



Singleton Church of England Primary School

Progression of Knowledge

Geography



| Geography (1) | Locational knowledge (Spiral approach) | | | Place Knowledge (Comparisons) | Physical Geography | |
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| | The Local Area | The UK | The World | | Weather and Climate | Other physical features and processes |
| SUBSTANTIVE KNOWLEDGE EYFS | Knowledge <ul style="list-style-type: none">Know the name of my school.Know the town/city where I live. Know basic relative positional language. | Knowledge <ul style="list-style-type: none">Know that England is their home country.Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities | Knowledge <ul style="list-style-type: none">Understand the terms 'land' and 'sea'. | Knowledge <ul style="list-style-type: none">Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from).Make simple comparisons between familiar environments (e.g. home, school, farm). | Knowledge <ul style="list-style-type: none">Know and name the four seasons and begin to describe associated weather. Record weather daily | Knowledge <ul style="list-style-type: none">Know and begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, forest, hill, mountain, sea, river, soil, season and weather. |
| SUBSTANTIVE KNOWLEDGE Year 1 (A) – Unit taught in cycle A (B) – Unit taught in cycle B | Knowledge Unit 1: Our Local Area (A) Year 1 <ul style="list-style-type: none">Knows how to use 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 mapKnows which direction is North on an OS map.Knows that symbols mean something on mapsKnows how to use basic geographical vocabulary to refer to key physical and human features of my locality for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherKnows about the local area and can name and locate some key landmarks and describe themKnows that people do jobs and that where they live (e.g. coastline) might affect this. Knowledge Year 2 pupils <ul style="list-style-type: none">Knows how to talk with confidence about human and physical of my local environment, such as farmland, the local | Knowledge Year 1 Unit 2: People and their Communities (B) <ul style="list-style-type: none">Knows how to use 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 mapKnows how to use basic geographical vocabulary to refer to key physical and human features for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherKnows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnows the UK is an islandthe names and can locate the world's seven continents and five oceans.Knows how to locate some major cities, oceans and continents on a UK and world map.Knows about the local area and can name and locate some key landmarks and describe themKnows what a wonder of the world is and came name at least one Knowledge Year 2 pupils <ul style="list-style-type: none">Knows how to use a compass and give directions using locational and directional language | Knowledge Year 1 Unit 2: People and their Communities (B) <ul style="list-style-type: none">Knows how to use 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 mapKnows how to use basic geographical vocabulary to refer to key physical and human features for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherKnows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnows the UK is an islandKnows the names and can locate the world's seven continents and five oceans.Knows how to locate some major cities, oceans and continents on a UK and world map. about the local area and can name and locate some key landmarks and describe themKnows what a wonder of the world is and came name at least one Knowledge Year 2 pupils <ul style="list-style-type: none">Knows how to use a compass and give directions using locational and directional language | Knowledge Please see the knowledge outlined in these units Year 1 Unit 1: Our Local Area (A) Year 1 Unit 2: People and their Communities (B) Year 2 Unit 2: Journeys – Food (A) Year 2 Unit 3: Our Wonderful World (B) | Knowledge Year 2 Unit 1: Seasons (B) Year 1 <ul style="list-style-type: none">Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnows the UK is an islandKnows the name of the place where I live and where I go to school and have some awareness of weather patterns in the UKKnows the four seasonsKnows that some places have different weather and can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.Knows some basic weather symbols and can write simple sentences about different weather types Year 2 I know: - <ul style="list-style-type: none">the four seasons and the correct order;and can identify seasonal and daily weather patterns in the UK.basic weather symbols, and can identify multiple weather types.and can name their local area, that they live in the UKand can name the capitals of the UK;that weather can be different in different parts of the UK.basic, subject-specific vocabulary relating to physical geography (weather). | Knowledge <ul style="list-style-type: none">know and begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. |

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| | <p>area or further afield (e.g. a major UK city), naming features and using some key vocabulary</p> <ul style="list-style-type: none">• Can name my local area, and that they live in the UK.• Knows how to use a compass and give directions using locational and directional language• can explain what a number of symbols mean on a map• Knows how to describe key landmarks in my locality• Knows how to identify seasonal and daily weather patterns and can talk about how they impact my locality – for example – when the farmers plant crops / harvest | <ul style="list-style-type: none">• Knows how to talk with confidence about human and physical environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary• Knows the name, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• Knows the UK is an island and know that weather can be different in different parts of the UK.• Knows the names and can locate the world’s seven continents and five oceans.• Knows the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map.• and can name some of the wonders (of the world)• Knows some local wonders (key landmarks) and can give reasons for my choice of local wonders <p>Year 1 Unit 3: Animals and their Habitats (A)</p> <ul style="list-style-type: none">• Knows how to use basic geographical vocabulary to refer to key physical and human features for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather• Knows the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. and have some awareness of weather patterns in the UK and understand geographical similarities and differences through studying the human and physical geography of small areas of contrasting non-European countries.• Knows the names and can locate the world’s seven continents and five oceans.• Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• Knows the UK is an island• Knows how to locate some major cities, oceans and continents on a UK and world maps/ globes and have a basic knowledge of what animals eat and the dangers (human or physical) animals might encounter. <p>Year 2 pupils</p> <ul style="list-style-type: none">• Knows how to talk with confidence about human and physical environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary and can Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | <ul style="list-style-type: none">• Knows how to talk with confidence about human and physical environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary• Knows the name, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• Knows the UK is an island and know that weather can be different in different parts of the UK.• Knows the names and can locate the world’s seven continents and five oceans.• Knows the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map. and can name some of the wonders (of the world)• Knows some local wonders (key landmarks) and can give reasons for my choice of local wonders <p>Year 1 Unit 3: Animals and their Habitats (A)</p> <ul style="list-style-type: none">• Knows how to use basic geographical vocabulary to refer to key physical and human features for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and can Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. and have some awareness of weather patterns in the UK and understand geographical similarities and differences through studying the human and physical geography of small areas of contrasting non-European countries.• Knows the names and can locate the world’s seven continents and five oceans.• Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• Knows the UK is an island• Knows how to locate some major cities, oceans and continents on a UK and world maps/ globes and have a basic knowledge of what animals eat and the dangers (human or physical) animals might encounter. <p>Year 2 pupils</p> <ul style="list-style-type: none">• Know how to talk with confidence about human and physical environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary• Know and can Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | | <ul style="list-style-type: none">• I know and can write sentences about different weather types using good vocabulary.• and can give basic reasons why the UK has the weather it does (e.g. wind)• that not all countries have the same weather patterns and can Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | |
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| | | <ul style="list-style-type: none">Knows the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.Knows the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map.Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnows the UK is an island and know that weather can be different in different parts of the UK.Knows the names and can locate the world’s seven continents and five oceans.Knows the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map.Knows and can describe a local natural environment (animals) and use a range of good quality key vocabulary. | <ul style="list-style-type: none">Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.Know the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map.Know the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnow the UK is an island and know that weather can be different in different parts of the UK.Know the names and can locate the world’s seven continents and five oceans.Know the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map.Know and can describe a local natural environment (animals) and use a range of good quality key vocabulary. | | | |
| SUBSTANTIVE KNOWLEDGE Year 2 | Knowledge Year 1 Unit 1: Our Local Area (A) <ul style="list-style-type: none">See above | Knowledge Year 2 Unit 1: Seasons (B) Year 1 <ul style="list-style-type: none">Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnows the UK is an islandKnows the name of the place where I live and where I go to school and have some awareness of weather patterns in the UKKnows the four seasonsKnows that some places have different weather and can Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.Knows some basic weather symbols and can write simple sentences about different weather types Year 2 <ul style="list-style-type: none">Knows the four seasons and the correct order; and can identify seasonal and daily weather patterns in the UK.Knows basic weather symbols, and can identify multiple weather types. Can name their local area and they live in the UK and can name the capitals of the UK;Knows that weather can be different in different parts of the UK.Knows basic, subject-specific vocabulary relating to physical geography (weather).Knows and can write sentences about different weather types using good vocabulary.Knows and can give basic reasons why the UK has the weather it does (e.g. wind)Knows that not all countries have the same weather patterns and can Identify the location of hot and cold areas of the | Knowledge Year 2 Unit 3: Our Wonderful World (B) <ul style="list-style-type: none">Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms ‘poles’ and ‘equator’. | Knowledge Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography. | Knowledge Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather. | Knowledge Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. |

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| | | <p>world in relation to the Equator and the North and South Poles.</p> <p>Year 2 Unit 2: Journeys – Food (A)</p> <p>Year 1</p> <ul style="list-style-type: none">• Knows how to use 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• Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• Knows the UK is an island• the name of the place where I live and where I go to school• Knows what a human environment is• Knows what a natural environment is• Knows some key words to describe a human environment• Knows some key words to describe a natural environment• Knows some human features in my local environment• Knows some natural features in my local environment <p>Year 2</p> <ul style="list-style-type: none">• Knows how to use a compass and give directions using locational and directional language• Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• Knows the UK is an island and know that weather can be different in different parts of the UK.• Knows what a natural environment is and can describe it using key vocabulary• and can recognise different natural environments and describe them using a range of key vocabulary.• Knows a range of basic geographical vocabulary to refer to key human features.• Knows what a human environment is, such as the local area or a UK city,• Knows some features of a human environment and can describe using some key vocabulary.• Knows and can identify a range of human environments, such as the local area and contrasting settlements.• Knows the difference between a human and a natural environment | | | | |
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| SUBSTANTIVE KNOWLEDGE Year 3 | Knowledge Year 3 Unit 4: Year 3 <ul style="list-style-type: none">Knows how to name, locate, describe and discuss key landmarksKnows the geographical features of the local areaCan use of the eight points of a compass, four figure grid references, maps, symbols and keys Year 4 <ul style="list-style-type: none"> | Knowledge Year 3 <ul style="list-style-type: none">Knows the different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys. Year 4 | Knowledge TOPIC 2: Year 3 Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys. Year 4 | Knowledge - | | Knowledge Year 3 Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment. Describe and understand key aspects of mountain formation. Year 4 |
| SUBSTANTIVE KNOWLEDGE Year 4 | Knowledge | Knowledge Year 3 Year 4 Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys | Knowledge TOPIC 4: Year 3 Year 4 Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. Locate key Earthquake zones of the world, including an Earthquake location study | Knowledge Year 3 Year 4 Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers). | Knowledge Year 3 Year 4 Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required. Identify and study the different climatic regions of UK and Europe | Knowledge TOPIC 3: Year 3 Year 4 Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Tsunami |
| SUBSTANTIVE KNOWLEDGE Year 5 | Knowledge - Year 5 Knows how to name, locate & describe a local river and understand how it has changed over time, using, the eight compass points, six-figure grid references, maps, symbols and keys Year 6 | Knowledge TOPIC 3: Year 5 Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys Year 6 | Knowledge TOPIC 5: Year 5 Name, locate and describe some of the world’s major rivers, employing the use of the eight points of a compass, maps, symbols and keys. Year 6 | Knowledge Year 5 Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions. Year 6 | . | Knowledge TOPIC 2: Year 5 Describe and explain the water cycle. Describe and explain river formation and key features of river systems. Identify and describe coastal and mountain features of the UK. Year 6 |
| SUBSTANTIVE KNOWLEDGE Year 6 | | Knowledge - TOPIC 1: CLASSIFYING LIVING THINGS (B)) | Knowledge TOPIC 2: Year 5 Year 6 Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys. Locate countries of North and South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities). | Knowledge TOPIC Year 5 Year 6 Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes. population) | Knowledge Year 5 Year 6 Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand and compare the climate of North and South America with the UK | |

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| Geography | Human Geography | |
| | Settlements and Land Use | Economics, Trade and Resources |
| SUBSTANTIVE KNOWLEDGE EYFS | Knowledge Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc. | Knowledge Recognise the shops and enterprises in the locality, including being aware of their branding/names. |
| SUBSTANTIVE KNOWLEDGE Year 1 | Knowledge TOPIC 2: Year 1 <ul style="list-style-type: none">Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. Compare the town and countryside. | Knowledge |
| SUBSTANTIVE KNOWLEDGE Year 2 | Knowledge <ul style="list-style-type: none">Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop | Knowledge |
| SUBSTANTIVE KNOWLEDGE Year 3 | Knowledge TOPIC 4: <ul style="list-style-type: none">Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) To describe and understand the effect of volcanoes on settlements and land use. Understand land use of the local area. | Knowledge |

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| SUBSTANTIVE KNOWLEDGE Year 4 | Knowledge Understand the effect of climate on land use and settlements in different areas of the world, including different European countries. Identify some European cities and settlements | Knowledge |
| SUBSTANTIVE KNOWLEDGE Year 5 | Knowledge - Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others. | Knowledge |
| SUBSTANTIVE KNOWLEDGE Year 6 | Knowledge Describe and explain changing land use in North and South America, including the Amazon rainforest. Understand what life is like in cities, villages and other settlements of North and South America. | Knowledge - TOPIC 1: CLASSIFYING LIVING THINGS (B)) Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. Understand fair-trade. Understand global supply chains. Understand highest value exports. |

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.