



Geography Matrices EYFS –



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Fossebrook Geography Curriculum

Geography is the study of places and the relationships between people and their environments. Fossebrook pupils 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 pupils develop a meaningful understanding of location and place, including that of their local area. Fossebrook 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.

Learning begins in Reception and Year 1, where pupils learn the component location knowledge of their local area, the UK, such as the names of the countries, capital cities and key human features. In Year 6, this culminates in the development of rich geography schema, encompassing, for example, a deep understanding of Mexico which borders North and South America, Antarctica, and biomes.

Fossebrook pupils use a range of maps, atlases, globes and aerial images so that geography map and fieldwork skills are systematically developed. This geography progression map details 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 focussing on specific locations and regions. This allows invaluable comparisons to be made between the UK and other areas of the world.

Geography Curriculum Intent

At Fossebrook we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Fossebrook Primary and also to their further education and beyond.

By revisiting these areas of learning regularly, children will remember more, know more and understand more. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Curriculum Implementation

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school.

Planning for Geography is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Geography 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. Geography teaching at Fossebrook Primary School involves adapting and extending the curriculum to match all pupils' needs. Geography is linked to class topics to ensure a contextual understanding of the skills being learned.

Geography Curriculum Impact

Our Geography curriculum ensures that children leave Fossebrook:

- Remembering key knowledge of places and locations as outlined in the National Curriculum and how to source geographical information as required.
- Able to use a variety of vital vocabulary with which to discuss their geographical knowledge and understanding.
- Knowing how their actions affect the local environment and the sustainability of the Earth's resources.

Training, planning and teaching our Geography curriculum ensures:

- Teachers with secure subject knowledge, an appreciation of the structure of geography as a subject and an appreciation of the relationship between the two.
- Teachers able to assess pupils' learning against our Progression Map objectives.

Fossebrook EFYS & KS1 Geography Sequence of Learning

Year	Topic Title	EYFS & KS1 Geographical Knowledge
EYFS	Throughout the year	Children know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
Year 1	London's Burning!	Review: Name & locate 4 countries of the UK and surrounding seas
	Location, Location, Location	Name and locate 7 continents and 5 oceans Comparison of human and physical features of a small area of UK and a small area of non-European country
	Rainforests	understanding the human impact on rainforests
Year 2	This is Me!	Locational and directional language Human features near my school observational skills: the school grounds
	Whatever the Weather	Name & locate 4 countries of the UK and surrounding seas Seasons and daily weather patterns Using geographic resources: atlases, maps and globes to identify the UK; use simple compass directions

Fossebrook KS2 Geography Sequence of Learning

Year	Topic Title	KS2 Geographical Knowledge
Year 3	World of Water	Name and locate 7 continents and 5 oceans. Name and locate counties and cities of the UK and their physical characteristics The water cycle
	What did the Romans do for Leicester?	Using geographic resources: atlases, maps, globes and digital computer mapping to locate countries Review knowledge of Leicester and consider how the human features have developed over time Types of settlement and land use, economic activity and trade links Review physical features of Leicester observational skills: visit to Leicester -Roman remains and settlement impact Navigation skills: create a map of Roman Leicester
Year 4	The Ground Beneath My Feet	Volcanoes and Earthquakes Using geographic resources: atlases, maps, globes and digital computer mapping to locate countries
	It's all Greek to Me!	Name and Locate European countries and major cities including Russia) Human and physical features of a small area of UK and a small area of a European country (Greece) Human features of Greece including UNESCO areas Navigation skills: use simple compass directions
Year 5	Planet Earth	Equator, Northern and Southern Hemisphere Review knowledge of UK counties and cities Vegetation belts and mountains
	Home from Home	UK regional study (East Midlands) and school location Types of settlement and land use, economic activity and trade links, distribution of natural resources Using geographic resources: observe, measure, record and present the human and physical features in the local area
Year 6	A Child's War	Review: Name and Locate European Countries Latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
	Discovery and Exploration	climate zones and biomes Navigation skills: eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)
	My Heart in Mexico	Geographical similarities and differences of human and physical features of a region of North America (Mexico) Human impact: population growth and the impact on air pollution Using geographic resources: atlases, maps, globes and digital computer mapping to locate North America and the surrounding countries

Understanding Different Types of Knowledge in Geography

- **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:
 - 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.
- Examples of **disciplinary knowledge** include:
 - We know there is global warming by measuring temperatures, plotting graphs and analysing them.
 - We know about settlement patterns by observing them in the field, drawing maps and analysing them.
 - 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.
- **Procedural knowledge** and **disciplinary knowledge** overlap considerably in geography, and thus these sections of the progression map reflect this. They overlap because essentially, it is through knowing how to conduct fieldwork and interpret a range of geographical information (procedural knowledge) that geographers learn the disciplinary knowledge of how substantive knowledge is created and contested over time.

National Curriculum and EYFS Framework

Substantive Knowledge

Content of the geography National Curriculum

Declarative Knowledge

Knowing 'what' – the facts of geography

Locational Knowledge

- Name & locate places; understand longitude and latitude.

Place Knowledge

- Contrasting two localities

Human & Physical Geog

- Climate zones; earthquakes; settlement patterns

Procedural Knowledge

Geography skills and fieldwork

Knowing 'how' to do geography.

- E.g., how to use maps and globes; how to collect rainfall data during fieldwork

Disciplinary Knowledge

How we know and revise what we know

e.g., Ask and investigate geographical questions; critically evaluate and debate the impact of geographical processes.

Adapting the curriculum for pupils with SEND in History

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 as vocabulary banks, additional visual stimuli or adult support.

National Curriculum Programmes of Study

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Pupils should:</i></p> <p>Understanding of the World - Past and Present 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.</p>	<p><i>Pupils should:</i></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> 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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 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 	<p><i>Pupils should:</i></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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 (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) <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> 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 	<p><i>Pupils should:</i></p>	<p><i>Pupils should:</i></p>	<p><i>Pupils should:</i></p>	<p><i>Pupils should:</i></p>

	<ul style="list-style-type: none">• 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	
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Geography Disciplinary Knowledge Progression Document

	Topics		Boundaries	Change	Climate	Inter-dependence	Movement	Physical geography	Resources	Settlements	Cartography
EYFS											
Year 1	Location, Location, Location	Leicester and New Delhi comparison	Continents Nations	Adaptation	Pollution Weather	Trade	Migration	Bodies of water, topography	Food supply, Infrastructure	Population, urban and rural areas	Directions, distance, maps, symbols
	Rainforests	KS1 knowledge review	Continents	Adaptation, sustainability	Climate change	Trade		Topography	Food supply	Rural areas	Atlases, maps
Year 2	This is Me!	Locality Study	Localities			Trade	Navigation, transport	Bodies of water, topography	Infrastructure	Population, urban and rural areas	Directions, distance, maps, symbols
	Whatever the Weather	Weather & the UK	Localities	sustainability	weather			Bodies of water,	economy		Directions, atlases, maps, symbols
Year 3	What did the Romans do for Leicester?	Human and Physical features of Leicester	Localities			Economy, trade	Migration, navigation, transport	Bodies of water, topography	Energy, food supply, infrastructure	Population, urban and rural areas	Atlases, maps, symbols, scale
	World of Water	Water Cycle & UK Cities	Localities	Adaptation, sustainability	Climate change, climate zones, weather	Economy, trade	Migration, navigation, transport	Bodies of water	Infrastructure	Population, urban and rural areas	Atlases, maps, symbols, scale
Year 4	It's all Greek to Me!	European Study (Greece)	Continents		Weather	Economy, trade		Bodies of water, topography	Food supply, Infrastructure	Population, urban and rural areas	Atlases, distance, maps, symbols, scale
	The Ground Beneath My Feet	Volcanoes and Earthquakes					Migration	Tectonics	Infrastructure	Urban areas	Atlases, maps, symbols
Year 5	Home from Home	UK Counties and locality study	Localities			Economy, trade	Migration, navigation, transport	Topography	Energy, food supply, infrastructure	urban and rural areas	Atlases, maps, symbols, scale, distance
	Egyptians	Rivers	Continents			Economy, trade	Migration, transport	Bodies of water, topography	Energy, food supply	urban and rural areas	Atlases, equator
Year 6	Discovery and Exploration	Biomes and Antarctica	Continents	Adaptation, sustainability	Climate change, climate zones, pollution weather			Topography			Atlases, latitude, longitude, North/south poles
	My Heart in Mexico	North American Study: Mexico	Continents, localities, nations		Pollution, weather	Economy, trade	Migration, transport	Bodies of water, topography	Energy, food supply, infrastructure	Population, urban and rural areas	Atlases, maps, symbols, scale, symbols

	Geographical Overview of Substantive Concepts Document				
Year Group	Topic Title	Locational Knowledge	Place Knowledge	Human and Physical	Geographical skills and fieldwork
EYFS	Ongoing throughout the year				
Year 1	Location, Location, Location				
	Rainforests				
Year 2	This is me!				
	Weather				
Year 3	World of Water				
	What did the Romans do for Leicester?				
Year 4	The ground beneath my feet				
	It's all Greek to me.				
Year 5	Planet Earth				
	Home from home				
	Egyptians				
Year 6	Discovery and Evolution				
	My heart in Mexico				

EYFS Substantive Knowledge

EYFS	Throughout the year
Substantive Concepts	Locational knowledge, place knowledge, geographical skills and fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> To talk about their environment and where they live. To know that some places can be the same and can be different. To know what is the same and what is different between the natural world around them and other environments. To know they live in Leicester. To talk about different families.

Year 1 Substantive Knowledge

Year 1	Location, Location, Location	Rainforests
Substantive Concepts	Locational Knowledge, Place Knowledge, Human and Physical, Geographical skills and fieldwork	Locational Knowledge, Human and Physical, Geographical skills and fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> Name the continents of the world and locate them on a map Name the world oceans and locate them on a map Use maps, atlases and globes to identify the countries I am learning about Find features and describe a small area of the United Kingdom (Leicester) Compare Leicester and India and identify how they are the same and how they are different Describe a place outside Europe (India) using geographical words Describe the key features of a place using geographical words like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Say what I like and do not like about the place I live in Say what I like and do not like about a different place Explain how jobs may be different in other locations 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks as well as physical and human features Make a simple map of my local area Make a key for my map using basic symbols Describe some of the features of an island Explain how an area has been spoilt or improved and give my reasons Explain the facilities that a village, town and city may need and give reasons

Year 2 Substantive Knowledge

Year 2	Location, Location, Location	Rainforests
Substantive Concepts	Locational Knowledge, Place Knowledge, Human and Physical, Geographical skills and fieldwork	Locational Knowledge, Human and Physical, Geographical skills and fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> • Name the continents of the world and locate them on a map • Name the world oceans and locate them on a map • Use maps, atlases and globes to identify the countries I am learning about • Find features and describe a small area of the United Kingdom (Leicester) • Compare Leicester and India and identify how they are the same and how they are different • Describe a place outside Europe (India) using geographical words • Describe the key features of a place using geographical words like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Say what I like and do not like about the place I live in • Say what I like and do not like about a different place • Explain how jobs may be different in other locations 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks as well as physical and human features • Make a simple map of my local area • Make a key for my map using basic symbols • Describe some of the features of an island • Explain how an area has been spoilt or improved and give my reasons • Explain the facilities that a village, town and city may need and give reasons

Year 3 Substantive Knowledge

Year 3	World of water	What the Romans did for us?
Substantive Concepts	Locational Knowledge	Place Knowledge, Human and Physical, Geographical skills and fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> Name and locate cities of the United Kingdom Understand geographical regions and their physical characteristics Describe key topographical features (including hills, mountains, coasts and rivers) Explain the water cycle using the correct geographical vocabulary Research to discover features of villages, towns or cities Collect and accurately measure information Name and find at least six cities in the UK on a map Explain the difference between the British Isles, Great Britain and the United Kingdom Ask questions, analyse a range of evidence and explain their findings based on a geographical source 	<ul style="list-style-type: none"> Name and locate cities of the United Kingdom Understand economic activity including trade links Explore distribution of natural resources including energy, food, minerals and water Name the areas of origin of the main ethnic groups in the United Kingdom and in our school Describe types of settlements found in the United Kingdom Explain why people may be attracted to live in cities Identify geographical patterns and make connections

Year 4 Substantive Knowledge

Year 4	The Ground Beneath My Feet	It's All Greek To Me
Substantive Concepts	Human and physical	Locational Knowledge, Place Knowledge, Human and Physical, Geographical skills and fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> Locate some of the world's most famous volcanoes How volcanoes are created Why earthquakes happen and where they happen most often 	<ul style="list-style-type: none"> Locate European countries using world maps Key physical and human characteristics Major cities in Greece Similarities and differences of human and physical geography of Greek regions Use grid references on a map

Year 5 Substantive Knowledge

Year 5	Planet Earth	Home from Home	Egyptians
Substantive Concepts	Locational Knowledge, Place Knowledge, Geographical skills and fieldwork	Place Knowledge, Geographical skills and fieldwork	Place Knowledge, Human and Physical
Substantive Knowledge	<ul style="list-style-type: none"> Use some basic Ordnance Survey map symbols Know how to use an atlas Name and locate many of the world's most famous mountainous regions in an atlas Know the features of a vegetation belt and how mountains are formed Plan a journey to a place in another part of the world, taking account of distance and time Identify the position and significance of equator & Northern and Southern hemisphere Identify land use patterns and I can understand how some of these have changed over time Use maps and atlases to identify the position and significance of the equator and north and southern hemisphere 	<ul style="list-style-type: none"> Explain how a location fits into its wider geographical location with reference to human and economical features Identify features of regions in the UK including rivers and mountains Compare physical and human geographical similarities and differences when studying a region of the United Kingdom Name and locate some counties that are part of the United Kingdom using maps and atlases Use fieldwork to observe measure and record the human and physical features in the local area Use Sketch maps, plans, graphs and digital technologies to present my findings 	<ul style="list-style-type: none"> Name and locate many of the world's most famous rivers in an atlas Explain why many cities are situated on or close to rivers Explain why people are attracted to live by rivers Explain the course of a river

Year 6 Substantive Knowledge

Year 6	Discovery and Exploration	My Heart in Mexico
Substantive Concepts	Place Knowledge	Locational Knowledge; Human and Physical; Geographical Skills and Fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> • How to describe a place using maps, aerial photos, and online resources. • How to find locations using longitude and latitude on maps and atlases. 	<ul style="list-style-type: none"> • Where the Arctic and Antarctic Circles are and why they're important. • Where the Tropic of Cancer and Tropic of Capricorn are and their significance. • About the Prime/Greenwich Meridian and time zones, including day and night. • How to read ordnance survey symbols and references. • How to compare places based on their human and physical geography features. • What climate zones and biomes are and their key features. • How to use the compass points to explore the UK and wider world. • How to use grid references on maps, including four and six-figure references. • How to identify and use Ordnance Survey maps and basic symbols. • The differences in human and physical geography features of a country in South America and a contrasting country.

Geography learning journey for pupils from EYFS to Year 6

	National Curriculum/Early Learning Goals	Granular Knowledge	Greater Depth	Vocabulary
EYFS	<p>ELG- People, culture and communities.</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate- maps. <p>ELG- The natural world</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - 	<ul style="list-style-type: none"> I know about my local environment and can describe what I see I know about how places are the same and different I know about how objects are the same and different I can talk about features of my immediate environment I can talk about how environments might vary from one another I can name where I live I can talk about similarities and differences between myself and others, and among families, communities and traditions 	<ul style="list-style-type: none"> I can explain the impact that human activity has on the local environment I can describe some actions which people in their own community do that help maintain the area they live in 	<p>Places Animals Plants Objects Features Myself Others Same Different</p>
Year 1	<p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries 	<ul style="list-style-type: none"> I can know where I live and tell someone my address I can observe the human and physical features of our local area I can use fieldwork and observational skills to study the local area I can use geographical vocabulary when referring to human features and describing places, such as city, town, village, factory, farm, house, office, port, harbour and shop I can make observations about my environment I can name the four countries in the United Kingdom I can locate the four counties of the United Kingdom on a map I can name the capital cities of England, Wales, Scotland and Ireland I know that I live in the United Kingdom 	<ul style="list-style-type: none"> I can ask relevant geographical questions using a range of sources provided I can show empathy towards a geographical event or issue and explain the impact on people or place 	<p>City Town Village Factory Farm House Office Port Harbour Shop North South East West Near</p>

	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> I know the compass directions of North, South, West and East I can use locational and directional language such as near, far, left and right to describe the location of features and routes on a map I know that there are different types of weather and that it changes I can identify seasonal weather patterns in the UK I can name the seasons I can keep a weather chart and answer questions about the weather I can explain some of the main things that are in hot and cold places I can explain the clothes that I would wear in hot and cold places 		<p>Far Left Right</p>
<p>Year 2</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage 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 <p>Also covered in Summer Term</p>	<ul style="list-style-type: none"> I can name the continents of the world and locate them on a map I can name the world oceans and locate them on a map I can use maps, atlases and globes to identify the countries I am learning about I can identify features and describe a small area of the United Kingdom (Leicester) I can compare Leicester and India and identify how they are the same and how they are different I can describe a place outside Europe (India) using geographical words I can describe the key features of a place using geographical words like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather I can say what I like and do not like about the place I live in I can say what I like and do not like about a different place I can explain how jobs may be different in other locations I can know what an aerial photograph is I can use aerial photographs and plan perspectives to recognise landmarks as well as physical and human features I can devise a simple map of my local area I can construct a key for my map using basic symbols I can describe some of the features of an island I can explain how an area has been spoilt or improved and give my reasons 	<ul style="list-style-type: none"> I can use a range of geographical evidence to make predictions I can make comparisons between people and places and explain their reasons 	<p>Beach Cliff Coast Forest Hill Mountain Sea Ocean River Soil Valley Vegetation Season Weather</p>

		<ul style="list-style-type: none"> I can explain the facilities that a village, town and city may need and give reasons 		
Year 3	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region in a European country <p>Human and physical geography - describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: volcanoes and earthquakes <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> I can use a map to locate countries in Europe including Russia I can identify physical and human characteristics of the countries I am learning about including their major cities I can study the human and physical features of a region in a European country (Greece) I understand the similarities and differences in a region of a European country (Greece) I can use the correct geographical words to describe a place I can use grid references on a map I can use an atlas by using the index to find places I can locate and name some of the world's most famous volcanoes I can describe how volcanoes are created I know what an earthquake is I can describe why earthquakes happen and can talk about where they happen most often I can use research and map reading skills to locate and name volcanoes and capital cities of neighbouring European Countries 	<ul style="list-style-type: none"> I can make geographical inferences through a variety of geographical sources I can make links using prior knowledge and ask and answer geographical questions 	<p>Earthquake Volcano Europe Russia Characteristic Physical Human Country City</p>
Year 4	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate cities of the United Kingdom, geographical regions and their physical characteristics, key topographical features (including hills, mountains, coasts and rivers) name and locate cities of the United Kingdom, geographical regions and their identifying human characteristics and understand how some of these aspects have changed over time <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography: the water cycle physical geography: rivers 	<ul style="list-style-type: none"> I can understand the physical geography involved in the water cycle I can explain the water cycle using the correct geographical vocabulary I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc) I can carry out research to discover features of villages, towns or cities I know how to find places on a map I can name and find at least six cities in the UK on a map I can explain the difference between the British Isles, Great Britain and the United Kingdom I can locate and name some of the main islands that surround the United Kingdom 	<ul style="list-style-type: none"> I can ask questions, analyse a range of evidence and explain their findings based on a geographical source I can identify geographical patterns and make connections 	<p>United Kingdom City Country Hills Mountains Coasts Rivers Region County Water Cycle Settlement Natural resources Food Energy Minerals</p>

	<ul style="list-style-type: none"> physical geography, including: vegetation belts & mountains 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 Geography <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate cities and describe features studied 	<ul style="list-style-type: none"> I can identify the distribution of natural resources in the United Kingdom, including food, energy, minerals and water I can identify geographical, physical and human features of regions of the United Kingdom including coasts I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school I can describe types of settlements found in the United Kingdom and how they are used I can explain why people may be attracted to live in cities I can explain why people may choose to live in one place rather than another I can name and locate many of the world's most famous rivers in an atlas I can name and locate many of the world's most famous mountainous regions in an atlas I can identify features of regions in the UK including rivers and mountains I know the features of a vegetation belt and how mountains are formed I can explain why many cities are situated on or close to rivers I can explain why people are attracted to live by rivers I can explain the course of a river 		
Year 5	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills and mountains) and land use patterns; and understand how some of these aspects have changed over time identify the position and significance of equator & Northern and Southern hemisphere <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	<ul style="list-style-type: none"> I can identify human and physical characteristics of regions in the UK identify the position and significance of equator & Northern and Southern hemisphere I can identify land use patterns and I can understand how some of these have changed over time I can use maps and atlases to identify the position and significance of the equator and north and southern hemisphere I can compare physical and human geographical similarities and differences when studying a region of the United Kingdom I can explain how a location fits into its wider geographical location with reference to human and economical features I can name and locate some counties that are part of the United Kingdom using maps and atlases I can use fieldwork to observe measure and record the human and physical features in the local area 	<ul style="list-style-type: none"> I can rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises I can evaluate geographical information/sources and draw appropriate conclusions 	<p>River Mountain Human feature Economical feature Location Mountainous Region Fieldwork Digital technology Sketch maps</p>

	<p>Geographical skills and fieldwork 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.</p>	<ul style="list-style-type: none"> • I can use Sketch maps, plans, graphs and digital technologies to present my findings • I can use some basic Ordnance Survey map symbols • I know how to use an atlas • I can identify land use patterns and I can understand how some of these have changed over time (Covered in Heritage Week) • 		
Year 6	<p>Locational knowledge</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region within North or South America <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: biomes and climate zones <p>Geographical skills and fieldwork 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</p>	<ul style="list-style-type: none"> • I can use maps and atlases to identify the position and significance of longitude & latitude • I can use maps and atlases to identify the position and significance of the Arctic and Antarctic Circles • I can use maps and atlases to identify the position and significance of the Tropic of Cancer and Tropic of Capricorn • I can identify the significance and explain the Prime/Greenwich Meridian and time zones (including day and night) • I can use ordnance survey symbols and 6-figure references • I can describe how some places are similar and dissimilar in relation to their human and physical features • I can name the largest desert in the world and locate desert regions in an Atlas • I understand what a climate zone is and can explain key aspects of it • I understand what biomes are and can explain the key aspects of them • I can use the 8 points of a compass to build my knowledge of the UK and the wider world • I can use four and six-figure grid references to build my knowledge of the UK and the wider world • I can identify and use Ordnance Survey maps • I can use some basic Ordnance Survey map symbols • I can compare physical and human geographical similarities and differences when studying a region within North or South America • I can use maps, arial photographs and e-resources to describe what a locality might be like 	<ul style="list-style-type: none"> • I can collect statistics about people and places from field work or research and analyse data looking for trends • I can interpret other people's arguments for change, analysing and evaluating their viewpoints 	<p>Longitude Latitude Arctic and Antarctic Circle Tropic of Cancer Tropic of Capricorn Prime/Greenwich mean time Climate zone Biome Vegetation Belt Ordnance survey map</p>