



Geography Progression: Ide Primary School

	<i>Oak Class (reception)</i>	Disciplinary Knowledge Critical thinking skills the pupils will use to understand what they know Children in reception will begin to develop the following disciplinary knowledge, with lots of guidance from adults where needed. This will provide a foundation of disciplinary knowledge and understanding, which will be revisited and strengthened as children move into KS1.																				
<u>Substantive Knowledge</u> <u>Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details).</u>	Know key features of their local environment (including road, house, church, farm, bridge, shop) Recognise some features of the school grounds on a satellite photograph. Identify some important geographical features around the locality of the school. Know that the school is in the village of Ide. Know that there are many countries in the world, including the UK, China and India. Know that a map is used to show where things are and how to get from one place to another. Know that simple symbols are used to identify features on a map.	<table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. Give an account in words of something or someone</td></tr><tr><td>Observe</td><td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td></tr><tr><td>Select</td><td>Decide upon and choose that information considered most suitable or relevant</td></tr><tr><td>Categorise/Classify</td><td>Arrange information into particular groups according to shared qualities or characteristics</td></tr><tr><td>Sequence</td><td>Place a set of related events or things that follow each other into an order</td></tr><tr><td>Compare and contrast</td><td>Find similarities and differences</td></tr><tr><td>Recall</td><td>Remember and recount something learned</td></tr><tr><td>Reason/speculate</td><td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td></tr></table>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition
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<u>Key texts linked to Geography</u>	<i>The Gruffalo- Julia Donaldson</i> <i>Where’s Wally- Martin Handford</i> <i>Non-Fiction books about India/Diwali</i> <i>What the Ladybird Heard- Julia Donaldson</i> <i>Non fiction books about Chinese/Lunar New Year</i> <i>Splash! Anna Hibiscus - Atinuke</i>																					
<i>Achievement of these expected levels of development contribute to a summative judgement of the ELG for People, Culture and Communities</i>	<i>Children at the expected level of development will:</i> <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</i> <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i> <i>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.</i>																					



We are curious



We are curious
about our world

Year 1-Year 6

Enquiry	How does the weather affect our lives?		Why don't penguins need to fly?		Why do we love being beside the seaside so much?		How does the geography of Kampong Ayer compare with where I live?	
Context								
Substantive Knowledge Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details).	<u>Locational knowledge</u> Continents and Oceans <u>Human and physical geography</u> Daily and seasonal weather patterns in UK Hot and cold areas of the world Equator and the North and South Poles		<u>Locational knowledge</u> Continents and Oceans <u>Human and physical geography</u> Daily and seasonal weather patterns in the UK Hot and cold areas of the world Equator and the North and South Poles		<u>Locational knowledge</u> Continents and Oceans Four countries and capital cities of the United Kingdom and its surrounding seas <u>Human and physical geography</u> Coasts <u>Place knowledge</u> Small area of the United Kingdom <u>Human and physical geography</u> Local area		<u>Locational knowledge</u> Continents and Oceans <u>Place knowledge</u> The human and physical geography of a small area in a contrasting non-European country <u>Human and physical geography</u> Hot and cold areas of the world The Equator and the North and South Poles	
Disciplinary knowledge Geographical techniques threads	World wall map photos Atlas maps Globe maps Fieldwork – observe, record and present data Pictogram	Terrestrial Aerial photos Satellite photos	World wall map Atlas maps Globe maps Pictogram, Bar Graph, Annotated Sketch and Flow Diagram	Terrestrial photos Aerial photos Satellite photos	World wall map Atlas maps Globe maps Google Street View Fieldwork – observe, record and present data Pictogram, Bar Graph, Line Graph, 8 Points of Compass	Terrestrial photos Aerial photos Satellite photos	World wall map Atlas maps Globe maps Plan Pictogram, Bar Graph, Line Graph, Tally Chart	Terrestrial photos Aerial photos Satellite photos
Disciplinary Knowledge Critical thinking skills	Pupils develop geographical knowledge of their locality, the United Kingdom and the wider world through identifying and selecting information from a variety of sources, using a number of geographical techniques, to describe, compare and suggest reasons for the physical and human features they observe and the interaction of people with them using basic subject-specific vocabulary							
Second Order Concepts threads (also specialist vocabulary and key terms)	Place Location Processes Change Interaction Environment Interdependence		Place Location Processes Interaction Environment Distribution Interdependence		Place Location Interaction Environment Scale Distribution		Place Location Processes Scale Interaction Interdependence Environment Distribution Interaction Sustainability Diversity	
Substantive Concepts threads (also specialist vocabulary and key terms)	Continent Weather Tropical Temperate	Ocean Desert Polar Country	Continent Weather Polar Temperate Trade Raw material Economic activity	Ocean Desert Tropical Country Transport Agriculture System Settlement Climate	Continent Land use Nation Weather Trade Climate Recreation Conservation Region	island Coast Settlement Country Economic activity Transport Leisure Tourism Health	Continent Weather Settlement Transport Economic activity	Ocean Agriculture Service Nation Residential Country Coast Region Climate Recreation Island
Additional specialist vocabulary and key term threads	Pattern North Pole Atlas Satellite Anemometer	Equator South Pole Globe Thermometer Season Adaptation Gauge	Antarctica Sahara Food chain City Waterfall North Pole Expedition Human Tundra Valley Northern Hemisphere Southern Hemisphere	Adaptation Arctic Habitat River Equator South Pole Physical Ice sheet Predator Coast Iceberg	Adaptation Habitat Physical Coast Urban Low tide Holiday Code Hill Forest Cliff Town	Food chain River Human Rural High tide Season Pollution Mountain Moor Beach Sand dune City Urban	Physical Rural Village tide Northern Hemisphere Southern Hemisphere Time zone Vegetation Emergent	Human Urban Landscape High tide Adaptation Rainforest Understorey Canopy River Low

Enquiry	How and why is my local area changing?	Why are jungles so wet and deserts so dry? Why do so many people live in megacities?	Why do some earthquakes cause more damage than others? How do volcanoes affect the lives of people on Hiemaey?	Beyond the Magic Kingdom: What is the Sunshine State really like?
Context				
Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details) Highlighted red – established during Key Stage 1	Locational knowledge <i>United Kingdom</i> Place knowledge A region within the <i>United Kingdom</i> <i>Human geography</i> <i>Settlement, Land use, Economic Activity</i>	Locational knowledge <i>South America</i> Place knowledge A region within <i>South America</i> <i>Physical geography</i> <i>Climate zones, Biomes and Vegetation Belts, Water Cycle</i> <i>Human geography</i> <i>Settlement, Land Use, Economic Activity</i>	Locational knowledge <i>Europe</i> <i>Lines of latitude & Longitude</i> Place knowledge <i>Region in a European country</i> <i>Physical geography</i> <i>Volcanoes and Climate Zones</i> <i>Human geography</i> <i>Economic activity, Trade and Natural resources</i>	Locational knowledge <i>North America</i> Place knowledge A region within <i>North America</i> <i>Physical geography</i> <i>Climate zones, Biomes and Vegetation belts</i> <i>Rivers and Mountains</i> <i>Human geography</i> <i>Settlement, Economic Activity</i>
Disciplinary knowledge Geographical techniques threads. Highlighted red – established during Key Stage 1	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps O.S. 1:25,000 map Number Letter Co-ordinates Four Figure Grid References Themed maps – population distribution and density. Pictorial map, Choropleth map <i>Fieldwork – observe, record and present data</i> <i>Pictogram, Bar Graph, Line Graph, Tally Chart, Tabular data and Climate Graph</i>	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps O.S. 1:25,000 map Number Letter Co-ordinates Four Figure Grid References Themed maps – population distribution and density. Pictorial map, Choropleth map <i>Fieldwork – observe, record and present data</i> <i>Pictogram, Bar Graph, Line Graph, Tally Chart, Climate Graph</i>	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps Themed maps – population distribution and density <i>Choropleth map, political and relief maps</i> <i>Pictogram, Bar Graph, Line Graph, Tally Chart, Climate Graph, Located Proportional Bars</i>	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps Themed maps – population distribution and density, Pictorial maps, Choropleth map <i>Pictogram,</i> <i>Bar Graph, Line Graph, Tally Chart,</i> <i>Cross section, Tabular data and Scatter Graph</i>
Disciplinary Knowledge Critical thinking skills	Pupils develop a more detailed knowledge of their locality, the United Kingdom and the wider world through <i>selecting and synthesising</i> information from a range of sources, using more complex geographical techniques, to <i>explain through more informed responses</i> the physical and human features they <i>observe</i> and the interaction of people with them, <i>using more sophisticated subject-specific vocabulary</i>			
Second Order Concepts threads <i>Highlighted red – established during Key Stage 1</i>	Place Environment Location Scale Distribution Sustainability Interdependence Processes Change Interaction Diversity	Place Environment Location Scale Distribution Sustainability Interdependence Processes Change Interaction Diversity	<i>Place</i> <i>Location</i> <i>Scale</i> <i>Distribution</i> <i>Processes</i> <i>Change</i> <i>Interaction</i> <i>Sustainability</i> <i>Diversity</i> <i>Interdependence</i>	Place Environment Location Scale Distribution Sustainability Interdependence Processes Change Interaction Diversity
Substantive Concepts threads (also specialist vocabulary and key terms) <i>Highlighted red – established during Key Stage 1</i>	Nation Transport Leisure Tourism Economic activity	Country Settlement Recreation Conservation Industry	Weather Climate Region Relief Development Migration	Desert Settlement Biome Biodiversity Region Trade Tourism Continent Leisure Country Economic activity
Additional specialist vocabulary and key term threads <i>Highlighted red – established during Key Stage 1</i>	Pattern Human Urban Global warming Climate change Land use Deforestation Commercial Redevelopment	<i>Physical</i> <i>Rural</i> Correlation Flash flood <i>Residential</i> Public service Hypothesis <i>Open space</i>	Pattern <i>Landscape Urban</i> Fauna Atacama Ecosystem Megacity Prevailing wind Congestion Attraction Employment Rainforest Convectional Urbanisation Inhabitants Capital city Constraint Favela Density	<i>Pattern</i> Lava Ice sheet Mantle Fault Magma Mid-Atlantic Ridge <i>Landscape</i> Volcano Magnitude Tectonic plate Fissure Earthquake Constrain Geothermal Glacier Crust Richter Scale Core Epicentre Eruption Correlation Composite Tsunami Archipelago
				Pattern Peninsula National park Fold mountain Season Habitat Endangered Temperate State Hurricane Everglades Rockies Ecosystem Pollution Sub-tropical Amenity

Enquiry	Why are mountains so important? What is a river?	How is climate change affecting the world?	Why is Fairtrade fair?	What are National Parks for?
Context				
Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details) <i>Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Locational knowledge <i>United Kingdom</i> Physical geography <i>Mountains</i> Human geography <i>Settlement and Land Use</i> Economic Activity Natural resources	Locational knowledge <i>United Kingdom</i> Physical geography <i>Climate zones, Biomes and Vegetation belts</i> Human geography <i>Settlement and Land Use, Trade, Economic Activity and Natural Resources</i>	Locational knowledge <i>Europe, North America, South America</i> Human geography <i>Economic activity, Trade and Natural resources</i>	Locational knowledge <i>United Kingdom, North America</i> Physical geography <i>Vegetation belts, Mountains, Rivers</i> Human geography <i>Settlement and Land Use, Economic Activity and Natural resources</i>
Disciplinary knowledge Geographical techniques threads. <i>Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps O.S. 1:25,000 map Themed maps – population distribution and density, pictorial maps, Choropleth map Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References Six Figure Grid References, Straight and actual distance measurement using scale Contour cross section	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps O.S. 1:25,000 map Themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References Six Figure Grid References, <i>Climate Graph</i>	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps O.S. 1:50,000 map Themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References Six Figure Grid References	World wall map Atlas maps Terrestrial photos Aerial photos Satellite photos Globe maps O.S. 1:50,000 map Themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps, Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References, Six Figure Grid References, Straight and actual distance measurement using scale Contour cross section, Annotated sketch map
Disciplinary Knowledge Critical thinking skills	Pupils generate more in-depth and nuanced knowledge of their locality, the United Kingdom and the wider world through <i>selecting and synthesising</i> information from a wide range of sources, using an extensive range of geographical techniques, to <i>explain, evaluate</i> and make <i>informed and justified conclusions and judgements</i> , about geographical processes and issues <i>using increasingly specialist vocabulary and technical terms</i>			
Second Order Concepts threads <i>Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	<i>Place</i> Location Scale Distribution Interdependence <i>Processes</i> Change Interaction Sustainability Diversity	<i>Place</i> Location Scale Distribution Interdependence <i>Processes</i> Change Interaction Sustainability Diversity	<i>Place</i> Location Scale Distribution <i>Processes</i> Change Interaction Sustainability Diversity Interdependence	<i>Place</i> Location Scale Distribution <i>Processes</i> Change Interaction Sustainability Diversity Interdependence
Substantive Concepts threads (also specialist vocabulary and key terms) <i>Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Relief Agriculture Sustainability Conservation Country Tourism Energy Climate	Weather Climate Desert Natural resources Economic activity Government Sustainability Energy Hazard Coast	Natural Resources Country Economic activity Sustainability Trade Transport Climate	Relief Natural resources Recreation Leisure Management Sustainability Industry Region Tourism Conservation
Additional specialist vocabulary and key term threads <i>Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Non-renewable Mountain Sustainable Fold mountain Tectonic plate Igneous Sedimentary Tributary Metamorphic Precipitation Renewable Strata Landscape Range Pattern Crust Mantle Core Valley Fossil Landscape Habitat Ecosystem Monsoon Flash flood Mouth Course Channel River Estuary Reservoir Water cycle Meander	Atmosphere Climate change Global warming Raw material Temperate Non-renewable Carbon footprint Adaptation Sustainable Desertification Renewable Tropical Polar Drought Ice sheet Landscape Wildfire Emission Mitigation Tidal surge	Route Domestic International Import Producer Manufacturer Retailer Certified Container ship Raw material Service Ethical Export Estuary Consumer Co-operative Port Goods Guaranteed Processing	Pattern National Park Lowland Human Land use Rural Remote Cultural heritage Inclusive Landscape Upland Physical Conflict Urban Urbanisation Vegetation Accessible