Geography **Progression of Knowledge** **Church Vale Primary School**

Geography is the study of places and the relationships between people and their environments. Therefore, in our geography curriculum, we aim to support our children to develop a deep understanding of their place in the world through knowledge of the physical and human geography of the local environment, the UK and the wider world which will underpin their place as global citizens and ensure they understand the need to look the finite resources of our planet.

Our curriculum:

Our scheme of Learning follows the National Curriculum. It allows for appropriate sequencing and aims to secure long-term memory as well as the enjoyment of learning geography. Our curriculum:

- Equips children with an understanding of diverse places, people, resources and environments.
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments.
- Develops an understanding that the Earth's physical features are interconnected and change over time.
- Encourages exploration of their own environment and supports children to make connections between their local surroundings and that of contrasting settlements.
- Systematically develops the disciplinary knowledge of: asking enquiry questions, collecting, analysing and interpreting data through fieldwork;
- Interpreting maps, diagrams, globes and aerial photographs; communicating geographical information in a variety of ways, evaluating and debating ideas and the impact of processes, phenomena and humans on the world.

Adapting the curriculum for pupils with SEND in geography •
Adaptive teaching takes place.

- For sensory or physically impaired pupils, geography learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support

EYFS

In EYFS, geographical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of observations, discussions, stories, non-fiction text and maps, children learn talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to geography and their place in the world. Examples include:

Around the World: children begin to recognise similarities and differences between life in the U.K and life in other countries
Festivals and Celebrations: learning about significant events such as Chinese New Year and Diwali.
Seasons: children learn about the changing seasons and weather pattern they can see and describe.

The stories and language frames used in EYFS allow modelling and repetition of phrases that help children understand the concepts of different environments and the natural world and develop their vocabulary. By manipulating (playing with) maps and looking at pictures, children have their first introduction to geographical concepts. All areas of learning and development at the Foundation Stage are interconnected so through engaging in activities linked to geography and geographical enquiry, children not only learn about the world around them but also develop disciplinary skills in all areas.

Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

'Understanding the World'

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

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ELGs:

- Children at the expected level of development will:
- Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction 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 (where 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.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

Topics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Around the World Similarities and differences in countries Maps Local area Weather	Where do I live? (Warsop) The UK and Capitals Here and there (comparing Warsop and Skegness)	Mapping (The Globe) Oceans and Continents Madagascar	Europe Comparing Warsop with Spain Our Changing World	Mountains Rainforests North and South America (4-digit grid references)	India Mapping Natural Disasters	Rivers Climate Change

Substantive and Disciplinary Knowledge
Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the geography National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into Declarative knowledge ('know what') and procedural knowledge ('know how').

Declarative knowledge includes: locational knowledge, place knowledge, and human and physical processes - i.e. they are the facts of geography that can be declared. Declarative knowledge enables pupils to 'know like a geographer'. The fourth substantive knowledge strand of the National Curriculum is 'Geographical skills and fieldwork', which can be termed procedural knowledge - this is about 'knowing how to do geography' (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measuring rainfall).

Disciplinary knowledge considers how substantive knowledge originates, is debated and is revised - i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to 'think like a geographer'. Strands of the curriculum that come under the umbrella of disciplinary knowledge include:

- Asking geographical enquiry questions.
- Collecting, analysing and interpreting data through fieldwork and related activities.
- Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
- Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length.
- Critically evaluating and debate the impact of geographical processes.

Progression
The progression of knowledge and skills in geography is mapped to show the careful long-term curriculum sequencing of these essential skills. Essential geographical concepts such as the features of rivers, earthquakes and factors affecting settlement location are taught by focusing on specific locations and regions. This allows invaluable comparisons to be made between the UK and other areas of the world.

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Progression

		EYFS	Year 1
Location and Place Knowledge	**Substantive Knowledge**	• Know there are different types of housing • Know they live in Warsop • With help, locate Warsop on a map • Know where the local shops are • Know why there is a need for shops, schools, churches, etc. • Know there are different places on the globe (land and water)	• 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
	Disciplinary Knowledge	• 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.	• Understand that maps are used to locate key places around the world. • Describe from photographs different environments around the UK
Human and Physical Geography	**Substantive Knowledge**	• Talk about features of the school environment (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.	• 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
	Disciplinary Knowledge	• 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	• Begin to appreciate the different weather patterns in the UK • Describe vegetation in a variety of different photographs from Warsop and Skegness and comment on sizes, shapes and weather
Skills and Field Work	**Substantive Knowledge**	• 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	• To know how to use maps and atlases to identify the United Kingdom and its countries and seas

	Disciplinary Knowledge	• 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	• Draw a simple map of the area around school • Use simple atlases to locate some places in the U.K. • 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.

		Year 1 (Where do I live? UK and Capitals; Comparing Warsop and Skegness)	Year 2 (Mapping – Globe; Oceans and Continents; Madagascar)
Location and PlaceKnowledge	**Substantive Knowledge**	• 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 the name of the nearest town • Know their address, including postcode • Talk about the features in their local environment • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Be able to follow a simple road map and recognise key landmarks, such as a church • Know why so many important buildings are located in London	• Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Understand why it is important for all streets to have a name, including post code • 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 main differences between the climate and features of a place in England and that of a small place in a non-European country (Madagascar) • Know how to create simple maps with a common key e.g. treasure Island map • 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	• Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons • Talk about the features in their local environment • Take photographs of locally interesting geographical features • Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. • Be able to follow a simple road map and recognise key landmarks, such as a church • Observe and record information about the local area, i.e. types of shops, bus stops etc.	• Understand that maps and the globe are used to locate key places around the world. • Understand that maps and the globe are used to locate key places around the world. • Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth • Understand why it is important for all streets to have a name, including post code • Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
Human and Physical Geography	**Substantive Knowledge**	• 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, village and hamlet	• Know that geographical features are classified as human and physical and give examples of each. • Understand what continents and oceans are
	Disciplinary Knowledge	• Recognise some human and physical features • Begin to appreciate the different weather patterns in the UK	• 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 • Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles

Geographical skills & Fieldwork	**Substantive Knowledge**	• Know how to use maps and atlases to identify the United Kingdom and its countries and seas Know the points of a compass (N, S E W) • Identify the seas and oceans that surround the UK • Know how to locate the nearest town or city on a map of the UK • Devise a simple route around school • Talk about the features in their local environment • Know their address and postcode. • Know how to 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 • Know how to create simple maps with a common key e.g. treasure island map
	Disciplinary Knowledge	• Use simple atlases to locate some places in the U.K. • Use simple directional and locational language (e.g. near and far, left and right). • 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 e.g. church • Classify features in the local environment as physical or human features • Observe and record information (including using technology) about the local area, e.g.. types of shops, bus stops etc. • Make a model, using road strips and model 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 •	• . Talk about the main differences between a world map and a globe • Use simple atlases to locate continents of the world in the U.K. • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of continents and oceans
Geographical enquiry	**Disciplinary Knowledge**	• Teacher led enquiries, to ask and respond to simple closed questions. • Use information books as sources of information. • Investigate their surroundings. • Make observations about where things are e.g. within school, local area. • Investigate their surroundings	• Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use books, stories, maps, pictures/photos and internet as sources of information. • Make appropriate observations about why things happen. • Make simple comparisons between features of different places (UK and Madagascar)

		Year 3 (Europe; Spain; Our Changing World)	Year 4 (Mountains; Rainforests; North and South America)
Location and Place Knowledge	**Substantive Knowledge**	• Know that the UK is a country in Europe • Know how to locate European capital cities on a map • Identify the difference between a continent, country and capital city • Know how to identify European countries on a map • Know similarities and differences between Spain and the U.K. • Know how to locate Spain on a world map, the capital city, bordering countries, islands and seas on a map of Spain	• Know how to identify and locate significant mountains using an atlas • Locate UK on a world map and identify main rivers, hills and mountain ranges. • To identify the highest mountains of each continent • Know how to identify North and South American countries on a map • Know similarities and differences between the USA and the U.K. • Know similarities and differences between the Brazil and the U.K. • Know how to locate North and South America on a world map, the capital cities of the largest counties, bordering countries, islands and seas on a map of the Americas
	Disciplinary Knowledge	•Understand that countries have defined borders and that each country has its own government or equivalent	• Use maps, atlases, globes to locate countries and describe features studied • Mountains are natural elevations in the earth that rise to above 300m • Rainforests are found in tropical climates, between the Tropics of Cancer and Capricorn, north and south of the equator • Tropical rainforests are hot and wet all year, with high rainfall • Temperate rainforests are found in cooler coastal areas, further north or south of the equator
Human and Physical Geography	**Substantive Knowledge**	• Know about the key human and physical differences between living in the UK and a different European country, including flags, currencies and governments. • Describe some aspects of the human geography and culture of Spain • Describe some of the geographical features of Europe • Compare and contrast the physical attributes of the UK and Spain • Name some of the ways in which humans use plants • Understand what is causing climate change • Understand the significant effects of climate change	• Identify key features of hills and mountains. • Know that people's jobs are determined by where they live • Label the different parts of a volcano • Know the three main types of volcanoes • Know what causes a volcano to erupt and what happens during an eruption • Identify major biomes and climate zones around the world and describe some of the ways in which plants have adapted in order to survive in extreme conditions • Describe some aspects of the human geography and culture of the USA. • Describe some aspects of the human geography and culture of the Brazil • Describe some of the geographical features of North and South America • Locate North and South America and identify the Amazon Basin in Brazil by using maps and atlases • Locate the equator, hemispheres, tropics and poles. • Know about the earth's biomes • Find countries in North and South America on a map. • Know what is meant by biomes and what the features of a specific biome are.

			• 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 • Learn about complexity of the equatorial rainforest structure, animals, vegetation) • Know how plants and animals work together to sustain the rainforest. • Know key facts about the indigenous people of the Amazon Basin. • Know that the Amazonian rainforest is a fragile and threatened ecosystem and how to preserve it.
	Disciplinary Knowledge	• Begin to appreciate why physical and human features will be different around the world • Recognise how human geographical features are determined by location and may change over time • Understand and interpret cross-section diagrams	• Understand what a biome is and describe some of the major biomes around the world • Understand how fold mountains and volcanoes are formed • Understand the structure of a volcano and what occurs during an eruption
Geographical Skills and Fieldwork	**Substantive Knowledge**	• Know how to use maps and atlases to locate European countries and capitals • Know how to use a globe to gain a better understanding about countries' location • Use maps to locate European countries and capitals • Introduce the concepts of 8 compass points • Use digital mapping to locate European landmarks, using different online features	• Draw line graphs/bar charts/analyse data to compare mountain heights • Know that North and South America are continents • Use a map to name some countries within North and South America • Use a map to identify significant geographical features (rivers and mour America • Identify a variety of map symbols and abbreviations correctly to use an Ordnance Survey map • Locate a square using four-figure grid references • Create maps and keys
	Disciplinary Knowledge	• Use maps to locate European countries and capitals • Talk about the features in their local environment and compare it with another they know • Create a report focusing on geographical features	• Use maps and globes to locate the equator, the Tropic of Cancer and Capricorn and the Greenwich Meridian • Use a globe to gain a better understanding about countries' location (USA and Brazil, for example) • Distinguish between the Northern and Southern hemisphere on both a world map and a globe Explain what a place is like and why

		Year 5 (India; Natural Disasters; Mapping)	Year 6 (Rivers; Climate Change)
Location and Place Knowledge	**Substantive Knowledge**	• Know the difference between Great Britain, The British Isles and the United Kingdom • Know that India is country within Asia • Identify countries that border India • Identify key geographical features of India • Describe the distribution of earthquakes and volcanoes around the world • Locate volcanoes in relation to the northern and southern hemispheres, and the equator.	• Locate major rivers of the world using maps and atlases • Locate UK on a world map and identify main rivers • Know the name of and locate a number of the world's longest rivers
	Disciplinary Knowledge	• 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 • Use maps, atlases, globes and computer mapping to locate India and its neighbours	• Use maps, atlases, globes and digital/computer mapping to locat countries

Human and PhysicalGeography	**Substantive Knowledge**	• Know what crops and products farms around Warsop produce • Know what crops can grow in different areas of India • Know what causes an earthquake • Know the world's countries sit on large tectonic plates • Name the tectonic plates and countries that lie on them • Know there are three types of plate boundaries • Know that animals and plants adapt to live near volcanoes. • Know and explain why volcanoes erupt • Know which disasters are natural and which are man-made	• Learn about the changing shape of a river through erosion and deposition (meanders/ox bow lakes/ waterfalls) • Research fair trade and its impact. • Describe how land use has changed over time. • Know and label the main features of a river • Know why most cities are situated close to a river • List some ways rivers are used • Know and explain the features of a water cycle • Learn about flood defenses along with advantages, disadvantages and risk
	Disciplinary Knowledge	• Appreciate why physical and human features will be different around the world • Recognise and explain how human geographical features are determined by location and may change over time • Understand and interpret a range of diagrams and data • Appreciate why people would choose to live where they do despite sometimes climate or physical features physical features which do not make it easy to live there • Describe and understand key aspects of climate zones • Locate a square using six-figure grid references	• Read and analyse weather and climate data • Reflect on the key changes that have occurred in buildings, trade and population • Understand the issues associated with Fair Trade • Understand what is meant by being environmentally friendly
Geographical Skills andFieldwork	**Substantive Knowledge**	• Know how to use and describe features on an Ordnance Survey maps. • Know the eight points of the compass • Know that maps use 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.	• Know the importance of rivers within the water cycle • Use a map to name major UK rivers • Use a map to identify significant geographical features (rivers and mountains) of the world • Know about climate change and its potential impact on our lives • Know why industry is important to the world
	Disciplinary Knowledge	• Recognise ordnance survey (OS) symbols • Use Google Earth to locate a country or place of interest • Be familiar with topographical maps and know about contours, etc. • Understand how to use six-figure grid references	• Use and interpret graphs to record features such as temperature or rainfall across the world •

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Where do I live? UK and Capitals Warsop vs Skegness	Oceans and continents UK Seas and Coasts Madagascar	Europe Spain Our Changing World	Mountains Rainforests North and South America	India Natural Disasters Mapping	Rivers Climate Change
Town, weather, hot, cold, soil, here, there, near, far season, world, village, countryside, farm, house, hill, sea, beach, shop, map,	Near, far, wet, sunny, hot, dry, cold, house, school, street, shop Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, England, Scotland, Wales, Northern Ireland, world, country, forest, wood. Climate, habitat, landscape, vegetation, endangered, continent, indigenous, species, unique Agriculture, arable, biome, carbon footprint	Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert England, Scotland, Northern Ireland, valley, North Sea, Irish Sea, the channel, mountain, river, office, atlas, left, right Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location	Settlement, county, human characteristics, physical characteristics, geology, European, non- European, landmarks Temperature, rainfall, environment, landscape, transport, pollution, pesticides, biomes, conservation, vegetation belts, pollination Pollution, climate change, weather, environment, flooding, droughts, energy, carbon, greenhouse gases, renewable energy, fossil fuels	Mountain, volcanoes, tectonic plates, crust, mantle, fold/plateau/fault mountain, peak, summit, snow line Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, biomes, mountain, lake, ocean, continent, countries, languages Rainforests, deforestation, indigenous, canopy, forest floor	Continents, Asia, climate zones, vegetation belt, natural resources, fair trade, produce, transport Drought, hurricane, cyclone, tornado, tsunami, flood, earthquake, volcano, eruption, climate change Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol, key	Recyclable, sustainable, climate (change), global warming, fossil fuels, renewable, Rivers, lake, streams, meander, natural resources, distribution, oxbow, water cycle, mouth