



## Geography Progression of Knowledge: **Year A**

**Tropical Rainforests Volcanoes Coasts UK/rivers/Europe (standalone extra Class 3)– Highlighting displays which topic will address which target. Blank = stand alone**

**Substantive Knowledge** - the knowledge being imparted at any given point.

**Disciplinary Knowledge** - the knowledge taught in geography that is about how geographers do their work.

		EYFS	Year 1
<b>Location and Place Knowledge</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Know there are different types of housing</li> <li>• Understand they live in Crook</li> <li>• With help, locate Crook on a map</li> <li>• Know where the local shops are</li> <li>• Know why there is a need for shops, schools, churches, etc.</li> <li>• Understand there are different places on the globe (land and water)</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of the four countries that make up the UK</li> <li>• Know the names of the three main seas that surround the UK</li> <li>• Know some of the characteristics associated with a coastal place in comparison to where they live</li> <li>• Know features of hot and cold places in the world</li> <li>• Know where the equator, North Pole and South Pole are on a globe</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Look at simple maps and globes identifying land types and the sea</li> <li>• Use comparative language to describe objects as near or far away</li> <li>• Describe from photographs different environments around the world</li> <li>• Describe where they live and the surrounding area – shops, roads, parks etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that maps and the globe are used to locate key places around the world.</li> <li>• Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</li> </ul>
<b>Human and Physical Geography</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Talk about features of the school environment (lunch hall, playground, office etc)</li> <li>• Understand there is a range of transport available locally and these serve different purposes</li> <li>• Understand that the weather changes with the seasons. (linked to walks in school/local area)</li> <li>• Make observations of plants and weather in their environment and talk about changes.</li> <li>• Begin to use some geographical language: forest, sea, ocean, river</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class.</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</li> <li>• Know the main differences between city, town and village</li> <li>• Know why we have different coloured bins</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches)</li> <li>• Describe vegetation in a variety of different photographs from around the world and comment on sizes, shapes and weather</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to appreciate the different weather patterns in the UK</li> <li>• Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles</li> </ul>
<b>Geographical Skills and Fieldwork</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Walk around the local area noticing features</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Devise simple maps and sketches-not to scale- and create own symbols to represent features on the map</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 simple maps with a common key e.g. treasure Island map</li> <li>• Understand why it is important for all streets to have a name, including post code</li> <li>• Be able to follow a simple road map and recognise key landmarks, such as a church</li> <li>• Talk about the features in their local environment</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Make simple pictorial representations or chart of observations or information gathered</li> <li>• Label simple diagrams and pictures</li> <li>• Discuss elements in photographs – weather, hot, cold, etc.</li> <li>• Describe and experiment with direction of movement</li> <li>• Use a magnifying glass.</li> <li>• Use a camera to take still and moving images</li> <li>• Add detail to a map of a familiar place – bedroom, classroom</li> <li>• Use simple positional cues – gives directions around the room or a space</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why it is important for all streets to have a name, including post code</li> <li>• Be able to follow a simple road map and recognise key landmarks, such as a church</li> <li>• Talk about the features in their local environment</li> <li>• Observe and record information about the local area, i.e. types of shops, bus stops etc.</li> <li>• Take photographs of locally interesting geographical features</li> <li>• Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.</li> <li>• Talk about the main differences between a world map and a globe</li> </ul>



## Geography Progression of Knowledge

**Substantive Knowledge** - the knowledge being imparted at any given point. **Disciplinary Knowledge** - the knowledge taught in geography that is about how geographers do their work.

		Year 1	Year 2
<b>Location and Place Knowledge</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Know the names of the four countries that make up the UK</li> <li>• Know the names of the three main seas that surround the UK</li> <li>• Know some of the characteristics associated with a coastal place in comparison to where they live</li> <li>• Know features of hot and cold places in the world</li> <li>• Know where the equator, North Pole and South Pole are on a globe</li> </ul>	<ul style="list-style-type: none"> <li>• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>• Know why so many important buildings are located in London</li> <li>• Know the name of the nearest town</li> <li>• Know their address, including postcode</li> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of 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 the main differences between the climate and features of a place in England and that of a small place in a non-European country (<b>Brazil</b>)</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand that maps and the globe are used to locate key places around the world.</li> <li>• Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth</li> <li>• Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons</li> </ul>
<b>Human and Physical Geography</b>	<b>Substantive Knowledge</b>	<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</li> <li>• Know the main differences between city, town and village</li> <li>• Know why we have different coloured bins</li> </ul>	<ul style="list-style-type: none"> <li>• Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>• Know some of the advantages and disadvantages of living in a city or village</li> <li>• Know why is it important to recycle</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Begin to appreciate the different weather patterns in the UK</li> <li>• Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people</li> </ul>
<b>Geographical Skills and Fieldwork</b>	<b>Substantive Knowledge</b>	<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 simple maps with a common key e.g. treasure Island map</li> <li>• Understand why it is important for all streets to have a name, including post code</li> <li>• Be able to follow a simple road map and recognise key landmarks, such as a church</li> <li>• Talk about the features in their local environment</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the nearest town or city on map of the UK</li> <li>• Locate a number of cities on a map of the UK</li> <li>• Make a model, using road strips and toy buildings that shows features in an area</li> <li>• Talk about the main differences between a world map and a globe</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> </ul>

	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand why it is important for all streets to have a name, including post code</li> <li>• Be able to follow a simple road map and recognise key landmarks, such as a church</li> <li>• Talk about the features in their local environment</li> <li>• Observe and record information about the local area, i.e. types of shops, bus stops etc.</li> <li>• Take photographs of locally interesting geographical features</li> <li>• Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.</li> <li>• Talk about the main differences between a world map and a globe</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the nearest town or city on map of the UK</li> <li>• Locate a number of cities on a map of the UK</li> <li>• Make a model, using road strips and toy buildings that shows features in an area</li> <li>• Study aerial photographs and use locational and directional language when doing so</li> <li>• Use Google Earth to find features in their locality</li> </ul>
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## Geography Progression of Knowledge

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		Year 3	Year 4
<b>Location and Place Knowledge</b>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Know the difference between Great Britain, The British Isles and the United Kingdom</li> <li>• Know the names of and locate at least eight counties and at least six cities in England</li> <li>• Know, name and locate the main rivers in the UK</li> <li>• Name and locate Europe on a map</li> <li>• Name and locate France, Spain, Italy and Germany</li> <li>• Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic</li> <li>• Know the names of four countries from the southern (Tanzania, Peru/Brazil/Columbia) and four from the northern hemisphere (France, Italy, Iceland, Russia, China, Bangladesh)</li> <li>• Explain clearly the main differences between a village, town and city</li> <li>• Know the main differences between a rural and an urban location within the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Know where the main mountain regions are in the UK L1</li> <li>• Know and name the eight points of a compass</li> <li>• Know the names of and locate at least eight European countries. L2</li> <li>• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.</li> <li>• Know that climate and physical features has an important part to play when considering where and how people live.</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand that countries have defined borders and that each country has its own government or equivalent</li> <li>• Compare and contrast two regions within the UK that are very different</li> <li>• Begin to appreciate why physical and human features will be different in these places</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate</li> <li>• Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months</li> </ul>
<b>Human and Physical Geography</b>	<b>Substantive Knowledge</b>	<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 UK, e.g., lake district, coastal areas, etc.</li> <li>• Know and label the main features of a river</li> <li>• Know the name of 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>• Describe and understand key aspects of climate zones</li> <li>• Know that people's jobs are determined by where they live</li> <li>• Know what causes an earthquake and tsunami L2</li> <li>• Label the different parts of a volcano L3</li> <li>• Know the names of a number of the world's highest mountains L2 Everest (Asia) Kilimanjaro (Africa) Elbrus (Europe)</li> <li>• Know why recycling is important</li> </ul>
	<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>• Understand how ideal settlements may have changed over time</li> <li>• Understand some of the arguments put forward in relation to green energy – standalone 'Eco-Day'</li> </ul>

<b>Geographical 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 about countries' location – Russia, Tanzania, Nepal/Tibet, Brazil/Peru/Columbia, Italy/Iceland</li> <li>Talk about the features in their local environment and compare it with another they know</li> <li>Introduce the concepts of North East, South East etc</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> <li>Distinguish between the Northern and Southern hemisphere on both a world map and a globe</li> <li>Plan a journey within the UK, using a road map</li> <li>Make a model to show part of the local area, e.g. parks, shopping precinct, etc.</li> </ul>
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Use maps to locate world countries and capitals</li> <li>Use a globe to gain a better understanding about countries' location – Russia, Tanzania, Nepal/Tibet, Brazil/Peru/Columbia, Italy/Iceland</li> <li>Talk about the features in their local environment and compare it with another they know</li> <li>Create a report after a fieldwork activity that focuses on geographical features observed</li> <li>Use systematic sampling and data collecting as part of fieldwork activity</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> <li>Distinguish between the Northern and Southern hemisphere on both a world map and a globe</li> <li>Plan a journey within the UK, using a road map</li> <li>Make a model to show part of the local area, e.g. parks, shops etc.</li> <li>Understand how to use four-figure grid references</li> <li>Explain what a place is like and why</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 (inc Russia) and their capital cities lesson 4</li> <li>Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea / arctic sea</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</li> <li>Know what is meant by the term 'tropics'</li> <li>Know and recognise many of Europe's key landmarks Homework menu</li> <li>Know and recognise the physical conditions necessary for the creation of different biomes (tropical rainforests)</li> <li>Contrast the main features found in two different biomes, e.g., tropical rainforest and desert.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the countries in North America and their capital cities. Homework</li> <li>Name and locate 3 countries within South America - Brazil, Peru, Columbia</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 where countries in the British commonwealth are situated</li> <li>Know what is meant by latitude and longitude.</li> <li>Know key differences between living in the UK and in a country in either North or South America.</li> <li>Know why the south and north poles have long periods of light or dark.</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 sometime change.</li> <li>Appreciate that most countries have capital cities from where their government operates but these can sometime change.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate how 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 sometimes inclement weather or a place having physical features which do not make it easy to live with</li> </ul>

Human and Physical Geography	Substantive Knowledge	<ul style="list-style-type: none"> <li>Know about the key human and physical differences between living in the UK and a different European country Italy</li> <li>Know what is meant by biomes and what are the features of a specific biome</li> <li>Label layers of a rainforest and know what deforestation is</li> <li>Know the term 'fair trade' and its implications on the lives of so many people</li> <li>Know about the positive and negative features of plastic</li> <li>Know why ports are important for world trade</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate some of the world's deserts</li> <li>Know about climate change and its potential impact on our lives</li> <li>Know why industry is important to the world</li> <li>Know about the issues associated Brexit – North East fishing</li> <li>Know how the lives of children vary across the world</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 ) L7</li> <li>Understand and describe the 'Geotrio' in respect to the effects of and response to natural disasters (social, economic, environmental)</li> <li>Compare human and physical features of a place in a UK coastal city and a non European coastal city.</li> </ul>
	Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Understand why their village/ town or city exists and what brought people to live there (Fair trade morning with Y6)</li> <li>Understand the issues associated with Fair Trade (Fair trade morning with Y6)</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the key changes that have occurred in buildings, trade and population</li> <li>Understand the consequence of ignoring climate change</li> </ul>
Geographical Skills and Fieldwork	Substantive Knowledge	<ul style="list-style-type: none"> <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>Develop knowledge of a place by comparing street maps with aerial images.</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>
	Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Use graphs to record features such as temperature or rainfall across the world</li> <li>Use appropriate special language when giving directions</li> <li>Recognise most of the symbols used on a UK road map, including status of roads</li> <li>Recognise ordnance survey (OS) symbols and know what they stand for</li> <li>Evaluate changes to an area and how things can change over time. Consolidate their understanding of this change.</li> </ul>	<ul style="list-style-type: none"> <li>Use Google Earth to locate a country or place of interest and follow the journey of rivers, etc.</li> <li>Understand how to use online maps</li> <li>Be familiar with topographical maps and know about contours, etc</li> <li>Understand how to use six-figure grid references</li> <li>Set up a 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>Create journey booklets, to include maps, sketches and samples to capture what a place is like</li> </ul>