

NURTURING TODAY'S YOUNG PEOPLE, INSPIRING TOMORROW'S LEADERS

# Geography Primary Curriculum Progression Map

#### **Geography Curriculum Intent**

Geography is the study of places and the relationships between people and their environments. Star pupils will develop a deep knowledge of the physical and human geography of the local environment, the UK and the wider world, and have the capacity to add to this body of understanding themselves in the future. It is essential that pupils develop a meaningful understanding of location and place, including that of their local area. Star schools will deliver a curriculum that:

- Inspires curiosity and fascination about the world and its people.
- 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.

Learning begins in Reception and Year 1, where pupils learn the component location knowledge of their local area, the UK, such as the names of the countries, capital cities and key human features. In Year 6, this culminates in the development of rich geography schema, encompassing, for example, a deep understanding of South America, World Trade and biomes.

Star pupils use a range of maps, atlases, globes and aerial images so that geography map and fieldwork skills are systematically developed. This geography progression map details 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 focussing on specific locations and regions. This allows invaluable comparisons to be made between the UK and other areas of the world.

The **whole-school curriculum** operates at three levels and addresses pupils' academic, personal and social development. The three individual elements of learning provide a different component to the education of every pupil. Intellectual, personal and social maturity will be the goal of these structured layers of learning at the school. There are three guiding elements which are brought to life in the mathematics curriculum:

- Educational excellence: Geographical expertise is built on substantive geographical knowledge. Underpinning the National Curriculum, primary substantive knowledge is driven by Jackson's four 'Big Concepts': space and place, scale and connection, proximity and distance and relational thinking.
- Character development: Geography teachers provide enrichment opportunities both inside and outside of school, ensuring outdoor learning helps to put theory into practice and to foster a love of geography. They help to build their own identity and develop their sense of place.
- Service to communities: Geography teachers develop key contextual knowledge of geographically significant places, which includes the defining of human and physical characteristics and how these help shape understanding of key processes.

#### **Geography Curriculum Implementation**

- 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 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:
  - I. Asking geographical enquiry questions.
  - II. Collecting, analysing and interpreting data through fieldwork and related activities.
  - III. Interpretating a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
  - IV. Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length.
  - V. Critically evaluating and debate the impact of geographical processes.
  - Examples of disciplinary knowledge include:
    - I. We know there is global warming *by measuring temperatures, plotting graphs and analysing them.*
    - II. We know about settlement patterns by observing them in the field, drawing maps and analysing then.
    - III. We know about the water cycle by observing elements of it in the natural world, applying scientific knowledge, and creating geographical diagrams to explain it.

Procedural knowledge and disciplinary knowledge overlap considerably in geography, and thus these sections of the progression map reflect this. They overlap because essentially, it is through knowing *how to* conduct fieldwork and interpret a range of geographical information (procedural knowledge) that geographers learn the disciplinary knowledge of how substantive knowledge is created and contested over time.

- Our enquiry-based approach centres each unit of work on a Big Question, drawn from Jackson's Big Concepts of space and place, scale and connection, proximity and distance and relational thinking:
  - I. **Space and place**: Understanding and describing an area that exists (space) and humans' relationship with that space (place). What is transport use like in the local area? How has Birmingham changed?
  - II. Scale and connection: Local, national and global scales and causal connections that exist between local, national and global scales. For example how do my actions affect the climate? How does buying fair trade coffee affect the coffee growers in other countries?
  - III. **Proximity and distance**: How do things change over space and distance. For example, how does sediment change over a beach? How does life change as you move away from the centre of a city?
  - IV. **Relational thinking:** Understanding how our own subjective attitudes and beliefs affect the way we see another place and affect the comparisons we draw between places.

The Relationship of Different Kinds of Knowledge in Geography



There are four key elements to the implementation of the mathematics curriculum:

- Plan: each lesson is judiciously planned to identify the different types of knowledge that the lesson focusses on. It builds on pupils' prior learning, drawing upon previously lessons and the prior learning as identified in the medium term plans.
- Teach: the Geography Charter is used when implementing the geography curriculum.
- Assess: pupils are given enquiry-based composite tasks that enable pupils to demonstrate their understanding of the component knowledge.
- Intervene and re-teach: composite tasks identify knowledge components that are not secure. These are re-taught before moving on to avoid future gaps from emerging.

### 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.

## **Geography Curriculum Implementation - Star Geography Charter**

- 1. Ensure that key geography concepts are explored and developed within a framework of practical, enquiry-based and collaborative geography lessons.
- 2. Check prior learning has been retained through the Do Now Activity (DNA)/starter.
- 3. Introduce the learning outcome of the lesson, making links to both the wider learning journey, the enquiry question and the real world.
- 4. Model and develop key concepts to cement knowledge, using the "I do, we do, you do" pedagogical structure, ensuring that teacher modelling is built around appropriate success criteria. This breaks larger concepts or ideas into smaller 'bite-size' chunks.
- 5. Practise their procedural knowledge regularly.
- 6. Use concrete and pictorial models and analogies to help pupils develop a deeper understanding of geography concepts.
- 7. Maximise engagement, learning and progress through regular use of Teach Like A Star techniques such as Cold Call, Turn and Talk, Everybody Writes, Show Call and Right is Right.
- 8. Build in regular checks for understanding during lessons, including through assertive monitoring and targeted questioning, addressing misconceptions quickly and remodelling where necessary.
- 9. Check priority knowledge has been retained to the working memory at the end of every lesson, including through the use of Exit Tickets.
- 10. Ensure a focus on target geography language to enable pupils to articulate geography concepts with accuracy in both the spoken and written word.
- 11. Ensure pupils take pride in their written work, continually focus on their handwriting and quality of diagrams, and provide clear evidence in their books of responding to written and verbal teacher feedback.
- 12. Promote a love of physical geography, human geographical processes and maps.
- 13. Provide opportunities for subject-specific enrichment both inside and outside of school.
- 14. Use the enquiry approach to support the development of pupils' disciplinary knowledge.





	National Curriculum Programmes of Study and EYFS Framework										
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
Understanding of the World - Past and Present Know some similarities and differences between things in the past and now,	Pupils should develop the United Kingdom a understand basic subj to human and physica geographical skills, inc to enhance their locat	knowledge about the world, nd their locality. They should ect-specific vocabulary relating I geography and begin to use luding first-hand observation, ional awareness.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, N and South America. This will include the location and characteristics of a range of the world's most significant human and phy features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and knowledge.								
drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion,	<ul> <li>Locational knowledge</li> <li>name and locate the five oceans</li> <li>name, locate and id four countries and o Kingdom and its sur</li> </ul>	e world's seven continents and entify characteristics of the apital cities of the United rounding seas	<ul> <li>Locational knowledge</li> <li>locate the world's countries, usin concentrating on their environme</li> <li>name and locate counties and cit characteristics, key topographical how some of these aspects have</li> <li>identify the position and significa Cancer and Capricorn, Arctic and</li> </ul>	ding the location of Russia) and N man characteristics, countries, a aphical regions and their identify ins, coasts and rivers), and land-u or, Northern Hemisphere, Southe nwich Meridian and time zones (i	and North and South America, ies, and major cities entifying human and physical land-use patterns; and understand outhern Hemisphere, the Tropics of						
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.	<ul> <li>Place knowledge</li> <li>understand geograph differences through physical geography Kingdom, and of a s European country</li> </ul>	phical similarities and studying the human and of a small area of the United mall area in a contrasting non-	<ul> <li>Place knowledge</li> <li>understand geographical similarit Kingdom, a region in a European</li> </ul>	ies and differences through the s country, and a region within Nort	tudy of human and physical geog	graphy of a region of the United					

National Curriculum Programmes of Study and EYFS Framework										
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
	<ul> <li>Human and physical</li> <li>identify seasonal and United Kingdom and areas of the world the North and Sout</li> <li>use basic geograph</li> <li>key physical feature forest, hill, mountative vegetation, season</li> <li>key human feature factory, farm, housting</li> </ul>	geography and daily weather patterns in the d daily weather patterns in the d the location of hot and cold in relation to the Equator and th Poles ical vocabulary to refer to: es, including: beach, cliff, coast, in, sea, ocean, river, soil, valley, and weather s, including: city, town, village, e, office, port, harbour and	<ul> <li>Human and physical geography</li> <li>describe and understand key aspe mountains, volcanoes and earthq</li> <li>describe and understand key aspe including trade links, and the distr</li> </ul>	ects of physical geography, incluc uakes, and the water cycle ects of human geography, includi ibution of natural resources incl	ding: climate zones, biomes and venture and land under the settlement and land under under genergy, food, minerals and	egetation belts, rivers, use, economic activity water				
	<ul> <li>Geographical skills ar</li> <li>use world maps, at United Kingdom an countries, continen key stage</li> <li>use simple compas and West) and loca [for example, near describe the locatio map</li> <li>use aerial photogra recognise landmarl physical features; o and construct basic</li> <li>use simple fieldwoo study the geograph grounds and the ke of its surrounding e</li> </ul>	nd fieldwork lases and globes to identify the id its countries, as well as the its and oceans studied at this s directions (North, South, East tional and directional language and far; left and right], to on of features and routes on a sphs and plan perspectives to ks and basic human and levise a simple map; and use c symbols in a key rk and observational skills to any of their school and its cy human and physical features environment	<ul> <li>Geographical skills and fieldwork</li> <li>use maps, atlases, globes and digi</li> <li>use the eight points of a compass, maps) to build their knowledge of</li> <li>use fieldwork to observe, measure methods, including sketch maps, p</li> </ul>	tal/computer mapping to locate four and six-figure grid reference the United Kingdom and the wi e, record and present the humar plans and graphs, and digital tecl	countries and describe features s ces, symbols and key (including th der world n and physical features in the local nnologies	tudied e use of Ordnance Survey l area using a range of				

	Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE											
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
			Location Knowled	ge - (Declarative Knowled	ge)							
The Local area	Know the name of my school. Know the town/city where I live.	Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left,	Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.	Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure		Name, locate & describe a local river and understand how it has changed over time, using, the eight compass points, six-figure grid references,						
	Know basic relative	right, forwards and backwards)		grid references, maps, symbols and keys		maps, symbols and keys						
The UK	Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities.	Name and locate the countries in the UK and their capital cities. Name the surrounding seas of the UK	Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.	Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys.	Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys.	Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys						
The World	Understand the terms 'land' and 'sea'.	Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'. Recognise and know basic features of the different continents.	Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'.	Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.	Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. Locate key Earthquake zones of the world, including an Earthquake location study.	Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.	Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys. Locate countries of North and South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).					

	Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE												
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
	·		Place knowledge	- (Declarative Knowle	dge)								
Comparisons	Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). Make simple comparisons between familiar environments (e.g. home, school, farm).		Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers)	Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions.	Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes. population)						

		Yearly Progression	of NC Knowledge, Skills	Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE											
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6								
			Physical Geograp	hy - (Declarative Knowled	ge)										
Weather and Climate	Name the four seasons and begin to describe associated weather. Record weather daily.	Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is hot.	Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.		Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required. Identify and study the different climatic regions of UK and Europe.		Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand and compare the climate of North and South America with the UK.								
Other Physical Features and Processes	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. Describe and understand key aspects of mountain formation.	Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Tsunami.	Describe and explain the water cycle. Describe and explain river formation and key features of river systems. Identify and describe coastal and mountain features of the UK.									

	Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE												
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
	Human Geography - Declarative Knowledge)												
Settlements and Land Use	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. Compare the town and countryside.	Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) To describe and understand the effect of volcanoes on settlements and land use. Understand land use of the local area	Understand the effect of climate on land use and settlements in different areas of the world, including different European countries. Identify some European cities and settlements.	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	Describe and explain changing land use in North and South America, including the Amazon rainforest. Understand what life is like in cities, villages and other settlements of North and South America.						
Economics, Trade and Resources	Recognise the shops and enterprises in the locality, including being aware of their branding/names.					Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. Understand fairtrade. Understand global supply chains. Understand highest value exports.	Understand how food production is influenced by climate and biomes.						

	Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE									
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
			Geography Skills, Fiel	dwork - Procedural know	<u>ledge</u>					
World Maps	Locate chosen country/countries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.	Draw and locate the locations of continents and oceans on globes and world maps or atlases.	Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world, and major Earthquake zones	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports.	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp.			
UK Maps	Locate London on simple maps.	Draw and locate the four countries of the UK and their capital cities a on a UK map or atlas.	Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.			
Local/Regional Maps and Other Secondary Data Sources	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple plans with support. Use aerial images to recognise basic and human physical features.	Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area. Construct simple maps. Use aerial images to recognise basic physical and human features.	Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school; compare different types of local map. Construct detailed plans Use aerial images and age- appropriate graphs to acquire and discuss geographical information.	Use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of a UK and European location, and create a tourist route. Create detailed maps. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. Create detailed maps and label physical features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/ Earth to describe geographical features of locations in North/South America, and create a tourist route. Create detailed maps and label human features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.			

Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE													
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Geography Skills and Fieldwork - Procedural knowledge													
Local Fieldwork	Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area. Make simple models of the locality. Take photos of buildings and places in school and locality (e.g. build a scene).	Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).	Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences. Carry out a simple survey of the school or local area (e.g. weather, traffic)	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.		Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification oof buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs. Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.							

	Year R	Year 1		Year 2	Y	ear 3	Year 4	ł	Year 5	Year 6	
			DISC	PLINARY KNOW	LEDGE - 'kr	nowing how we	know'			· ·	
Asking and Answering Questions	Ask questions about aspects of their familiar world.	Ask and respond to geograph	iical questic	ons.	Ask and respectively evidence to	oond to geograph support answers	iical questions usii	ng	Ask and investigate geographical questions, suggesting enquiries to test them.		
Collecting and Interpreting	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.			Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.			globes, ate ethod to	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.		
		Understand that geographers observing and collecting data	s learn abou and inform	ut the world by nation.	Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.				Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.		
Analysing and Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate ge constructing simple maps, lab appropriate graphs and throu geographical vocabulary.	ographical belled diagr ugh writing,	information by ams, age- using appropriate appropriate graphs and through writing at length, using appropriate geographical vocabulary.				ation by s, age- th, using	Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.		
Evaluating and Debating	Describe their immediate environment and express their views about it, with support.	Express their own views abou environments studied.	it the peop	le, places and	Express the environmer views with o	ir own views abou its studied, giving others.	It the people, plac reasons. Compar	es and e their	Express their own views environments studied, views with others and u geographical knowledge and discussion.	s about the people, places and giving reasons. Compare their understand that some e is open to debate, challenge	
					Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.			Reach geographical con critically evaluate and d geographical processes world, from given evide	iclusions, give reasons and lebate the impact of and human effects on the ence.		
HT Units	Year 1	Year 2		Year 3	3	Yea	ar 4		Year 5	Year 6	
	The Local Area What's in my locality	<pre>/? The School Setting /? Where would I take tourist?</pre>	а	The Local Area What's in my local area?		Our European Can you take of Europe?	Neighbours us around	Trade and How do	nd Resources es trade connect us?	North America Can you take us on a journey of North America?	
	The UK Where would I like to visit in the UK?	The UK and Weather Why is the weather across the UK?	er different	Settlements & Po Why do we live we live?	pulations here we	Climates How does clim are we affection	nate vary and ng it?	Our Cha How ha changed	nging Country s our country d?	South America Can you take us on a journey through South America?	
	The Seven Continent How are places arou the world different?	ts Contrasting Locality and Would you like to liv Kenyan village?	ve in a	Mountains and Volcanoes Would you live near a volcano?		Earthquakes and Tsunamis Rivers Should we live in earthquake How of zones? aroun		Rivers How do around	es water move the world?	Biomes What is our relationship with the physical world?	