4 capitals of the UK.
- To know that Mansfield Woodhouse is a town and not a city.
- To know cities local to Mansfield Woodhouse.
- To know the difference between counties, districts, and regions.
- To know that the UK is divided up into counties, regions, and districts.
- To know Mansfield Woodhouse's location within the UK.

Resources: Odizzi, Teaching Primary Geog: p103-110,113

Week 3: What is special about the UK?

How do people use the land?

- To know notable UK physical and human landmarks.
- To understand the diversity of land types present in the UK.
- To know how humans have adapted to the diversity of land types in the UK.

Resources: Odizzi, Teaching Primary Geog: p108,114

Week 4: How would I get to the coast?

- To know how maps show basic symbols and routes to and from places.
- To be able to use directional vocabulary to describe a route to a given location.

Resources: Odizzi, Teaching Primary Geog: p84

Week 5: What would I find at the coast?

- To understand that the coast is where land meets the sea.
- To know how humans have tried to use the coast to protect land and use it for commercial uses.

Resources: Odizzi, Teaching Primary Geog: p68-76

Week 6: Fieldwork: Visit to the coast: What would I find at the coast (enquiry)?

- To research how humans use the coast and find the different features as seen the previous week.
- To understand what research is when conducting fieldwork.
- To know how to take observations for use in later geographical presentation.

Resources: Odizzi, Teaching Primary Geog: 4-8

Vocabulary:

Counties, regions, rivers, mountains, settlement, finite, renewable energy, power stations, fossil fuels, climate change, urgency, climate emergency, scientific evidence

Prior learning:

Recap prior learning through 'reactivation' and pre learning task.

World's continents and oceans

Countries of the UK

Capital cities of the UK

Settlement, rivers

Sequence of Knowledge

KS2- Year 5/6

Sequence of knowledge			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps and globes to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country 	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Physical geography: volcanoes and earthquakes Human geography: settlement and land use, energy, food and minerals (<i>why humans use these areas</i>) 	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, basic symbols for landmarks, roads and physical features such as woods/ water features- children to build on last year's mapping skills to develop reasoning, e.g. why are the buildings placed close to the river here? Create a map using features in a correct order and simple scale. Understanding the zoom features of mapping show closer up symbols. Work with 1:1250, 1:12500 and 1:10000 scale on Digimap. See PW for mapping progression document.

Key concepts: physical and human geography, place, space

Study of Europe: How place and space differ across the countries and how people there have both togetherness and unique cultural identity.

Lesson Inquiry Questions

Key ideas pupils will know and understand

Week 1: What is Europe like?

- To know that Europe is a continent made up of numerous countries and principalities.
- To know key countries, and capital cities of Europe including Russia.
- To know the key human and physical features of Europe.
- To know the key human and physical features of Europe.

Resources: Odizzi, Teaching Primary Geog: p129

Week 2: How do we interpret maps?

How do maps explain human choices?

- To know that symbols and keys are used in maps to identify human and physical features.
- To know how maps can be used for different purposes e.g. finding routes, alternate routes, shorter / longer routes. Plotting best locations for a campsite.
- To understand that maps show the relationships between human and physical features.

Resources: Odizzi and digi maps, Teaching Primary Geog: p95



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Week 3: How does physical geography of Europe impact population?

- To know that the Urals and Caucasus Mountains form a natural boundary between Europe and Asia.
- To understand how humans adapt to the physical Geography of Europe.
- To know that Europe has physical and political borders.

Resources: Odizzi, Teaching Primary Geog: p127

Week 4: What is unique about Slovakia?

- To know the key human and physical features of Poland.
- To know that Poland is a landlocked country.
- To know that Poland is a main route of travel through Europe.

Resources: Odizzi, Teaching Primary Geog: p131-134 (Use polish study as a guide)

Week 5 (framed enquiry): What connects Poland to other European nations?

[To consolidate Key Ideas](#)

Vocabulary:

Europe
physical vocabulary relating to earthquakes and volcanoes, continent, hemisphere, land use, settlement, borders/boundaries, political , physical, landlocked, route
grid reference – map vocabulary

Prior learning:

Recap prior learning through 'reactivation' and pre-learning task.

locating continents and oceans

mountains

rivers

cities

map work including symbols