



St Cuthbert's Catholic Primary School



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.

At St Cuthbert's Catholic Primary School, our Geography curriculum aims to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. When pupils leave our school, pupil will know more, remember more, and understand more about Geography. They will have developed the geographical knowledge and skills to help them explore, navigate, and understand the world around them and their place in it.

Our curriculum covers the National Curriculum and is underpinned by the building blocks of Geography (Threshold Concepts) which are emphasised and reinforced in the geography curriculum across our Trust schools from KS1 to KS5.

1. Location and Place Knowledge
2. Geographical techniques and terms.
3. Physical features and processes.
4. Human interaction with the environment.

	Autumn	Spring	Summer
EYFS	Me & My Community Exploring Autumn Once Upon a Time Sparkle & Shine	Starry Night Winter Wonderland Big Wide World Splash	Growing Sunshine & Seaside / We're Moving Shadows & Reflections
Year 1	Where I Live		Beside the Seaside
Year 2	Planet Earth		Explorers
Year 3	Rivers		Biomes - Rainforests
Year 4	Coast		Angry Earth
Year 5	Biomes - Deserts		Climate Change
Year 6	North America		Tsunami

KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- ♣ name and locate the world's seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography
- ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ♣ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- ♣ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ♣ use the eight points of a 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
- ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

*Core Knowledge and Skills

		EYFS	Nursery	Reception
Location and Place Knowledge	Substantive Knowledge	<ul style="list-style-type: none"> Know there are different types of housing Understand they live in Stockton With help, locate Stockton on a map Know where the local shops are Know why there is a need for shops, schools, churches, etc. Understand there are different places on the globe (land and water) 	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. <p>ELG</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.
	Disciplinary Knowledge	<ul style="list-style-type: none"> Look at simple maps and globes identifying land types and the sea Use comparative language to describe objects as near or far away Describe from photographs different environments around the world Describe where they live and the surrounding area – shops, roads, parks etc. 		
Human and Physical Geography	Substantive Knowledge	<ul style="list-style-type: none"> Talk about features of the school environment (lunch hall, playground, office etc) Understand there is a range of transport available locally and these serve different purposes Understand that the weather changes with the seasons. (linked to walks in school/local area) Make observations of plants and weather in their environment and talk about changes. Begin to use some geographical language: forest, sea, ocean, river 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. 		
	Disciplinary Knowledge	<ul style="list-style-type: none"> Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) Describe vegetation in a variety of different photographs from around the world and comment on sizes, shapes and weather 		
Geographical Skills and Fieldwork	Substantive Knowledge	<ul style="list-style-type: none"> Walk around the local area noticing features Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Devise simple maps and sketches-not to scale- and create own symbols to represent features on the map 		
	Disciplinary Knowledge	<ul style="list-style-type: none"> Make simple pictorial representations or chart of observations or information gathered Label simple diagrams and pictures Discuss elements in photographs – weather, hot, cold, etc. Describe and experiment with direction of movement Use a magnifying glass. Use a camera to take still and moving images Add detail to a map of a familiar place – bedroom, classroom Use simple positional cues – gives directions around the room or a space 		

		Year 1	Year 2
Location and Place Knowledge	Substantive Knowledge	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK Know the names of the three main seas that surround the UK Know some of the characteristics associated with a coastal place in comparison to where they live Know features of hot and cold places in the world Know where the equator, North Pole and South Pole are on a globe 	<ul style="list-style-type: none"> Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Know why so many important buildings are located in London Know the name of the nearest town Know their address, including postcode Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. 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 (Brazil)
	Disciplinary Knowledge	<ul style="list-style-type: none"> Understand that maps and the globe are used to locate key places around the world. Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. 	<ul style="list-style-type: none"> Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth <p>Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons</p>
Human and Physical Geography	Substantive Knowledge	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: house, farm, office, shop, factory Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village <p>Know why we have different coloured bins</p>	<ul style="list-style-type: none"> Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Know some of the advantages and disadvantages of living in a city or village Know why is it important to recycle
	Disciplinary Knowledge	<ul style="list-style-type: none"> Begin to appreciate the different weather patterns in the UK Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles 	<ul style="list-style-type: none"> 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
Geographical Skills and Fieldwork	Substantive Knowledge	<ul style="list-style-type: none"> Use maps and atlases to identify the United Kingdom and its countries and seas Devise a simple map; route to school Create simple maps with a common key e.g. treasure Island map Understand why it is important for all streets to have a name, including post code Be able to follow a simple road map and recognise key landmarks, such as a church Talk about the features in their local environment 	<ul style="list-style-type: none"> Locate the nearest town or city on map of the UK Locate a number of cities on a map of the UK Make a model, using road strips and toy buildings that shows features in an area Talk about the main differences between a world map and a globe 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.
	Disciplinary Knowledge	<ul style="list-style-type: none"> Understand why it is important for all streets to have a name, including post code Be able to follow a simple road map and recognise key landmarks, such as a church Talk about the features in their local environment Observe and record information about the local area, i.e. types of shops, bus stops etc. Take photographs of locally interesting geographical features Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. <p>Talk about the main differences between a world map and a globe</p>	<ul style="list-style-type: none"> Locate the nearest town or city on map of the UK Locate a number of cities on a map of the UK Make a model, using road strips and toy buildings that shows features in an area Study aerial photographs and use locational and directional language when doing so Use Google Earth to find features in their locality

		Year 3	Year 4
Location and Place Knowledge	Substantive Knowledge	<ul style="list-style-type: none"> Know the difference between Great Britain, The British Isles and the United Kingdom Know the names of and locate at least eight counties and at least six cities in England Know, name and locate the main rivers in the UK Name and locate Europe on a map Name and locate France, Spain, Italy and Germany Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Know the names of four countries from the southern and four from the northern hemisphere Explain clearly the main differences between a village, town and city Know the main differences between a rural and an urban location within the UK 	<ul style="list-style-type: none"> Know where the main mountain regions are in the UK Know and name the eight points of a compass Know the names of and locate at least eight European countries. Know the names of and locate at least eight major capital cities across the world Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know that climate and physical features has an important part to play when considering where and how people live.
	Disciplinary Knowledge	<ul style="list-style-type: none"> Understand that countries have defined borders and that each country has its own government or equivalent Compare and contrast two regions within the UK that are very different Begin to appreciate why physical and human features will be different in these places 	<ul style="list-style-type: none"> Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months
Human and Physical Geography	Substantive Knowledge	<ul style="list-style-type: none"> Use images and maps to recognise human features of places studied Identify seasonal and daily weather patterns in the UK Use basic geographical vocabulary to refer to key physical features, (as above and) including: season, weather Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc. Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Know why most cities are situated close to a river Know and explain the features of a water cycle 	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones Know that people's jobs are determined by where they live Know what causes an earthquake and tsunami Label the different parts of a volcano Know the names of a number of the world's highest mountains Know why recycling is important
	Disciplinary Knowledge	<ul style="list-style-type: none"> Recognise how human geographical features change over time Understand what is meant by being environmentally friendly 	<ul style="list-style-type: none"> Understand how ideal settlements may have changed over time Understand some of the arguments put forward in relation to green energy
Geographical Skills and Fieldwork	Substantive Knowledge	<ul style="list-style-type: none"> Use maps to locate European countries and capitals Use a globe to gain a better understanding about countries' location (USA and Russia, for example) Use maps to locate European countries and capitals Talk about the features in their local environment and compare it with another they know Introduce the concepts of North East, South East etc 	<ul style="list-style-type: none"> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Distinguish between the Northern and Southern hemisphere on both a world map and a globe Plan a journey within the UK, using a road map Make a model to show part of the local area, e.g. parks, shopping precinct, etc.
	Disciplinary Knowledge	<ul style="list-style-type: none"> Use maps to locate world countries and capitals Use a globe to gain a better understanding about countries' location (USA and Russia, for example) Talk about the features in their local environment and compare it with another they know Create a report after a fieldwork activity that focuses on geographical features observed Use systematic sampling and data collecting as part of fieldwork activity 	<ul style="list-style-type: none"> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Distinguish between the Northern and Southern hemisphere on both a world map and a globe Plan a journey within the UK, using a road map Make a model to show part of the local area, e.g. parks, shops etc. Understand how to use four-figure grid references Explain what a place is like and why

		Year 5	Year 6
Location and Place Knowledge	Substantive Knowledge	<ul style="list-style-type: none"> Name and locate the 7 continents and 5 oceans on an unmarked map Name and locate North and South America on an unmarked map Name and locate the major countries of Europe (inc Russia) and their capital cities Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere Know what is meant by the term 'tropics' Know and recognise many of Europe's key landmarks Know and recognise the physical conditions necessary for the creation of different biomes Contrast the main features found in two different biomes, e.g., tropical rainforest and desert. 	<ul style="list-style-type: none"> Name and locate the countries in North America and their capital cities. Name and locate 3 countries within South America Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Know about time zones and work out differences Know where countries in the British commonwealth are situated Know what is meant by latitude and longitude. Know key differences between living in the UK and in a country in either North or South America. Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly.
	Disciplinary Knowledge	<ul style="list-style-type: none"> Appreciate that most countries have capital cities from where their government operates but these can sometime change. Appreciate that most countries have capital cities from where their government operates but these can sometime change. 	<ul style="list-style-type: none"> Appreciate how historically there have been changes to many countries across the world, including changes in names. 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
Human and Physical Geography	Substantive Knowledge	<ul style="list-style-type: none"> Know about the key human and physical differences between living in the UK and a different European country Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is Know the term 'fair trade' and its implications on the lives of so many people Know about the positive and negative features of plastic Know why ports are important for world trade 	<ul style="list-style-type: none"> Know the names of and locate some of the world's deserts Know about climate change and its potential impact on our lives Know why industry is important to the world Know about the issues associated with Brexit Know how the lives of children vary across the world Understand how the effect and response to natural disasters studied is linked to a country's wealth. (High income country /low income country) Understand and describe the 'Geotrio' in respect to the effects of and response to natural disasters (social, economic, environmental) Compare human and physical features of a place in the UK with a European or non-European locality studied.
	Disciplinary Knowledge	<ul style="list-style-type: none"> Understand why their village/ town or city exists and what brought people to live there Understand the issues associated with Fair Trade 	<ul style="list-style-type: none"> Reflect on the key changes that have occurred in buildings, trade and population Understand the consequence of ignoring climate change
Geographical Skills and Fieldwork	Substantive Knowledge	<ul style="list-style-type: none"> Create own OS style symbols for a key Identify features of a globe (latitude, longitude, equator, northern and southern hemispheres, tropics) Develop knowledge of a place by comparing street maps with aerial images. Understand time zones 	<ul style="list-style-type: none"> 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.
	Disciplinary Knowledge	<ul style="list-style-type: none"> Use graphs to record features such as temperature or rainfall across the world Use appropriate special language when giving directions Recognise most of the symbols used on a UK road map, including status of roads Understand some of the main features of a satnav Recognise ordnance survey (OS) symbols and know what they stand for Carry out tests over time, evaluate changes and consolidate their understanding 	<ul style="list-style-type: none"> Use Google Earth to locate a country or place of interest and follow the journey of rivers, etc. Understand how to use digimaps Be familiar with topographical maps and know about contours, etc Understand how to use six-figure grid references Set up a geographical fieldwork enquiry, starting with a hypothesis To review, apply and consider next steps as a result of their geographical enquiry <ul style="list-style-type: none"> Create journey booklets, to include maps, sketches and samples to capture what a place is like