



**Euxton CE Primary
School**

**Geography Knowledge
and Assessment
Document**

Substantive knowledge

During each unit of work, children are taught core, substantive knowledge, which lays the foundations for growth of understanding throughout the subject. This understanding assists and is also enhanced by their disciplinary knowledge. The two are taught concurrently. Fluency in substantive concepts is assessed throughout units. The spiral nature of the curriculum allows these concepts to be retrieved, which can be done so at the beginning of each new unit. These are then built upon.

Disciplinary knowledge

'Being' a geographer is integral to the learning journey at Euxton CE. We ambitiously develop disciplinary knowledge from the foundation stage, so that they children are skilled and confident in the field as well as the class room. Every year group carries out one discrete fieldwork unit, with many more opportunities utilised as they arise. Subsequently, disciplinary knowledge is built upon across the year groups. It is assessed formatively during each unit, with many opportunities to re-visit and continually practice key skills.

EYFS

Autumn	Winter: Light & Dark	Spring into Summer	Mad about Mini beasts
---------------	---------------------------------	---------------------------	------------------------------

Objectives written in italics are shared with Science.

Autumn	
Substantive knowledge I can...	Disciplinary knowledge I can...
<i>State that autumn is a season and describe the main features.</i>	<i>Make observations about the season.</i>

Winter: Light & Dark	
Substantive knowledge I can...	Disciplinary knowledge I can...
<i>State that winter is a season and describe the main features.</i>	Look at different photographs and images to explore what life is like in the Arctic and Antarctica.
Find the North and South poles on a globe.	
Describe the climate of the North and South poles.	

Spring into Summer	
Substantive knowledge I can...	Disciplinary knowledge I can...
<i>State that summer and spring are seasons and identify the key changes.</i>	Explore aspects of my local environment, using all of my senses.

Mad about Mini beasts	
Substantive knowledge I can...	Disciplinary knowledge I can...
<i>State what a habitat is.</i>	<i>Explore my local environment so that I can make observations about mini beasts.</i>
	<i>Use my knowledge of animals and habitats to suggest how some animals could survive in the wild.</i>

Year 1

Fieldwork Study of our school	
Substantive knowledge I can...	Disciplinary knowledge I can...
Name and locate the 7 continents.	Make observations about what I can see in my school environment.
Name and locate the 5 oceans.	Describe, using simple geographical terms, my school environment.
Point out key features of the school environment.	
Vocabulary	
Asia, Africa, North America, South America, Antarctica, Europe, Australia/Australasia/Oceania (all acceptable terms, although we most commonly use Australasia), Atlantic, Pacific, Indian, Southern, Arctic, natural, man-made. Sea, ocean	

Weather Patterns	
Substantive knowledge I can...	Disciplinary knowledge I can...
Identify the North and South Pole and the equator.	Find the poles and the equator on a map.
Know that the climate is hotter as you approach the equator and colder as you approach the poles.	Look at a climate map and identify the hot and cold areas.
Know that weather is what happens daily and climate is a trend over time.	Make observations about daily weather patterns.
Vocabulary	
North pole, South pole, equator, weather, climate, precipitation, dry, windy, season, weather	

Human and Physical Features: farms and coasts	
Substantive knowledge I can...	Disciplinary knowledge I can...
State what a human feature is and name some.	Identify human features on maps, photographs, pictures and in real life.
State what a physical feature is and name some.	Identify physical features on maps, photographs, pictures and in real life.
Study my local area to recognise the local physical and human features.	Research my local area, using some fieldwork techniques, to identify the key features.
Vocabulary	
Beach, cliff, coast, forest, hill, mountain, river, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop.	

Year 2

Mapping Skills	
Substantive knowledge I can...	Disciplinary knowledge I can...
Label the four points of a compass.	Use a compass direction to navigate within a map.
Describe the location of Euxton on a variety of scales, using appropriate vocabulary.	Use key features on a map as description for the location of a place, e.g., next to a main road, close to the woods.
	Use a map key to identify key features.
Vocabulary	
NESW, compass, scale, key, features, human, physical.	

Comparison Study: Euxton and Mikoroshoni Primary School	
Substantive knowledge I can...	Disciplinary knowledge I can...
Describe the location of Mikoroshoni Primary School and of Kenya.	Plot the main latitude and points to compare the time difference between the UK and Kenya.
Describe the key similarities and differences between Euxton and Mikoroshoni, through the eyes of a child my age.	Use a map to find out which biome Kenya is in.
	Use photographs and evidence key features from MPS.
Vocabulary	
Time difference, NESW, biome, similarity, difference, climate, weather.	

The United Kingdom	
Substantive knowledge I can...	Disciplinary knowledge I can...
Name the four countries of the United Kingdom and label them on a map.	Use my compass points to describe the location of places within the United Kingdom.
Name the four capital cities of the UK and label them on a map.	Use key vocabulary to describe aspects of major landmarks. Make comparisons between landmarks.
Name the seas surrounding the United Kingdom and label them on a map.	
Locate some major landmarks of the United Kingdom including rivers.	
Vocabulary	
England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast	

Year 3

Tropical Rainforest	
Substantive knowledge I can...	Disciplinary knowledge I can...
Identify and describe the location of the equator and the tropics of Cancer and Capricorn.	Interpret a range of graphs which show how use f the rainforest has changed over time.
State the main parts of the rainforest structure.	Interpret a climate graph to show how tropical climate contrasts to the UK.
Describe the location and distribution of tropical rainforest around the world.	Investigate and argue against the use of unsustainably farmed palm oil.
State the advantages and disadvantages of using the tropical rainforest as a global resource.	
Vocabulary	
Longitude, latitude, Tropics, equator, biome, tropical, canopy, shrub, forest floor, emergent, convectional rainfall, climate, advantage, disadvantage, employment, farming, factory.	

Volcanoes	
Substantive knowledge I can...	Disciplinary knowledge I can...
Identify the main parts of the Earth's structure, including core, mantle and crust and know that the crust is split into tectonic plates.	Interpret a graph which shows the journey of a volcanic eruption.
Know the difference between magma and lava.	Investigate the volcano Tunguruhua, interpreting diagrams relating to its eruption.
Label the main parts of a volcano, including magma chamber, vent, secondary vent and crater.	Argue the advantages and disadvantages of living near a volcano.
Locate the major volcanoes of the world on a map.	
Vocabulary	
Longitude, latitude, Core, mantle, crust, tectonic plates, magma, lava, chamber, vent, secondary vent, crater, increase, decrease, advantage, disadvantage, employment, tourism.	

Green Spaces	
Substantive knowledge I can...	Disciplinary knowledge I can...
Locate my local area on an OS map.	Observe sensory changes in environments.
State what a green space is and find examples of them.	Draw and label a sketch map.
Understand the benefits of green spaces on different scales, e.g., to the individual and to the planet.	Label maps and photographs as evidence for my field study.
Vocabulary	
Green space, sensory, pollution, environment, wellbeing,	

Year 4

Paris Couture

Substantive knowledge I can...	Disciplinary knowledge I can...
Identify the main countries of Western Europe including the location of France.	Identify and extract physical features using a variety of maps.
Explain why the physical aspects of Ile-de-France led to the development of a capital city.	Calculate routes and mileage to consider the miles covered in the manufacture of clothing.
State the main processes concerned in the manufacture of Haute Couture pieces. Understand the concept of fast fashion and its impact upon climate change.	Research, investigate and discuss the concept of fast fashion.

Vocabulary

8 compass points, longitude, latitude, physical, mountains, rivers, flood plain, transport route, mileage, impact, positive, negative, climate change, processing, manufacture, settlement.

Earthquakes

Substantive knowledge I can...	Disciplinary knowledge I can...
Identify the location of places lying upon major plate boundaries.	Uses maps to accurately identify earthquake danger zones.
Describe and explain how earthquakes happen.	Use photographs, graphs and data to investigate destruction caused by earthquakes.
State earthquake safety methods.	

Vocabulary

Core, mantle, crust, magma, plate tectonics, plate boundary, vibrations, shaking, Richter Scale, Mercalli Scale, longitude, latitude, 8 compass points, scale, settlement.

The North West and Iceland

Substantive knowledge I can...	Disciplinary knowledge I can...
Describe the location of North West England and Iceland on a variety of scales (UK, Europe, Northern Hemisphere).	Use a variety of maps to interpret the physical and human characteristics of the region.
Understand the significance of climate in the prominence of the North West during the Industrial Revolution.	Use photographs, graphs and data to interpret change in industry over time.
Understand the significance of physical processes in energy sources used in Iceland (geothermal).	Research, interview and gather local field data to investigate the legacy of the industrial revolution upon local heritage.
Understand the rapid growth of villages into conurbations in the North West and how this legacy is prevalent today, including culturally (football).	

Vocabulary

Longitude, latitude, 8 compass points, tectonic plates, geothermal, steam, industry, cotton, manufacture, railways, canals, energy, power, culture, settlements, villages, towns, cities.

Year 5

Migration

Substantive knowledge I can...	Disciplinary knowledge I can...
Identify the location of Eastern European countries.	Use an atlas to make comparisons between longitude and latitude as well as calculating time difference and comparing biomes.
Describe the main migration routes from Eastern European countries to the UK, including natural (river routes) and man-made.	Enquire about real-life examples of migration from Eastern Europe, designing open-ended questions which help me to gain an insight.
State push and pull factors for migration.	Use research, for example, newspaper reports to investigate different opinions about migration.

Vocabulary

longitude, latitude, human, physical, route, push, pull, migration, advantage, disadvantage, economical, employment, income, settlement.

Amazing Alaska and Fun Florida

Substantive knowledge I can...	Disciplinary knowledge I can...
Identify the locations of Alaska and Florida.	Use an atlas to identify the longitude and latitude of each region, using this as a basis to make physical comparisons, including biomes and time differences.
Compare and contrast the physical aspects of each region.	Apply my understanding of the physical environment to settlement factors by transferring knowledge of key reasons for settlement in a region.
Compare and contrast life in each region.	Use graphs, maps and infographics to explore reasons for settlement and draw contrasts and comparisons.

Vocabulary

longitude, latitude, biome, ecosystem, habitat, environment, economical, industry, employment, taxes, settlement, migration, advantage, disadvantage, push, pull.

Blackpool

Substantive knowledge I can...	Disciplinary knowledge I can...
Identify the location of Blackpool on a variety of scales.	Create a land-use map and interpret the results.
State and locate the major cultural landmarks of Blackpool, including an understanding of their historical significance.	Take photographs and draw sketch maps in the field.
Understand how and why land-use, in particular tourism, has changed over the years.	Collate and draw conclusions using my fieldwork data.

Vocabulary

North West, NESW, scale, land-use, settlement, tourism, employment, economic, leisure, environment, advantage, disadvantage.

Year 6

Buckshaw: a 21st Century Village

Substantive knowledge I can...	Disciplinary knowledge I can...
Locate Buckshaw Village on a variety of scales.	Collect a variety of fieldwork data, including sketch maps, photographs, environmental surveys.
Understand the major reasons why Buckshaw Village was built and that it is regarded as a significant development across Europe.	Collate and interpret my results, writing concisely about what my data shows.
Understand the key factors that need to be considered when designing a village.	Draw conclusions and form a substantiated response to the enquiry question.

Vocabulary

Scale, NESW, OS, Ordnance, environment, social, economic, transport, infrastructure, data

Magnificent Mountains

Substantive knowledge I can...	Disciplinary knowledge I can...
Explain the formation of a fold mountain.	Use a variety of maps and atlas to prove the location of major mountain ranges, using evidence such as contour lines.
Locate major fold mountain regions, including the Himalayas.	Research the unique nature of tourism to extreme landscapes such as Everest and create a balanced view.
Understand the benefits, risks and disadvantages of extreme tourism to mountains like Everest.	Use photographic evidence as well as maps and articles to draw conclusions about the human interaction with extreme locations such as Everest.

Vocabulary

Fold, core, mantle, magma, plate tectonics, uplift, advantage, disadvantage, risk, tourism, economic, environmental, employment, income, extreme tourism.

Raging Rivers

Substantive knowledge I can...	Disciplinary knowledge I can...
Identify the main features of a river, from source to mouth.	Draw and label diagrams of various aspects of a river.
Make connections between the water cycle and the river system.	Label photographs and maps to show changing physical features along a river course.
Understand how land use varies along the course of a river.	Label photographs and maps to show the changing land use along a river course.
Name the major rivers of Europe.	

Vocabulary

Source, mouth, waterfall, flow, meander, infiltration, evaporation, condensation, precipitation, transpiration, flood plain, land use, settlement, industry