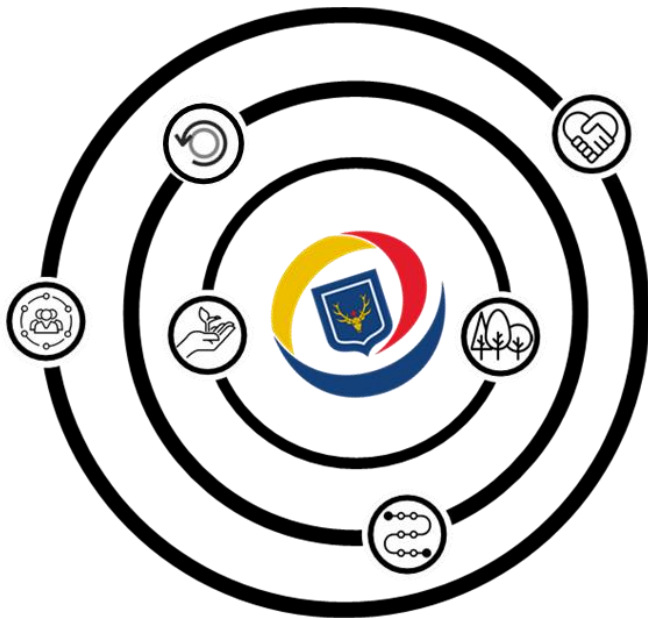


# OUR LADY AND ST. HUBERT'S PRIMARY

## Geography Knowledge Progression

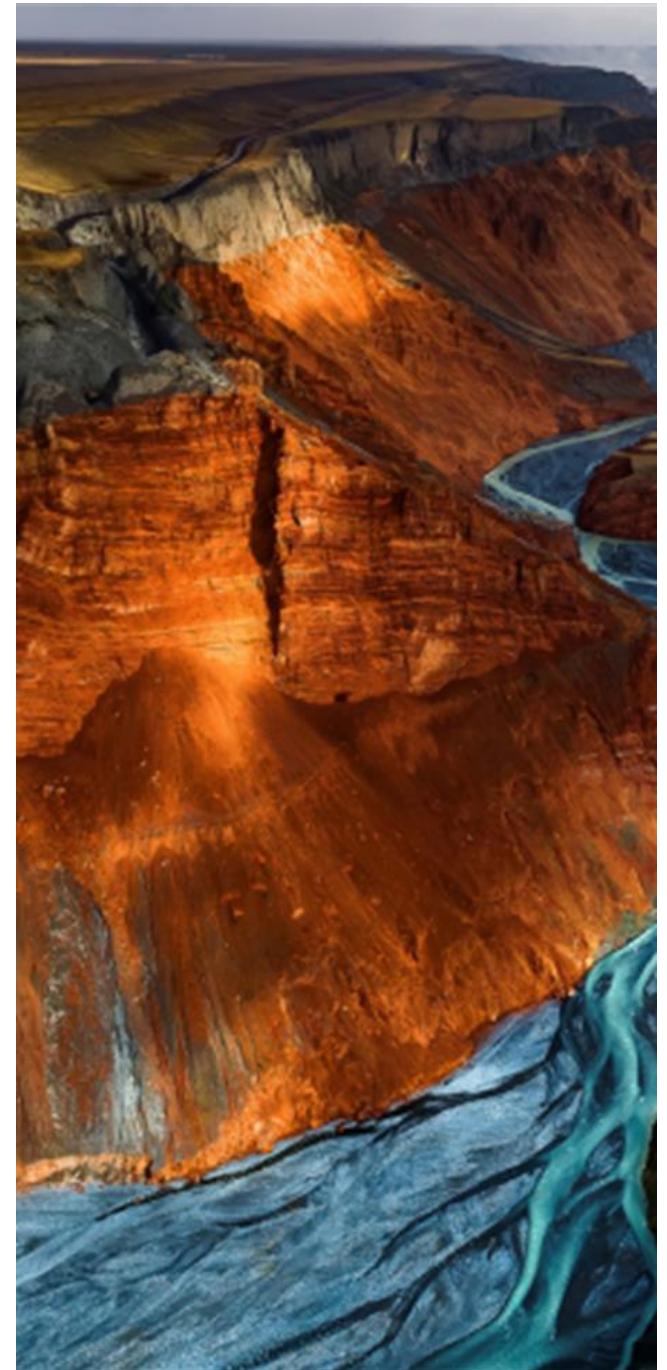


At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.



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# Geography Curriculum Intent

Geography will inspire pupils' curiosity and fascination about the world around them and its people, and has the power to keep on inspiring them for the rest of their lives. Through this curriculum, we will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We have created a curriculum that enables children to retain key substantive knowledge that is progressive in its design. Through its progression in disciplinary knowledge, our curriculum will allow children to develop their understanding of asking questions; analysing and communicating the information they find and evaluating and debating their conclusions. Disciplinary knowledge deeply connected with our school 6Cs ([6C Progression](#)). In order to achieve this intent, we also recognise the importance of planned enrichment experiences that will develop schema and deepen understanding.

It is essential that pupils develop a meaningful understanding of location and place, including that of their local area. We will deliver a curriculum that:

- Inspires curiosity and fascination about the world and its people.
- Equips children with an understanding of diverse places, people, resources and environments.
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments.
- Develops an understanding that the Earth's physical features are interconnected and change over time.
- Encourages exploration of their own environment and supports children to make connections between their local surroundings and that of contrasting settlements.
- Systematically develops the disciplinary knowledge of: asking enquiry questions, collecting, analysing and interpreting data through fieldwork; interpreting maps, diagrams, globes and aerial photographs; communicating geographical information in a variety of ways, evaluating and debating ideas and the impact of processes, phenomena and humans on the world.

## Implementation of the Geography Curriculum

In order to achieve the aims set out in our geography intent statement, we have carefully planned a curriculum that is progressive, allowing knowledge to be built upon, developing deep understand and schema within our children. Knowledge within Geography can be split into two key areas: substantive knowledge and disciplinary knowledge.

**Substantive knowledge** sets out the subject-specific content that is to be learned - i.e. the geography National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into Declarative knowledge ('know what') and procedural knowledge ('know how'). Declarative knowledge includes: locational knowledge, place knowledge, and human and physical processes - i.e. they are the facts of geography that can be declared. Declarative knowledge enables pupils to 'know like a geographer'. The fourth substantive knowledge strand of the National Curriculum is 'Geographical skills and fieldwork', which can be termed procedural knowledge - 'knowing how to do geography' (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measure rainfall).

**Disciplinary knowledge** considers how substantive knowledge originates, is debated and is revised - i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways that

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. In other words, disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to 'think like a geographer'.

These areas of knowledge have been broken down further into key 'golden strands'. For instance *Physical Geography* is broken down further into the 'golden strands' of *Weather and Climate*, and *Physical Features and Process*. Our progression of knowledge (found below) sets out the key objectives for each year group within these 'golden strands'.

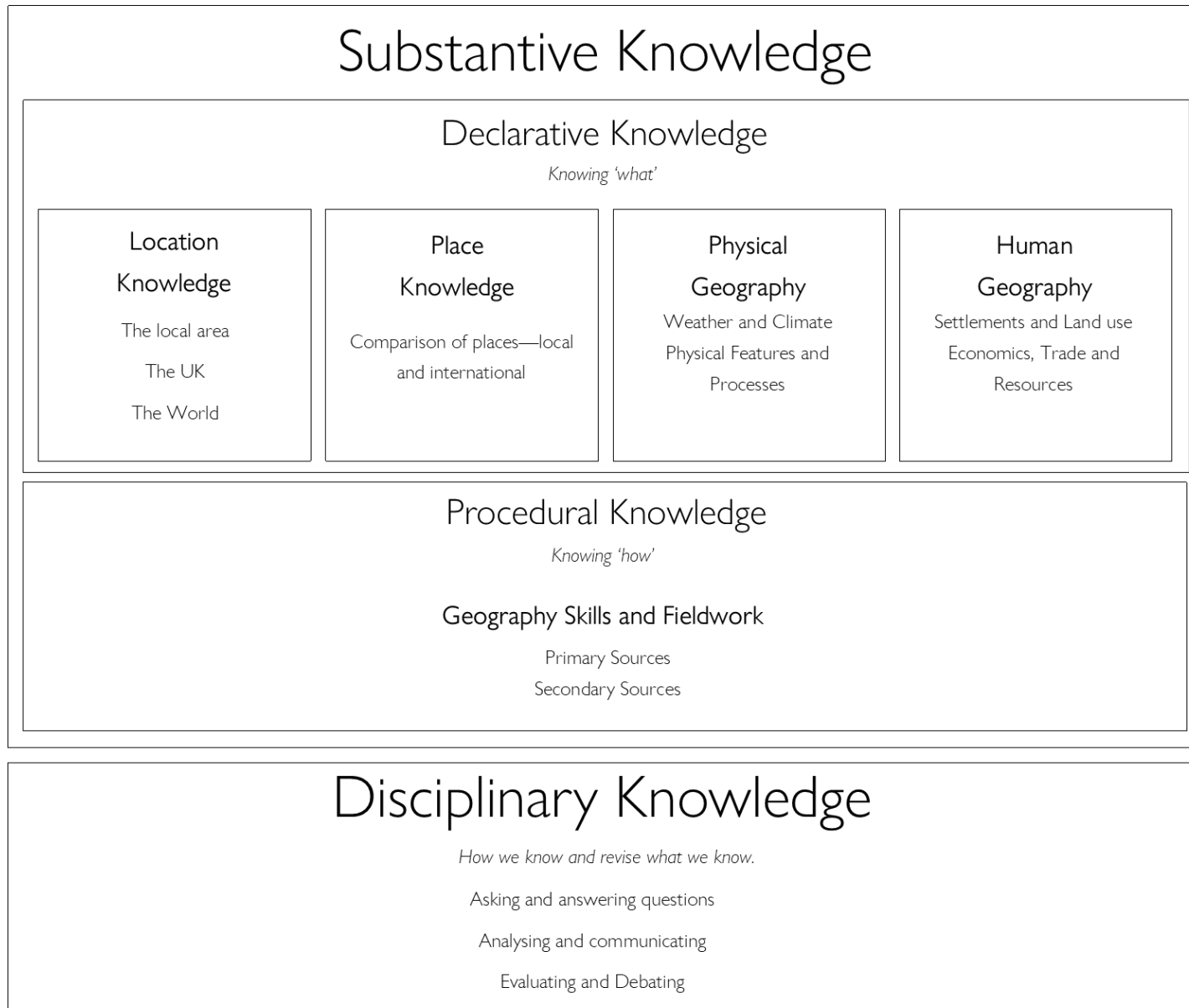
Geography is taught on a regular basis (half termly) with key knowledge being retrieved regularly in order to commit this knowledge to long term memory. Staff will also seek opportunities within their lessons to enrich them further with visits to the local area, within school and sometimes further afield such as to the beach. We recognise the importance of these enrichment opportunities in not only developing children's schema, but also in allowing children to develop key fieldwork and disciplinary knowledge.

## Impact of the Geography Curriculum

Through our Geography curriculum, not only will children have developed their understanding of the world – knowledge set out by the National Curriculum and our progression document, but they will have also developed a fascination for their world and the role of humans within it. Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them, including their impact on the environment around them - both positive and negative. This will form the basis of their understanding of their place in the world, their role as a citizen and their responsibility to our world. They will be excited about the multitude of cultures in our world and enjoy exploring a variety of its towns, cities and countries. By the time pupils leave our school, they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- They will have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of subject matter.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

# The relationship between different types of Geography



# EYFS Statutory Framework

People, Culture and Communities	ELG: The Natural World
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• 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.</li><li>• 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.</li></ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>

# The National Curriculum for Geography

## Key Stage 1

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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 Geography – key stages 1 and 2 3</li> <li>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</li> <li>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.</li> </ul>

## Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of:               <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>



# Termly Focus

Focus						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Seasons</b> UW – immediate environment features	<b>Forests</b> Weather Fieldwork	<b>Gambia</b> Comparison	<b>The Earth</b> Tectonic plates Locating countries	<b>Coastal Erosion</b> Erosion	<b>Rivers</b> Fieldwork	<b>The Amazon Rainforest</b> Biomes, fairtrade, trade links
<b>Looking after our world</b>	<b>Recycling</b> Oceans, UK	<b>Biodiversity and climate</b>	<b>Farming</b> Industries, distribution of natural resources	<b>Energy</b> Distribution of natural resources	<b>Mountains – Sustainable Tourism?</b> Sustainability – plastic/litter on Everest	<b>Protecting the worlds biomes</b> Sustainability and fieldwork
<b>My place in the world</b> UW – similarities between places	<b>Our Community</b> Fieldwork of local area	<b>The Seaside</b> Human and physical features Fieldwork	<b>Rural and Urban life</b> Local study	<b>France</b> Comparison	<b>Climate Change</b> Local Study	<b>Oldbury life – who are we?</b> Land use, counties, constituencies

# Substantive Knowledge

Location Knowledge							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>The Local Area</b>							
<p>Know the name of my school.</p> <p>Know the town/city where I live.</p>	<p>Understand where I live and where my school is in the local area</p>	<p>Name, locate and describe key landmarks in the local area</p>	<p>Name, locate, describe and discuss key landmarks and geographical features of the local area</p>	<p>Name, locate, describe and discuss key landmarks and geographical features of the local area, with a focus on sustainable energy (wind farms etc)</p>	<p>Name, locate &amp; describe a local river and understand how it has changed over time</p>	<p>Locate and describe human and physical features of the local area including political boundaries.</p>	
<b>The UK</b>							
<p>Know that England is their home country.</p> <p>Know that London is the capital city of England.</p> <p>Begin to name/locate all the countries in the UK and their capital cities.</p>	<p>Name and locate the countries in the UK and their capital cities.</p> <p>Name the surrounding seas of the UK</p>	<p>Name and locate some of the key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas</p>	<p>Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations),</p> <p>Name some key physical features of the UK</p>	<p>Name &amp; locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts &amp; rivers)</p>	<p>Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities)</p>	<p>Locate and describe human and physical features of the UK including political boundaries.</p>	

The World							
	Understand the terms 'land' and 'sea'.	Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'.	Name and locate the country, continent and surrounding seas of The Gambia, and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'	Name and locate major volcanoes, employing the use of the eight points of a compass, maps, symbols and keys.  Locate key Earthquake zones of the world.	Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities.	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.  Name, locate and describe some of the world's major rivers.  Name, locate and describe some of the world's major mountains.	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, relating these to their climate, biomes, seasons and vegetation,  Locate countries of South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).

Place Knowledge							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Comparisons</b>							
<p>Begin to make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from).</p> <p>Begin to make simple comparisons between familiar environments (e.g. home, school).</p>	<p>Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from).</p> <p>Make simple comparisons between familiar environments (e.g. home/school, forest/forest school).</p>	<p>Begin to understand similarities and differences in physical geography between the UK and The Gambia.</p> <p>Begin to understand similarities and differences in weather and climate between the UK and The Gambia.</p> <p>Begin to understand similarities and differences in human geography between the UK and The Gambia. (e.g. home, school, jobs)</p>	<p>Understand similarities and differences in physical geography between a rural area (Clent/Kinver) and an urban area (Oldbury/Birmingham).</p> <p>Understand similarities and differences in human geography between a rural area (Clent/Kinver) and an urban area (Oldbury/Birmingham).</p>	<p>With support, study in detail similarities and differences in physical geography between the UK and France (Including climate).</p> <p>With support, study in detail similarities and differences in human geography between the UK and France (including land use and trade).</p>	<p>Study, understand, write about, draw and label similarities and differences between the River Rae and the River Nile, and their corresponding regions.</p> <p>Understand the difference in mountains in the UK and the highest peaks in the world.</p>	<p>Study in detail similarities and differences in physical geography between the UK and South America (Including climate).</p> <p>Study in detail similarities and differences in human geography between the UK and South America (including land use, energy, and trade).</p>	

Physical Geography							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Weather and Climate</b>							
<p>Name the four seasons and begin to describe associated weather.</p> <p>Describe the weather daily for a period of time</p>	<p>Identify and describe weather associated with the four seasons.</p> <p>Identify that the North and South poles are cold and the equator is hot.</p>	<p>Identify and describe weather associated with the four seasons, including understanding a basic weather forecast.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.</p>	<p>Understand how climate leads to farming differences across the world</p>	<p>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.</p>	<p>Understand the basic process of global warming, its causes, implications and changes required. Identify and study the different climatic regions of UK and Europe.</p>	<p>Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert).</p> <p>Describe different biomes</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p>	
<b>Physical Features and Processes</b>							
<p>Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, forest, hill, mountain, sea, ocean, river, soil, season and weather.</p>	<p>Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather.</p>	<p>Use basic geographical vocabulary to refer to key physical features of The Gambia including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key physical features of The UK including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Describe and understand key aspects of volcano formation.</p> <p>Describe the process of volcanic eruptions.</p> <p>Know different types of volcano and their physical effects on the environment.</p> <p>Describe the process of how an earthquake occurs.</p>	<p>Identify, describe and understand key physical features of France (e.g. coasts, rivers, mountainous regions etc).</p> <p>Identify and describe coastal features of the UK.</p>	<p>Describe and explain the water cycle.</p> <p>Describe and explain river formation and key features of river systems.</p> <p>Describe and understand key aspects of mountain formation.</p> <p>Identify and describe mountain features of the UK.</p>	<p>Use geographical vocabulary to refer to and explain the location of key physical features of South America.</p>	

Human Geography							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Settlements and Land Use</b>							
<p>Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country.</p>	<p>Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, farm, house, office and shop.</p> <p>Compare the town and countryside.</p>	<p>Use basic geographical vocabulary to refer to key human features of the local area, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use basic geographical vocabulary to refer to key human features of the The Gambia, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Begin to understand the differences between a rural and urban area both in the UK and The Gambia</p>	<p>Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban)</p> <p>To describe and understand the effect of volcanoes on settlements and land use.</p> <p>Understand land use of the local area.</p>	<p>Identify some European cities and settlements.</p> <p>Identify major settlements within France.</p> <p>Understand and evaluate why people settle where they do.</p> <p>Understand the changing land use in coastal communities</p>	<p>Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others. (Link with Rivers)</p> <p>Understand the effect of climate on land use and settlements in different areas of the world.</p>	<p>Describe and explain changing land use in South America, including the Amazon rainforest.</p> <p>Use secondary data to understand the human geography profile of Oldbury and Sandwell including land use.</p> <p>Understand what life is like in cities, villages and other settlements in Brazil.</p>	

Economics, Trade and Resources							
				<p>Understand the difference in shops and enterprises in a rural and urban community.</p>	<p>Understand the changing pattern in energy use.</p> <p>Understand energy usage in France and the UK (renewable vs non renewable).</p> <p>Describe changes in trade and economy in a British seaside town.</p>	<p>Understand the importance of rivers on global trade and economies.</p>	<p>Understand how food production is influenced by climate and biomes.</p> <p>Understand the importance of Brazil and the Amazon Rainforest in trade and resources including fairtrade.</p> <p>Begin to understand the changing picture of human geography of Oldbury.</p> <p>Compare the human geography of Oldbury with other areas of Sandwell and the UK.</p> <p>Begin to have an understanding of global supply chains.</p>

Geography Skills and Fieldwork							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Primary Sources including and fieldwork</b>							
<p>Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area.</p> <p>Make simple models of the locality. Take photos of buildings and places in school and locality (e.g. build a scene).</p> <p>Record weather daily</p>	<p>Begin to use simple fieldwork and observational skills to study the geography of the classroom, school grounds and local area.</p> <p>(e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps)</p> <p><i>Forest Study</i></p>	<p>Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area.</p> <p>(e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps)</p> <p>Carry out a simple survey of the school or local area (e.g. weather, traffic)</p> <p><i>Local Area Study</i></p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including annotated sketch maps, plans and graphs and digital technologies.</p> <p><i>Clent and Kinver study</i></p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in an area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.</p> <p><i>Coastal study</i></p>	<p>Use fieldwork to observe, measure, 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.</p> <p><i>River Study</i></p>	<p>Use detailed fieldwork to observe, measure, record, present and explain information regarding human and physical geography of the local area, creating a more complete view - presenting findings with evaluations.</p> <p><i>Plastic Study</i></p>	
<b>Constructing Maps</b>							
<p>Construct maps by using pictures to show location.</p>	<p>Construct simple maps with support.</p>	<p>Construct simple maps with a key.</p>	<p>Construct maps and plans with a key.</p>	<p>Independently create detailed maps.</p>	<p>Create detailed maps and label physical features.</p>	<p>Create detailed maps and label physical and human features.</p>	



### Secondary Sources (including locational mapwork)

	<p>Locate chosen country/countries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.</p> <p>Locate Birmingham on simple maps.</p> <p>With support begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.</p>	<p>Locate continents and oceans on globes and world maps or atlases.</p> <p>Locate the four countries of the UK and their capital cities a on a UK map or atlas.</p> <p>Begin to use simple locational/directional language and the four main compass directions to describe the location of features on a local map.</p> <p>Use aerial images to recognise basic and human physical features.</p>	<p>Locate continents, countries and oceans on globes and world maps or atlases.</p> <p>Locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.</p> <p>Use simple locational/directional language and the four main compass directions to describe the location of features on a local map.</p> <p>Use aerial images to recognise basic physical and human features.</p>	<p>Begin to use paper and digital maps, following symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied.</p> <p><i>(Tectonic plates/mountain ranges)</i></p> <p>Begin to use the eight points of a compass and four figure grid references.</p> <p>Independently use aerial images to recognise basic physical and human features.</p>	<p>Use paper and digital maps, following symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including coasts, European countries and climate zones and the wider world.</p> <p>Use the eight points of a compass and four figure grid references.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>	<p>Use a range of paper and digital maps by following keys and symbols (including political maps) to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports.</p> <p>Begin to use six figure grid references</p> <p>Use aerial images and graphs to acquire and begin to evaluate geographical information.</p>	<p>Use a range of paper and digital maps by following keys and symbols (including political maps) to locate and describe studied human and physical features (North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate &amp; temp)</p> <p>Use six figure grid references.</p> <p>Use aerial images and age-appropriate graphs to acquire and evaluate geographical information.</p>
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# Disciplinary Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Asking and answering questions</b>							
	Ask questions about aspects of their familiar world.	<b>To begin to/with support:</b> Ask and respond to geographical questions.	<b>Independently:</b> Ask and respond to geographical questions.	<b>To begin to/with support:</b> Ask and respond to geographical questions using evidence to support answers.	<b>Independently:</b> Ask and respond to geographical questions using evidence to support answers.	<b>To begin to/with support:</b> Ask and investigate geographical questions, suggesting enquiries to test them.	<b>Independently:</b> Ask and investigate geographical questions, suggesting enquiries to test them.
<b>Analysing and communicating</b>							
	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	<b>To begin to/with support:</b> Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	<b>Independently:</b> Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.	<b>To begin to/with support:</b> Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.	<b>Independently:</b> Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.	<b>To begin to/with support:</b> Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary.  Choose an appropriate method to communicate information and give reasons for this.	<b>Independently:</b> Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary.  Choose an appropriate method to communicate information and give reasons for this.

Evaluating and Debating							
	Describe their immediate environment and express their views about it, with support.	<b>To begin to/with support:</b> Express their own views about the people, places and environments studied.	<b>Independently:</b> Express their own views about the people, places and environments studied.	<b>To begin to/with support:</b> 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.	<b>Independently:</b> 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.	<b>To begin to/with support:</b> 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, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	<b>Independently:</b> 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, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.



## The 6Cs and Geography

How our 6Cs will be evident through our Geography curriculum

 <p>Character</p>	 <p>Citizenship</p>	 <p>Communication</p>
<p>Children will build on their knowledge of the world around them, through investigations and exploration. Posing their own enquiry questions will help to develop children's independent learning.</p>	<p>Through Geography, children will really develop their sense of citizenship through exploration of the world around them. Children will learn about both human and physical geography and how these features impact those who live there. They will learn about the impact of humans on the world in which they live.</p>	<p>Once children have collaborated in their creativity to find solutions to local, global or environmental issues, children should present their findings to relevant bodies. This may be important people in school or external visitors, depending on the nature of the project.</p>
 <p>Collaboration</p>	 <p>Creativity</p>	 <p>Critical thinking</p>
<p>Children will have many opportunities to collaborate through Geography. This may be through map investigations, using technology to research places or cultures or presenting information to others about what they have learnt about a place- both near and far.</p>	<p>When investigating places around the world, as well as places closer to home, children will be given opportunities to identify problems facing residents, animals or the environment and try to find effective solutions.</p>	<p>Children will investigate the world we live in, focusing on how places are similar or different to the UK and asking why that is. They will evaluate sources of information and evaluate its accuracy including primary sources of evidence.</p>