



Geography Prior Knowledge

Our Geography Prior Knowledge Progression:

The progression of geography prior knowledge is essential to ensuring a deep and coherent understanding of the world as our children move through St Michael's. Our geography curriculum builds on prior learning, allowing our children to connect new concepts with what they have already encountered. This progression fosters a deeper understanding of the physical environment, human geography, and global issues, enabling our children to engage with and better understand the world around them.

Our children are introduced to new geographical concepts, starting with basic knowledge of places and landscapes and gradually expanding to include the relationships between people, the environment, and the wider world. The development of geographical understanding is enhanced by the reinforcement of prior knowledge, allowing our children to make connections across topics, and encouraging them to see geography as a dynamic and cross-curricular.

Our curriculum outlines the progression of geography prior knowledge across St Michael's, illustrating how each stage builds on previous learning. By providing our children with a clear and sequenced pathway, we ensure that they develop a strong geographical foundation that supports critical thinking and geographical inquiry.

	Autumn	Spring	Summer
Year 1	<p>Location Knowledge Human and Physical Geography How do I know about the UK and where I live? (FE) Do they know the name of the place they live? Village, town or city.</p> <p>Do they know what a post person does?</p>	<p>Place Knowledge Human and Physical Geography Graphicacy Why are some places in the world hot and others cold? (FE) Some children will have an association with the North pole and Father Christmas</p>	<p>Location Knowledge Human and Physical Geography Fieldwork and Practical Disciplinary Knowledge/Skills Where in the world are we? (GA Barnaby Bear) Children may have some knowledge about the UK, coast, where we live.</p>



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	<p>What do letters have on them – discuss addresses and postcodes.</p> <p>Can they recall the 4 home countries?</p> <p>Do children know the names of the street which they live on.</p>	<p>Others may have used terms like South or North Pole</p> <p>Children, in EYFS, may have studied penguins (think of the number of texts involving penguins for that age group)</p> <p>Some may have seen advertisements on television drawing attention to needs of children in very hot places.</p>	<p>Have the children ever looked at a map?</p> <p>Discuss the world and countries that they have heard of.</p> <p>Have the children heard of France and where do they think France is located?</p>
Year 2	<p>Location Knowledge Human and Physical Geography</p> <p>What goes on at an airport and a train station? (FE)</p> <p>Have children flown?</p> <p>Have you seen planes in the sky?</p> <p>Have children travelled by train? Discuss about travel – what can they remember?</p> <p>Discuss toy trains and aeroplanes – show these.</p>	<p>Location Knowledge Human and Physical Geography</p> <p>How would my life be if I lived in Kenya? (FE)</p> <p>Do children know the name Africa?</p> <p>Can children recall any animals that might live in Africa?</p> <p>Some children may know about lack of food (famine).</p> <p>Traditional African dancing or signing.</p>	<p>Place Knowledge Human and Physical Geography Graphicacy Fieldwork and Practical Disciplinary Knowledge/Skills</p> <p>Why do we love to be beside the seaside? (FE)</p> <p>Know something about the seaside.</p> <p>Have they visited a seaside resort? What pictures do the children hold in their head of a seaside?</p>
Year 3	<p>Location Knowledge Place Knowledge Human and Physical Geography</p>	<p>Human and Physical Geography</p> <p>How are rivers formed? (FE)</p> <p>Has everyone seen a river?</p>	<p>Human and Physical Geography</p> <p>How do we energise our homes and countries? (FE)</p>



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	<p>Why is London the capital city of the UK? (FE) Have children heard of London?</p> <p>Has anyone visited London?</p> <p>Are there stories that children might have heard of?</p> <p>Other capital cities?</p> <p>Does anyone know any famous buildings?</p> <p>Relate back to monarchy work covered in KS1.</p> <p>Check for understanding of the underground.</p>	<p>Do the children know the name of the local river – Rossington and Doncaster?</p> <p>Any famous rivers in the world? The river Thames.</p>	<p>Explore the children's knowledge of power and energy.</p> <p>Do children know any alternatives to traditional power stations?</p> <p>Do children know whether they are powered by electricity or gas or coal.</p> <p>Recognise the cost of powering homes has increased.</p> <p>How do they depend on power? Explore any limitations of power.</p>
Year 4	<p>Human and Physical Geography What are Biomes and how are they created? (FE) Link to rainforests and deserts vocabulary that children may have heard of. Knowledge of different climates from across the world and different continents – links to the Equator.</p>	<p>Human and Physical Geography How are mountains formed and what causes an earthquake, tsunami or volcano? (FE) See if children have heard of volcanoes before even if not studied. See if they have heard the term earthquake and tsunami.</p>	<p>Location Knowledge Place Knowledge Human and Physical Geography Why do so many British people go to the Mediterranean for their holiday? (FE) Pupils' knowledge of Europe from learning in KS1. Has anyone visited Europe or the Med?</p>



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		Anyone ever been to a mountain? Skiing?	Links to sports events or other events e.g. Eurovision. Names and capital cities of European countries.
Year 5	<p>Location Knowledge Place Knowledge Human and Physical Geography</p> <p>What are the main features of South America? (FE) Many pupils will know of famous footballers from South American countries.</p> <p>They may have heard of Brazil for a range of reasons.</p> <p>Some will come across the Argentine Tango.</p> <p>Some may be able to associate Bolivia with bowler hats, Columbia with drug barons, etc.</p>	<p>Human and Physical Geography Graphicacy</p> <p>What is Fairtrade and why should it matter to us? (FE) We do not grow all of our food in this country that is consumed.</p> <p>Certain vegetation comes from other countries.</p> <p>Labelling on products that they buy from the super markets.</p>	<p>Human and Physical Geography Location Knowledge Place Knowledge</p> <p>What creates a rainforest and why are they located where they are? (FE) Consider whether the children know anything about wildlife in the rainforest, climate and weather.</p> <p>Check terms like jungle and see if they can describe one.</p> <p>Have they seen anything with rainforests before?</p>
Year 6	<p>Graphicacy</p> <p>How do maps help us find our way around? (FE) Pupils will have come across maps before both in Key Stages 1 and 2</p>	<p>Location Knowledge Place Knowledge Human and Physical Geography</p> <p>What do we know about North America and what are its main geographical features? (FE)</p>	<p>Graphicacy Fieldwork and Practical Disciplinary Knowledge/Skills</p> <p>Why is climate change such an important topic? (FE)</p>



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	<p>Many will have come across time zones before</p> <p>Some may have used maps during orienteering exercises</p> <p>Some may have experienced using Google Earth or even Digimaps.</p>	<p>What do they already know about the USA.</p> <p>Cowboys?</p> <p>Has anyone visited and had any first-hand experience of America?</p>	<p>Pupils may have heard of the term 'climate change' or 'global warming'. Explore with them what their view of this is.</p> <p>They will have done learning about different climate conditions, for example, when considering different biomes or when comparing the UK with the Mediterranean.</p> <p>They will have done some experiments in science related to melting ice, etc.</p>
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*(GA) – Geographical Association

*(FE) – Focus Education