



Geography Progression

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Substantive knowledge in geography refers to knowledge about the world. It includes factual knowledge of the world around us, such as locational knowledge of places, as well as knowledge about geographical phenomena. Substantive knowledge is established fact and is not open to debate. Substantive knowledge enables pupils to 'know like a geographer'.

Disciplinary knowledge tells us how we know what we know. It gives an insight into how 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. Disciplinary knowledge enables pupils to 'think like a geographer'.

Procedural knowledge is used to describe the knowledge and skills required to 'work like a geographer'.

	Place Knowledge (Substantive Knowledge)			
	EYFS	Year 1/2	Year 3/4	Year 5/6
Comparisons	<ul style="list-style-type: none"> • Make simple comparisons between their locality and other relevant places. • Make simple comparisons between familiar environments e.g. home, school, farm. 	<ul style="list-style-type: none"> • Study pictures/videos of two differing localities (UK and non-European) and ask geographical questions e.g. what is it like to live in this place? How is it different to where I live? How is the weather different? How does climate impact lifestyle? • Draw pictures to show how places are different and write comparatively to show the difference. • Express own views about a place, people, and environment. Give detailed reasons to support own likes, dislike, and preferences. • School forest, Amazon rainforest • British seaside and beaches abroad 	<ul style="list-style-type: none"> • 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). • Compare and give reasons for the different lifestyles within a country or area of a country. 	<ul style="list-style-type: none"> • Study, understand, write about, draw, and label key human and physical similarities and differences between the UK and North America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes. population). • Compare and give reasons for the different temperatures in a mountain environment, exploring temperatures at the base and the summit.

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	Location Knowledge (Substantive Knowledge)			
	EYFS	Year 1/2	Year 3/4	Year 5/6
The Local Area	<ul style="list-style-type: none"> Know the name of my school. Know the town/city where I live. 	<ul style="list-style-type: none"> Understand where I live and where my school is in the local area. 	<ul style="list-style-type: none"> Name, locate, describe, and discuss key landmarks and features of the local area. 	<ul style="list-style-type: none"> Create a route between two locations in the local area. Describing key landmarks and features along the route. Name, locate and describe a local river (River Trent) and how it is used.
The UK	<ul style="list-style-type: none"> Know that England is where we live. 	<ul style="list-style-type: none"> Name and locate the countries in the UK and their capital cities. Name the surrounding seas of the UK. Identify characteristics of the four countries and the capital cities of the UK e.g. landmarks, flags, physical features etc. 	<ul style="list-style-type: none"> Name and locate counties and cities of the UK. Understand how towns and cities have developed because of different industries in the UK. Name and locate topographical features (including hills, mountains, coasts, and rivers) of the UK. 	<ul style="list-style-type: none"> Locate and describe human and physical of the UK (rivers, mountain ranges, counties, and cities). Analyse the topography of a map of the UK and use this to explain the location of mountain ranges. Use contour lines to describe the height of land above sea level.
The World	<ul style="list-style-type: none"> Understand the terms 'land' and 'sea'. Know that some areas of the world are hot, and some are cold. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans on a globe or atlas. Understand the terms 'poles' and equator' and locate these on a map or globe. 	<ul style="list-style-type: none"> Identify seas, oceans, and other bodies of water (strait, gulf) on a map of Europe. 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. Denmark, Norway, and Sweden Locate major volcanoes. 	<ul style="list-style-type: none"> 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. Locate countries of North America, with a focus on Mexico and its major cities, their key physical and human characteristics (e.g. coasts, seas, rivers, mountains, man-made landmarks, deserts, rainforests). Name, locate and describe some of the world's major rivers and mountain ranges. Locate key earthquake zones of the world, relating these to tectonic plates.

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	Physical Geography (Substantive Knowledge)			
	EYFS	Year 1/2	Year 3/4	Year 5/6
Weather and Climate	<ul style="list-style-type: none"> Name the four seasons and begin to describe associated weather. Talk about the weather each day. 	<ul style="list-style-type: none"> Identify and describe weather associated with the four seasons. Understand a basic weather forecast. Identify that the North and South poles are cold, and the equator is hot. Understand that different countries have different climates. Observe and record e.g. draw pictures of weather at different times of the year. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. 	<ul style="list-style-type: none"> 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. Identify and study the different climate zones of UK and Europe. Be able to say what weather and vegetation is related to climate zones and vegetation belts and begin to give reasons why. Understand that biomes are regions where the climate conditions, plants and animals are all similar. 	<ul style="list-style-type: none"> Focus on the climate zones in Mexico and how they affect the temperature of the region and their location in relation to the Tropics of Cancer and Capricorn and the Equator. Describe how mountain climates differ to the climate of their location and the reasons for this.
Other Physical Features and processes	<ul style="list-style-type: none"> Begin to use key geographical vocabulary to refer to physical features, such as: beach, forest, mountain, sea, ocean, river, season, weather. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use geographical vocabulary to refer to glaciers, fjords, waterfalls, lakes, mountains, rivers, and coasts. Explain the water cycle using scientific terminology and explain the changes of state. Understand the causes and effects of flooding. Identify and describe coastal and mountain features of the UK. Use simple geographical to describe rivers (source, mouth). Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcanoes and their physical effects on the environment. 	<ul style="list-style-type: none"> Describe and explain river formation and key features of river systems. Effects of erosion, transportation and deposition related to rivers. Describe and understand the key aspects of mountain formation, the different types of mountains (including volcanoes) and their climates. Describe and understand the causes, processes and effects of earthquakes and Tsunamis, the different types of earthquakes, how they are measured and their physical effects on the environments.

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	Human Geography (Substantive Knowledge)			
	EYFS	Year 1/2	Year 3/4	Year 5/6
Settlements and Land Use	<ul style="list-style-type: none"> Begin to use basic geographical vocabulary to refer to human features, such as: town, city, road, street, shops etc. 	<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. 	<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). Understand land use of the local area. 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. Explore how humans use physical geographical features for a variety of purposes and how they have changed them. Identify how land-use has changed over time in the UK, how settlements have developed and why certain locations are more favourable than others. Describe and understand the effect of volcanoes on settlement and land use. 	<ul style="list-style-type: none"> Understand how humans use rivers and explain the positive and negative effects of this. Explore human features of Mexico through researching economy, transport, settlements, population, language, religion, employment, immigration, culture, food, agriculture, buildings. Understand the impact of living in an earthquake zone and the preventative measures put in place.
Economics, Trade and Resources	<ul style="list-style-type: none"> Recognise the shops in the locality e.g. Post Office. 		<ul style="list-style-type: none"> Understand the distribution of natural resources, including water. Explore how water can be used to produce energy. (renewable) Understand how food production is influenced by climate and biomes. Understand import and export of food in the UK, how this links to 'food miles' and fairtrade. 	<ul style="list-style-type: none"> Understand how human activity has contributed to the pollution of rivers and future implications of this. Consider the positive and negative impacts of tourism on mountain environments. Describe the distribution of energy. How we currently produce energy, current and future implications of the use of non-renewable energy and how renewable energy can be used.

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	Geography Skills & Fieldwork (Procedural Knowledge)			
	EYFS	Year 1/2	Year 3/4	Year 5/6
World Maps	<ul style="list-style-type: none"> Locate cold areas on a world map. Identify the land and sea on world maps. 	<ul style="list-style-type: none"> Locate the continents and oceans on globes and world maps or atlases. 	<ul style="list-style-type: none"> Use maps, globes, and atlases to locate countries in Europe, including Russia and their climate zones. Use maps, atlases, and globes to locate volcanoes (ring of fire) in relation to tectonic plates and different settlements of the world. 	<ul style="list-style-type: none"> Use maps, globes, and atlases to locate countries in North America, with a focus on Mexico, its major cities and climate zones. Use maps, atlases, and globes to locate mountains (in relation to tectonic plates), rivers of the world and major earthquake zones.
UK Maps	<ul style="list-style-type: none"> Recognise that the UK is where we live. Identify places of interest e.g. where children have visited/been on holiday in the UK. 	<ul style="list-style-type: none"> Locate the four countries of the UK, their capital cities and surrounding seas on a UK map or atlas, using the four main compass directions. 	<ul style="list-style-type: none"> Use maps and atlases to locate and describe counties and major cities of the UK, including their human and physical features, major rivers, and industries. Locate extinct UK volcanoes. 	<ul style="list-style-type: none"> Use maps and atlases to locate mountains and rivers of the UK. Use maps and atlases to understand the distribution of energy.
Using an Atlas	<ul style="list-style-type: none"> Use picture atlases to explore characteristics of different continents including landmarks and animals. 	<ul style="list-style-type: none"> Use an atlas to locate continents, oceans, and countries of the UK. 	<ul style="list-style-type: none"> Use an index to locate countries, capital cities of the UK and countries in Europe. 	<ul style="list-style-type: none"> Use an index to locate mountains and rivers of the world.
Constructing Maps	<ul style="list-style-type: none"> Draw simple maps based on stories or the school environment. 	<ul style="list-style-type: none"> Construct simple maps of the classroom or school environment. Create and use basic symbols in a key. 	<ul style="list-style-type: none"> Use knowledge of the local area to create a sketch map. 	<ul style="list-style-type: none"> Create detailed maps and label human and physical features.

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	Geography Skills & Fieldwork (Procedural Knowledge) <i>continued</i>			
	EYFS	Year 1/2	Year 3/4	Year 5/6
Map Skills (compass directions, grid references, using a key)	<ul style="list-style-type: none"> Know basic positional language. Use some locational/directional language to move around school and describe features on a map. 	<ul style="list-style-type: none"> Use simple locational/directional language (near, far, up, down, left, right, forwards, backwards) and the four main compass directions (North, East, South, West) to describe the location on a map, to follow/create a route and to move around school. 	<ul style="list-style-type: none"> Use the eight points of a compass and 4-figure grid references (including the use of OS maps and Google maps) to locate and describe human and geographical features studied. Recognise symbols used on OS maps. Understand how colours are used to show different physical zones. 	<ul style="list-style-type: none"> Use the eight points of a compass and 6-figure grid references (including the use of OS maps and Google maps) to locate and describe human and geographical features studied, including the placement of settlements in relation to geographical features such as rivers, mountains, and coastlines. Use knowledge of symbols to interpret OS maps. Use maps at a range of scales. Use scales to measure distances.
Aerial Photographs	<ul style="list-style-type: none"> Use aerial photographs during play. 	<ul style="list-style-type: none"> Use aerial photographs to recognise basic human and physical features. Recognise a familiar place from aerial photos. 	<ul style="list-style-type: none"> Use aerial images to acquire and discuss geographical information. 	<ul style="list-style-type: none"> Use aerial images to acquire and discuss geographical information.
Graphs			<ul style="list-style-type: none"> Use age-appropriate graphs to acquire and discuss geographical information. Collect data and present it in a bar chart. 	<ul style="list-style-type: none"> Use age-appropriate graphs to acquire and discuss geographical information. Collect data and present it in a bar chart or line graph.
Local Fieldwork	<ul style="list-style-type: none"> Begin to use observational skills to draw simple plans and routes. Make simple models of the locality. Take photos of buildings and places in school. 	<ul style="list-style-type: none"> Study the geography of the classroom and the local area e.g. sketches, observations, labelled maps, and photographs. Collect data using observations and record it in a table. 	<ul style="list-style-type: none"> Observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews, sketch maps, plans and graphs and digital technologies. 	<ul style="list-style-type: none"> Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc.), and comparisons with old maps and photographs.

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	Disciplinary Knowledge (Knowing how we know)			
	EYFS	Year 1/2	Year 3/4	Year 5/6
Asking and answering questions	<ul style="list-style-type: none"> Ask questions about aspects of their familiar world. 	<ul style="list-style-type: none"> Ask and respond to geographical questions. 	<ul style="list-style-type: none"> Ask and respond to geographical questions using evidence to support answers. 	<ul style="list-style-type: none"> Ask and investigate geographical questions, suggesting enquiries to test them.
Collecting and interpreting	<ul style="list-style-type: none"> Draw things they see around them. 	<ul style="list-style-type: none"> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. 	<ul style="list-style-type: none"> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. 	<ul style="list-style-type: none"> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.
			<ul style="list-style-type: none"> Understand that geographers learn about the world by observing and collecting data and information. 	<ul style="list-style-type: none"> Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.
Analysing and Communicating	<ul style="list-style-type: none"> Communicate simple geographical information with support, orally, using simple pictures, maps and through writing. 	<ul style="list-style-type: none"> Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. 	<ul style="list-style-type: none"> Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. 	<ul style="list-style-type: none"> Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.
Evaluating and Debating	<ul style="list-style-type: none"> Describe their immediate environment and express their views about it, with support. 	<ul style="list-style-type: none"> Express their own views about the people, places and environments studied. 	<ul style="list-style-type: none"> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence. 	<ul style="list-style-type: none"> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge, and discussion. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.