



North Clifton Primary School: Knowledge Progression in Geography

1. Location

EYFS (Development Matters)

Recognise environments that are different to one which they live in.

Recognise some similarities between life in this country and life in other countries.

Contrast North Clifton with other areas of the world (global linking) throughout the year focusing on weather/climate and celebrations/festivals.

KS1 (National Curriculum): Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name and locate its surrounding seas. Name and locate the world's seven continents. Name and locate the five oceans.

KS2 (National Curriculum): 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)

EYFS	Year 1 and Year 2	KS2: Year 3 , 4, 5 and 6	KS2: Year 3 , 4, 5 and 6
<ul style="list-style-type: none"> Know where they live and their address. Know that our school is in a village called North Clifton, near to the town of Newark and city of Lincoln. 	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <u>Incorporated in the following topics:</u> Weather Arctic to Desert Where I Live Forests and Woodland Earth and Space / Transport Seasides / Australia	UK: Name and locate the UK counties and cities and geographical regions of the United Kingdom <ul style="list-style-type: none"> Counties of UK Cities in some regions Counties adjacent Nottinghamshire/Lincolnshire UK locations in rolling program: Mountain ranges in UK Main rivers in UK 	Rivers, Seas and Oceans: Rivers of UK (Including Trent and Thames) Amazon River River Nile Mississippi River Seas and Oceans of world

- Know that we live in a country called the United Kingdom.
- Know the key features of North Clifton (school, park, railway, church, shop)
- Know that weather and climate is different in different places.
- Know that a globe represents the Earth and its countries, seas and oceans.

Name and locate its surrounding seas
 Name and locate the world's seven continents
 Name and locate the five oceans.
Incorporated in the following topics:

Arctic to Desert
 Where I Live
 Forests and Woodland
 Earth and Space / Transport
 Seasides / Australia

<p>World: Locate the world's countries, using maps to focus on Europe,(inc Russia), North and South America</p> <ul style="list-style-type: none"> • Countries in Europe: France, Germany, Italy, Spain, Greece, The Netherlands (including islands) • Countries in North and South America: Canada, USA, Brazil, Mexico • Capital cities: Paris, Berlin, Amsterdam, Madrid • World locations in rolling program: USA- Florida, Brazil , Mexico, New Zealand, Egypt, • 	<p>Other: Identify the position and significance of: equator, northern and southern hemispheres North and South Poles, lines of longitude and latitude Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>

<p>2. Place EYFS (Development Matters) : Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel when they are outside.</p> <p>KS1 (National Curriculum): Understand geographical similarities and differences through the study of human and physical geography of a small area of UK and non-European country</p> <p>KS2 (National Curriculum): Understand geographical similarities and differences through the study of human and physical geography of region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>3. Human and Physical Geography EYFS (Development Matters): Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons. Describe what they see, hear and feel when they are outside.</p> <p>KS1 (National Curriculum): Identify seasonal and daily weather patterns in the United Kingdom; 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 human and physical features. Key physical features, including:, forest, hill, mountain, soil, valley, vegetation, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>KS2 (National Curriculum): Describe and understand key aspects of:</p>
--	--

		<p>physical geography, : climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	
EYFS	Year 1 and Year 2	KS2	KS2

<p>A. Me, my family and my school community</p> <p>Know the names of the four seasons</p> <p>Know the different weathers/changes in nature in each season</p> <p>Know and describe the different types of weather in our area</p> <p>Know they have an address (and learn it)</p> <p>Identify features of school (inside and outside)</p> <p>Identify features of North Clifton village</p> <p>Know where North Clifton is (near Newark and Lincoln, in the UK)</p>	<p>Cycle A: Local area – Where I Live / Food and Farming / Forests and Woodland</p> <p>Local area</p> <p>Know the difference between human and physical features</p> <p>Know where North Clifton is in the UK and locate on a map.</p> <p>Know the range of physical and human features of our school and its grounds, on a current Google Earth satellite image;</p> <p>Know the human and physical features of North Clifton.</p> <p>Know the different types of land use in North Clifton, Newark and Lincoln: housing, park, businesses, farms, park, railway station (residential, recreational, economic, agriculture, transport.)</p> <p>Food and Farming</p> <p>Know the four countries of the UK and the name of the surrounding seas</p> <p>Know that that food comes from plants and animals</p> <p>Know and describe what happens on a on a dairy farm – how cows produce milk, how the milk gets from farm to dairy to shop.</p> <p>Describe and know reasons why the weather and landscape in Lincolnshire/ Nottinghamshire makes it a good place for farming;</p> <p>Know about the top ten most popular fruits in the UK and give reasons why half are imported.</p> <p>Know that the world has continents and oceans.</p> <p>Know that a continent is a distinct land mass and can be shown on a map.</p>	<p>Cycle A: South America / Water and Rivers. Rivers, South America –Human and physical geography, landscapes. Biomes: Rainforests</p> <p>Rivers</p> <p>Name and locate Nile, Amazon and Mississippi – make links to previous learning</p> <p>Name, locate, revise the main rivers in UK</p> <p>Know that rivers have key features</p> <p>Know how the physical features of a river change from source to mouth and as it flows from higher to lower ground.</p> <p>Know why the River Trent was important in the past and why it is important today</p> <p>Know the stages of the hydrological /water cycle and explain the important role that rivers play</p> <p>Brazil / Rainforests</p> <p>Know that the location of a country is determined by its human/ physical geography.</p> <p>Know that there are geographic similarities and differences between regions in South America.</p> <p>Describe key features of cities and compare these with countryside areas;</p> <p>Name and locate Britain’s largest cities. Use information from a graph to find out the fastest growing cities in the UK.</p> <p>Describe what a megacity is (population of more than 10 million) is and locate the only megacity in the UK (London) and the biggest megacity in the world (Tokyo) Focus on the features of megacity and former Brazilian capital of Rio de Janeiro</p> <p>Know why the Brazilian government created a new capital city, Brasilia.</p> <p>Compare and contrast the advantages and disadvantages of living in a city</p> <p>Know what a biome is</p> <p>Know how the climate affects landscapes & biomes</p>	<p>Cycle A: North America / Canada Weather and climate, landscape. Europe -Italy Mountains, volcanoes and earthquakes</p> <p>Weather</p> <p>Know the difference between climate and weather</p> <p>Know about the climate in the UK and compare with different world climates</p> <p>Know that the weather is different in different countries and that this affects the lives of people living there</p> <p>Know what a climate graph is and how it helps us to compare different places.</p> <p>Know that countries are placed with regards to longitude and latitude and other significant features such as the Greenwich Meridian and the tropics.</p> <p>Mountains and Volcanoes</p> <p>Know that there are geographic similarities and differences between the UK and a region in North America.</p> <p>Know that countries in North America have environmental regions and physical and human characteristics.</p> <p>Identify and describe the location of the largest ranges of fold mountains in the world (Alps)</p> <p>Know how the movement of plates of the earth’s crust form fold mountains (make links to previous learning about earthquakes and volcanoes)</p> <p>Know the similarities and difference between mountain ranges (Peaks in Derbyshire) in the UK and mountain ranges of the world.</p> <p>Know about volcanoes of the world - locate volcanoes on a world map and compare with the location of volcanoes</p>
--	--	--	--

		<p>Know that plants and animals adapt so they can survive in different biomes and climates</p> <p>Know about deforestation: How is the rainforest in danger?</p> <p>Know that satellite images show changes to the environment on a global scale, for example, deforestation.</p>	<p>Know the structure and purpose of volcanoes and the dangers they can pose;</p> <p>Know about Volcanic eruptions – positive effect on fertility of land compared to negative effect - disruption and death</p>
<p>A . Global Living</p> <p>Know where land, sea, rivers are on a globe/map</p> <p>Talk about where seashores, cities, towns and villages are on maps</p> <p>Know some animals live in hot and cold places.</p> <p>Know there are hot and cold places in the world.</p> <p>Know where North Clifton is (near Newark and Lincoln, in the UK)</p> <p>Know the names of the four seasons</p> <p>Identify the different changes in nature in each season</p> <p>Describe the different types of weather in North Clifton and North Pole.</p>	<p>Cycle A: Arctic to Desert / Weather and climate</p> <p>Know some of the features of Antarctica: ice, rocks, mountains, very few plants or trees</p> <p>Identify and locate the seven continents and five oceans of the world;</p> <p>Know that the equator, North and South pole exists and their locations</p> <p>Know some of the ways that living things can survive in Antarctica</p> <p>Know and compare the main physical features of the Sahara Desert and Antarctica;</p> <p>Recognise a polar bear and some of the things it eats; begin to know about food chains</p> <p>Know why there are no polar bears in Antarctica and why penguins don't need to fly</p> <p>Weather</p> <p>Know the main types of weather in the UK</p> <p>Observe and record some elements of daily weather over several days;</p> <p>Know that the weather has patterns over time and in different places</p> <p>Know and describe how weather conditions change in the UK during the four seasons (Year 2: locate continents and oceans on a globe)</p> <p>Know that very hot places in the world are near the middle of the globe (equator)</p> <p>Know that very cold places in the world are near the top and bottom of the globe (North and South Poles)</p> <p>Describe and compare the physical features of very cold and very hot places.</p>	<p>Cycle B: Sun, Sea and Sand</p> <p>Greece as a tourist destination. Human and physical geography.</p> <p>Know that there are geographic similarities and differences between the UK and a region in a European country.</p> <p>Know about the physical and human geography around Greece and its islands.</p> <p>Know that there are some reasons for similarities and differences between regions in other countries.</p> <p>Know how to investigate the climate, rainfall and sea temperature in Greece</p> <p>Know how physical features of landscape have changed over time and how they affect tourism today.</p> <p>Know about trade links and exporting goods.</p> <p>Know that there are human and physical landmarks and features in a locality and that a locality can change over time.</p>	<p>Cycle B: Anglo-Saxons and Vikings / Maya civilization– Settlements and land use</p> <p>Know about the countries that make up the UK</p> <p>Know about some of the counties in the UK and key facts about them.</p> <p>Know about types of land use/settlements. Why did people choose to settle there?</p> <p>Know about land use and how it has changed over time.</p> <p>Know that there are similar and contrasting features of human and physical geography in different continents.</p> <p>Human geography: Rainforest –land use – cocoa. Fairtrade</p> <p>Know why countries trade and reach a judgement regarding the products they most frequently buy and sell</p> <p>Know and explain why trade between countries may not always be considered 'fair';</p> <p>Know what Fairtrade is and reach a judgement about some of the benefits of being a Fairtrade producer;</p> <p>Know what being a Fairtrade School involves and how North Clifton Primary School can achieve its Fair Trade schools status.</p>

	<p>B. UK – Local area and London / Transport</p> <p>Know the four countries of the UK and the name of the surrounding seas Know the name of, locate and identify characteristics of the 4 countries and capital cities of the UK. Know how to identify what makes up a town/country and know the key features and landmarks in the UK. Know about London, including the location, geographical features and famous landmarks.</p>	<p>Cycle C: Galapagos/ Our Frozen Kingdom (Arctic and Antarctic) Weather, Environmental issues – climate change, human and physical geography, biomes.</p> <p>Climate Change Know that the location of a country is determined by its human/ physical geography. Know how some people in the world are being affected by changes in the weather; Know why the sea/ rivers sometimes floods the land and why it may become more frequent in the future; Know why the ice sheet is melting and empathise with different viewpoints Know how increasing amounts of greenhouse gases in the atmosphere is causing surface temperatures to rise Know and explain how countries have agreed to work together to reduce global warming and climate change; Know how a renewable source of energy helps to reduce greenhouse gas emissions</p> <p>Biomes / climate zones Know that the weather is different in different continents and it affects people and things living there. Know that countries are placed with regard to latitude and longitude and other significant features such as Greenwich Meridian and the tropics. Know that physical geography includes climate zones, biomes and vegetation belts. Know that there are similarities and differences between biomes (UK and Polar (and unknown Y 5 and 6) Know that human geography includes trade and the distribution of natural resources including energy, food, minerals and water. Know how to compare physical and human features of UK, Galapagos and Polar regions.</p>	<p>Cycle C: Rivers and water The Nile and its effect on the people</p> <p>Know and locate, revise the main rivers in UK Know that rivers have key features. Know how the physical features of a river change from source to mouth and as it flows from higher to lower ground. Know about the River Nile – the importance of this in development of Egypt. Know why people chose to settle next to the Nile. Know about time differences between the UK and Egypt</p>
<p>B. Global Living</p>	<p>B. Seaside - Local area and Australia</p>	<p>Cycle D: Natural disasters /Sustainability / Environmental issues</p>	<p>Cycle D: Stone Age to iron Age National park / Changing Local Area</p>

<p>(seaside focus)</p> <p>Know where North Clifton is on a simple map</p> <p>Know where land, sea, rivers are on a globe/map</p> <p>Talk about where seascapes, cities, towns and villages are on maps</p> <p>Know the names of some animals that are found in seas and seaside areas</p> <p>Talk about what we can do to reduce sea pollution.</p> <p>Talk about sea travel and sea boats</p>	<p>Know the four countries of the UK and the capital cities.</p> <p>Know the name of the surrounding seas</p> <p>Know and compare physical and human features of the seaside with those of our local area know the terms 'coast', 'rural' and 'urban';</p> <p>Know reasons why the seaside is such a popular place to visit</p> <p>Know what pollution means and examples of how seaside plants and animals can be harmed by it;</p> <p>Know what a habitat is and the features of one kind of seaside habitat</p> <p>Know how to describe and compare how people have enjoyed holidays at the seaside in the past.</p> <p>Know that there are human and physical landmarks (through using aerial photographs). (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation</p>	<p>Earthquakes, volcanoes, hurricanes</p> <p>Natural Disasters</p> <p>Know that there are similar and contrasting features of human and physical geography in different continents.</p> <p>Know that the location of a country is determined by its human/ physical geography.</p> <p>Know how active volcanoes can change the landscape and the dangers they pose.</p> <p>Know why so many people living in countries along the Ring of Fire are dependent on either fishing or tourism and reach a judgement about why they might choose to stay despite the danger of active volcanoes</p> <p>Know what measures are needed to ensure populated places near volcanoes are as safe as possible?</p> <p>Know how hurricanes form and why they are a threat to the people (focus – Florida)</p> <p>Know the ways people protect themselves from the effects of hurricanes.</p> <p>Identify the position and significance of: equator, northern and southern hemispheres, north and south pole, lines of latitude and longitude</p> <p>Know the main causes of earthquakes;</p> <p>Explain why some areas (New Zealand) have earthquakes regularly</p> <p>Know what causes a volcano;</p> <p>Know how to compare and contrast the location of earthquakes and active volcanoes around the world and identify and describe similarities and differences</p> <p>Know why earthquakes of similar magnitude don't always cause the same amount of destruction.</p> <p>Sustainability</p> <p>Know that natural resources produce energy.</p> <p>Know what trying to live more sustainably involves;</p> <p>Know the difference between renewable and non-renewable resources;</p> <p>Know in basic terms how solar panels and wind turbines generate electricity;</p>	<p>Archaeological and National Parks</p> <p>Know locations and reasons for the distribution of National Parks; why National Parks are known as Britain's 'breathing spaces';</p> <p>Know why National Parks encourage visitors;</p> <p>Locate the main physical and human features of the Midlands and compare the amount of its protected land with other regions of the UK</p> <p>Describe the physical features of Cresswell Crags</p> <p>Compare and contrast a map of National Parks with a map of Britain and know that they often cover mountainous areas. (Peak district)</p> <p>Know how National Parks are looked after and why the work of farmers is so important.</p> <p>Why is my Local Area Changing?</p> <p>Know some reasons why places change;</p> <p>Know that some natural events and human activity have changed our local area</p> <p>Know how the local environment has changed through time.</p>
--	--	---	--

Know what a fossil fuel is and explain the main disadvantage of using coal, natural gas and oil to generate electricity;
 Know and explain a range of things that they and their family could do to live more sustainably at home.

4. Geographical skills and Fieldwork . Mapwork

EYFS (Development Matters): Draw information from a simple map. Describe what they see, hear and feel whilst outside.

KS1 (National Curriculum):: Use world maps, atlases and globes to identify the United Kingdom and its countries plus other countries and continents studies. 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 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 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.

KS2 (National Curriculum):: 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.

EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Use first hand experiences and photos to make simple maps and pictures 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries plus other countries and continents studies Use and construct basic symbols in a key Use simple compass directions (North, South, East and West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Answer questions using simple data presented in bar graphs and tables. name the eight points of a compass Know some OS symbols and use a key Know that maps and globes can be used to locate countries. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Analyse data presented in a variety of ways and use to compare, contrast and make connections between places. Know how contour lines are used to represent hills and mountains on OS maps Use 4 and 6 figure grid references and 8 compass points Know most OS symbols and use a key
	<ul style="list-style-type: none"> Use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>Know that there are sources of information which are used to support geographical enquiry.</p> <p>Know that geographical questions are initiated to further enquiry.</p>	<p>Know that a combination of the appropriate types of fieldwork can support specific enquiry.</p>

		<p>Know that conclusions are drawn showing changes over time and impact.</p> <p>Know that simple fieldwork is used to gather information.</p> <p>Know how to compare and contrast one known concept with one unknown.</p>	<p>Know that different sources are used to locate locations / countries, including digital/computer mapping, GPS</p> <p>Know that a combination of the appropriate types of fieldwork can support specific enquiry.</p> <p>Know that different types of fieldwork are useful to find different types of information.</p> <p>Know that through comparing and contrasting self-selected sources of information, and analysing evidence conclusions are drawn and impact shown.</p> <p>Know how to compare and contrast 2 unknowns.</p>
<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> 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"> 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 <p>(Incorporated into above topics)</p>	<ul style="list-style-type: none"> 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 <p>(Incorporated into above topics)</p>

Disciplinary Knowledge in Geography:

Disciplinary knowledge can be described as actions taken within a particular subject to gain knowledge. Disciplinary knowledge in Geography allows pupils to gain a deeper understanding of the world around them by connecting and applying what they know (substantive knowledge). An example of substantive and disciplinary knowledge is illustrated in the following table:

Substantive Knowledge example (knowing 'what')	Disciplinary Knowledge example (knowing 'how')
---	---

- Knowledge of the Water Cycle
- Knowledge of world climates and biomes
- Knowledge of how to read and construct climate graphs

Applying substantive knowledge to investigate why the Amazon rainforest is so wet. This could be investigated by:

- Comparing evidence in the form of data (climate graphs) for the Amazon rainforest with other areas of the world and the human and physical features of the location.
- Connecting knowledge of the location of the Amazon rainforest and its proximity to the Equator with knowledge of the water cycle. (The sun is stronger at the Equator as the rays are more direct – this means that more water becomes water vapour at the Equator).
- Connecting knowledge to make a hypothesis to answer why the Amazon rainforest is so wet and communicating the hypothesis.
- Making connections with knowledge about climate change to pose further questions, for example, is the Amazon rainforest becoming wetter as the climate becomes warmer?

Our curriculum develops substantive knowledge through the study different units that cover the programmes of study from the National Curriculum for Geography. Each of our Geography units poses an enquiry question which enables pupils to apply what they have learned (disciplinary knowledge).