


2024-2025

# Geography SUBSTANTIVE knowledge progression overview

Substantive knowledge 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 Hollybrook we have arranged our Geographical knowledge under 5 main concepts. The concepts of location and places, weather/climate, trade journeys, physical geography and crossing the globe. (human and physical geography)

## At Hollybrook our children will know the following:

| Hollybrook Concepts | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Location and Place** (Locational knowledge) | • About the features of where they live (their own immediate environment).<br>• About the landmarks in their local area.<br>• Know which places they can walk to and places they need to drive to. | • Some of the four countries of the United Kingdom and their capital cities.<br>• The simple characteristics of England, Northern Ireland, Scotland and Wales.<br>• The location and characteristics of Southampton. | • The names of and location of the four capital cities of the countries of the United Kingdom.<br>• The names of the seas surrounding the United Kingdom.<br>• The name of the 7 continents. | • The name and location of geographical regions of the UK, including the counties and their identifying characteristics<br>• The name and location of topographical features and land use patterns in regions of the UK.<br>• Where some countries are within Europe, including Russia. | • The location physical characteristics and key topographical features of the countries within Europe<br>• The position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle. | • The location of countries in South America, concentrating on their environmental regions, key physical and human characteristics and major cities.<br>• The position and significance of latitude and longitude. | • The location of countries in North and South America concentrating on their environmental regions, key physical and human characteristics and major cities.<br>• The significance of the Prime/Greenwich Meridian and time zones including day and night.<br>• The location of mountainous areas of the world. |

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| **Weather/Climate**<br>(Physical Geography) | • The name of simple weather types e.g. sunny, cloudy, snowy and rainy. | • What the weather is like in Southampton and Edinburgh.<br>• The four seasons in the UK. | • The four seasons in the UK.<br>• The seasonal weather patterns in the UK.<br>• To know the compass points of North, South, East, West.<br>• To locate areas in the world in relation to the equator, North and South Poles. | • The comparison between the climate in a region of the UK and a European region.<br>• How climate affects food production in the Mediterranean climate and temperate climate zones. | • The climate in tundra, taiga and savanna biomes.<br>• How the climate in tropical biomes enables certain foods to be produced. | • About the climate in countries of South America.<br>• The impact of climate on floods and droughts in areas of the world. | • About the climate on mountains.<br>• About the climate in the Galapagos islands. |
| **Trade Journeys**<br>(Human Geography) | • To know that you buy things from shops. | • To know how to describe my journey to school.<br>• To know what it is like in a city and in the countryside.<br>• To know that Southampton is a city and has a port.<br>• To know the human features of Southampton and Edinburgh. | • To know what a farm is and why it is important.<br>• To know what the features of a farm are.<br>• To know how seasons affect life on a farm.<br>• To know how food gets from a farm to our plates. | • The comparison between the physical and human features in Southampton and Costa Brava.<br>• How fair trade has an effect on lives, businesses and working conditions.<br>• How land is used to produce food in the United Kingdom and in the Mediterranean climate. | • What food is produced in certain biomes that can be sold. | • How topographical features support farming in the UK.<br>• The impact of droughts and floods on trade across the globe. | • How global trade increased the range of food items available to us in the UK.<br>• How fruits and natural resources are traded in and out of South America.<br>• What the positive effect that buying Fairtrade products has on communities.<br>• How human and physical geography of a country determines it's highest-value export.<br>• Which products the UK exports and to which countries the UK exports the most products to. |

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| **Physical Geography** | • That the common and the sports Centre are near Hollybrook School.<br>• There are trees in our school playground. | • Southampton is on the coast.<br>• The physical features of Southampton and Edinburgh. | • To know some of the physical features of Ghana.<br>• The physical features of Edinburgh and Southampton. | • What a coast is, where to locate them and their features.<br>• To know how coastal erosion is caused, it's effects and how it is managed.<br>• The differences between coasts in England and a beach in Costa Brava (Spain). | • The structure of volcanoes and where some are located in the world.<br>• The Earth's crust is split into tectonic plates and find out what causes an Earthquake.<br>• The features and effect of earthquakes. | • The positive and negative effects of redevelopment in my local area on the physical geography.<br>• The stages of the water cycle and the features of a river system.<br>• The features of the Tigris River.<br>• About the largest rivers in the world and can locate them in an atlas. | • To know how mountains are formed.<br>• To know the features and climate of mountains.<br>• To understand and evaluate the impact of tourism on mountainous areas. |
| **Crossing the Globe**<br>(Human and Physical Geography) | • To know it is hot in some countries and cold in others.<br>• To know that people live in a house and that people build houses to live in. | • What it is like living on the coast.<br>• The human and physical features of Edinburgh and Southampton and can compare them.<br>• That buildings are built to suit different areas and for different uses.<br>• What different types of settlements there are in the UK. | • That Ghana is in Africa and can locate this on a world map.<br>• The similarities and differences between everyday life, homes and families.<br>• How village life is different to city life.<br>• How traditional houses are built in the Southampton and in Kiing's Village in Ghana. | • The similarities and differences between the physical and human features of Southampton and the Costa Brava.<br>• The topographical features of Costa Brava in comparison to Southampton. | • The location of and comparison of European countries.<br>• The features of certain European cities and identify them by these. | • That there are lots of countries (and capital cities) in South America.<br>• The human and physical features of Brazil and Bolivia.<br>• Human and physical features of another South American country of their choice. | • There are time zones in other countries.<br>• Facts about the Galapagos Islands (linked to Science Evolution topic) and understand why these islands are unique and why humans need to protect them.<br>• Important countries for trade around the world. |