**Progression of disciplinary knowledge/concepts and skills in Geography**

(See curriculum themes and topic overviews for substantive knowledge)

*\*Note: concepts progress in phases and it would be expected that Year 2, 4 and 6 would discuss this disciplinary knowledge with greater confidence than Y1, 3 and 5.*

*^See Geography knowledge and skills organisers for N and R*

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| **Area of learning** | **Early Years^** | **Year 1** | **Year 2\*** | **Year 3** | **Year 4\*** | **Year 5** | **Year 6\*** |
| **DISCIPLINARY KNOWLEDGE/CONCEPTS** |
| **Place**  |  | Know different human and physical features in a place. Know what happens in a particular place. (Human and physical) Explain how a place has changed overtime. Starting to discuss how different places I have studied have developed over time. Give reasons of if a place is better and why I think this.  | Know different human and physical features in a place. Know what happens in a particular place. (Human and physical) Explain how a place has changed overtime. Starting to discuss how different places I have studied have developed over time. Give reasons of if a place is better and why I think this. | Know different human and physical features in a place. Explain why they are human or physical. Know what happens in a particular place. (Human and physical processes) Explain how a place has changed overtime. Starting to discuss how different places have studied have developed over time. Give reasons of why a place is better and why I think this. | Know different human and physical features in a place. Explain why they are human or physical.Know what happens in a particular place. (Human and physical) processes)Explain how a place has changed overtime.Starting to discuss how different places I have studied have developed over time. Give reasons of why a place is better and why I think this. | Know different human and physical features in a place. Explain why they are human or physical and give location specific examples. Know what happens in a particular place. (Human and physical) processes)Explain how a place has changed overtime, using a variety of maps to support thinking. Discuss how different places I have studied have developed over time. Support this with evidence Give reasons of when a place was better using geographical vocabulary and why I think this. | Know different human and physical features in a place. Explain why they are human or physical and give location specific examples.Know what happens in a particular place. (Human and physical) processes)Explain how a place has changed overtime, using a variety of maps to support thinking. Discuss how different places I have studied have developed over time. Support this with evidence Give reasons of when a place was better using geographical vocabulary and why I think this. |
| **Space**  |  | Find where the places I have studied are on a map.Discuss the weather and climate in the places I have studied. Explain how the land is used in places I have studied. Start to explain how the land-use changed over time. | Find where the places I have studied are on a map.Discuss the weather and climate in the places I have studied. Explain how the land is used in places I have studied. Start to explain how the land-use changed over time. | Explain where the places I have studied are located on a map. Discuss different places making reference to the weather, climate, biome, etc). Discuss how places and people were connected to the world and how they are connected now.Discuss the physical and human characteristics of a place.Recognise the land-use changed over time in particular places…and why. | Explain where the places I have studied are located on a map. Discuss different places making reference to the weather, climate, biome, etc). Discuss how places and people were connected to the world and how they are connected now.Discuss the physical and human characteristics of a place.Recognise the land-use changed over time in particular places…and why. | Explain where the places I have studied are located on a map. Explain what is it like in particular place, making reference weather, climate and biomes.Explain where particular places are ad discuss the impact on how and why the place and its people used to be connected to the world and how they are connected now (Including economic and trade links).Discuss physical and human characteristics making references to maps  Describe how the land is used and how it used to be used? Explain how the land-use changed over time…and why. | Explain where the places I have studied are located on a map. Explain what is it like in particular place, making reference weather, climate and biomes.Explain where particular places are ad discuss the impact on how and why the place and its people used to be connected to the world and how they are connected now (Including economic and trade links).Discuss physical and human characteristics making references to maps Describe how the land is used and how it used to be used? Explain how the land-use changed over time…and why. |
| **Scale**  |  | Start to compare places I have studied from a very small site, to local, to regional, to national, to continental and oceanic areas.  | Start to compare places I have studied from a very small site, to local, to regional, to national, to continental and oceanic areas.  | Compare places I have studied from a very small site, to local, to regional, to national, to continental areas. Talk about the relationships between places and the patterns and connections to the world | Compare places I have studied from a very small site, to local, to regional, to national, to continental areas Talk about the relationships between places and the patterns and connections to the world | Compare places I have studied from a very small site, to local, to regional, to national, to continental and oceanic areas.  Talk about the relationships between places and the patterns and connections to the worldStart to make predictions if I know more about how scale impacts on a place. | Compare places I have studied from a very small site, to local, to regional, to national, to continental and oceanic areas.  Talk about the relationships between places and the patterns and connections to the worldStart to make predictions if I know more about how scale impacts on a place. |
| **Environment**  |  | Discuss the topography (hills, mountains and rivers) of areas I have learnt about. Starting to explain how physical (natural) processes have changed.Give reasons for how humans have changed places. Start to talk about how a place is a good place to live. Begin to think about what might happen to a place in the future. | Discuss the topography (hills, mountains and rivers) of areas I have learnt about. Starting to explain how physical (natural) processes have changed.Give reasons for how humans have changed places. Start to talk about how a place is a good place to live. Begin to think about what might happen to a place in the future. | Discuss the topography (hills, mountains and rivers) of places in Europe and the UK. Explain how physical (natural) processes have changed the place or impact on the world.Explain how human processes have changed the place. Give some reasons why a space is a good place to settle. Start to discuss what might happen to a place in the future. | Discuss the topography (hills, mountains and rivers), of places in Europe and the UK.Explain how physical (natural) processes have changed the place or impact on the world.Explain how human processes have changed the place. Give some reasons why a space is a good place to settle. Start to discuss what might happen to a place in the future. | Discuss the topography (hills, mountains and rivers), the geology and the atmosphere of the places in South America, Europe and the UK. Explain how physical (natural) processes have changed the place or impact on the world.Explain how human processes have changed the place, giving specific examples of places I have studied. Talk about how the place uses its natural resources and why they use that space as a good place to settle. Start to discuss what might happen to a place in the future, making references to the environment and human processes.  | Discuss the topography (hills, mountains and rivers), the geology and the atmosphere of the places in in North America, South America, Europe and the UK.Explain how physical (natural) processes have changed the place or impact on the world.Explain how human processes have changed the place, giving specific examples of places I have studied.Talk about how the place uses its natural resources and why they use that space as a good place to settle. Start to discuss what might happen to a place in the future, making references to the environment and human processes. |
| **Interconnections**  |  | Start to talk about the significance of how the places I have studied interconnect with other places, their features, their events and their people.Starting to think about how important it is to be interdependent with other places? (Locally, regionally or globally – ecological, economical/trade, social). Start to think about what might happen if these interconnections break down. | Start to talk about the significance of how the places I have studied interconnect with other places, their features, their events and their people.Starting to think about how important it is to be interdependent with other places? (Locally, regionally or globally – ecological, economical/trade, social). Start to think about what might happen if these interconnections break down. | Talk about the significance of how the places I have studied interconnect with other places, their features, their events and their people.Think about how important it is to be interdependent with other places? (Locally, regionally or globally – ecological, economical/trade, social). Discuss what might happen if these interconnections break down. | Talk about the significance of how the places I have studied interconnect with other places, their features, their events and their people.Think about how important it is to be interdependent with other places? (Locally, regionally or globally – ecological, economical/trade, social). Discuss what might happen if these interconnections break down. | Explain the significance of how the places I have studied interconnect with other places, their features, their events and their people.Discuss how important it is to be interdependent with other places? (Locally, regionally or globally – ecological, economical/trade, social). Discuss what might happen if these interconnections break down, give ideas to stop interconnections breaking down.  | Explain the significance of how the places I have studied interconnect with other places, their features, their events and their people.Discuss how important it is to be interdependent with other places? (Locally, regionally or globally – ecological, economical/trade, social). Discuss what might happen if these interconnections break down, give ideas to stop interconnections breaking down. |
| **Environmental impact and sustainability**  |  | Talk about how humans can affect the environment.Talk about how the environment, places and lives are cared for.Give reasons of why it is important to be responsible in how we use the Earth’s resources. Discuss how changing the natural environments can damage the Earth. Start to suggest ideas of what I can do to improve people’s futures…and the future of the Earth? | Talk about how humans can affect the environment.Talk about how the environment, places and lives are cared for.Give reasons of why it is important to be responsible in how we use the Earth’s resources. Discuss how changing the natural environments can damage the Earth. Start to suggest ideas of what I can do to improve people’s futures…and the future of the Earth? | Discuss the interactions between the natural and human environments and their effects on each other.Talk about how the environment, places and lives are cared for and who manages this.Discuss how important it is to be responsible in how we use (exploit) the Earth’s resources.Give reasons about how changing the natural and modified environments can damage the Earth and damage people’s lives. Consider ways to improve people’s futures…and the future of the Earth. | Discuss the interactions between the natural and human environments and their effects on each other.Talk about how the environment, places and lives are cared for and who manages this.Discuss how important it is to be responsible in how we use (exploit) the Earth’s resources.Give reasons about how changing the natural and modified environments can damage the Earth and damage people’s lives. Consider ways to improve people’s futures…and the future of the Earth. | Discuss the interactions between the natural and human environments and their effects on each other, making reference to how places change and the consequence of this. Talk about how the environment, places and lives are cared for and who manages this.Discuss how important it is to be responsible in how we use (exploit) the Earth’s resources. Explain what might happen when we are not responsible in how we use the earth’s resources.Give reasons about how changing the natural and modified environments can damage the Earth and damage people’s lives. Explain how we can improve people’s futures…and the future of the Earth. | Discuss the interactions between the natural and human environments and their effects on each other, making reference to how places change and the consequence of this. Talk about how the environment, places and lives are cared for and who manages this.Discuss how important it is to be responsible in how we use (exploit) the Earth’s resources. Explain what might happen when we are not responsible in how we use the earth’s resources.Give reasons about how changing the natural and modified environments can damage the Earth and damage people’s lives. Explain how we can  improve people’s futures…and the future of the Earth. |
| **Cultural awareness and diversity**  |  | Explain what diversity is (local and global) and the differences of people’s lives.Explain how people connect to and use the natural world where they live. | Explain what diversity is (local and global) and the differences of people’s lives.Explain how people connect to and use the natural world where they live. | Explain what diversity is (local and global).Discuss the connections to the natural world of these people and communities.Explain the similarities and differences of the social and cultural interests of different peoples and the way they use environmental resources. | Explain what diversity is (local and global).Discuss the connections to the natural world of these people and communities.Explain the similarities and differences of the social and cultural interests of different peoples and the way they use environmental resources.  | Explain what diversity is (local and global) and the disparities and inequalities of people’s lives and communities.Explain the connections to the natural world of these people and communities, giving specific examples.  Explain the similarities and differences of the social and cultural interests of different peoples and the way they use environmental resources, adapt places, interact and value, change or conserve their local and national cultures, places and identities. | Explain what diversity is (local and global) and the disparities and inequalities of people’s lives and communities.Explain the connections to the natural world of these people and communities, giving specific examples. Explain the similarities and differences of the social and cultural interests of different peoples and the way they use environmental resources, adapt places, interact and value, change or conserve their local and national cultures, places and identities. |
| **SKILLS** |
| **Locational knowledge and Place knowledge** |  | Explain how aspects have changed over time.Locate world continents and oceans. | Explain how aspects have changed over time.Locate world continents and oceans. | Explain how aspects have changed over time.Locate world continents/countries with a focus on Europe, identifying key human and physical characteristics, countries and major cities. | Explain how aspects have changed over time.Locate world continents/countries with a focus on Europe, identifying key human and physical characteristics, countries and major cities. | Explain how aspects have changed over time.Locate world continents/countries with a focus on Europe, identifying key human and physical characteristics, countries and major cities.Locate key Anglo Saxon and Viking places on a map of the UK and Europe. | Explain how aspects have changed over time.Locate world continents/countries with a focus on Europe, identifying key human and physical characteristics, countries and major cities.Locate key Anglo Saxon and Viking places on a map of the UK and Europe. |
| **Fieldwork** |  | Use fieldwork to measure and record human and physical features in the local area using a range of methods, including sketch maps, graphs and photographs. Collect data and ask questions about it. | Use fieldwork to measure and record human and physical features in the local area using a range of methods, including sketch maps, graphs and photographs. Collect data and ask questions about it. | Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show my understanding of some geographical processes. | Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show my understanding of some geographical processes. | Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes. | Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes. |
| **Human and physical geography: enquiry skills and communication** |  | Know the location of some important places in the world and describe them.Understand key aspects of physical geography (e.g. climate) | Know the location of some important places in the world and describe them.Understand key aspects of physical geography (e.g. climate) | Know location of places of global significance, their defining physical & human characteristics and how they relate to one another.Understand key aspects of: physical geography (e.g. climate zones, biomes and vegetation belt).Give a few reasons for the impact of geographical influences/ effects on people place or themes studied. | Know location of places of global significance, their defining physical & human characteristics and how they relate to one another.Understand key aspects of: physical geography (e.g. climate zones, biomes and vegetation belt).Give a few reasons for the impact of geographical influences/ effects on people place or themes studied. | Know location of places of global significance, their defining physical & human characteristics and how they relate to one another.Understand key aspects of: physical geography (e.g. climate zones, biomes and vegetation belt).Give a few reasons for the impact of geographical influences/ effects on people place or themes studied. | Know location of places of global significance, their defining physical & human characteristics and how they relate to one another.Understand key aspects of: physical geography (e.g. climate zones, biomes and vegetation belt).Give a few reasons for the impact of geographical influences/ effects on people place or themes studied. |