Geography Progression of Knowledge

Geography is the study of places and the relationships between people and their environments. Children at Thomas Hickman School 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 children develop a meaningful understanding of location and place, including that of their local area.

Thomas Hickman 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.

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. Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.
IV. Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing.
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 them.*
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.*

National Curriculum Programmes of Study

<table>
<tr><th></th><th colspan="2">Year 1</th><th colspan="2">Year 2</th><th colspan="2">Year 3</th><th colspan="2">Year 4</th><th colspan="2">Year 5</th><th colspan="2">Year 6</th></tr>
<tr><td>Locational Knowledge</td><td colspan="4">• Name and locate the world's seven continents and five oceans

• Name, locate and identify characteristics of the four countries</td><td colspan="8">• 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

• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</td></tr>
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	and capital cities of the United Kingdom and its surrounding seas	(including hills, mountains, coasts and rivers), 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)
Place Knowledge	• 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	• 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 & Physical Geography	• Identify seasonal and daily weather patterns in the United Kingdom 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, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	• Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 & Fieldwork	• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 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 • 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 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 • 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.

Termly Units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn (Companion project)	**'Our Wonderful World'** This essential skills and knowledge project teaches children about	**Let's explore the world** This essential skills and knowledge project teaches children about	**'One planet, our world.'** This essential skills and knowledge project teaches children to **locate**	**Interconnected World** This essential skills and knowledge project teaches children about	**Investigating Our World** This essential skills and knowledge project teaches children about	**Our Changing World** This essential skills and knowledge project revises the features of Earth, time zones and lines

	physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.	atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.	**countries and cities,** and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about **significant places in the United Kingdom** and carry out fieldwork to discover how land is used in the locality.	compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of **North and South America.** Children identify **physical features in the United Kingdom** and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.	locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.	of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.
Spring	**FOS: London's Calling!** This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and	**<u>South End</u>** This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Southend.	**Tectonic Tremors** This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.	**FOS: River Deep, Mountain High** This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and	**FOS: Food Discovery** This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of	**FOS: Frozen Kingdom** This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental

	features of the capital city, London.			processes that shape them and the land around them.	significant environmental areas.	factors that shape and influence them.

EYFS

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- 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.

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.

End points:

By the end of EYFS, children will:

- Name the 4 countries of the UK
- Recognise some similarities and differences between life in this country and life in other countries
- Identify features on a simple map.
- Draw a simple map of the school.
- Use directional language – forward, backwards, up, down, next to..

By the end of KS1, children will:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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 (Somalia).
- Identify seasonal and daily weather patterns in the United Kingdom 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
- Use world maps, atlases and globes to identify the United Kingdom, continents and oceans.
- Use simple compass directions (North, South, East and West)
- Draw simple maps using symbols and a key.
- Use simple fieldwork and observational skills to study the human and physical features of the school grounds and Aylesbury.

By the end of KS2, children will:

- Locate the world's countries using maps
- 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
- Identify the position 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 climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, 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 United Kingdom, a region in a European country, and a region within North or South America
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Substantive Knowledge

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 Knowledge - (Declarative Knowledge)							
The Local Area							
The UK	The United Kingdom is made up of 4 countries: England, Northern Ireland, Scotland and Wales.	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. The capital city of England is London. The capital city of Northern Ireland is Belfast. The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. Significant London landmarks include	The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.	Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle. Counties have distinct characteristics according to their size, population, industries, location and physical and human features. A county is an area of land according to political divisions. Counties are governed by local governments.	Significant physical features of the UK include mountains, rivers, islands, lakes and forests. There are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Snowdon, in the Snowdonia Mountains, Wales; and Slieve Donard, in the Mourne Mountains, Northern Ireland.	Relative location is where something is found in comparison with other features.	

		the Royal Albert Hall, Tower Bridge, Houses of Parliament, Westminster Abbey, Big Ben, Buckingham Palace and Monument to the Great Fire of London. A location is a place or the position of something.					
The World		A continent is a very large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic, Atlantic, Indian, Pacific and Southern Ocean.	The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic, Atlantic, Indian, Pacific and Southern Ocean. An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and	Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia. Europe is a continent in the Northern Hemisphere. It has over 50 countries (including transcontinental countries).	The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia,	Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia. Capital cities are usually the seat of government of a country. They are	The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from

			Southern Oceans. Seas include the Black, Red and Caspian Seas. The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. The North Pole is 90°N; the South Pole is 90°S. The equator is the line of 0° latitude. The Prime Meridian is the line of 0° longitude.	Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.	large settlements with a wide range of human features and transport links and can be a centre for business and trade. The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich	which all other longitudes are measured. The Tropic of Cancer and the Tropic of Capricorn are at 23.5° north and south of the equator. The Arctic Circle and Antarctic Circle are 66.5° north and south of the equator. Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.

						is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.	Greenwich Mean Time, or GMT, is taken from the Prime Meridian. There are 24 time zones around the world because there are 24 hours in a day. The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-).

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 Knowledge)							
Comparisons		Places can be compared by size, amenities, transport, location, weather and climate. Kuala Lumpur is the capital city of Malaysia.	A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include		Cultural studies of a country include the language, religion and values of the people who originate from, or live in, a particular place.		The Arctic region has cold winters and cool summers. Average Arctic temperatures range from -43°C to 13°C depending on the season and location. The Antarctic region has cold winters and cool

			the United Kingdom, Germany, France and Spain. There are many similarities and differences between Somalia and England. Similarities include sharing a border with other countries, having four seasons and both having cities and villages. Difference include location, climate, types of seasons, landscape, lifestyle of people and the structure and size of the capital cities.				summers. Antarctica is the coldest, windiest and driest place on Earth. Average temperatures range. The boundaries of the polar regions are marked by the Arctic and Antarctic Circles. The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. It is the tilt towards the Sun that creates near-constant daylight, known as polar day or Midnight Sun. The tilt away from the Sun creates near constant darkness, known as polar night. The polar oceans are significantly colder than other

							world oceans. This influences the presence of sea ice, glaciers and icebergs. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Traditionally, indigenous people in the Arctic adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and walruses and using reindeer skins to keep warm. Many lived nomadic lifestyles following reindeer herds.

							Today, many indigenous people in the Arctic live in permanent settlements and have a modern lifestyle, but some still follow traditional ways of life. Visitor numbers are currently low in Antarctica, cruise ships are well regulated, there are no hotels or facilities for permanent residents, and tourists are asked to follow strict guidelines to ensure the land and wildlife isn't damaged. The Arctic is the area that is north of the Arctic Circle (66.5°N). The Arctic region is made up of the Arctic Ocean, surrounded by the continents of

							Europe, Asia and North America. Physical features of the Arctic include ice sheets, ice caps, mountains and hills, large rivers and lakes, tundra (areas of permanently frozen soil) and some coniferous forest. The Arctic has long, cold, dark winters and cool, light summers. Antarctica is a continent, located south of the Antarctic Circle (66.5°S). Most of the landscape is ice-covered mountains, glaciers or ice sheets. The South Pole (90°S) is the most southern geographical point on Earth. The Antarctic has long, cold, dark winters and cool, light

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 Geography - (Declarative Knowledge)							
Weather & Climate		Hot places are close to the equator and cold places are far away from the equator. The equator is an imaginary line around the middle of the Earth. There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used	The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. A weather pattern is a type of weather that is repeated. Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. South America, Africa and Asia are on the equator.	Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. The North Pole is 90°N; the South Pole is 90°S. The equator is the line of 0° latitude. The Prime Meridian is the line of 0° longitude.	Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent. Countries nearer the equator are hotter and countries further from the equator are colder. Some countries have contrasting climate zones. Physical features, such as mountains and rainforests, can affect the climate. The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Climate zones have the same average weather conditions, such as temperature, rainfall and seasons. The	Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet,

		to show different types of weather. Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.	These continents have a hot climate. The North and South Poles are far away from the equator. They have a cold climate. Europe is in between the equator and the poles. It has a temperate climate.		degrees south of the equator. The tropics is an area of significance between the Tropic of Cancer and the Tropic of Capricorn. Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains.	climate determines the vegetation, or plants, of an area. Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas. Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.	lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources. Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.

					Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.		
Other Physical Features & Processes		Physical features are made by nature. They include hills, mountains, beaches and oceans. Physical features are naturally-created features of the Earth. Natural environments can be affected by the	Physical features of the coastline include headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes. Conservation is the protection of living things and the environment from damage caused by human activity.	There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft,	A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such	North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.	Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.

		actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully.	Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future. Sustainability means maintaining the Earth's environment and its natural resources for future generations. An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding. Erosion is a physical process that involves the weathering and	permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten	as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. Meanders are bends in rivers. The place where a river flows into the sea is called the mouth. Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon,	Soil fertility, drainage and climate influence the placement and success of agricultural land. The soil and climate of California make it ideal for growing citrus fruits.	Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.

			movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.	rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle. The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes. Over 200 million years ago, all the Earth's continents were joined together as one supercontinent called Pangaea. Continental drift	Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Rivers, and the landscape that surrounds them, have different characteristics. The upper course of a river is typically steep, narrow and rocky. The water is fast-flowing and turbulent. The middle course of a river is wider, deeper and curves in meanders. The water flows more slowly. The lower course of a river is flat and wide. The water runs into estuaries or creates deltas. Rivers, seas and oceans can transform a landscape through erosion,		

				caused the supercontinent to break up and move apart to create the continents we have today. Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate	deposition and transportation. Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. Significant physical features of the UK include mountains, rivers, islands, lakes and forests. The environment produces natural resources. Humans use some natural resources to make energy.		

				boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can	Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy. Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy. Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges,		

				cause severe damage. Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. A volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. A volcano can be active, dormant or extinct. Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are	Danube and Yangtze. A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m. Flooding can happen for a wide variety of natural and human reasons including excessive rainfall, lack of river dredging, land use and the topography of the land. Flooding can cause a wide range of problems including damaging property and equipment, contaminating farmland and cutting people off from vital services		

				created by nature, affect many people and cause widespread damage. When volcanoes erupt, they emit gases, lava and ash. Volcanic eruptions can destroy habitats, homes and businesses and can change the landscape. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. Earthquakes can cause short and long-term problems. Short-term problems	and supplies of food and water. Different types of soil include clay, sandy, silty and loamy. Specific knowledge Year 4A layer of soil covers much of the land on Earth. It is made of rock particles, air, water and humus, which is decayed plant and animal material. The properties of soil include texture, structure, porosity, chemistry and colour. Loam is a soil type with roughly equal amounts of sand, silt and clay particles. Loam is good for plant growth.		

				include fear, injury from falling debris and loss of personal items. Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services. Skill Year 3 Describe how a significant geographical activity has changed a landscape in the short or long term. A tsunami is a series of waves in the sea or ocean, caused by an earthquake, volcanic eruption or other underwater explosion. In 2004, an earthquake off the coast of northern			

				Sumatra triggered a series of tsunamis that travelled across the Indian Ocean causing widespread damage and destruction.			

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 & Land Use		Human features are made by people. They include a city, town, village, factory, farm, road, bridge, house, office, port, harbour and shop. A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns	Human features of the coastline include hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes. Southend is a coastal town with a range of human features. Industries are businesses that make things, sell things and help people live their everyday lives.	Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. Cities have distinct characteristics according to their size, population, industries, landmarks, location and	Geographical features created by humans are called human features. Human features include houses, factories and train stations. Human features can be interconnected by function, type and transport links. Principle routes link major towns and cities across the country. Many principal routes terminate in London. Railway	Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where	

		and cities include homes, shops, roads and offices. The three main types of human settlement include cities, towns and villages. Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.	Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.	physical and human features. A city is a large human settlement, where lots of people live and work. Significant cities of the UK include London, Birmingham and York.	stations are sometimes linked to ferry interchanges and airports.	journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. A motorway is a main road built for fast travel over long distances. In the United Kingdom, they run north to south and east to west across the country, connecting towns and cities and transport links and allowing people and goods to be moved quickly.	
Economics, Trade & Resources			Tourism is an industry that provides services for visitors when they travel for pleasure or business. Tourist	Land uses include agricultural, recreational, housing and industry. Water systems are used for transport,	Rivers are used for leisure, farming, generating energy, transportation and settlements.	Industries can make their manufacturing processes more sustainable and better for the environment by	North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to

			services include accommodation, catering and entertainment.	industry, leisure and power. The canals in Britain are man-made waterways that were created during the Industrial Revolution to transport raw materials and goods around the country. Locks, tunnels and aqueducts are all features of canals. Canals declined when railways and roads developed but were conserved after the Second World War and are used for recreation and leisure today.		using renewable energy sources, reducing, reusing and recycling and sharing resources. Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.	raw materials, transportation, fresh water, power and labour supply). Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. Some countries, such as Saudi Arabia, Russia and Iraq, have natural resources to export, such as coal, oil, gas and metal ores. Others, such as North America, Canada and Ukraine, have fertile farmland for growing crops and raising animals. Other countries, such as the United States of America, Mexico, the UK, China and Germany, use

						The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion. Soil fertility, drainage and climate influence the placement and success of agricultural land. The warm climate, sloping topography, good transport links and seaweed fertiliser make Jersey an ideal place to grow Jersey Royal potatoes. Only potatoes grown on Jersey can be called Jersey Royals.	natural resources to make products, such as cars and toys, which they export worldwide. Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.

						Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced. Coffee is grown in Peru because the warm climate, frequent rainfall and rich soil provide perfect growing conditions. Growing and processing coffee is a difficult, time-consuming task because the process has changed little over time and most of the work is still done by hand. Transport networks can be tangible, such as	

						rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. The journey that food travels from producer to consumer is measured in food miles.	

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 & Fieldwork - (Declarative Knowledge)							
World Maps	Positional language includes behind, next to and in front of.	Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. The compass points north, south, east and west can be used when giving directions.	An atlas is a book of maps and charts. The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. A compass is an instrument that is used for finding a direction	Maps, globes and digital mapping tools can help to locate and describe significant geographical features. Countries are located within continents. Countries have capital cities and geographical features. The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. Atlases often contain additional data about countries, such as their population and land height. Political maps show the locations of countries and cities. Physical maps show the locations of physical features. The four cardinal directions are north (N), east (E), south (S) and west (W), which are at	Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.	Satellite images are photographs of Earth taken by imaging satellites. Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar. Maps are smaller than the places they represent, so they have to be drawn to scale. A scale on a map is written as a ratio, for example, 1cm:800km. Small scale maps show larger areas with less detail. Large scale maps show smaller areas with more detail. The scale on a map is used for measuring the size or distance between features.

				a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.	90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). Directions can be given using cardinal and intercardinal compass points. A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map.		A grid reference is a set of numbers that describes a position on a map. Contour lines join points of equal height above sea level and show an area's terrain. Map symbols are pictures or icons that represent physical and human features.

					Six-figure grid references give detailed information about locations on a map.		
UK Maps		Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. The compass points north, south, east and west can be used when giving directions.	The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. A compass is an instrument that is used for finding a direction	The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.	The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). Directions can be given using cardinal and intercardinal compass points. A six-figure grid reference contains six numbers and is more precise than	Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.	A grid reference is a set of numbers that describes a position on a map. Contour lines join points of equal height above sea level and show an area's terrain. Map symbols are pictures or icons that represent physical and human features.

					a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. A four-figure grid reference locates a square on a map. When giving a four-figure grid reference, give the two-digit eastings first followed by the two-digit northings. Topography is the arrangement of	Scale is the relationship between the size of an object on a map and its size in real life. For example, a scale of 1:25,000 means that 1cm on the map is equal to 25,000cm, or 250m, in real life. So 4cm on the map is equal to 1km. The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange	

					the natural and artificial physical features of an area. A contour line is a line on a map that joins areas of equal height and shows the elevation of features in the landscape.	or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. Map features, such as contour lines and symbols, can help to determine the type of land use of an area.	
Local / Regional maps and other secondary data sources	An aerial photograph or plan perspective shows an area of land from above.	A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. An aerial photograph or	A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. Maps help people to plan a route		Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.		Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).

		plan perspective shows an area of land from above. Google Earth is a computer program that accesses aerial images of the world via satellites.	from one place to another and to identify and locate physical and human features. An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).				Traffic data about road accidents in Great Britain in 2019 show that most fatalities happened on fast rural roads. Most accidents happened on urban roads due to the volume of traffic, but there were fewer deaths. Factors that cause accidents on rural roads are speeding, blind bends, people walking in the road, no cycle lanes and motorcyclists overtaking or having little knowledge of the roads. Urban roads have higher traffic volumes but are usually wider, have fewer bends, cycle lanes and more footpaths, so accidents are less likely to be fatal.

							Motorways Have the lowest number of accidents in each category.
Local Fieldwork	A location is a place or the position of something.	A location is a place or the position of something. Direction is the way you travel to get somewhere. People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully. Field work includes observing and collecting data (information) about people, places and natural environments. Data is information. Data can be numbers or measurements.	Data can be recorded in different ways, including tables, charts and pictograms. Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. The local environment can be improved by picking up litter, planting flowers and improving amenities. Data is a collection of facts, such as numbers, words, measurements,			Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions. A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.	Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).

		Data is information that can be collected and used to answer a geographical question. Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.	observations or descriptions. Studying data helps people to answer questions, draw conclusions, make decisions and take action.			The location of an allotment can be influenced by the landscape, soil quality, drainage, amenities and transport links.	

Disciplinary knowledge:

Disciplinary knowledge is taught and embedded within the teaching of each unit of substantive knowledge.

Yearly Progression of NC Knowledge, Skills and Understanding – DISCPLINARY KNOWLEDGE							
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
"Knowing how we know!"							
Asking & Answering Questions	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting & 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. Understand that geographers learn about the world by observing and collecting data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, 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 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 & Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age appropriate graphs and through writing, using appropriate geographical vocabulary.	Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age appropriate graphs and through writing at length, using appropriate geographical vocabulary.	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 & Debating	Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.