

St Nicholas West Tanfield and Kirkby Malzeard Primary School: Knowledge Progression in Geography

Substantive Knowledge	EYFS	Year 1	Year 2	Year 3 and Year 4 as for KS1 plus	Year 5 and Year 6 as for Y3 and Year 4 plus		
Location	Know about the key features of SN or KM school (school, river, churches, tower, village hall, shop)	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	Name and locate its surrounding seas Name and locate the world's seven continents Name and locate the five oceans.	UK: name and locate counties cities and geographical regions of the United Kingdom			
				Focus on: • Counties of North, West, East and South Yorkshire • Cities in Yorkshire • UK locations in rolling program	Focus on • Counties adjacent to Yorkshire • 9 regions of UK • UK locations in rolling program	Focus on • Counties in each region of UK • Main cities in each region • UK locations in rolling program	Focus on • Mountain ranges in UK • Main rivers in UK • UK locations in rolling program
				World: locate the world's countries, using maps to focus on Europe, North and South America			
				• Countries in Europe nearest to UK • World locations in rolling program	Countries in Europe nearest to UK plus capital cities • World locations in rolling programs	Countries in North and South America • World locations in rolling programs	Countries in North and South America plus capital cities • World locations in rolling programs
				Identify the position and significance of:			
				equator, northern and southern hemispheres North and South Poles	lines of longitude and latitude and the Greenwich Meridian	Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	the Prime/Greenwich Meridian and time zones (including day and night)
	EYFS	Year 1 and 2		Pupils in year 4, 5 and 6 will make connections with knowledge learned in previous years			
				Study of region in UK compared with region in North or South America or Study of region in UK compared with region in Europe			

Place	Know about where they live and their address	Year A: Study of small area of UK and non-European country UK; West Tanfield/Kirkby Malzeard World: Kampong Ayer, Brunei, South Asia, Arctic and Antarctica	Year B: Study of small area of UK and non-European country UK: West Tanfield / Kirkby Malzeard, Whitby World: Antarctica, Sahara Desert	Year A: UK: climate of whole of UK with focus on our local region. N&S America: Mexico Yucatan Peninsula	Year B: UK: Our village, local towns, Yorkshire counties & towns Europe: Cobh, Ireland N&S America: New York / Caribbean	Year C: UK: Local uplands, Yorkshire Europe: Italy N&S America: Galapagos Islands	Year D: UK: Harrogate/Ripon & surrounding areas, Local rivers, canals, reservoirs, North Yorks towns/cities); N&S America Egypt (Nile delta) and world rivers and main cities
	EYFS	Year 1 and 2	Pupils in year 4, 5 and 6 will make connections with knowledge learned in previous years				
Human and Physical Geography	Know the differences between WT/KM (village) and Ripon (town)	Human and physical features of the above places					
	Know the 4 seasons Develop positive attitudes about the differences between people.	Year A: Hot and cold areas of the world in relation to the Equator and the North and South Poles Use of basic geographical vocabulary to describe places Seasonal and daily weather patterns in the United Kingdom	Year B: Hot and cold areas of the world in relation to the Equator and the North and South Poles Use of basic geographical vocabulary to describe places Seasonal and daily weather patterns in the United Kingdom.	Year A: Human and physical features. Main focus: Climate zones, biomes & vegetation belts	Year B: Human and physical features. Main focus: Settlement, land-use, economic activity, trade links,	Year C: Human and physical features. Main focus: Volcanoes and natural resources	Year D: Human and physical features. Main focus: Rivers, reservoirs, canals, the water cycle (also Science)
Substantive Knowledge	EYFS	Year 1	Year 2	Year 3 as for KS1 plus	Year 4 as for Y3 plus	Year 5 as for Y4 plus	Year 6 as for Y5 plus
Geographical skills	Use first hand experience and	Use world maps, atlases and globes		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			

	photos to make simple maps and pictures features of immediate environment	to identify the United Kingdom and its countries plus other countries and continents studies • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map • Use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map	<ul style="list-style-type: none"> • Year 2 only: use and construct basic symbols in a key • Year 2 only: Use simple compass directions (North, South, East and West) 	Answer questions using simple data presented in bar graphs and tables. name the eight points of a compass	+ make comparisons using data presented in bar graphs and tables. Know some OS symbols and use a key	+analyse data presented in a variety of ways and use to compare, contrast and make connections between places. Use 4 figure grid references	+Use 6 figure grid references Know most OS symbols and use a key
Geographical Fieldwork	Use first hand experience and photos to explore features of immediate environment (indoor and out) hall, main entrance, office, adventure playground, school garden, wildlife area, track	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	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.				
			above	+Construct bar graphs to present data	+Construct bar and line graphs to compare present data	+Construct bar and line graphs to compare, present and analyse data	

Disciplinary Knowledge in Geography:

Disciplinary knowledge can be described as actions taken within a particular subject to gain knowledge. Disciplinary knowledge in Geography allows pupils to gain a deeper understanding of the world around them by connecting and applying what they know (substantive knowledge). An example of substantive and disciplinary knowledge is illustrated in the following table:

Substantive Knowledge example (knowing 'what')	Disciplinary Knowledge example (knowing 'how')
<ul style="list-style-type: none">• Knowledge of the Water Cycle• Knowledge of world climates and biomes• Knowledge of how to read and construct climate graphs	<p>Applying substantive knowledge to investigate why the Amazon rainforest is so wet. This could be investigated by:</p> <ul style="list-style-type: none">• Comparing evidence in the form of data (climate graphs) for the Amazon rainforest with other areas of the world and the human and physical features of the location.• Connecting knowledge of the location of the Amazon rainforest and its proximity to the Equator with knowledge of the water cycle. (The sun is stronger at the Equator as the rays are more direct – this means that more water becomes water vapour at the Equator).• Connecting knowledge to make a hypothesis to answer why the Amazon rainforest is so wet and communicating the hypothesis.• Making connections with knowledge about climate change to pose further questions, for example, is the Amazon rainforest becoming wetter as the climate becomes warmer?

Our curriculum develops substantive knowledge through the study of different units that cover the programmes of study from the National Curriculum for Geography. Each of our Geography units poses an enquiry question which enables pupils to apply what they have learned (disciplinary knowledge). As the range of places in the world grows, they are able to connect and their knowledge across places and scales

Rolling programme for Geography

EYFS	KS1		KS2			
<p>Where do we live? Where does food come from?</p> <p>Develop positive attitudes about the differences between people.</p> <p>UK: West Tanfield / Kirkby Malzeard, Ripon, North Yorkshire, Leeds, London, England, Scotland, Wales, Ireland,</p> <p>World: Arctic, Australia</p>	<p>Year A Where I Live What is it like to live in Kampong Ayer Why Don't Penguins Need to Fly?</p> <p>UK: West Tanfield / Kirkby Malzeard World: Kampong Ayer, Arctic and Antarctica</p>	<p>Year B Why do we like to be beside the Seaside? How does the Weather Affect our Lives? Why does it Matter where my food comes from?</p> <p>UK: West Tanfield/Kirkby Malzeard, World: Antarctica, Sahara Desert</p>	<p>The earth and change</p> <p><u>Weather, climate and environment</u></p> <p>Does the climate matter to living things?</p> <p>Climate zones, biomes & vegetation belts & the water cycle Settlement, land-use, economic activity, trade links, natural resources</p>	<p>Humans and change</p> <p><u>Migration, immigration and settlement</u></p> <p>Why do people choose to live in the places where they live?</p> <p>Settlement, land-use, economic activity, trade links, natural resources</p>	<p>The earth and change</p> <p><u>Land, landscapes and topography</u></p> <p>Why is land different in different places?</p> <p>Volcanoes and earthquakes</p> <p>Settlement, land-use, economic activity, trade links, natural resources</p>	<p>Humans and change</p> <p><u>Distribution of water and other vital resources</u></p> <p>Why is water not just for drinking?</p> <p>Climate zones, biomes & vegetation belts, rivers, mountain & the water cycle Settlement, land-use, economic activity, trade links, natural resources</p>
			<p>Year A: UK: climate of whole of UK with focus on our local region. N&S America: Mexico, Yucatan Peninsula</p>	<p>Year B: UK: Local area and towns Europe: Cobh, Ireland N&S America: New York / Caribbean</p>	<p>Year C: UK: Yorkshire Europe: Italy N&S America: Galapagos Islands,</p>	<p>Year D: UK: main Yorkshire and UK rivers and towns World: Egypt (Nile) and world rivers and main cities</p>

EYFS Curriculum / National Curriculum

	EYFS Curriculum	Key Stage 1	Key Stage 2
Location	Dev Matters Reception: UW: Recognise environments that are different to one which they live in. Recognise some similarities between life in this country and life in other countries.	1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom 2. Name and locate its surrounding seas 3. Name and locate the world's seven continents 4. Name and locate the five oceans.	1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 3. 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)
Place knowledge	Understand the effect of changing seasons on the natural world around them Draw information from a simple map	1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography	ELG: UW People, Culture and Communities (for reference) Describe their immediate environment using knowledge from observations, discussions, stories, nonfiction, texts and maps Explain some similarities and differences between this country and life in another country drawing on knowledge of stories non-fiction texts and when appropriate maps.	1. Identify seasonal and daily weather patterns in the United Kingdom. 2. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 3. Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation,. key human features, including: city, town, village, Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe and understand key aspects of: 1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 2. 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
Geographical skills		1. Use world maps, atlases and globes to identify the United Kingdom and its countries plus other countries and continents studies 2. 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.. 3. 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 4. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to des	1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 3. 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.

