

Geography- National Curriculum coverage.

EYFS

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them, making observations.
- 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.

Key stage 1

- 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.
- 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.
- 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.
- 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.
- 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.

Key stage 2

- 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).
- 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.
- Describe and understand key aspects of:
 - physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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
- 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.

The relationship between different types of Geography

Substantive Knowledge

Content of the Geography National Curriculum

Declarative Knowledge

Knowing 'what' - i.e. the facts of geography

Locational Knowledge

e.g. name and locate places; understand longitude and latitude

Place Knowledge

e.g. contrasting two localities

Physical and Human Geog

e.g. 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

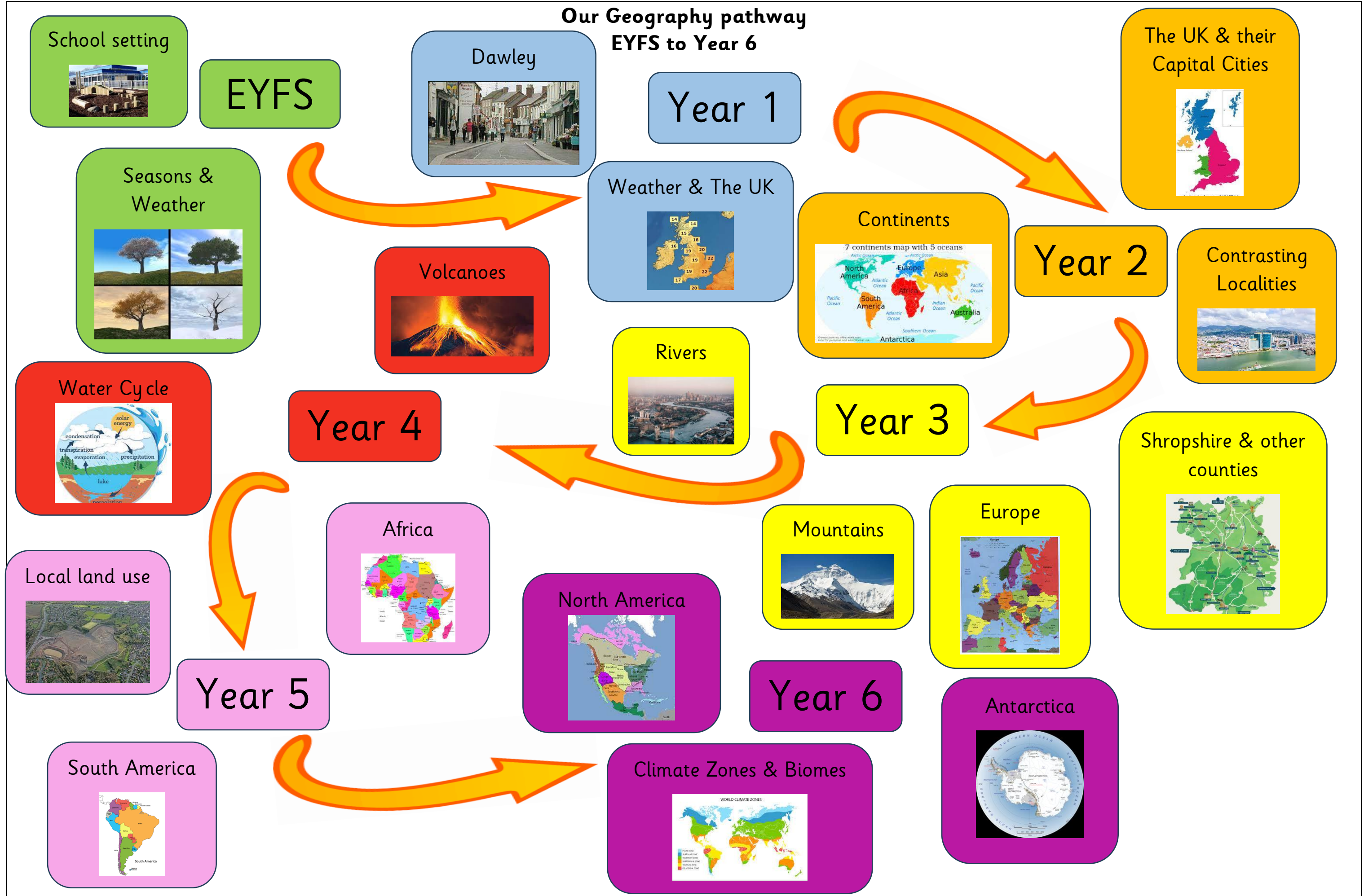
Disciplinary Knowledge

How we know and revise what we know

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



Our Geography pathway
EYFS to Year 6



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Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE

Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE									
	EYFS			KS1		KS2			
	Range 4	Range 5	Range 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge - (Declarative Knowledge)									
<u>Local area</u>	I know the names of key locations around me.	I know where I live.	I know that our school is in Dawley.	I know the location of the school on a map of the local area.		I know that we live in the county of Shropshire and that a county consists of several towns, cities and rural areas that surround them. I know where the Ashbrook River is located.			
<u>The UK</u>			I know that Dawley is in England. I know that maps show us where places are.	I know that a country has its own set of laws and rules. I know the four countries that make up the United Kingdom and locate them on a map of the UK. I know the names of the seas surrounding the United Kingdom.	I know the four countries and capital cities of the United Kingdom. I know that a capital city is home to the government of a country.	I know the counties surrounding Shropshire and their location on a map of the UK. I know some of the major rivers in the UK.			
<u>The World</u>					I know the location of the Equator and the North and South Poles on a map. I know the equator is an imaginary line around the middle of a planet and that it is hotter around the equator. I know where hot and cold countries are located on a map in relation to the equator. I know that a continent is a large mass of land. I know the seven continents of the world. I know the five oceans of the world and that all continents border at least one ocean.	I know the location of France in relation to the UK (MFL) I know the location of Greece in relation to the UK, other European Countries around it and hemispheres. I know the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere I know the differences between a hill and mountain. I know some of the world's major rivers and can locate them on a map. I know where the world's largest mountain ranges are and can locate them on a map (Russia)	I know the differences between mountains and volcanoes. I know the location of some of the world's key volcanoes and can locate them in relation to countries, hemispheres, longitude, and latitude. I know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere	I know that a country is an area of land that has its own government. I know the location of Egypt and can relate this to continents, hemispheres, longitude and latitude and the tropics of Cancer and Capricorn I know where South America is located and can relate this to continents, hemispheres, longitude and latitude and the tropics of Cancer and Capricorn. I know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including	I know the location of Mexico and can relate this to continents, hemispheres, longitude and latitude and the tropics of Cancer and Capricorn and time zones. I know the position and significance of the Arctic and Antarctic circle and can relate this to continents, hemispheres, longitude and latitude and the tropics of Cancer and Capricorn and time zone.

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Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE									
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	EYFS			KS1		KS2			
	Range 4	Range 5	Range 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Place Knowledge - (Declarative Knowledge)									
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<u>Comparisons</u>		I know some similarities and differences between this school and home.	I know some similarities and differences between this country and another.		I know similarities and differences between Dawley in Telford and Port of Spain in Trinidad.	I know some similarities and differences between Telford and Athens (Greece). I know some similarities between Telford in 1989 and Telford now.		I know some similarities and differences between the UK and Egypt I know some similarities and differences between the UK and South America.	I know some similarities and differences between London and Mexico City.
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Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE

	EYFS			KS1		KS2			
	Range 4	Range 5	Range 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Geography - (Declarative Knowledge)									
<u>Weather and Climate</u>	I know what the weather is like outside.	I know the four seasons are Summer, Autumn, Winter, and Spring.	I know some of the effects of changing seasons and can record the weather.	I know the four seasons and can observe seasonal changes throughout the year. I know what the weather is like outside and can record this.	I know what a hot and cold place looks like.		I know that the stages of the water cycle are evaporation, condensation, precipitation, and collection.	I know some of the physical features of Egypt including climate.	I know that the three main climate zones are tropical, temperate, and polar and can describe the location of these. I know and can describe key physical aspects of Mexico including climate. I know and can describe key physical aspects of the Arctic and Antarctic including climate. I know key physical aspects of each biome and how biomes affect climate around the world. I know the characteristics of some vegetation belts around the world.
<u>Topography and other geographical processes.</u>	I know some natural features around me.	I know that I should look after living things		I know that key physical features are naturally occurring and can identify and name these in my local environment.	I know that physical feature means naturally occurring and how these can be different in contrasting areas. I know the main physical features of a beach. I know some physical characteristics of each country in the UK.	I know how a river forms and how it changes as it journeys to the sea. I know some of the key physical features of a mountain and can describe these using appropriate Geographical vocabulary. I know the four ways mountains are formed.	I know how earthquakes are caused and can explain this using the correct geographical vocabulary. I know that the Earth is made up of 4 layers. I know that there are three stages to the formation of a volcano.	I know some of the physical features of Egypt including topography (landscape) I know the different ecosystems of a region in South America (Peru). I know some key aspects of mountains in South America (Andes). I know how topographical features can impact land use in South America.	I know how food waste impacts the physical geography in my local area. I know and can name the biomes of the world. I know and can describe key physical aspects of Mexico including topography. I know and can describe key physical aspects of the Arctic and Antarctic including topography.

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Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE

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	Range 4	Range 5	Range 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human Geography - (Declarative Knowledge)									
<u>Settlements and land use</u>		I know some features of our community (school, shop, house)	I know differences between some cultures. I know some manmade features around me.	I know that key human features are made by man and can identify and name these in my local environment. I know that human features can make an area attractive or unattractive.	I know that human feature means man made and how these can be different from my local area to a contrasting area. I know some human characteristics of each country in the UK. I know physical and human features of a location in a non-European country (Port of Spain). I know some of the geographical landmarks of London and how these are different to Telford.	I know some of the human features of a European country (Greece) I know that settlements are places where people live/work and the different types of settlement in the UK. I know how the land on and around mountains is used by humans. I know how land use has changed in Telford by using a map of Telford in 1989 and compare it to a map of Telford now.	I know some of the positive and negative impacts of living near a volcano and how these impact on humans.	I know the advantages and disadvantages of a proposed development in the local area (Fairground development) I know some of the benefits and consequences of living by a river (River Nile)	I know how land is used around the local area and can use digital mapping to prove this. I know how food waste impacts human geography in my local area. I know how agriculture contributes to the economy.
<u>Economic activity, trade, and resources</u>						I know that the food we eat is a natural resource and is imported from all over the world. I know why the UK imports some of its food. I know that Fairtrade products support farmers in less developed countries.		I know the impact humans have had on the distribution of natural resources in Egypt (Aswan Dam) I know how the distribution of natural resources such as wood, beef and cocoa has impacted on the physical landscape of South America I know how economic activity linked to a key event can have a positive and negative impact on a city (Rio de Janeiro)	I know and can describe key aspects of human geography in Mexico including trade links and economic activity. I know that the UK has a mixture of arable and pastoral farming.

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Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE

	EYFS			KS1		KS2			
	Range 4	Range 5	Range 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography skills & Fieldwork - (Procedural Knowledge)									
<u>Local and Regional maps</u>		I can show an interest in maps. I can create a map from the small world resources.	I can draw a map of a familiar setting or a setting from a story.	I can discuss what I can see on aerial maps and photos. I can draw a simple map of my school. I can draw a simple map, using basic symbols as a key.	I can use compass directions such as North, East, South and West to describe where things are on a map. I can draw a map to show features which includes a key and 4 points of a compass.	I can use a regional map to locate the Ashbrook River. I can draw a map to show amenities which includes a key and 4 points of a compass.		I can draw a map to show proposed developments and features in the local area which includes a key and the 8 points of a compass.	
<u>UK maps</u>				I can find where I live on a map of the UK. I can locate the four countries that make up the UK using a map and an atlas.	I can locate the four countries that make up the UK and their capital cities using a map and an atlas.	I can use the 4 points of a compass, symbols, and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom. I can use a map and an atlas to locate rivers in the UK.	I can use the 8 points of a compass, symbols, and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom		
<u>World maps</u>					I can locate the 7 continents on a map and a globe.	I can use maps, globes, and atlases to locate France. I can use maps, globes, and atlases to locate Greece. I can use an atlas to locate some of the world's longest rivers. I can use a map and an atlas to locate mountain ranges around the world.	I can use the 8 points of a compass, symbols, and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. I can use coordinates to locate places on a map in preparation for learning 4-figure grid references. I can use an atlas to locate some of the world's volcanoes	I can use the 8 points of a compass, 4 figure grid references, symbols, and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. I can use maps, globes, and atlases to locate Egypt. I can use maps, globes, and atlases to locate South America.	I can use the 8 points of a compass, 4 and 6-figure grid references, symbols, and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. I can calculate scale on a map using a ruler. I can use maps, globes, and atlases to locate Mexico.

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Yearly Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE

	EYFS			KS1		KS2			
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Geography skills & Fieldwork - (Procedural Knowledge)									
<u>Local fieldwork</u>	I can explore natural materials, indoors and outside.	I can respond to natural phenomena on trips. I can explore natural materials and compare them	I can investigate local habitats and record what I find.	I can investigate human features and environmental issues in Dawley.	I can investigate human features in London.	I can investigate and compare the amenities in two different parts of the local area (Dawley High Street and Telford Town Centre). I can explore and investigate a local tributary.	I can investigate precipitation in the local area.	I can investigate how land use has changed over time in the local area. I can investigate local land use and propose a future development for the area.	I can investigate and record daily weather patterns in the local area by using different weather instruments to collect and record information.

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Yearly Progression of NC Knowledge, Skills and Understanding - DISCIPLINARY KNOWLEDGE (knowing how)

	EYFS			KS1		KS2			
	Range 4	Range 5	Range 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Asking Questions</u>	I can show an interest in my familiar world	I can begin to ask questions about aspects of their familiar world	I can ask questions about aspects of my familiar world.	I can begin to ask geographical questions	I can ask geographical questions.	I can ask geographical questions and begin to suggest how we can investigate them.	I can ask geographical questions and suggest how we can investigate them.	I can ask and investigate geographical questions and begin suggesting enquiries to test them.	I can ask and investigate geographical questions, suggesting enquiries to test them.
<u>Collecting and Interpreting</u>	I can begin to draw things that I see around me.	I can draw things that I see around me.	I can begin to observe and collect information and data from fieldwork.	I can observe and collect information and data from fieldwork, photos, using a simple tally chart and aerial images.	I can observe and collect information and data from fieldwork, photos and surveys.	I can observe and collect information and data from fieldwork and record these on a tally chart. I can observe and collect information and data from fieldwork using a table and drawing field sketches.	I can observe and collect information and data from fieldwork using a rain gauge and record evidence on a table.	I can observe and collect information and data from fieldwork, photos, aerial images, and a sketch map. I can observe and collect information and data from fieldwork, photos, and maps.	I can observe and collect information and data from fieldwork using thermometers and rain gauges and record evidence within a table.
<u>Analysing and Communicating</u>	I can begin to talk about to simple geographical information with support.	I can begin to talk about to simple geographical information with support using simple pictures.	I can talk about simple geographical information with support, orally, using simple pictures, maps and through writing.	I can begin to analyse and communicate geographical information by constructing simple maps, using pictorial images and appropriate geographical vocabulary.	I can analyse and communicate geographical information by labelling diagrams, pictograms, and use geographical vocabulary.	I can begin to analyse and communicate geographical information by plotting data on a bar graph. I can begin to analyse and communicate geographical information by labelling diagrams, creating displays and models using appropriate geographical vocabulary.	I can analyse and communicate geographical information by plotting data on a line graph.	I can analyse, communicate, and explain geographical information by constructing maps with keys and OS symbols to show proposed developments. I can analyse, communicate, and explain geographical information by writing at length, using a comparison table.	I can analyse, communicate, and explain geographical information through line graphs.
<u>Evaluating and Debating</u>	I can begin to talk about my immediate environment with support.	I can talk about my immediate environment and express my views about it, with support.	I can describe my immediate environment and express my views about it, with support.	I can begin to express my own views about the people, places and environments studied.	I can express my own views about the people, places and environments studied.	I can express my own views about the places and begin to give reasons. I can express my own views about the environment studied and begin to give reasons.	I can express my own views about the environments studied and give reasons behind the data presented.	I can express my own views about the local area, giving reasons for the advantages and disadvantages of a proposed development. I can reach geographical conclusions, give reasons, and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	I can express my own views about the environment studied, giving comparisons and reasoning.

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Key Vocabulary

Key Vocabulary								
EYFS			KS1		KS2			
Range 4	Range 5	Range 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	Live	Dawley	Local area	Capital Cities	County	Earth	Egypt	Sustainable
Hot	School	England	Telford	London	Shropshire	Crust	Cairo	Allotment
cold	Home	Places	Laws	Cardiff	Towns	Mantel	Impact	Arable
Weather	Similarities	Country	Rules	Belfast	Cities	Outer core	Desert	Pastoral
Natural	Differences	Changing seasons	United Kingdom	Edinburgh	Rural areas	Inner core	River Nile	Agriculture
Materials	Seasons	Record	Wales	Equator	Ashbrook river	Volcano	Pyramids	Economy
Environment	Summer	Cultures	England	North Pole	Surrounding	Vent	Aswan dam	Argument
Draw	Autumn	Manmade	Scotland	South Pole	Major rivers	Magma	Land use	Temperate
Familiar	Winter	Familiar setting	Northern Ireland	Continent	France	Fold	Settlement	Polar
	Spring	Investigate	Seas	Large mass	Greece	Block	Transport	Mediterranean
	Living things	Observe	Irish Sea	Europe	Southern hemisphere	Dome	Agriculture	Mountainous
	Community	Collect	North Sea	Africa	Northern hemisphere	Erupt	Crops	Arid
	Features	Information	English Channel	South America	Hill	Lava	Northwest	Biome
	School		Atlantic Ocean	North America	Mountain	Active	Northeast	Arctic circle
	Shop		Seasonal changes	Asia	Mountain ranges	Dormant	Southwest	Vegetation belt
	House		Physical features	Antarctica	Athens	Extinct	Southeast	Tundra
	Map		Human features	Oceania	Summit	Mt St Helens (Washington State)	Urban	Trend
	Phenomena		Attractive	Oceans	Valley	Villarica (Chile)	Rural	Six figure grid reference
	Compare		Unattractive	Border	Slope	Pico de Teide (Spain)	Distribution	Scale
	Questions		Aerial photographs	Pacific Ocean	Plateau	Hekla (Iceland)	Economy	Mexico
	Pictures		Atlas	Atlantic Ocean	Snow line	Vesuvius (Italy)	Settlement	Population
	Own views		Symbols	Indian Ocean	Tree line	Etna (Italy).	Trade links	Slum
			Key	Arctic Ocean	Face	Earthquake	Transport links	Metropolitan
			Environmental issues	Southern Ocean	Foot	Tectonic	Digital	Tourism
			Construct	Port of Spain	Ridge	Plates	Satellite	Topography
				Trinidad	Fold	Movement	Sketch map	Plate boundary
				Contrasting	Block	Evaporation	Design brief	Ring of fire
				Beach	Dome	Precipitation	Economic	
				Non-European Country	Volcanic	Condensation	Benefit	
				Landmarks	Rocky Mountains	Collection	Debate	
				Positional language	Andes	Water cycle	Argument	
				North	Alps	Precipitation		
				South	Himalayas	Rain gauge		
				East	The Urals			
				West	Atlas Mountains			
				Compass directions	Great Dividing Range			
				Transport	Land			
					Resources			
					Leisure			
					River			
					Mouth			
					Tributary			
					Confluence			
					Meander			
					source			
					Severn			
					Thames			
					Trent			
					Tay			
					Ouse			
					Avon			

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					Flow Yangtze Nile Amazon Import Export Climate Natural resource Tropical Fairtrade Profit Developing country			
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