

St John the Evangelist Geography Progression of Knowledge

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

	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn		Where I live	Antarctica	Seaside Rocks	Swimming in Plastic	Angry Earth - Japanese Tsunami	Climate change is real
Spring		Weather	Planet Earth	Angry Earth - Volcanoes	Angry Earth - Earthquakes	Biomes - Deserts	North America
Summer		Brazil	Handa's Surprise-Africa	Biomes-Tropical Rainforest	Europe	River Tees	Settle Down

		EYFS
Location and Place Knowledge	Substantive Knowledge	<ul style="list-style-type: none"> • Know there are different types of housing • Understand they live in Billingham, • With help, locate Billingham 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)
	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 (Africa) • 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:
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
	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.
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 • Know why we have different coloured bins
	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
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
	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. • Talk about the main differences between a world map and a globe

		Year 2
Location and Place Knowledge	Substantive Knowledge	<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 the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth • Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons
Human and Physical Geography	Substantive Knowledge	<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"> • 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"> • 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"> • 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
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
	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
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
	Disciplinary Knowledge	<ul style="list-style-type: none"> • Recognise how human geographical features change over time • Understand what is meant by being environmentally friendly
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
	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

		Year 4
Location and Place Knowledge	Substantive Knowledge	<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"> • 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"> • 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"> • 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 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 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 5
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.
	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.
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
	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
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
	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

		Year 6
Location and Place Knowledge	Substantive Knowledge	<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 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 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 North America
	Disciplinary Knowledge	<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"> 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 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 Create journey booklets, to include maps, sketches and samples to capture what a place is like