

Geography– Substantive and Disciplinary Progression Maps

We have developed our own scheme of work to deliver the National Curriculum for Geography throughout Key Stage 1 and 2.

In our Geography lessons, we ensure that both our pupils’ **substantive and disciplinary knowledge** is built upon year on year. **Substantive Knowledge**– Is knowledge and ‘substance’ of our curriculum e.g. locations of places, names of continents or features of something. **Disciplinary Knowledge**– Is skills our children develop to make sense of their world– how do we know what we know? E.g. how to read maps or carry out fieldwork investigations.

Substantive knowledge progression

Substantive Knowledge	EYFS (Understanding the world)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	Know about the key features of the local area	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and name and locate its surrounding seas. Name and locate the world’s seven continents and the five oceans.		UK: Name and locate counties cities and geographical regions of the United Kingdom		UK: Name and locate counties cities and geographical regions of the United Kingdom	
				World: Locate the world’s countries, using maps to focus on Europe, North and South America		World: Locate the world’s countries, using maps to focus on Europe, North and South America	
				Identify the position and significance of: equator, northern and southern hemispheres North and South Poles Identify the position and		Identify the position and significance of: Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Identify the position and	

Geography– Substantive and Disciplinary Progression Maps

				significance of: lines of longitude and latitude and the Greenwich Meridian		significance of: the Prime/Greenwich Meridian and time zones (including day and night)	
		Year A: The UK	Year B: UK Global Comparison	Year A: Geography of modern Greece	Year B: Rainforest biomes	South America	Scandinavia
	EYFS	Year 1 and 2		Year 3 and 4		Year 5	Year 6
Place	Recognises some differences between life in this country and life in other countries. Recognise some environments that are different from the one they live in.	Study of small area of UK and non-European country		Study of a region in the UK compared with a region in Europe. Study of region in UK compared with region in North or South America		Study of region in UK compared with region in North or South America	Study of region in UK compared with region in Europe
		Year A: Welcome to Our School	Year B: UK Global Comparison	Year A: UK and Greece	Year B: UK and Amazon Rainforest	South America	Scandinavia
	EYFS	Year 1 and 2		Year 3 and 4		Year 5	Year 6
Human and physical Geography	Explore the natural world around them.	Human and physical features of above places. Hot and cold areas of the world in relation to the Equator and the		Human and physical features of above places. Settlement, land-use, economic activity, trade links.		Human and physical features of above places. Climate zones, biomes & vegetation belts, rivers, mountain & the water	

Geography– Substantive and Disciplinary Progression Maps

	Understand the effect of changing seasons on the natural world.	North and South Poles. Seasonal and daily weather patterns in the United Kingdom. Use of geographical vocabulary to describe places		Volcanoes and earthquakes and natural resources		cycle	
		Year A: Hot and cold places	Year B: Seasons and Weather	Year A: Rainforest biomes The Tyne River	Year B: Mountains	Tectonics Deserts	Rivers Sustainability

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Disciplinary Knowledge

	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Geographical Skills	Use first hand experience and photos to make simple maps and pictures features of immediate environment	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries plus other countries and continents studies</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map</p> <p>Use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Year 2 only: use and construct basic symbols in a key . Use simple compass directions (North, South, East and West)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Answer questions and make comparisons using data presented in bar graphs and tables</p> <p>Know some OS symbols and use a key</p> <p>Name the eight points of a compass</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Analyse data presented in a variety of ways and use it to compare, contrast and make connections between places.</p> <p>Know most OS symbols and use a key</p> <p>Y5 - Use 4 figure grid references Y6 - Use 6 figure grid references</p>

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	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Fieldwork Skills	Use first hand experience and photos to explore features of immediate environment (indoor and out) hall, main entrance, office, adventure playground, school garden, wildlife area, track,	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Construct bar graphs to present data	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. Construct bar and line graphs to compare present data