



# GEOGRAPHY Progression



This progression document is organised into 2 sections:

- **Substantive knowledge**- This is the collection of established facts within a subject. It's the content that students need to know and provides the foundational knowledge needed to understand the world. At Glenfield we have arranged this under the 5 main concepts of location & place, weather & climate, trade journeys, physical geography, and crossing the globe.
- **Disciplinary Knowledge**- This enables our geographers to embed their substantive knowledge by comparing and contrasting, mapping, observing and recording. The Ofsted Research Review for Geography states that 'having disciplinary knowledge helps pupils to understand the context in which knowledge was created, differing viewpoints and how views have changed over time.

	EYFS	Year 1	Year 2
	<b>Substantive Knowledge</b> Our children will know the following:		
<b>Location &amp; Place</b> (Locational knowledge)	<ul style="list-style-type: none"><li>• About the features of where they live (their own immediate environment).</li><li>• About the landmarks in their local area and what they are used for e. playground, garden, hall</li><li>• I can talk about where I live e.g. my home, favourite places nearby</li></ul>	<ul style="list-style-type: none"><li>• Name some of the four countries of the United Kingdom and their capital cities.</li><li>• The simple characteristics of England, Northern Ireland, Scotland and Wales.</li><li>• The location and characteristics of Southampton.</li></ul>	<ul style="list-style-type: none"><li>• The names of and location of the four capital cities of the countries of the United Kingdom.</li><li>• The names of the seas surrounding the United Kingdom.</li><li>• The name of the 7 continents</li></ul>
<b>Weather &amp; Climate</b> (physical Geography)	<ul style="list-style-type: none"><li>• Name and talk about simple weather types e.g. sunny, cloudy, snowy and rainy</li></ul>	<ul style="list-style-type: none"><li>• What the weather is like in Southampton and Edinburgh.</li><li>• The four seasons in the UK</li></ul>	<ul style="list-style-type: none"><li>• The seasonal weather patterns in the UK.</li><li>• Know the compass points of North, South, East, West.</li><li>• Locate areas in the world in relation to the equator, North and South Poles</li></ul>

<b>Trade Journeys</b> (Human Geography)	<ul style="list-style-type: none"> <li>• Know that you buy things from shops</li> <li>• Know that some food grows in the ground and can be made into other products</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to describe my journey to school.</li> <li>• Know what it is like in a city and in the countryside.</li> <li>• Know that Southampton is a city and has a port.</li> <li>• Know the human features of Southampton and Edinburgh.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a farm is and why it is important .</li> <li>• Know what the features of a farm are.</li> <li>• Know how seasons affect life on a farm.</li> <li>• Know how food gets from a farm to our plates.</li> </ul>
<b>Physical Geography</b>	<ul style="list-style-type: none"> <li>• Know that the woods are near Glenfield School.</li> <li>• Know there are trees in our school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Southampton is on the coast.</li> <li>• Know some of the physical features of Southampton and Edinburgh.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some of the physical features of Ghana.</li> <li>• Know the physical features of Edinburgh and Southampton .</li> </ul>
<b>Crossing the Globe</b> (Human & Physical Geography)	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries e.g. China and England for new year</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what it is like living on the coast.</li> <li>• Know the human and physical features of Edinburgh and Southampton and can compare them.</li> <li>• Know that buildings are built to suit different areas and for different uses.</li> <li>• Know what different types of settlements there are in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• That Ghana is in Africa and can locate this on a world map.</li> <li>• The similarities and differences between everyday life, homes and families.</li> <li>• Know how village life is different to city life.</li> <li>• Know traditional houses are built in Southampton and in Kiing's Village in Ghana.</li> </ul>
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
	<b>Disciplinary Knowledge</b> Our children will be able to:		
<b>Compare and contrast</b>	<ul style="list-style-type: none"> <li>• Say what is the same about their home and others.</li> <li>• Find simple similarities and differences about places through stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Find similarities and differences using geographical knowledge (physical and human features, locality, houses)</li> </ul>	

	<ul style="list-style-type: none"> <li>Contrast weather patterns in different seasons</li> </ul>	
<b>Mapping</b>	<ul style="list-style-type: none"> <li>Look at simple maps of their local environment and maps in stories</li> <li>Begin to draw information from a simple map</li> <li>I can give simple directions-up, down, past, around e.g. Longdown and from What the Ladybird Heard</li> <li>I can draw my own simple map</li> </ul>	<ul style="list-style-type: none"> <li>Use and follow the simple compass points of North, South, East, West and directional language such as near, far, left, and right and use this to describe the countries of the UK and their capital cities.</li> <li>Construct a simple key.</li> <li>Use a simple key.</li> <li>Use a simple map/aerial photograph to move around the school grounds and the local areas.</li> <li>Use an atlas, globe or map to locate the continents, oceans and locations of the world.</li> <li>Use a map, atlas or aerial photographs to locate geographical features of another non-European country</li> </ul>
<b>Observe (including fieldwork)</b>	<ul style="list-style-type: none"> <li>Observe in their immediate environment.</li> <li>Talk about what they see.</li> </ul>	<ul style="list-style-type: none"> <li>Observe the geography of the school grounds using simple equipment e.g. binoculars magnifying glass and use aerial maps, photographs for fieldwork.</li> <li>Use Google Earth to find features in their locality and other places.</li> </ul>
<b>Record</b>	<ul style="list-style-type: none"> <li>Draw pictures of what they see and begin to label.</li> </ul>	<ul style="list-style-type: none"> <li>Draw, take photographs, record simple data and make charts/graphs about the geography of their local area</li> </ul>