



Geography Progression Map

This progression map outlines how pupils develop both **substantive knowledge** and **disciplinary knowledge** from Early Years to the end of Key Stage 2. It ensures that learning is sequenced logically so that knowledge builds securely over time. At Ordsall, we define these types of knowledge as:

Substantive knowledge: The core, established facts and information within a specific subject or field of study.

Disciplinary knowledge: An understanding of the methods, theories, concepts, and perspectives that are unique to a specific subject. Developing the ability to think like someone who works within a particular discipline.

Threads

Our key threads run throughout the Geography curriculum, providing continuity and coherence as pupils move through each year group. These recurring ideas help children make connections between different components of learning, deepen their understanding over time and build a secure foundation of both substantive and disciplinary knowledge. We have identified the following threads within our curriculum.

Location	Place	Human and physical geography	Interdependence and sustainability
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Location: Knowing where things are found in the world. It involves developing spatial awareness and the ability to describe and locate places using maps, globes and geographical vocabulary.

Place: Refers to understanding the characteristics of different locations and what makes them unique or similar.

Human and physical geography: Physical geography is the study of the natural features and processes of the Earth, whilst human geography explores human-made features.

Interdependence and sustainability: Interdependence is the understanding that people, places and environments are connected and rely on each other for goods, services, information and support. Sustainability is about using the Earth's resources in a way that protects the environment for future generations.

Disciplinary Knowledge

Within our Geography curriculum, we have identified the following core disciplinary areas that shape how pupils learn to think, investigate and understand the world like geographers.

Enquiry	posing questions, forming hypotheses and collecting and analysing data.
Critical thinking	compare and contrast, evaluating sources, assessing bias and making informed judgments.
Geographical skills and fieldwork	using maps, GIS, surveys, direct observation, fieldwork techniques and interpreting graphs and images.
Conceptual understanding	place, space, scale, interdependence, environment, sustainability, cause and consequence, continuity and change.



Progression in Disciplinary Knowledge

Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry	Know how to ask questions to find out about places and the world around me.	Know how to ask questions to find out about where I live and where other people live.	<p>Know how to be geographers by asking simple questions like "what is this place like?"</p> <p>Know how to ask simple questions about what I can see around me.</p> <p>Know how to collect simple information by observing and counting things (e.g., how many cars pass by).</p>	<p>Know how to ask questions to help us find out more about places and people.</p> <p>Know how to ask and answer simple 'where,' 'what,' and 'why' questions about places.</p> <p>Know how to use tally charts or simple lists to collect data.</p> <p>Know how to talk about what data shows using everyday language.</p>	<p>Know how geographers use questions and data to explore patterns (e.g., why people live in certain places).</p> <p>Know how to suggest a simple idea or explanation (hypothesis) before investigating data.</p> <p>Know how to use tables, bar charts and sketches.</p> <p>Know how to identify simple patterns in data.</p>	<p>Know how to develop a focused question for an investigation (e.g. "how are locals impacted by volcanoes?").</p> <p>Know how to make a prediction or hypothesis based on prior knowledge.</p> <p>Know how to use data in a structured way (e.g., surveys, observations).</p> <p>Know how to present and explain my knowledge using charts and labelled diagrams.</p>	<p>Know how to refine a geographical question and create a testable hypothesis (e.g., "most green space is found in wealthier areas").</p> <p>Know how to design a method for collecting reliable data (e.g. sampling, repeated measures).</p> <p>Know how to analyse data to spot trends, relationships and anomalies.</p> <p>Know how to support my conclusions with evidence.</p>	<p>Know how to develop an open-ended enquiry question and come up with an answer.</p> <p>Know how to justify a hypothesis using prior knowledge or research.</p> <p>Know how to critically evaluate data and its limitations.</p> <p>Know how to draw conclusions and suggest next steps or further questions based on analysis.</p>



Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Critical thinking	<p>Know how to notice that some places are the same and some places are different.</p>	<p>Know how to observe features of my local area.</p> <p>Know how to notice similarities and differences between people, places and countries.</p>	<p>Know how places can be the same or different.</p> <p>Know how to talk about how one place is different from another using what I see (e.g. more buildings, fewer trees).</p> <p>Know how to use simple maps to locate places.</p>	<p>Know how to compare two places by looking at pictures, maps or my own experiences.</p> <p>Know how different sources (e.g. a photo vs a map) tell us different things.</p> <p>Know how people might describe places differently depending on how they feel about them.</p>	<p>Know how to compare places using more than one source (e.g. maps, photos, data).</p> <p>Know how to spot differences in how places are described or shown.</p> <p>Know how not all information is neutral—some sources have a point of view.</p>	<p>Know how to explain similarities and differences between places using evidence.</p> <p>Know how to decide which sources are useful or relevant for a geographical question.</p> <p>Know how sources can show bias and influence what people think about a place.</p>	<p>Know how to critically compare sources and explain why they might show a place differently.</p> <p>Know how to evaluate the reliability of different sources of geographical information.</p> <p>Know how to explain different viewpoints and make informed judgments about a place or issue (e.g. tourism, land use).</p>	<p>Know how to compare and contrast complex information about places (e.g. economic data, environmental impact).</p> <p>Know how to assess bias and evaluate the purpose and reliability of a source.</p> <p>Know how to make and justify informed geographical judgments, considering different perspectives and evidence.</p>



Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	<p>Know how to use pictures to find out about different places.</p>	<p>Know how to find information by looking carefully at what I see.</p> <p>Know how to use simple maps to find out about an area.</p>	<p>Know how to use simple maps and globes to find places I know.</p> <p>Know how to use my senses to explore and describe my local area.</p> <p>Know how to collect simple information (e.g. count cars or trees).</p> <p>Know how to look at photos and talk about what they show.</p> <p>Know how to use pictures and maps to find out different things about a place.</p>	<p>Know how to use simple maps, plans, and aerial photos to find features.</p> <p>Know how to follow a route using directions and talk about what I see.</p> <p>Know how to carry out a simple survey or tally.</p> <p>Know how to sort information into tables or simple pictograms.</p> <p>Know how to use different sources (e.g., a photo vs a map) to find out different things.</p>	<p>Know how to use digital maps and atlases to locate places.</p> <p>Know how to use data such as symbols, sketches and tables.</p> <p>Know how to interpret bar graphs and simple charts about places.</p>	<p>Know how to use four-figure grid references and map symbols (OS maps).</p> <p>Know how to use data from fieldwork techniques (e.g. traffic or noise surveys).</p> <p>Know how to use digital tools like Google Earth to explore places.</p> <p>Know how to compare and interpret different sources (e.g. maps, images, graphs).</p>	<p>Know how to use six-figure grid references and understand map scales.</p> <p>Know how to plan and carry out surveys to collect fieldwork data.</p> <p>Know how to use GIS tools (e.g. digital mapping websites) to investigate patterns.</p> <p>Know how to read and interpret more complex graphs (e.g. climate graphs).</p>	<p>Know how to use a range of geographical tools and sources (maps, GIS, graphs, satellite images) to investigate places.</p> <p>Know how to design, carry out and evaluate a full fieldwork enquiry.</p> <p>Know how to analyse and present data clearly using maps, charts and diagrams.</p> <p>Know how to draw conclusions from different sources and explain what they show about a place.</p>



Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Conceptual understanding	Know how to talk about places where I live and places that I go to.	Know how to recognise and talk about important places in my local area that I may visit.	<p>Know how places can look different and have different features (e.g. town, countryside, coast).</p> <p>Know how to describe where places are in relation to me (e.g. near/far, next to).</p> <p>Know how to identify which features are natural (physical) and which are made by people (human).</p> <p>Know how weather or people can change what places look like.</p>	<p>Know how to describe and compare places using simple geographical language.</p> <p>Know how maps show how places relate to one another.</p> <p>Know how people use and change the environment.</p> <p>Know how actions (like building roads) can change places.</p> <p>Know how some places stay the same while others change over time.</p>	<p>Know how to describe places in terms of physical and human geography.</p> <p>Know how to describe spatial patterns (e.g. where rivers or towns are found).</p> <p>Know how to tell the difference between local and global places.</p> <p>Know how people and places rely on each other (e.g. food, trade).</p> <p>Know how natural events (e.g., a flood) can affect people and places.</p>	<p>Know how to explore how places are similar or different at a regional scale.</p> <p>Know how to describe the arrangement of features in a place.</p> <p>Know how to use maps and data to explore patterns at different scales (e.g., UK vs Europe).</p> <p>Know how human activity affects environments in positive and negative ways.</p> <p>Know how environments and people depend on each other (e.g. farming, tourism).</p> <p>Know how land use in a place has changed over time.</p>	<p>Know how to analyse a place using multiple geographical concepts.</p> <p>Know how to describe the structure and make-up of an environment.</p> <p>Know how global, national and local processes affect places.</p> <p>Know how to explain what sustainable development means and why it matters.</p> <p>Know how trade, transport and migration connect places.</p> <p>Know how human actions can have long-term geographical effects (e.g., deforestation).</p>	<p>Know how the identity of a place is shaped by people, history and geography.</p> <p>Know how spatial organisation affects how we live and interact.</p> <p>Know how to analyse issues at different scales and understand global-local connections.</p> <p>Know how sustainable choices can protect or harm environments.</p> <p>Know how to explore complex relationships between causes and outcomes in geography.</p> <p>Know how places change over time due to physical and human processes (e.g. climate change, urbanisation)</p>



Knowledge by year group

Nursery	
Disciplinary Knowledge	Substantive Knowledge <i>(statements taken from the Early Years progression document)</i>
Know how to ask questions to find out about places and the world around me. Know how to notice that some places are the same and some places are different. Know how to use pictures to find out about different places. Know how to talk about places where I live and places that I go to.	I can talk about what I see. I know that there are different countries in the world and talk about the differences I have experienced or seen in photos. I can talk about what I notice. I am beginning to recognise the jobs that people in stories are doing. I am beginning to know that I live in England and that there are different countries in the world e.g. places linked to families such as EAL pupils, places visited on holidays, places featured in books.
Vocabulary	
Look See Around me House Go to Same Different	



Reception	
Disciplinary Knowledge	Substantive Knowledge <i>(statements taken from the Early Years progression document)</i>
<p>Know how to ask questions to find out about where I live and where other people live.</p> <p>Know how to observe features of my local area.</p> <p>Know how to notice similarities and differences between people, places and countries.</p> <p>Know how to find information by looking carefully at what I see.</p> <p>Know how to use simple maps to find out about an area.</p> <p>Know how to recognise and talk about important places in my local area that I may visit.</p>	<p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I can 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.</p> <p>I can learn about the place I live from non-fiction materials, discussions and observations.</p> <p>I can talk about my immediate environment.</p> <p>I can draw a simple map e.g. my route to school showing some places/objects passed.</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can draw information from a simple map.</p> <p>I can talk about the place I live, what I see, places I go.</p> <p>I can look at a simple map of the area.</p> <p>I can draw a simple map e.g. my route to school.</p>
Vocabulary	
<p>Map</p> <p>Travel</p> <p>World</p> <p>Home</p> <p>Town</p> <p>Ordsall</p> <p>Retford</p> <p>Looking closely</p>	



Year 1	
Weather and Temperature	
Disciplinary Knowledge	Substantive Knowledge
Know how to ask simple questions about what I can see around me.	Know that there are common types of weather, such as sunny, rainy, cloudy, windy and snowy, and be able to describe what these weather types look and feel like.
Know how to collect simple information by observing and counting things (e.g., how many cars pass by). Know how to use my senses to explore and describe my local area.	Know that we can observe and record daily weather patterns using simple vocabulary like hot, cold, wet or dry.
Know how to look at photos and talk about what they show. Know how to collect simple information (e.g. count cars or trees).	Know that weather changes across the four seasons—spring, summer, autumn and winter—and understand typical weather for each season.
Know how to be geographers by asking simple questions like "what is this place like?" Know how weather or people can change what places look like.	Know that weather and temperature vary in different parts of the UK and the world, such as comparing a cold day in Scotland with a sunny day in southern England or a hot country.
Disciplinary Vocabulary	Substantive Vocabulary
Question – something you ask when you want to know more about something. Information – facts or details that help you learn or understand something. Counting – saying numbers in order to find out how many things there are. Senses – the ways we understand the world, through seeing, hearing, smelling, tasting, and touching.	Weather Seasons Temperature Wet/dry Windy Snowy
Hot and Cold Places	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to use simple maps and globes to find places that I know.	Know that the Equator as an imaginary line around the middle of the Earth that divides the world into the Northern and Southern Hemispheres and be able to locate it on a world map or globe.
Know how to be geographers by asking simple questions like "what is this place like?" Know how to describe where places are in relation to me (e.g. near/far, next to).	Know that places near the Equator generally have hot climates, while places farther from the Equator—especially near the North and South Poles—have cold climates.
Know how to talk about how one place is different from another using what I see (e.g. more buildings, fewer trees). Know how places can look different and have different features (e.g. town, countryside, coast).	Know that there are key differences in temperature, weather patterns and physical features between a hot place and a cold place, such as the Sahara Desert and Antarctica.
Know how places can be the same or different. Know how to look at photos and talk about what they show.	Know that specific countries and regions such as Brazil, Kenya, the Arctic and Antarctica have identifiable names and locations, and that these places are typically hot or cold depending on their distance from the Equator.
Disciplinary Vocabulary	Substantive Vocabulary
Same – when two or more things look or are exactly alike. Different – when things are not the same.	Equator Hemisphere Poles Climate Countries
The UK	
Disciplinary Knowledge	Substantive Knowledge
Know how to use simple maps to locate places.	Know that the United Kingdom is made up of four countries—England, Scotland, Wales and Northern Ireland—and that these can be located on a map.
Know how to look at photos and talk about what they show. Know how to talk about how one place is different from another using what I see (e.g. more buildings, fewer trees).	Know that each UK country has a capital city, and that each capital has special features, such as famous landmarks like Big Ben in London.
Know how to look at photos and talk about what they show. Know how to identify which features are natural (physical) and which are made by people (human).	Know that each UK country has simple physical and human characteristics, such as mountains in Scotland, valleys in Wales, and famous buildings in the capital cities.



Know how to use pictures and maps to find out different things about a place. Know how to describe where places are in relation to me (e.g. near/far, next to).	Know that the United Kingdom is surrounded by different seas, including the English Channel, the North Sea, the Irish Sea and the Atlantic Ocean and that these can be located on a map.
Disciplinary Vocabulary	Substantive Vocabulary
Locate – to find where something is. Link – to connect two or more things together.	United Kingdom Capital city Landmark Sea Mountain Valley



Year 2	
Local Area	
Disciplinary Knowledge	Substantive Knowledge
Know how to follow a route using directions and talk about what I see. Know how to ask and answer simple 'where,' 'what' and 'why' questions about places.	Know that there are key human features (such as houses, shops and roads) and physical features (such as hills, rivers and trees) in their local area.
Know how to carry out a simple survey or tally. Know how to use tally charts or simple lists to collect data.	Know that basic geographical vocabulary can be used to describe human and physical features, including terms like "forest," "hill," "road," "building" and "farm."
Know how to use simple maps, plans and aerial photos to find features. Know how to talk about what data shows using everyday language.	Know that simple map symbols, aerial photos and field sketches can be used to find and describe features observed in the local area.
Know how people use and change the environment. Know how people might describe places differently depending on how they feel about them.	Know that human and physical features of the local area affect how people live, including how rivers, parks, roads and shops influence where people work, play and travel.
Disciplinary Vocabulary	Substantive Vocabulary
Direction – the way to get somewhere. Tally – a way of counting by making marks or lines. Aerial – what is happening above the ground. Data – information you collect about something.	Local Human features Physical features Map Symbol Field sketches
Kenya	
Disciplinary Vocabulary	Substantive Vocabulary
Know how maps show how places relate to one another. Know how to ask questions to help us find out more about places and people.	Know that Kenya and Retford can be located on a world map and globe, and that they are in different continents and have different climates.
Know how to describe and compare places using simple geographical language.	Know that Kenya has key physical features such as mountains, rivers and savannahs, and that these can be compared with the fields and temperate weather of Retford.
Know how actions (like building roads) can change places.	Know that life in Kenya and Retford includes key human features such as buildings, transport, schools and markets, and that daily life can differ between a rural Kenyan community and a town like Retford.
Know how to compare two places by looking at pictures, maps or my own experiences. Know how some places stay the same while others change over time. Know how to sort information into tables or simple pictograms.	Know that there are similarities and differences in environment and lifestyle between Kenya and Retford.
Disciplinary Vocabulary	Substantive Vocabulary
Change – when something becomes different. Stay the same – when something does not change. Actions – the things you do. Own experiences – the things that happen to you or things you have done.	Savannah Temperate Rural Town Community Environment Lifestyle
Continents and Oceans	
Disciplinary Knowledge	Substantive Knowledge
Know how to use simple maps, plans and aerial photos to find features.	Know that the seven continents—Africa, Antarctica, Asia, Europe, North America, South America and Australia—have distinct names and locations on a world map and globe.
Know how to use simple maps, plans and aerial photos to find features.	Know that the five oceans—Pacific, Atlantic, Indian, Southern and Arctic—have distinct names and locations on a world map and globe.
Know how to describe and compare places using geographical language.	Know that each continent and ocean have simple characteristics, such as Antarctica being cold, parts of Africa being hot and dry, and the Pacific Ocean being the largest ocean.
Know how to use different sources (e.g., a photo vs a map) to find out different things.	Know that maps, globes and atlases can be used to explore the positions of continents and oceans in relation to the UK.
Disciplinary Vocabulary	Substantive Vocabulary
Source – where something comes from.	Continent



Pictogram – a chart to represent information as pictures. Table – a way to show information in lists and rows. Sort – to put data into groups.	Oceans Atlases Globes
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Year 3	
United Kingdom	
Disciplinary Knowledge	Substantive Knowledge
Know how to use digital maps and atlases to locate places.	Know that the United Kingdom is a country in Europe made up of four nations: England, Scotland, Wales and Northern Ireland, and that it is located in the Northern Hemisphere, north of the Equator.
Know how to compare places using more than one source (e.g., maps, photos, data). Know how to suggest a simple idea or explanation (hypothesis) before investigating data.	Know that the UK has a temperate climate with different types of landscapes such as coastlines, mountains, rivers and cities like London and Edinburgh.
Know how geographers use questions and data to explore patterns (e.g., why people live in certain places). Know how to identify simple patterns in data.	Know that people live and work in different ways across Nottinghamshire—for example, in busy cities like Nottingham and quieter countryside areas—and that land is used for homes, farming, industry and transport.
Know how to use digital maps and atlases to locate places.	Know that maps, atlases and digital tools can be used to locate the UK, its four nations and capital cities, and to describe physical features such as rivers and hills.
Know how people and places rely on each other (e.g., food, trade).	Know that people and the environment in the UK are connected—for example, through the need to protect green spaces and manage natural resources.
Disciplinary Vocabulary	Substantive Vocabulary
Pattern – something that happens again and again in the same way. Explanation – telling why or how something happens. Data collection – gathering information to learn about something.	Nation Temperate Industry Digital tools Environment Natural resources Atlas
Europe (France)	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to use digital maps and atlases to locate places.	Know that Europe is the second smallest continent (with 50 countries) that is situated west of Asia and north of Africa and is bordered by the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south.
Know how to tell the difference between local and global places.	Know that the UK is a part of Europe, but is an island so is separate from the mainland. Know that France is the largest country in Western Europe. It has seven mountain ranges, the River Loire and both ancient and modern cities, such as Paris and Marseille and that life there is different from the UK because of its language, climate and environment.
Know how to describe spatial patterns (e.g., where rivers or towns are found).	Know that the River Loire is the longest river in France, where it is located and is important because of its power stations, dams and surrounding farmland.
Know how to use tables, bar charts and sketches. Know how to use data such as symbols, sketches and tables.	Know that a map, atlas or globe can be used to locate Europe and France, identify the Equator, and describe key features such as rivers, mountains, seas and major cities using graphs and charts.
Know how people and places rely on each other (e.g., food, trade).	Know that people in France rely on the River Loire and that it must be protected to support power generation, farming (vineyards), wildlife and communities, showing how people and the environment are connected.
Disciplinary Vocabulary	Substantive Vocabulary
Bar charts – pictures that uses bars to show and compare numbers or information. Locate – find where something is.	Climate Equator Mainland Cities Communities Mountain ranges Power generation Transportation Spatial patterns Sketches



Tundra Biome	
Disciplinary Vocabulary	Substantive Knowledge
Know how to use data, such as symbols, sketches and tables. Know how to use tables, bar charts and sketches.	Know that the tundra biome is located in the coldest parts of the world, mostly near the North Pole, far from the equator, in places like northern Canada, Russia and Alaska.
Know how people and places rely on each other (e.g., food, trade).	Know that the tundra is a cold, dry place with no trees, frozen ground (called permafrost) and plants and animals (like mosses, lichens and arctic foxes) that can survive harsh conditions.
Know how to spot differences in how places are described or shown. Know how not all information is neutral- some sources have a point of view.	Know that some people, such as the Inuit, have adapted to live in tundra regions and that human activities like oil drilling can harm the fragile environment.
Know how to interpret bar graphs and simple charts about places.	Know that maps, globes and digital tools can be used to locate the tundra biome and that its key features can be described using graphs and charts.
Know how natural events (e.g., a flood) can affect people and places.	Know that the tundra is important for the planet because it stores carbon in frozen soil and changes caused by climate change can affect animals, people and other ecosystems.
Disciplinary Vocabulary	Substantive Vocabulary
Interpret – explain what something means. Perspective – the way you see or think about something. Compare – to find how things are alike. Contrast – to find how things are different.	Biome Permafrost Adaptation Climate change Ecosystems



Year 4	
Volcanoes	
Disciplinary Knowledge	Substantive Knowledge
Know how to present and explain my findings using charts and labelled diagrams.	Know that a volcano is a landform with a basic internal structure.
Know how to use digital tools like Google Earth to explore places. Know how to make a prediction or hypothesis based on prior knowledge.	Know that volcanoes are usually found on the edge of tectonic plates.
Know how land use in a place has changed over time. Know how to develop a focused question for an investigation (e.g. "how are locals impacted by volcanoes?").	Know that volcanic eruptions follow a process and have a range of effects.
Know how environments and people depend on each other (e.g. farming, tourism). Know how sources can show bias and influence what people think about a place.	Know that volcanoes can have significant impacts on communities.
Know how to use data in a structured way (e.g., surveys, observations).	Know that volcanoes can differ in characteristics.
Disciplinary Vocabulary	Substantive Vocabulary
Diagrams – pictures or drawings that show how something works or how it happens. Enquiry – asking questions to find out about things. Prediction – a guess of what will happen next. Surveys – asking a group of people the same questions.	Eruption Lava Active Dormant Extinct Tectonic plates
Rivers	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to present and explain my knowledge using charts and labelled diagrams.	Know that the water cycle has stages and what they are.
Know how to describe the arrangement of features in a place.	Know that the mouth, source, tributary and estuary are features of a river.
Know how human activity affects environments in positive and negative ways. Know how to develop a focused question for an investigation (e.g. "why are rivers important for locals?").	Know that rivers are important as they help with farming, transports, support wildlife and give fresh water.
Know how to use data from fieldwork techniques (e.g. traffic or noise surveys). Know how to decide which sources are useful or relevant for a geographical question.	Know that rivers can flood for different reasons and that this has an impact on communities.
Know how to use four-figure grid references and map symbols (OS maps).	Know that rivers can be identified and located on a map of the British Isles.
Disciplinary Vocabulary	Substantive Vocabulary
Fieldwork technique – a way of going outside and looking at things. Relevant – something that is happened or connected to what you are doing. Bias – when someone looks at something and doesn't look at it fairly.	Mouth Source Tributary Meander Floodplain Estuary OS Map Four-figure grid reference
Europe	
Disciplinary Knowledge	Substantive Knowledge
Know how to use digital maps and atlases to locate places.	Know that Europe can be located on a map and that it is made up of different countries.
Know how to compare and interpret different sources (e.g. maps, images, graphs).	Know that Europe has rivers, lakes and mountain ranges.
Know how to use four-figure grid references and map symbols (OS maps).	Know that Europe has many capital cities and important landmarks.
Know how to explore how places are similar or different at a regional scale. Know how to explain similarities and differences between places using evidence.	Know that different regions of Europe can have different climates, food and customs (Mediterranean life of Spain vs Norway).



Know how to use maps and data to explore patterns at different scales (e.g., UK vs Europe).	Know that maps allow us to show borders, cities, mountain ranges and transport links in Europe.
Disciplinary Vocabulary	Substantive Vocabulary
Similarities – ways that things are alike or the same. Differences – ways that things are not the same. Evidence – clues or facts that help you understand or prove something. Explanation – telling why or how something happens. Patterns – things that happen again and again in the same way.	Border Landmark Culture Mountain ranges



Year 5	
South America and Rainforests	
Disciplinary Knowledge	Substantive Knowledge
Know how to use six-figure grid references and understand map scales.	Know that South America is a continent which includes the countries of Brazil, Argentina, Peru and Bolivia.
Know how to describe the structure and make-up of an environment.	Know that the Amazon Rainforest is made up of the forest floor, understory, canopy and the emergent layers.
Know how trade, transport and migration connect place.	Know that the Amazon Rainforest provides sources of trade, whilst also homing indigenous tribes.
Know how human actions can have long-term geographical effects (e.g., deforestation).	Know that deforestation is causing the Amazon Rainforest to be under threat.
Disciplinary Vocabulary	Substantive Vocabulary
Scale – how big or small something is, or how measure it. Hypothesis – a guess you make before you try something to see Long and short term effects – what happens right away after something happens and what happens a long time after something happens.	Latitude Longitude Tropical Deforestation Indigenous Tribes Six figure grid reference
Climate Change	
Disciplinary Vocabulary	Substantive Vocabulary
Know how human actions can have long-term geographical effects (e.g., deforestation).	Know that there is a difference between climate and weather, and that climate change is when Earth's long-term weather pattern changes.
Know how to read and interpret more complex graphs (e.g., climate change). Know how to evaluate the reliability of different sources of geographical information.	Know that the climate is changing and can be identified through weather patterns, animal migration and changes in glaciers.
Know how global, national and local processes affect places. Know how to explain different viewpoints and make informed judgements about a place or issue (e.g., tourism, land use).	Know that the climate can impact communities, animals and plants across the world.
Know how to explain what sustainable development means and why it matters. Know how to support my conclusions with evidence.	Know that renewable energy, recycling and reforestation can benefit the environment.
Disciplinary Vocabulary	Substantive Vocabulary
Conclusion – answer or idea you come to after thinking about information. Judgements – what you think or decide about something. Evidence – clues or facts that help you understand or prove something.	Global Warming Sustainable Renewable Pollution Climate
Coasts – Whitby	
Disciplinary Knowledge	Substantive Knowledge
Know how to use six-figure grid references and understand map scales.	Know that the coast is the area where the land meets the sea and that coasts can be located on a map of the British Isles.
Know how to use GIS tools (e.g., digital mapping websites) to investigate patterns.	Know that coasts are formed and changed over time and that their future changes can be predicted.
Know how to plan and carry out surveys to collect fieldwork data. Know how to design a method for collecting reliable data (e.g., sampling, repeated measures).	Know that the economy and industry in coastal towns often rely on activities such as tourism, fishing and port trade.
Know how to refine a geographical question and create a testable hypothesis (e.g., 'most green space is found in wealthier areas'). Know how to analyse data to spot trends, relationships and anomalies.	Know that coasts are protected through sea defenses such as sea walls and rock amours.
Know how to analyse a place using multiple geographical concepts. Know how to critically compare sources and explain why they might show a place differently.	Know that Whitby is a coastal town and identify the economy, industry and sea defenses used.
Disciplinary Vocabulary	Substantive Vocabulary
Analyse – to look carefully to understand something better.	Coast



Reliability – how much you can trust something to be true.
Sampling – choose a small part to learn about the whole group.

Erosion
Cliff
Industry
Economy
GIS tools



Year 6	
Fair trade	
Disciplinary Knowledge	Substantive Knowledge
Know how sustainable choices can protect or harm environments. Know how to assess bias and evaluate the purpose and reliability of a source. Know how to make and justify informed geographical judgements considering different perspectives and evidence.	Know that Fair Trade allows workers to be paid and treated fairly.
Know how the identity of a place is shaped by people, history and geography.	Know that bananas, cocoa and coffee are Fairtrade products that often come from Africa, Asia and the Caribbean, and that Fairtrade supports farmers by ensuring fair prices and better working conditions.
Know how to explore complex relationships between causes and outcomes in geography. Know how to justify a hypothesis using prior knowledge or research.	Know that Fair Trade has a positive impact on the communities involved through charity work, access to modern technology and education.
Know how to analyse issues at different scales and understand global-local connections. Know how to design, carry out and evaluate a full fieldwork enquiry. Know how to draw conclusions and suggest next steps or further questions based on analysis.	Know that consumers can support Fair Trade through shopping and buying goods linked to Fair Trade.
Know how sustainable choices can protect or harm environments.	Know that Fair Trade aims to protect the environment through sustainable farming, protecting rainforests and using renewable energy.
Disciplinary Vocabulary	Substantive Vocabulary
Reliability – how much you can trust something to be true. Bias – when someone looks at something and doesn't look at it fairly. Rank – to put things in an order from first to last.	Fair trade Consumer Producer Import Export Ethical Global-local connections
Deserts	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to draw conclusions from different sources and explain what they show about a place.	Know that deserts can be found on every continent on Earth.
Know how to use a range of geographical tools and sources (maps, GIS, graphs, satellite images) to investigate places.	Know that there are semi-arid, polar, coastal and subtropical deserts on Earth and understand why these biomes have these characteristics.
Know how places change over time due to physical and human processes (e.g. climate change, urbanisation)	Know that climate change is causing new deserts to be formed.
Know how to develop an open-ended enquiry question and come up with an answer.	Know that nomadic tribes live in deserts.
Know how to analyse and present data clearly using maps, charts and diagrams. Know how to critically evaluate data and its limitations.	Know that deserts receive very little rainfall per year.
Disciplinary Vocabulary	Substantive Vocabulary
Open-ended enquiry – answer questions that don't just have one right answer and make you think more. Investigation – looking closely and finding out about something. Critically – thinking carefully and asking questions to discover whether it is true.	Desert Arid Desertification Nomad
North America	
Disciplinary Knowledge	Substantive Knowledge
Know how to use digital tools like Google Earth to explore places.	Know that USA, Mexico, Canada and the Caribbean are part of North America.
Know how the identity of a place is shaped by people, history and geography.	Know that the Mississippi River, Death Valley and the Grand Canyon are key geographical places in North America.



Know how the identity of a place is shaped by people, history and geography. Know how spatial organisation affects how we live and interact.	Know that land in North America can have both rural and urban uses.
Know how to compare and contrast complex information about places (e.g., economic data, environmental impact).	Know that the culture, climate, economy and lifestyle is very different from Mexico to Canada.
Know how places change over time to physical and human processes (e.g., climate change, urbanisation)	Know that North America are facing climate challenges through droughts, deforestation and plastic pollution.
Disciplinary Vocabulary	Substantive Vocabulary
Complex – something that has many parts and is not easy to understand. Evaluation – thinking about something carefully to decide if it is good, useful, or worked well.	Rural Urbanization Natural resources Regions Digital tools Identity Spatial organisation Compare Contrast Economic Environmental