



# Geography Progression of Knowledge

## Sacred Heart Catholic Primary School



		Nursery	Reception	Year 1
<b>Location and Place Knowledge</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Begin to understand that they live in Hartlepool.</li> <li>• Know that Hartlepool is by the sea.</li> <li>• Know that people live in different kinds of houses.</li> <li>• Observe features in their immediate environment by pointing/looking closely.</li> <li>• Name simple features, e.g. trees, wall, fence, grass, road.</li> <li>• Make simple observations about their local environment, e.g. road, school, park.</li> <li>• Understand a globe shows land (green) and water (blue).</li> </ul>	<ul style="list-style-type: none"> <li>• Know that they live in Hartlepool.</li> <li>• Know that we are a coastal town.</li> <li>• With help, locate Hartlepool on a map.</li> <li>• Know that in the areas where we live there are shops, schools, churches, parks, etc.</li> <li>• Realise the importance of knowing your home address.</li> <li>• Begin to name and describe the road they live in.</li> <li>• Name some different kinds of houses, e.g. flat, bungalow, house.</li> <li>• Recognise features in our local area, e.g. church, shop, car garage, pub.</li> <li>• Introduce vocabulary to express opinions, e.g. quiet, busy, noisy, pollution.</li> <li>• Identify land (green), water (blue) and cold areas (white) on a globe.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and know the names of the four countries that make up the UK.</li> <li>• Name the 3 main seas that surround the UK.</li> <li>• Identify the national flags and flowers of the countries in the U.K.</li> <li>• With help, locate Hartlepool on a map.</li> <li>• Know some of the characteristics associated with an inland place in comparison to the coastal place they live.</li> <li>• Name and describe the road in which they live.</li> <li>• Name the type of house they live in.</li> <li>• Name and locate some places and features in their local area.</li> <li>• Know features of hot and cold places in the world.</li> <li>• Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Know where the Equator, North and South Pole are on a globe.</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Know that a globe will show land (green) and sea (blue)</li> <li>• Use photographs to make links to locations within their own experiences, e.g. London, Spain and compare to where they live</li> <li>• Describe their nursery environment, both indoor and outdoor</li> </ul>	<ul style="list-style-type: none"> <li>• Look at a simple map and identify land types (white – cold areas and green – not cold) and the sea (blue).</li> <li>• Use comparative language to describe objects in our school environment as ‘near’ or ‘far away’.</li> <li>• Begin to ask questions and compare features in their local environment that are different.</li> <li>• Using photographs of contrasting environments around the world, describe similarities and differences.</li> <li>• Describe where they live and the surrounding area</li> </ul>	<ul style="list-style-type: none"> <li>• Know that globes and maps are used to locate key places.</li> <li>• Compare regions that are very hot with ones that are very cold, focus on people, climate and temperature.</li> </ul>
<b>Human and Physical Geography</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Talk and name simple features of our nursery environment, e.g. quiet room, construction area, painting area, tree, path, grass, etc.</li> <li>• Begin to use some geographical language, e.g. land and sea to understand there are different places on the globe.</li> <li>• Understand that weather changes within the seasons (outdoor experiences).</li> <li>• Describe different weather types.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the features of our school environment, dining hall, stage, school office, playground, P.E. hall, field.</li> <li>• Shows an awareness to different types of buildings, e.g. flats, church, house, etc.</li> <li>• Begin to use some geographical language, e.g. forest, sea, ocean, river.</li> <li>• Understand that weather changes within the seasons (outdoor experiences).</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key human features, including: house, farm, office, shop, factory.</li> <li>• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean.</li> <li>• Know which is the hottest and coldest season in the UK.</li> <li>• Know and recognise main weather symbols, e.g. sunny, raining, sowing, windy, cloudy.</li> </ul>

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				<ul style="list-style-type: none"> <li>• Know the main difference between village, town and city.</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise that people build houses and roads.</li> <li>• Describe the natural world they see in photographs of different places from around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations of the weather and plants (in their environment) and talk about the changes they see</li> <li>• Identify features created by humans, e.g. houses, roads, wind turbines, clock tower etc. and those created by nature, e.g. beach, sea, sand dunes</li> <li>• Describe plants in a variety of different photographs from around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to realise the different weather patterns in the UK.</li> <li>• Realise that there are extremes of weather close to the Equator and the Polar regions.</li> </ul>
<b>Map Skills and Fieldwork</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Begin to make marks to represent roads, buildings, trees, etc.</li> <li>• Through stories, begin to draw simple maps to show a journey taken, e.g. pirate map or Red Riding Hood, Three little Pigs, etc.</li> <li>• Begin to use positional language through stories.</li> <li>• Use road maps for small world play.</li> <li>• Use a simple map with a programmable toy.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Begin to represent buildings, roads and trees.</li> <li>• Describe their immediate environment, using knowledge from observations, discussions and maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and atlases to identify the United Kingdom and its countries and seas.</li> <li>• Devise a simple map; route to school.</li> <li>• Create a simple map with a common key, e.g. symbol for tree, building, church.</li> <li>• Understand why it is important for a street to be given a name and postcode.</li> <li>• Understand what the word local means</li> <li>• Be able to follow a simple road map, of their local area, and recognise key landmarks, e.g. church, shops, park, housing.</li> <li>• Remember and talk about some of the key features in their school and local area, using and recalling their findings from simple fieldwork and observational skills.</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Walk around the immediate environment (school) noticing features.</li> <li>• Draw own simple maps with marks to represent features.</li> <li>• Use simple positioning language to describe a route around the immediate environment, e.g. nursery garden.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk around the local area noticing features.</li> <li>• Sketch and devise simple maps (not to scale) and create own symbols to represent features.</li> <li>• Label simple diagrams and pictures.</li> <li>• Discuss weather elements in photographs, hot, cold, ice, snow, storm, etc.</li> <li>• Use simple positioning language to give directions around a space or room.</li> <li>• Use a camera to take still and moving images.</li> <li>• Add detail to a plan of a familiar place, e.g. classroom.</li> <li>• Design and build their own roads and small world areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe street names during simple fieldwork in their local area.</li> <li>• Observe and record information about the local area, e.g. bus stops, church, car garage, shops, park.</li> <li>• Take photographs of key and interesting local geographical features during fieldwork.</li> <li>• Make a simple map after visiting a specific local area, e.g. church, shops, park, etc.</li> <li>• Talk about the main differences between a world map and a globe.</li> </ul>

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		Year 2	Year 3	Year 4
<b>Location and Place Knowledge</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Name and locate the 4 countries of the United Kingdom on a U.K. map.</li> <li>Know the name of the 4 capital cities of England, Wales, Scotland and Northern Ireland.</li> <li>Know their address, and begin to recall their postcode.</li> <li>Name and locate the 7 continents of the world on a map.</li> <li>Name and locate the 5 oceans of the world on a map.</li> <li>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles on a globe.</li> <li>Know the main differences between the climate and features (human and physical geography) of a place in England and that of a contrasting non-European place (South America).</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between Great Britain, British Isles, England, United Kingdom.</li> <li>Identify the countries Patron Saint, flower symbol and famous landmarks.</li> <li>Name the countries and the capital cities of the United Kingdom.</li> <li>Name and locate at least 6 counties and 8 cities in England on a map.</li> <li>Name and locate the main rivers in the U.K. on a map.</li> <li>Name and locate Europe on a globe and world map.</li> <li>Name and locate 4 countries of Europe: France, Germany, Spain and Italy on a world map.</li> <li>Identify the position of the Equator, Northern hemisphere, Southern hemisphere, Arctic and Antarctic on a globe.</li> <li>Know the names of 4 countries from the Southern hemisphere and 4 countries from the Northern hemisphere.</li> <li>Explain clearly the main difference between a village, town and city.</li> <li>Know the main differences between rural and urban locations in the U.K.</li> <li>Recognise human and physical characteristics, key topographical features, and land-use patterns of the UK.</li> <li>Compare knowledge of the human and physical geography of each of the 4 countries in the UK.</li> <li>Know what is meant by the term 'tropics'.</li> <li>Know and recognise the physical conditions necessary for the creation of a biome.</li> <li>Know the main features found in a biome, e.g. tropical rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>Know where the main mountains regions are in the U.K.</li> <li>Know and name the 8 points of a compass.</li> <li>Name and locate at least 8 European countries.</li> <li>Name and locate at least 8 major capital cities across the world.</li> <li>Know where the Equator, Tropic of cancer, Tropic of Capricorn, and the Greenwich Meridian are on a map.</li> <li>Know that climate and physical features play an important role when considering where and how people live.</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Understand that the globe represents the Earth as it is.</li> <li>Understand that maps are a representation in 2-D of parts of the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that countries have defined borders and that each country has its own government or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Use measurements, such as temperature, height, distance and length of daylight to compare two places, following changes in both across months.</li> </ul>

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		<ul style="list-style-type: none"> <li>Contrast a place they know well with another place they are not familiar with, using maps, photographs and video clips, to support making comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast two regions in the U.K. that are very different.</li> <li>Begin to understand why physical and human features will be different in these places.</li> </ul>	
Human and Physical Geography	Substantive Knowledge	<ul style="list-style-type: none"> <li>Use images and aerial photographs to recognise human and physical features of places studied.</li> <li>Know and identify the following physical features: river, forest, cliff, beach, mountain, lake, island.</li> <li>Know some of the advantages and disadvantages of living in a town.</li> <li>Compare seasonal and daily weather patterns in the United Kingdom with a non- European country (Brazil)</li> </ul>	<ul style="list-style-type: none"> <li>Use images and maps to recognise human features of places studied.</li> <li>Identify seasonal and daily weather patterns in the UK.</li> <li>Use basic geographical vocabulary to refer to key physical features, (as above and) including: season, weather.</li> <li>Know about some of the physical features related to the U.K., e.g. Lake district, Pennines, coastal area, etc.</li> <li>Know what is meant by biomes and what the specific features of a biome are.</li> <li>Label layers of a forest and know what deforestation is.</li> <li>Describe and understand differences in climate around the World.</li> <li>Describe and understand the <b>cause</b> of earthquakes and volcanoes.</li> <li>Explore how people living nearby were <b>affected</b> by natural disasters and how they <b>responded</b> to them.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of climate zone.</li> <li>Know that people's jobs are determined by where they live.</li> <li>Know what causes an earthquake or volcano to form.</li> <li>Label the different parts of a volcano.</li> <li>Know the name of the world's highest mountain, and be able to name a number of other mountains.</li> <li>Know why recycling is important.</li> </ul>
	Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Appreciate that weather patterns are different depending on the place in the world and recognise that this impacts on the way of life for different people.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why Hartlepool exists and what brought people to live here.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how ideal settlements may have changed over time.</li> <li>Understand some of the arguments put forward in relation to use of plastic.</li> </ul>
Map Skills and Fieldwork	Substantive Knowledge	<ul style="list-style-type: none"> <li>Locate the nearest city on a map of the UK.</li> <li>Talk about the main differences between a world map and a globe.</li> <li>Use world maps, atlases and globes to identify the countries, continents and oceans.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [e.g, near and far; left and right], to describe the location of features and routes on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of a globe (Equator and hemispheres).</li> <li>Develop knowledge of a place by comparing street maps with aerial images.</li> <li>Use aerial photographs and satellite images to recognise landmarks and basic human and physical features.</li> <li>Understand that different symbols on a map have different meanings and use recognised (standard) symbols in own key.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and globes to locate the Equator, Tropics of Cancer and Capricorn and the Greenwich Meridian.</li> <li>Distinguish between Northern and Southern hemisphere on a map and a globe.</li> </ul>
	Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Study aerial photographs, use locational and directional language when doing so.</li> <li>Use Google Earth to find features in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>Use graphs to record features, such as temperatures or rainfall.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a place is like and why.</li> <li>Read and record 4 figure grid references.</li> <li>Begin to understand the meaning of OS symbols and use them to read maps</li> </ul>

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			<ul style="list-style-type: none"> <li>• Use the 8 points of a compass</li> <li>• Begin to understand time zones</li> </ul>
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		Year 5	Year 6
<b>Location and Place Knowledge</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Name and locate the 7 continents and 5 oceans on an unmarked map.</li> <li>• Name and locate North and South America on an unmarked map.</li> <li>• Name and locate the major countries of Europe, including Russia, and their capital cities. Know the 3 largest European countries: Russia, Ukraine and France. Know the 4 European power countries, plus name and locate others.</li> <li>• Know and locate many of the key seas across the world, e.g. Mediterranean.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern hemisphere and Southern hemisphere.</li> <li>• Know and recognise the physical condition necessary for the creation of different biomes.</li> <li>• Contrast the main features found in different biomes, e.g. tropical rainforest and desert.</li> <li>• Locate some of the world's deserts.</li> <li>• Locate the environmental region of Death Valley and Sonoran Desert and its physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate North America on an unmarked map.</li> <li>• Know there are 23 countries in North America.</li> <li>• Name and locate some of the other countries within North America and their capital cities.</li> <li>• Name and locate 3 countries in South America.</li> <li>• Locate key topographical features and use images to explore how they have changed over time (e.g hills, mountains, coasts).</li> <li>• Identify the position and significance of latitude, longitude. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> <li>• Know about time zones and work out differences.</li> <li>• Know key differences between living in the U.K. and in a country in North America.</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Appreciate that most countries have capital cities, from where their government operates, but these can sometimes change.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that historically there have been changes to many countries across the world, including changes in names.</li> <li>• Appreciate why people would choose to live where they do despite the place having features which make it difficult to live there.</li> </ul>
<b>Physical Geography</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Name and locate some of the world's deserts.</li> <li>• Describe and understand key aspects of the water cycle</li> <li>• Use images and maps to recognise human and physical features of places studied.</li> <li>• Name and locate a number of the world's longest rivers.</li> <li>• Know why most cities are situated close to a river.</li> <li>• Know and explain the features of a water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about climate change and its potential impact on our lives.</li> <li>• Know why industry is important to the world.</li> <li>• Describe and understand key aspects of the distribution of natural resources including energy, minerals and water.</li> <li>• Describe and understand key aspects of economic activity including trade links.</li> <li>• Understand and describe the cause of natural disaster studied, tsunami.</li> <li>• Understand how the effect and response to natural disasters studied is linked to a country's wealth. (High income country /low income country )</li> </ul>

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	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise how human geographical features change over time.</li> <li>• Understand what is meant by being environmentally friendly.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on key changes that have occurred in buildings, trade and population.</li> <li>• Understand the consequences of ignoring climate change.</li> </ul>
<b>Map Skills and Fieldwork</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Use maps to locate European countries and capitals.</li> <li>• Use a globe to gain a better understanding of a country's location, for example, Russia, USA, China.</li> <li>• Introduce the concepts of North East, South East, etc.</li> <li>• Create own OS style symbols for a key.</li> <li>• Identify features of a globe Latitude, Longitude, Equator, Northern and Southern hemispheres, tropics).</li> <li>• Understand time zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Use maps to locate world countries and capitals.</li> <li>• Create a report, after a fieldwork activity, that focuses on geographical observations.</li> <li>• Use systematic sampling and data collecting as part of fieldwork activity.</li> <li>• Recognise Ordnance Survey (O.S.) symbols and what they stand for.</li> <li>• Use Google Earth to locate a country or place of interest, e.g. follow the journey of the River Tees.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to use digimaps.</li> <li>• Be familiar with topographical maps and know about contours, etc.</li> <li>• Understand how to use a 6-figure grid references.</li> <li>• Set up geographical fieldwork enquiry, starting with a hypothesis.</li> <li>• To review, apply and consider next steps as a result of their geographical enquiry.</li> <li>• Use maps, sketches and samples to capture what a place is like.</li> </ul>

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