



Geography – Disciplinary and Substantive knowledge progression and LTP

Geography			
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. 	
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, 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.
		The Natural World	<ul style="list-style-type: none"> • 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.



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Year 1 – substantive knowledge:						
Our weather (REACH)	Our school (TWINKL)	Our country (BESPOKE)				
<ul style="list-style-type: none"> - <i>What is weather?</i> - <i>How do we make decisions?</i> - <i>What do we need to find out?</i> - <i>How can we use criteria to help us decide?</i> - <i>How can data help us decide?</i> - <i>How can you present your decision?</i> 	<ul style="list-style-type: none"> - <i>Where do I live?</i> - <i>Our classroom</i> - <i>Where is our school?</i> - <i>Fieldwork around school</i> - <i>How do you get to school?</i> - <i>Marvellous map symbols</i> 	<ul style="list-style-type: none"> - <i>What is the UK?</i> - <i>What is a capital city?</i> - <i>What are the features of England's capital city?</i> - <i>Where do people live in the UK (villages / towns / cities)? Facts and ordering.</i> - <i>Where do people live in the UK? Sorting and comparing</i> - <i>How can we describe our local area (postcard from Hemsworth to SH)</i> - 				
<p><u>As geographers we will learn (disciplinary knowledge):</u></p> <ul style="list-style-type: none"> - Ask simple geographical questions (What is it like to live here?) - Use simple observational skills to study the geography of the school grounds. - Use simple maps of the local area (e.g. pictorial, large scale) - Use simple directional language (near, far, left, right) to describe the location of features and routes. - Make simple maps and plans e.g. pictorial place in story - Understand how some places are linked e.g. road, rail - Describe seasonal weather changes - Name, describe and compare familiar places - Link their homes with other places in their local community - Know about some present changes that are happening in our local environment e.g. school. - Suggest ideas for improving the local environment 		<p><u>Essential Tier 2 Vocabulary in Year 1:</u></p> <table border="1"> <tbody> <tr> <td>skill</td> <td>describe</td> </tr> <tr> <td>link</td> <td>present</td> </tr> </tbody> </table>	skill	describe	link	present
skill	describe					
link	present					



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Year 2 – substantive knowledge								
Marvellous Mapping (Twinkl)	Understanding our world (bespoke)	Seaside settlement (Twinkl)						
<ul style="list-style-type: none"> - Can I devise simple maps, and understand OS maps? - Can I use compass directions to create routes? - Can I draw a simple sketch map to represent the UK - Can I draw a simple sketch map to represent the world? - Can I use aerial photographs and plan perspectives? - Can I map our oceans and seas? 	<ul style="list-style-type: none"> - What are the continents of the world? - What are the oceans of the world? - Where is the equator, and what does it mean? - Can I describe the location of Australia? - Can I describe the geographical features of Australia? - Can I explain the geographical similarities and differences between an area of Australia and an area of the UK? 	<ul style="list-style-type: none"> - Where are our seashores? - Features of the seashore - Seashores past and present - Let's explore a seashore town (visit) - Islands everywhere - Who can see the sea? 						
<p><u>As geographers we will learn (disciplinary knowledge):</u></p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (NSEW) and location and directional language (Near, Far, Left, Right) to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Name and locate the world's seven continents and give oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. - Name, locate and identify characteristics of the seas surrounding the United Kingdom. - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather. - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. - Understand geographical similarities and differences through studying the human and physical geography of a small area of a small area of the UK, and of a small area in a contrasting non-European country. 		<p><u>Essential Tier 2 Vocabulary in Year 2:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">location</td> <td style="padding: 2px;">devise</td> <td style="padding: 2px;">construct</td> </tr> <tr> <td style="padding: 2px;">name</td> <td style="padding: 2px;">similarity</td> <td style="padding: 2px;">difference</td> </tr> </tbody> </table>	location	devise	construct	name	similarity	difference
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Year 3 – substantive knowledge		
Villages, towns and cities	Mountains, volcanoes and earthquakes	Water and weather
<ul style="list-style-type: none"> - <i>Where do people live?</i> - <i>What affects where people live?</i> - <i>How do human settlements differ?</i> - <i>What makes up a city?</i> - <i>Can you design your own settlement?</i> - <i>Unit check out (assessment tasks)</i> 	<ul style="list-style-type: none"> - <i>What is the Earth made of?</i> - <i>How are mountains and volcanoes formed?</i> - <i>How do earthquakes and volcanic eruptions happen?</i> - <i>What are the effects of earthquakes and volcanic eruption?</i> - <i>Do the benefits of living near a volcano outweigh the risks?</i> - <i>Unit check out (assessment tasks)</i> 	<ul style="list-style-type: none"> - <i>Where is the Earth's water?</i> - <i>Why does it rain?</i> - <i>Why do we have seasons?</i> - <i>What is the weather forecast?</i> - <i>Why is the weather in the UK unpredictable?</i> - <i>Unit check out (assessment tasks)</i>
<p><u>As geographers we will learn (disciplinary knowledge):</u></p> <ul style="list-style-type: none"> - <i>Ask and respond to geographical questions e.g. describe the landscape, why is it like this, how is it changing, what do you think about that etc</i> - <i>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos / pictures e.g. population, temperature etc</i> - <i>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</i> - <i>Communicate findings in ways appropriate to the task or for the audience</i> - <i>Understand and use a widening range of geographical terms e.g. specific topic vocabulary</i> - <i>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</i> - <i>Make more detailed fieldwork sketches / diagrams</i> - <i>Use fieldwork instruments e.g. camera, rain gauge</i> - <i>Use and interpret maps, globes, atlases, and digital mapping to locate countries and key features</i> - <i>Use four figure grid references</i> - <i>Use the 8 points of a compass</i> - <i>Make plans and maps using symbols and keys</i> - <i>Identify where counties are within the UK and the key topographical features</i> - <i>Name and locate the cities of the UK</i> - <i>Identify physical and human features of the locality</i> - <i>Explain about weather conditions / patterns around the UK and parts of Europe.</i> - <i>Recognise there are similarities and differences between places.</i> - <i>Develop an awareness of how places relate to each other.</i> 		<p><u>Essential Tier 2 Vocabulary in Year 3:</u></p> <p>Respond Evidence Recognise Analyse Comparisons Communicate Fieldwork</p>



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Year 4 substantive knowledge:		
Natural Resources	Rivers	Migration
<ul style="list-style-type: none"> - <i>What is the world's natural resources?</i> - <i>How has the use of natural resources changed?</i> - <i>How can using natural resources cause problems?</i> - <i>What natural resources does Chile have?</i> - <i>What natural resources does the UK have?</i> - <i>Unit check out (assessment tasks)</i> 	<ul style="list-style-type: none"> - <i>Where are the major rivers of the world?</i> - <i>What is erosion, transportation and deposition?</i> - <i>Why is the Volga River important to people?</i> - <i>Why are rivers important to people?</i> - <i>How do rivers shape the land around them?</i> - <i>Unit check out (assessment tasks)</i> 	<ul style="list-style-type: none"> - <i>What is migration?</i> - <i>What causes people to migrate?</i> - <i>How does migration affect people and places?</i> - <i>Can I create a profile of a migrant?</i> - <i>What is the Windrush generation?</i> - <i>Unit check out (assessment tasks)</i>
<p><u>As geographers we will learn (disciplinary knowledge):</u></p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary</p> <p>Measure straight line distances using appropriate scale</p> <p>Explore features on OS maps using 6 figure grid references</p> <p>Draw accurate maps with more complex keys</p> <p>Plan the steps and strategies for an enquiry</p> <p>Recognise the different shapes of continents</p> <p>Demonstrate knowledge of features about places around them and beyond the UK</p> <p>Identify where countries are within Europe including Russia</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p> <p>Know how the locality is set within a wider geographical context.</p> <p>Describe human features of UK regions, cities and / or counties.</p> <p>Understand the effect of landscape features on the development of a locality</p> <p>Describe how people have been affected by changes in the environment</p> <p>Explain about key natural resources e.g. water in the locality</p> <p>Explore weather patterns around parts of the world</p> <p>Know about the wider context of places – region, country</p> <p>Understand why there are similarities and differences between places.</p> <p>Know how rivers erode, transport and deposit materials.</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition.</p>		<p><u>Essential Tier 2 Vocabulary in Year 4:</u></p> <p>Plan</p> <p>Enquiry</p> <p>Demonstrate</p> <p>Identify</p> <p>Patterns</p>



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Year 5 substantive knowledge		
Slums	Biomes	Energy and sustainability
<ul style="list-style-type: none"> - <i>What is a slum?</i> - <i>What are the similarities between the Rocinha and Dharavi?</i> - <i>What challenges are faced by people living in the slums?</i> - <i>What improvements can be made for people living in the slums?</i> - <i>What next for Dharavi?</i> - <i>Unit check out (assessment tasks)</i> 	<ul style="list-style-type: none"> - <i>What are the Earth's biomes?</i> - <i>Why are biomes where they are?</i> - <i>Why are biomes under threat?</i> - <i>What are the features of your favourite biome?</i> - <i>How can we persuade people to protect biomes?</i> - <i>Unit check out (assessment tasks)</i> 	<ul style="list-style-type: none"> - <i>What is sustainability?</i> - <i>Are fossil fuels sustainable?</i> - <i>What are renewable sources of energy?</i> - <i>What can we learn from Curitiba?</i> - <i>What can we learn from Freiburg?</i> - <i>Unit check out (assessment tasks)</i>
<p><u>As geographers we will learn (disciplinary knowledge):</u> Understand and use a widening range of geographical terms. Identify and describe the significance of the Prime / Greenwich Meridian and time zones, including day and night. Recognise the different shapes of countries. Identify the physical characteristics and topographical features of countries. Know about the wider context of place e.g. country, region and country Know and describe where a variety of places are in relation to physical and human features. Know location of: capital cities of countries of British Isles and UK, seas around UK, European Union countries with high populations and large areas and the largest cities in each continent. Understand about weather patterns around the world and relate these to climate zones. Understand how humans affect the environment over time. Know about changes to world environments over time. Understand why people seek to manage and sustain their environment. Compare the physical and human features of a region of the UK and a region in America, identifying similarities and differences.</p>		<p><u>Essential Tier 2 Vocabulary in Year 5:</u></p> <p>topographical zone characteristics</p>



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Year 6 substantive knowledge		
Local fieldwork	Population	Globalisation
<ul style="list-style-type: none"> - Why do geographers do fieldwork? - What tools do geographers use for fieldwork? - How do geographers collect and present data? - Designing tools for fieldwork - Conducting fieldwork - Unit check out (assessment tasks) 	<ul style="list-style-type: none"> - Where do people live around the world? - How and why has population changed? - What are the challenges of an ageing population? - How is a population pyramid created? - What are the best ways to feed the planet? - Unit check out (assessment tasks) 	<ul style="list-style-type: none"> - What is globalisation? - How has technology changed the way we communicate? - How does globalisation affect trade? - What are the costs of fast fashion? - Why do a few companies control most of the world's food? - Unit check out (assessment tasks)
<p><u>As geographers we will learn (disciplinary knowledge):</u></p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Use: 8 points of compass; 4,6 figure grid references, symbols and key (OS) to build knowledge of UK and wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Understand and use a widening range of geographical terms. Use maps, charts etc to support decision making about the location of places Locate the world's countries, using maps to focus on Europe (including Russia), and N and S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night). Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N or S America.</p>		<p><u>Essential Tier 2 Vocabulary in Year 6:</u></p> <p>Present Decision making Geographical regions Latitude Longitude Meridian</p>



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Concept mapping through our curriculum 2022-2023

Place	Environment	Scale	Interdependence	Development	Change
Continents Oceans and seas Regions	Physical features Landscape Biomes Climate Rivers Volcanoes Diversity Landforms	Maps	Trade Resources Sustainability	Human features Settlement Population Sustainability	Settlement Population Sustainability

Change:

EYFS	We look at their local environment (Hemsworth) has changed.
Y1	We learn about the features in our local settlement that might change.
Y2	How have particular settlements (seaside) have changed .
Y3	Why do settlements change over time (villages, towns and cities).
Y4	How does migration impact on people and places, how does it affect populations, what causes people to migrate.
Y5	What improvements can be made for populations living in slum settlements.
Y6	How has communication changed, how has this affected globalisation and trade. What factors impact on population change – rise, looking at ageing population in Japan, how does it develop.

Development:

EYFS	Homes
Y1	Learn about different types of villages, towns and cities.
Y2	Capital cities, how settlements are affected by their location. Human features (landmarks natural and manmade).
Y3	Villages, towns and cities, human settlements, population and features.
Y4	Is migration linked to sustainability, push and pull.
Y5	We look at renewable and non-renewable resources and which ones are sustainable.
Y6	In year 6 we look at population has grown, how are people addressing an ageing population, food insecurity, how healthcare can affect it. Population density.



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Interdependence:

EYFS	Recycling, reusing, reducing. We learn about shops in roleplay, farms.
Y1	Shops, banks and where people can access resources in public places. We look at looking after the local environment.
Y2	Looking at the different trade goods in a seaside area.
Y3	Why do people live by volcanos to access the natural resources (fertility).
Y4	In year 4 we learn how the distribution of natural resources can lead to problems.
Y5	In year 5, we compare slums in India and Brazil, and how natural resources are distributed unfairly amongst the population.
Y6	In year 6 we learn about the increase of trade from globalisation and trade agreements, we look at imports and exports and how different countries are connected by trade.

Scale:

EYFS	Draw information from a simple map and describe a familiar route.
Y1	In year 1 they start to look at map symbols.
Y2	In year 2 they look at OS maps of seaside, look at the maps of the UK and the world map.
Y3	OS maps of cities.
Y4	In year 4 we use world atlases to look at how major rivers of the world are shown on maps.
Y5	Use atlases to identify biomes in areas across the world.
Y6	In year 6 we look at map types, political, topographical, relief, thematic.

Environment:

EYFS	IWe recognise similarities and differences in this country. Explore the natural wrld around us and look at the weather. They describe what they see, hear and feel around them.
Y1	In year 1 we learn about the local climate.
Y2	In year 2 we learn about hot and cold. We look at the landscape of the coastline.
Y3	In year 3 we learn about volcanoes, how the weather affects us.
Y4	In year 4 we learn about the water cycle major rivers, how can using natural resources cause problems.
Y5	In year 5 we learn to identify biomes and how ecosystems and biomes around the world are affected especially by humans.
Y6	In year 6 we look at how globalisation and trade affects the environment.



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Place:

EYFS	
Y1	We learn how the weather helps to describe a place. We learn about where we live, our classroom and how we get to school. We learn about the countries of the UK, the capital cities and what makes them similar and different.
Y2	We learn about hot and cold places in the world and a particular country (Australia). We use the names of continents. We describe places at the seaside.
Y3	We learn about the world's water.
Y4	We learn where the major rivers of the world are. We learn about the countries that people might migrate from. We learn about a particular country (Chile).
Y5	We learn about two places (Rocinha and Dharavi). We learn about where the world's biomes are.
Y6	We learn how places are connected through trade.