



Roadmap of progress – Location and place knowledge

	EYFS	Key Stage 1
Substantive knowledge (the knowledge being imparted at any given point)	<ul style="list-style-type: none">• Know there are different types of housing• Understand they live in Darlington• With help, locate Darlington on a map• Know where the local shops are (Corner shop, ALDI, LIDI, Greggs)• Understand there are different places on the 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 the names of the three main seas that surround the UK (English Channel, North Sea, Irish Sea)• Know some of the characteristics (cliff, beach, pier) associated with a coastal place in comparison to where they live (Saltburn-By-The-Sea)• Know features of hot and cold places in the world• Know where the equator, North Pole and South Pole are on a globe• 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
Disciplinary Knowledge (the knowledge taught in geography about how geographers work)	<ul style="list-style-type: none">• Look at simple maps and globes identifying land and 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	<ul style="list-style-type: none">• Understand that maps and the globe are used to locate key places around the world.• Compare the regions that are very hot with ones that are very cold, focusing on climate, temperature and people.• 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.
Key vocabulary	Darlington, house, bungalow, terrace, detached, chalet, trailer, vardo, caravan, map, globe, shops, street, road, land, sea, near, far, cold, hot, park, church, country,	Country, United Kingdom, England, Scotland, Wales, Northern Ireland, Capital City, London, Edinburgh, Cardiff, Belfast, Sea, Ocean, North Sea, Irish Sea, English Channel, Darlington, Continent, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Equator, North Pole, South Pole, Kenya, map, globe, atlas, address, postcode,

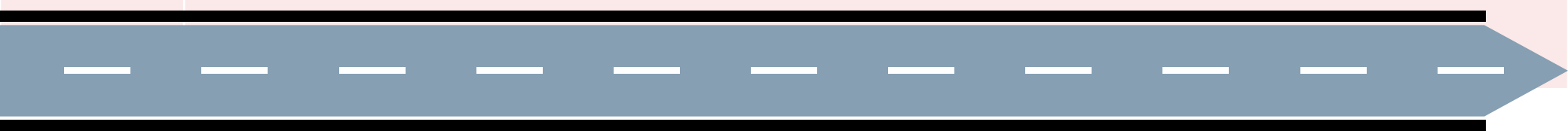




Roadmap of progress – Location and place knowledge

Lower Key Stage 2

<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	<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 (<i>Durham, Northumberland, Yorkshire, Lancashire, Cumberland, Cheshire, Derbyshire, Staffordshire</i>) and at least six cities in England (<i>London, Newcastle-Upon-Tyne, York, Middlesbrough, Liverpool, Manchester</i>)• Know, name and locate the main rivers in the UK (Tees, Thames, Tyne, Wear, Severn, Trent, Medway, Mersey)• 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 (<i>Northern: UK, USA, Russia, Poland. Southern: Australia, Brazil, New Zealand, South Africa</i>)• 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• Know where the main mountain regions are in the UK (<i>Pennines, Northwest Highlands, Grampians mountains, Lake District Cambrian Mountains</i>)• Know and name the eight points of a compass• Know the names of and locate at least eight European countries (inc. Russia) and their capital cities. (<i>Russia, Spain, France, Poland, Italy, Germany, Portugal, Greece, Turkey</i>)• Know the names of and locate at least eight major capital cities across the world (<i>London, Paris, Warsaw, Berlin, Washington, Moscow, Brasilia, Beijing, Mumbai</i>)• Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.• Know about time zones• Know that climate and physical features has an important part to play when considering where and how people live.
<p>Disciplinary Knowledge (the knowledge taught in geography about how geographers work)</p>	<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.• Appreciate 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.
<p>Key vocabulary</p>	<p>UK, London, rural, urban, tourism, weather, climate, continent, county, country, region, city, town, village, Greenwich Meridian, Tropic of Cancer, Tropic of Capricorn, The British Isles, Great Britain, The United Kingdom, Europe, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic, Rivers, mountains, compass,</p>





Roadmap of progress – Location and place knowledge

Upper Key Stage 2

Substantive knowledge
(the knowledge being imparted at any given point)

- Name and locate the continents and oceans and North and South America on an unmarked map
- Know what is meant by the term 'tropics'
- 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.
- **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 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.**

Disciplinary Knowledge
(the knowledge taught in geography about how geographers work)

- **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**

Key vocabulary

Japanese Tsunami: location, global, national, local, islands, hemisphere, continents, oceans, longitude, plate boundary, equator, mountain, topographical, coastline, city, densely, populated, oceanic, continental, rural, urban
Climate Change Is Real: Average temperature, Global warming, Climate change, Sea level rise, Tropic of Cancer, Tropic of Capricorn.
Desert Biome: mountains, polar.
Migrations: Continent, Population distribution, sparsely populated, densely populated.
Rainforest Biomes: Biome Longitude Latitude Equator Tropical Rainforest Temperate deciduous.
Settle Down: City, Town, Village, Hamlet.





Roadmap of progress – Human and Physical Geography

	EYFS	Key Stage 1
<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	<ul style="list-style-type: none"> • Talk about the features of the school environment (hall, playground etc) • Understand there is a range of transport available locally and these serve different purposes. • Understand that the weather changes with the seasons. • Make observations of plants and weather in their environment and talk about changes. • Begin to use some geographical language: forest, sea, river. 	<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: island, valley, lake, beach, cliff, coast, forest, hill, mountain, sea, ocean, river • Know which is the hottest and coldest season in the UK • Know and recognise the main weather symbols • Know the main differences between city, town and village • Know some of the advantages and disadvantages of living in a city or a village
<p>Disciplinary Knowledge (the knowledge taught in geography about how geographers work)</p>	<ul style="list-style-type: none"> • Look at simple maps and globes identifying land and 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 	<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. • Appreciate that the weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people
<p>Key vocabulary</p>	<p>Human Features – hall, playground, classroom, church, toilets, street, road, house, buses, taxis, car, Geography Features – field, weather, sunny, windy, raining, snowing, icy, cold, hot, frost, thunder, trees, forest, sea, river,</p>	<p>Human Features – city, town, village, house, church, shops, urban, school, home, street, road, detached, terrace, semi-detached, bungalow, caravan, farm, flat, office, trailer, vardo,</p> <p>Physical Features - Countryside, ocean, climate, season, rural, habitat, autumn, spring, summer, winter, lightning, windy, thunder, storm, weather, rainfall, plants, blizzard, hurricane, mountains, volcanoes, iceberg, coast, cliff, stack, arch, sand, beach, coastline, seaside, lake, forest, hill,</p>





Roadmap of progress – Human and Physical Geography

Lower Key Stage 2

<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	<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 (Volga, Rhine, Danube)• Know why most cities are situated close to a river• Know and explain the features of a water cycle• Describe and understand key aspects of climate zones (focus on Europe)• Know what causes an earthquake and tsunami• Label the different parts of a volcano• Know the names of a number of the world's mountains / mountain ranges (Alps, Himalayas , Andes, Rocky Mountains, Mount Elbrus, Everest, Kilimanjaro, Mont Blanc)• Know why recycling is important to keep beaches healthy
<p>Disciplinary Knowledge (the knowledge taught in geography about how geographers work)</p>	<ul style="list-style-type: none">• Recognise how human geographical features change over time• Understand what is meant by being environmentally friendly• Understand how ideal settlements may have changed over time• Understand some of the arguments put forward in relation to green energy
<p>Key vocabulary</p>	<p>Cause, effect, response, abrasion, arch, bay, beach, cave, chalk, clay, cliffs, coast, deposition, dune, erosion, hard rock, headland, high tide, hydraulic action, low tide, notch, resistant, soft rock, spit, stack, storm surge, stump, tide, undercutting, wave-cut, weathering Mountains, borders, elevation, settlement, climate, pollution, renew, reuse, recycle Volcano, earthquake, inner core, outer core, mantle, crust, magma, lava, plate boundary, focus, epicentre, vent Volga, Rhine, Danube, Alps, Himalayas , Andes, Rocky Mountains, Mount Elbrus, Everest, Kilimanjaro, Mont Blanc</p>





Roadmap of progress – Human and Physical Geography

Upper Key Stage 2

Substantive knowledge
(the knowledge being imparted at any given point)

- 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 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 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
(the knowledge taught in geography about how geographers work)

- Understand why their village/ town or city exists and what brought people to live there
- **Reflect on the key changes that have occurred in buildings, trade and population**
- **Understand the consequence of ignoring climate change**

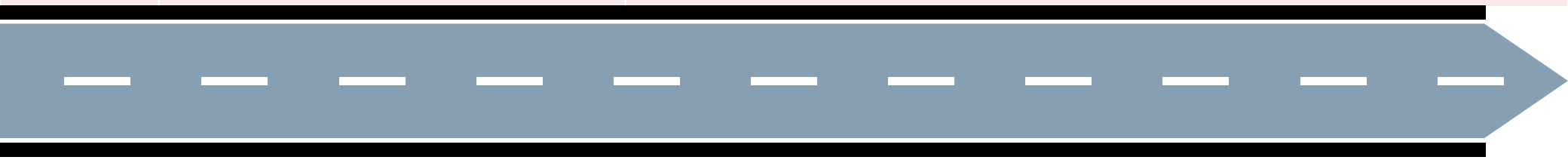
Key vocabulary

Japanese Tsunami: human and physical features, destructive, constructive, conservative, tsunami, megathrust, earthquake, lithosphere, mantle, wave, social, economic, environmental, effect, devastation, destruction, immediate, effect and long-term effect.
Climate Change Is Real: Management, Primary, Secondary, response, Emissions, Carbon capture, Deforestation, Greenhouse effect, Enhanced greenhouse effect, Mitigation, Adaptation, Desertification, Industrial Revolution, Plastic, Pollution.
Desert Biome: Adaptation, aquifer, arid, axis, Biome, climate, feature, leeward side of a mountain, rainfall, relief rainfall, subterranean, sustainability, temperate, temperature, rain shadow, tropical, windward side of a mountain.
Migrations: physical, landscape, positive factor, negative factor, Population change, Population increases. Population decreases, Birth rate, Death rate, war, food shortages, hospitals, traditional large families, Migration, Immigration, Push factors, Pull factors, Healthcare, Education, Quality of life, Conflict, Housing, Clean water, Social, Economic, Environmental, Unemployed, effects, Religious, Cultural.
Rainforest Biomes: Flora, Fauna, Adaptations, Nutrient Cycle, Decomposition, Leaf litter, Humid Goods, Services, Climate, Change, Economy, Social, Environmental, Sustainability.
Settle Down: Linear, Nucleated, Dispersed, Topography, Industrialisation, Deindustrialisation, Clone town, Sustainability.



Roadmap of progress – Geographical skills and field work

	EYFS	Key Stage 1
Substantive knowledge (the knowledge being imparted at any given point)	<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. 	<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 Locate the nearest town or city on map of the UK (Middlesborough) Locate a number of cities on a map of the UK (Capital Cities) 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 (the knowledge taught in geography about how geographers work)	<ul style="list-style-type: none"> 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 	<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. 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 Locate the nearest town or city on map of the UK Locate a number of cities on a map of the UK (Capital Cities) Study aerial photographs and use locational and directional language when doing so Use Google Earth to find features in their locality
Key vocabulary	Houses, shops, road, path, trees, church, weather, magnifying glass, forwards, backwards, above, below, next to, turn, behind	Country, United Kingdom, England, Scotland, Wales, Northern Ireland, Capital City, London, Edinburgh, Cardiff, Belfast, Sea, Ocean, North Sea, Irish Sea, English Channel, street Postcode, aerial photograph, globe, map, shops, church, school, North, East, South, West, Compass

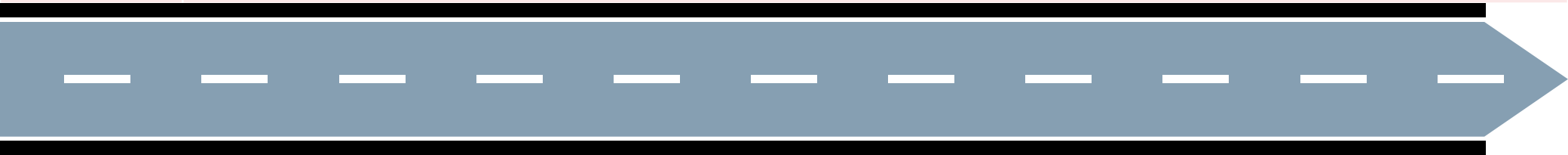




Roadmap of progress – Geographical skills and field work

Lower Key Stage 2

<p>Substantive knowledge (the knowledge being imparted at any given point)</p>	<ul style="list-style-type: none">• Use maps to locate European countries and capitals (UK: London, France: Paris, Poland: Warsaw, Germany: Berlin, Russia: Moscow)• Use a globe to gain a better understanding about countries' location.• Talk about the features in their local environment and compare it with another they know• Introduce the concepts of North East, South East• Understand time zones• 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• Use four- and six-figure grid references
<p>Disciplinary Knowledge (the knowledge taught in geography about how geographers work)</p>	<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• 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• 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• Understand how to use four-figure grid references• Explain what a place is like and why
<p>Key vocabulary</p>	<p>Compass, north, south, east, west, grid reference, equator, Tropic of Cancer, Tropic of Capricorn, Greenwich Meridien, hemisphere, latitude, longitude, Arctic and Antarctic Circles, UK: London, France: Paris, Poland: Warsaw, Germany: Berlin, Russia: Moscow,</p>





Roadmap of progress – Geographical skills and field work

Upper Key Stage 2

Substantive knowledge
(the knowledge being imparted at any given point)

- 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.
- **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
(the knowledge taught in geography about how geographers work)

- Use graphs to record features such as temperature or rainfall across the world
- Use appropriate special language when giving directions
- Recognise Ordnance Survey (OS) symbols and know what they stand for
- **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**

Key vocabulary

Coordinates, grid reference, maps, atlases, OS maps, keys and symbols. latitude, longitude, equator, northern and southern hemispheres, tropics, climate graphs, temperature, rainfall, directions (north, south, east, west), topographical, contour.

