Geography **Progression of Knowledge** **St Joseph's Catholic Primary School**

As raised in Pope Francis' message Laudato si', God's wonderful world is broken, and it is time to be healed. Through our carefully planned geography curriculum, with RE as a focal point for planning, the children at St Joseph's learn how to look after our world and to live alongside God's creation.

Geography is the study of places and the relationships between people and their environments. **Therefore, in our geography curriculum, we aim to support our children to develop a deep understanding of their place in the world through knowledge of the physical and human geography of the local environment, the UK and the wider world which will underpin their place as global citizens to whom stewardship of our God's wonderful world has been entrusted.**

Our curriculum:

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

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

Adapting the curriculum for pupils with SEND in geography

• Adaptive teaching takes place.
• For sensory or physically impaired pupils, geography learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
• Dyslexic pupils may benefit from well-spaced print.
• Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be

smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
• A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support

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

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

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

Characteristics of Effective Learning
The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
'Understanding the World'
This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

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ELGs:

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and (where appropriate) maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

Topics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Around the World Similarities and differences in countries Maps Local area Weather Arctic/ North pole.	Seasons and climate Around the world U. K seas and coast	Mapping our local area Fieldwork Mexico	Our European neighbours. Region study Paris Volcanoes and earthquakes	Settlements Fieldwork Plants of the world	Rivers The United Kingdom California	A region in the UK: South Wales A region in South America Marvellous maps

Substantive and Disciplinary Knowledge

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

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

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

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Geographical Concepts

Concepts act as a holding basket for geographical ideas and content. They can be understood as categories of knowledge and are the grammar of the subject.

The 'big ideas of geography' are:

- Place
- Space
- Scale
- Interdependence
- Physical and Human Processes
- Environmental Impact
- Sustainable Development
- Cultural Awareness
- Cultural Diversity

Progression

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

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Progression

		EYFS	Year 1
Location and Place Knowledge	Substantive Knowledge	• Know there are different types of housing • Know they live in the town of Stourbridge • With help, locate Stourbridge on a map • Know where the local shops are • Know why there is a need for shops, schools, churches, etc. • Know there are different places on the globe (land and water)	• Know the names of the four countries that make up the UK • Know the names of the three main seas that surround the UK • Know some of the characteristics associated with a coastal place in comparison to where they live • Recognise that the world is split into continents and begin to name them. • Begin to recognise the 5 oceans of the world. • Know features of hot and cold places in the world • Know where the equator, North Pole and South Pole are on a globe
	Disciplinary Knowledge	• Look at simple maps and globes identifying land types and the sea • Use comparative language to describe objects as near or far away • Describe from photographs different environments around the world • Describe where they live and the surrounding area – shops, roads, parks etc.	• Understand that maps and the globe are used to locate key places around the world. • Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
Human and Physical Geography	Substantive Knowledge	• Talk about features of the school environment (hall, playground, office etc.) • Understand there is a range of transport available locally and these serve different purposes • Understand that the weather changes with the seasons. (linked to walks in school/local area) • Make observations of plants and weather in their environment and talk about changes. • Begin to use some geographical language: forest, sea, ocean, river • Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class.	• Use basic geographical vocabulary to refer to key human features, including: house, farm, office, shop, factory • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean • Know which is the hottest and coldest season in the UK • Know and recognise main weather symbols
	Disciplinary Knowledge	• Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) • Describe vegetation in a variety of different photographs from around the world and comment on sizes, shapes and weather	• Begin to appreciate the different weather patterns in the UK • Appreciate that there are extremes of weather close to the equator and at both the North and South Poles
Geographical Skills and Fieldwork	Substantive Knowledge	• Walk around the local area noticing features • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Devise simple maps and sketches-not to scale- and create own symbols to represent features on the map	• To know how to use maps and atlases to identify the United Kingdom and its countries and seas • Locate hot and cold areas of the world in relation to the Equator and the North and South Poles

	Disciplinary Knowledge	• Make simple pictorial representations or chart of observations or information gathered • Label simple diagrams and pictures • Discuss elements in photographs – weather, hot, cold, etc. • Describe and experiment with direction of movement • Use a magnifying glass. • Use a camera to take still and moving images • Add detail to a map of a familiar place – bedroom, classroom • Use simple positional cues – gives directions around the room or a space	• Talk about the main differences between a world map and a globe

		Year 1	Year 2
Location and Place Knowledge	**Substantive Knowledge**	• Know the names of the four countries that make up the UK • Know the names of the three main seas that surround the UK • Recognise that the world is split into continents and begin to name them. • Begin to recognise the 5 oceans of the world. • Know some of the characteristics associated with a coastal place in comparison towhere they live • Know features of hot and cold places in the world • Know where the equator, North Pole and South Pole are on a globe	• Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the name of and locate the four capital cities of England, Wales, Scotland and NorthernIreland • Know why so many important buildings are located in London • Know the name of the nearest town • Know their address, including postcode • Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks, such as a church • Talk about the features in their local environment • Know the main differences between the climate and features of a place in England and that ofa small place in a non-European country (Australia) • Know how to create simple maps with a common key e.g. treasure Island map
	Disciplinary Knowledge	• Understand that maps and the globe are used to locate key places around theworld. • Compare regions that are very hot with ones that are very cold, focusing onclimate, temperature and people.	• Understand that the globe represents the Earth as it is and that maps are a representation in2D of parts of the Earth • Contrast a place they know well with another they are not familiar with, using maps,photographs, and videos to help make comparisons • Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks, such as a church • Talk about the features in their local environment • Observe and record information about the local area, i.e. types of shops, bus stops etc. • Take photographs of locally interesting geographical features • Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.
Human and Physical Geography	**Substantive Knowledge**	• Use basic geographical vocabulary to refer to key human features, e.g.:house, farm, office, shop, factory • Use basic geographical vocabulary to refer to key physical features, e.g.:beach, cliff, coast, forest, hill, mountain, sea, ocean • Know which is the hottest and coldest season in the UK • Know and recognise main weather symbols	• Know that geographical features are classified as human and physical and give examples of each. • Know the main differences between city, town, village and hamlet • Know some of the advantages and disadvantages of living in a city, town, village or hamlet.

	Disciplinary Knowledge	• Recognise some human and physical features • Begin to appreciate the different weather patterns in the UK • Appreciate that there are extremes of weather close to the equator and also atboth the North and South Poles	• Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people • Recognise key differences between the 4 key settlements
Geographical skills & Fieldwork	**Substantive Knowledge**	• Know how to use maps and atlases to identify the United Kingdom and its countries and seas	• Know how to locate the nearest town or city on a map of the UK • Devise a simple route around school • Know how to create simple maps with a common key e.g. treasure Island map • Know their address and postcode. • Follow simple maps • Talk about the features in their local environment • Know how to make a model, using road strips and toy buildings that shows features in an area • Talk about the main differences between a world map and a globe • Know the points of a compass (N, S E W) •
	Disciplinary Knowledge	. • Talk about the main differences between a world map and a globe • Use simple directional and locational language (e.g. near and far, left and right).	• Use simple atlases to locate some places in the U.K. • Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks e.g. church • Classify features in the local environment as physical or human features • Observe and record information (including using technology) about the local area, e.g.. types of shops, bus stopsetc. • Make a model, using road strips and model buildings that shows features in an area • Study aerial photographs and use locational and directional language when doing so • Use Google Earth to find features in their locality • Use simple compass directions (North, South, East and West) and locational and directional language [e.g., near and far; left and right], to describe the location of features and routes on a map.
Geographical enquiry	**Disciplinary Knowledge**	• Teacher led enquiries, to ask and respond to simple closed questions. • Use information books as sources of information. • Investigate their surroundings. • Make observations about where things are e.g. within school, local area.	• Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places.

		Year 3	Year 4
Location and Place Knowledge	**Substantive Knowledge**	• Know that the UK is a country in Europe • Know how to locate European capital cities on a map • Identify the difference between a continent, country and capital city • Know how to identify European countries on a map • Know how to locate France on a world map, the capital city, bordering countries, islands and seas on a map of France • Know similarities and differences between Paris and London. • Locate volcanoes in relation to the northern and southern hemispheres, and the equator.	• Know how to identify and locate the seven continents and various countries of the world using maps and atlases.
	Disciplinary Knowledge	• Understand that countries have defined borders and that each country has its own government orequivalent	• Use maps, atlases, globes to locate countries and describe features studied
Human and Physical Geography	**Substantive Knowledge**	• Know about the key human and physical differences between living in the UK and a different European country, including flags, currencies and governments. • Describe some of the geographical features of Europe • Describe and understand key aspects of climate zones • Know that people's jobs are determined by where they live • Label the different parts of a volcano • Know the three main types of volcanoes • Know what causes a volcano to erupt and what happens during an eruption Know what causes an earthquake • Know the world's countries sit on large tectonic plates • Name the tectonic plates and countries that lie on them • Know there are three plate boundaries • Know and explain why volcanoes erupt • Compare and contrast the physical attributes of the UK and France • Describe some aspects of the human geography and culture of France (Paris)	• Explain who some early settlers were and why they settled in Britain • Describe the needs of early settlers and how they chose land to suit these needs • Define hamlets, villages, towns and cities • Explain how some settlements have changed over time, giving reasons as to why this is • Describe why a plot of land would be good for a new settlement make decisions about which amenities and services they will include in a new settlement • Identify major biomes and climate zones around the world and describe some of the ways in which plants have adapted in order to survive in extreme conditions • Name some of the ways in which humans use plants • Understand what biodiversity and megadiversity is
	Disciplinary Knowledge	• Begin to appreciate why physical and human features will be different around the world • Recognise how human geographical features are determined by location and may change over time • Understand and interpret cross-section diagrams	• Understand why their village/ town or city exists and what brought people to live there • Understand how ideal settlements may have changed over time • Understand what a biome is and describe some of the major biomes around the world

Geographical Skills and Fieldwork	**Substantive Knowledge**	• Know how to use maps and atlases to locate European countries and capitals • Know how to use a globe to gain a better understanding about countries' location • Use maps to locate European countries and capitals • Talk about the features in their local environment and compare it with another they know • Introduce the concepts of compass points • Use digital mapping to locate European landmarks, using different online features	• Identify a variety of map symbols and abbreviations correctly to use an Ordnance Survey map • Locate a square using four-figure grid references • Begin to locate a square using four-figure grid references • Create maps and keys
	Disciplinary Knowledge	• Use maps to locate world countries and capitals • Use a globe to gain a better understanding about countries' location (USA and Russia, for example) • Talk about the features in their local environment and compare it with another they know	• Use maps and globes to locate the equator, the Tropics of Cancer andCapricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a worldmap and a globe • Explain what a place is like and why
Geographical enquiry		• Begin to ask/initiate geographical questions. • Use books, stories, atlases, pictures/photos and Internet as sources of information. Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	• Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps

		Year 5	Year 6
Location and Place Knowledge	**Substantive Knowledge**	• Know the difference between Great Britain, The British Isles and the United Kingdom • Locate UK on a world map and identify main rivers, hills and mountain ranges. • Know the names of and locate some regions, counties and cities in England and know where they are in relation to each other. • Identify the seas and oceans that surround the UK • Use photos to identify similarities and differences between different UK beaches. • Locate and describe California by using maps and atlases • Identify the location of urban geography of LA and San Francisco • Describe the distribution of earthquakes and volcanoes in California • Locate rivers of the world using maps and atlases	• Locate and describe the South Wales region of the UK using maps and atlases • Locate North and South America and identify the Amazon Basin in Brazil by using maps and atlases • Locate the equator, hemispheres, tropics and poles. • Know about the earth's biomes, revision from year 4. • Find countries in Europe, North and South America on a map. • Find cities in the UK on a map
	Disciplinary Knowledge	• Appreciate why people would choose to live where they do despite sometimes inclementweather or a place having physical features which do not make it easy to live with • Use maps, atlases, globes and computer mapping to locate.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Human and Physical Geography	**Substantive Knowledge**	• Know and discuss life expectancy and population of UK • Know about some of the physical features related to the UK, e.g., Lake District, coastal areas, etc. • Know and label the main features of a river • Know the name of and locate a number of the world's longest rivers • Know why most cities are situated close to a river • Know and explain the features of a water cycle • Identify key features of hill and mountains. • Explain clearly the main differences between a village, town and city and urban and rural locations. . • Know and describe weather and climate in California • Recognise and describe the 4 environmental regions of California • Know the causes and consequences of water shortages in the Central Valley • Know Importance of crops and farm animals in the Central Valley • Know and compare the human geography of San Francisco and Los Angeles • Know why California is geologically unstable and understand how people are prepared for volcanic or earthquake emergencies • Describe the features of a river system including upper, middle, lower course • Learn about the changing shape of a river through erosion and deposition (meanders/ox bow lakes/ waterfalls) • List some ways rivers are used	• Learn about the weather and climate in a region of the UK and South America • Know how location of coal influenced where people worked and lived causing towns and villages to rapidly develop in the Valleys of Wales • Compare and contrast mining of Wales to Mining of the Black Country. • Compare human and physical features of a place in the UK with other countries • Know what is meant by biomes and what the features of a specific biome are. • Label layers of a rainforest and know what deforestation is • Know the term 'fair trade' and its implications on the lives of so many people • Learn about complexity of the equatorial rainforest structure, animals, vegetation) • Know how plants and animals work together to sustain the rainforest. • Know key facts about the indigenous people of the Amazon Basin. • Know that the Amazonian rainforest is a fragile and threatened ecosystem and how to preserve it. • Research fair trade and its impact. • Describe how land use has changed over time. (Wales before and after mining) and how Black Country has changed
	Disciplinary Knowledge	• Appreciate why physical and human features will be different around the world • Recognise and explain how human geographical features are	• Read and analyse weather and climate data • Reflect on the key changes that have occurred in buildings, trade and population

		determined by location and may change over time • Understand and interpret a range of diagrams and data • Appreciate why people would choose to live where they do despite sometimes climate or physical features physical features which do not make it easy to live there	• Understand the issues associated with Fair Trade • Understand what is meant by being environmentally friendly • Know how to identify human and physical characteristics and land-use patterns
Geographical Skills and Fieldwork	**Substantive Knowledge**	Line graphs/bar charts/ analyse data to compare weather patterns (California) • Know the eight points of the compass • Know that maps use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdomand the wider world.	• Know the eight points of the compass • Know that maps use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdomand the wider world. • Know how to use and describe features on an Ordnance Survey map.
	Disciplinary Knowledge	• Use and interpret graphs to record features such as temperature or rainfall across the world • Recognise ordnance survey (OS) symbols • Use Google Earth to locate a country or place of interest • Be familiar with topographical maps and know about contours, etc. • Understand how to use six-figure grid references	• Recognise ordnance survey (OS) symbols • Use Google Earth to locate a country or place of interest • Be familiar with topographical maps and know about contours, etc. • Understand how to use six-figure grid references
Geographical enquiry		• Use fieldwork to observe, measure, record and present the human and physical features in the local area. • Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	• Measure, record and present the human and physical features in the local area. • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

Vocabulary examples

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Town, weather, hot, cold, soil, here, there, near, far season, world, village, countryside, farm, house, hill, sea, beach, shop, map,	Near, far, wet, sunny, hot, dry, cold, house, school, street, shop Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office, atlas, left, right	Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe	Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European	rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle	coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts	Be able to describe and start to explain geographical processes using the correct terminology. Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links