

GEOGRAPHY KNOWLEDGE AND BREADTH TRACKER

| EYFS | THRESHOLD CONCEPT 1: Locality: Understand significant places, defining their physical and human characteristics | THRESHOLD CONCEPT 2: Human and Physical Processes: Know how the environment is influenced by physical processes and human activity | THRESHOLD CONCEPT 3: Investigate and interpret geographical information: Use and begin to interpret a range of sources of geographical information | THRESHOLD CONCEPT 4: Geographical Communication: Communicate geographical information in a variety of ways including within experiences of fieldwork (cf. TC1-3) |
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| Experiences to build foundations in threshold concepts during EYFS | Local walk- what is nearby- naming / building vocabulary My house- my street-my school | Parks Places / settings in stories Holidays Journeys / transport | 3d maps- using and creating, small world, beebot maps Photos and images of places | Introductory vocabulary linked to weather, place and features- e.g. <i>home, house, street, town, park, trees, travel, hot, col, beach, hill, road, path...</i> |

| THRESHOLD CONCEPTS & BREADTH DETAIL | | | | |
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| YEAR 1 | THRESHOLD CONCEPT 1: Locality: Understand significant places, defining their physical and human characteristics | THRESHOLD CONCEPT 2: Human and Physical Processes: Know how the environment is influenced by physical processes and human activity | THRESHOLD CONCEPT 3: Investigate and interpret geographical information: Use and begin to interpret a range of sources of geographical information | THRESHOLD CONCEPT 4: Geographical Communication: Communicate geographical information in a variety of ways including within experiences of fieldwork (cf. TC1-3) |
| TERM 1 Is Goldilocks fussy? | <i>Know their address including post code</i> I know what I like and don't like about the place I live How? <ul style="list-style-type: none"> My house- and features Use basic geographical language – town, street, road, river, shops, factory, park etc Talk about the differences, features, etc, | <i>Know and recognise main weather symbols</i> <i>Know the main differences between city, town and village</i> I know how the weather changes throughout the year and name the seasons I can describe a place familiar to me I know what a city, town and village look like How? <ul style="list-style-type: none"> Weather chart | <i>Know and identify physical features of an area</i> How? <ul style="list-style-type: none"> Look at picture maps and identify the different features we can see. Look at maps and photos of different features. | I know where I live and can say my address I can keep a weather chart and answer questions about the weather How? <ul style="list-style-type: none"> Daily weather chart, seasonal changes. Is it warm at Christmas? Draw a map for Goldilocks using geographical features. Create a 3D map as a class. |

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| | | <ul style="list-style-type: none"> Look at picture maps and identify the different features we can see – why do certain places have different things? i.e. why does a town have shops, schools etc whereas a forest might not. | | Map, beach, forest, woods, river, city, town, village, farm, countryside, road, shop, factory, house, etc Autumn, Winter, Spring, Summer, Weather language |
| TERM 2 Do all Superheroes wear capes? | | Continue Weather as Term 1 | | |
| TERM 3 Are all pirates bad? | <i>Know the names of the four countries that make up the UK</i> <i>Name the main three seas that surround the UK</i> I know the names of the four countries in the United Kingdom and can locate them on a map I know about some of the features of an island How? <ul style="list-style-type: none"> Discuss other countries that are important to the children e.g. place of birth or family ties. Locate the Caribbean on a map and talk about simple features of an island | | <i>Know which is North, South, East and West on a compass</i> I can interpret a simple map How? <ul style="list-style-type: none"> Use a range of maps to identify the UK and its countries e.g. simple atlases, globes, Google Earth Begin to look at compass directions Create treasure maps, using geographical features | Country, UK, England, Scotland, Wales, Northern Ireland, Caribbean, island, ocean, sea, map, atlas, globe, North, South, East, West, compass, cliff, coast, cave, beach, river, mountain, forest, jungle |
| TERM 4 Would you like to live like a monkey? | | Continue Weather as Term 1 | | |
| TERM 5 What's more deadly- fire, ice or water? | | Continue Weather as Term 1 | | |
| TERM 6 | <i>Know where the equator, north pole and south pole are on a globe</i> <i>Know the features of hot and cold places in the world</i> | Continue Weather as Term 1 I can discuss changes I notice and begin to think about why | <i>Know which is North, South, East and West on a compass</i> How? | Country, continent, ocean, sea, equator, North Pole, South Pole, hot, cold, warm, freezing, icy, dry, rainforest, desert, polar, ocean |

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| <p>Can a meerkat live in the north pole?</p> | <p>I can point to the equator, north and south pole on an atlas and globe I know about some of the main things that are in hot and cold places I can begin to understand the idea of the seven continents and five oceans of the world</p> <p>How?</p> <ul style="list-style-type: none"> • Locate hot and cold areas in relation to the equator and poles • Role playing dressing up for different destinations • Comparing habitats in different parts of the world (physical aspects). | <p>Environmental enquiry question- how has the north pole changed over the last 100 years?</p> | <ul style="list-style-type: none"> • ‘Visiting’ different areas of the world through use of pictures, videos, sounds, small world. • Label classroom with compass directions. Making a map of the class using the 4 points of a compass. | |
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| THRESHOLD CONCEPTS & BREADTH DETAIL | | | | |
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| YEAR 2 | THRESHOLD CONCEPT 1: Locality: Understand significant places, defining their physical and human characteristics | THRESHOLD CONCEPT 2: Human and Physical Processes: Know how the environment is influenced by physical processes and human activity | THRESHOLD CONCEPT 3: Investigate and interpret geographical information: Use and begin to interpret a range of sources of geographical information | THRESHOLD CONCEPT 4: Geographical Communication: Communicate geographical information in a variety of ways including within experiences of fieldwork |
| <p>TERM 1 What makes a nation healthy?</p> | | <p><i>Know and recognise main weather symbols</i> I know how the weather changes throughout the year and name the seasons</p> <p>How?</p> <ul style="list-style-type: none"> • Perfect weather conditions to grow | | <p>All language related to weather – recap of Year 1 vocab</p> |
| <p>TERM 2 Africa</p> | <p><i>Know the main differences between a place in England and that of a small place in a non-European country</i></p> | <p>Continue Weather as Term 1</p> <p>I know how jobs may be different in other locations</p> <p>How?</p> | <p><i>Identify the following physical features: mountain, lake, island, valley, cliff, river, forest, beach</i> I know the key features of a place from a picture using words like</p> | <p>mountain, lake, island, valley, cliff, river, forest, beach, seasons, weather, village, town, city, soil, vegetation, farm, Europe, Asia, Africa, Australasia, Antarctica, South America, North America, North Pole, South Pole,</p> |

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| | <p><i>Know the names of and locate the seven continents of the world</i> <i>Know the names of and locate the five oceans of the world</i> I know what I like and do not like about a place that is different to the one I live in I can describe a place outside Europe using geographical words I can name the continents of the world and locate them on a map I can name the oceans of the world and locate them on a map</p> <p>How?</p> <ul style="list-style-type: none"> • Explore pictures of local area and contrasting area from birds eye view • Venn diagram- comparing locations | <ul style="list-style-type: none"> • Considering environments- what is the same and different for our local area and Kenya – farming context | <p>beach, coast, forest, hill, mountain ocean</p> <p>How?</p> <ul style="list-style-type: none"> • Revisit naming seven continents and five oceans – linked to Art • Plotting north/south/east/west and the equator • Explore pictures of local area and contrasting area from birds eye view • Explore GoogleEarth, globes, atlases | <p>equator, Atlantic, Pacific, Southern, Arctic, Indian,</p> |
| <p>TERM 3 Will we ever get to Mars?</p> | | | | |
| <p>TERM 4 TERM 5 Are you a town mouse or a country mouse?</p> | <p><i>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</i> <i>Explain some of the advantages and disadvantages of living in a city or village</i> I can name the capital cities of England, Wales, Scotland and Northern Ireland</p> <p>I know what I like and do not like about a place that is different to the one I live in</p> <p>How?</p> <ul style="list-style-type: none"> • Cities of the UK using maps/pictures/videos | <p>Continue Weather as Term 1</p> <p>I know the facilities that a village, town and city may need and give reasons I know how jobs may be different in other locations</p> <p>How?</p> <ul style="list-style-type: none"> • Compare local area to London- using photos taken on walk | <p><i>Know and use the terminology left, right below and next to</i> <i>Identify the following physical features: mountain, lake, island, valley, cliff, river, forest, beach</i> I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain ocean</p> <p>How?</p> <ul style="list-style-type: none"> • Create simple maps of the school and a landmark in London – add keys | <p>I can use the directional vocabulary near, far, left, right to explain where a location is</p> <p>Use language of plotting north/south/east/west</p> <p>North, south, east, west, near, far, left, right, below, next to, village, town, city, routes, journey, key landmarks of London and Wellingborough</p> |

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| | Local walk to compare to London Drama- bus tour of London visiting famous landmarks Local walk around Wellingborough | | | |
| <p>TERM 6</p> <p>What is in our oceans?</p> | <p><i>Know the names of and locate the five oceans of the world</i></p> <p>I can name the oceans of the world and locate them on a map</p> <p>How?</p> <ul style="list-style-type: none"> Naming oceans on interactive maps / floor maps | <p>How?</p> <ul style="list-style-type: none"> Enquiry question: How has the ocean changed over the last 100 years? Explore the environmental impact of human activity on the oceans- e.g. plastic (cf. Science). Save the Whale Trip- to the seaside RNLI beach safety | <p><i>Identify the following physical features: mountain, lake, island, valley, cliff, river, forest, beach</i></p> <p>I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain ocean</p> <p>How?</p> <ul style="list-style-type: none"> Using pictures and photos of trip (real life experience) of Hunstanton to compare to Wellingborough | <p>Vocabulary of seaside location</p> <p>Coast, cliff, beach, plastic, biodegradable, coral reef, pollution, biodiversity,</p> |