

Geography Curriculum

Early Years to Y6



Overarching Principles

Geography

Subject Intent

- ❖ Children to know that geography is the study of where places are found, what they are like and the relationships between people and their environments.
- ❖ Understand that 'field work' is at the heart of geography – observing and learning first hand
- ❖ Understand that geography and science are closely linked – with evidence generally leading to facts being established
- ❖ Know their place in the world – where they live and how that fits in to the wider world
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3

Substantive Dimension

- ❖ Locational knowledge
- ❖ Place knowledge
- ❖ Human and physical geography
- ❖ Geographical skills and fieldwork

Disciplinary Dimension

- ❖ The use of knowledge and how children become a little more expert as a geographer by thinking geographically.

Substantive Concepts

- ❖ The 'big ideas' and golden threads that run coherently and cohesively through the geography curriculum.
- ❖ Geographical Analysis – selecting, organising and integrating knowledge through reasoning and making sense of content.

Key Subject Teaching Approaches

- ❖ At Cambrai Primary School we use CUSP Geography as the foundation for our Geography Curriculum.
- ❖ Each geography study draws upon prior learning.
- ❖ High volume and deliberate practice are essential for pupils to remember and retrieve substantive knowledge and use their disciplinary knowledge to explain and articulate what they know. This means pupils make conscious connections and think hard, using what they know.
- ❖ CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented geographical knowledge.
- ❖ Specific and associated geographical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3).
- ❖ Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'

Early Years Foundations of Learning

Across reception, geographical knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the geographical knowledge aligned to the Early Learning Goal – and beyond.

The geography topics allow children to develop knowledge and skills in order for them to reach the requirements of 'The Natural World' and 'People, Culture and Communities' Early Learning Goals.

ELG: People, Culture and Communities (aspects)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

- 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.

ELG: The Natural World (aspects)

Children at the expected level of development will:

- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

In addition to the topics listed below, the children will have the opportunity to constantly learn about the world around them. They will explore the local environment in Autumn, Winter, Spring and Summer, noticing similarities and differences, taking photographs and making a big book. They will discuss the weather each day and notice how the weather changes through the seasons. We will also seize the moment for example on a windy day provide wind chimes, windmills, bubbles, kites ... to explore the effects of wind, play outside in the rain and snow and talk about where it comes from. They will be introduced to the idea that some things are manmade and some things are natural through discussions and observations.

Whenever discussing places around the world, we always locate them on maps and globes in relation to other places and events that have been discussed (e.g. The World Cup, Olympics, story settings, children's birthplaces, family deployments).

Term	Geography Topics
Autumn 1	This is me... Autumn
Autumn 2	Winter
Spring 1	It's the Year of the ... (Chinese New Year)
Spring 2	Cambrai Constructors
Summer 1	Spring (new life)
Summer 2	Pirates (seaside)

EYFS Geography Topics

Topic Title: This is me ...		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
To know where we live – Catterick To know that Catterick is a place, a town What can we see in Catterick? To look at and talk about different places in Catterick (school, cinema, supermarket, church, leisure Centre, McDonalds...) To draw simple maps of our journey from home to	home school grounds place local area community environment journey season	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Physical geography • Geographical Skills and Fieldwork • Geographical Enquiry

<p>school</p> <p>To go for a walk around our school and talk about what we see (classroom, toilets, kitchen, office, library, hall, cupboards...)</p> <p>To carry out a study of our school grounds – checklist (field, hill, trees, bushes, grass, soil, fence, play-ground, muga)</p> <p>To notice the weather each day – talk about it, identify type of weather (sun, cloud, rain ...)</p> <p>To begin to talk about the seasons –to know that it is Autumn</p> <p>To go for an Autumn walk – local area study – make an Autumn interest table, display, big book</p>	<p>Autumn, weather city town village map</p> <p>soil grass field hill tree bush flowers concrete tarmac</p>	
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Topic Title: Winter – Antarctica		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	‘Core Concept’ Foundations (delete as applicable)
<p>To notice the weather each day – talk about it, make weather mobile, weather charts</p> <p>To talk about the seasons –to know that it is winter</p> <p>To begin to notice and talk about the changing seasons</p> <p>To go for a Winter walk – local area study – make comparisons to Autumn</p> <p>To understand that we wear clothes to match the season/weather – sort clothes summer/ winter/ hot/ cold day</p> <p>Talk about how Antarctica is similar and different to our country (animal study, weather, clothes)</p> <p>To locate Antarctica on a map of the world – why is it white? What does the white represent?</p> <p>To understand that a map shows land and sea/ocean by its colours.</p>	<p>weather, rain, wind, fog, sun, snow, cloud, ice</p> <p>warm, cold</p> <p>change</p> <p>similar</p> <p>different</p> <p>Antactical</p> <p>map, globe</p> <p>land</p> <p>sea</p> <p>ocean</p> <p>weather</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Geographical Enquiry

Topic Title: It's the year of the ... Chinese New Year		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	‘Core Concept’ Foundations (delete as applicable)
<p>To explore maps and globes – interest table</p> <p>To know that our school is in Catterick – local area</p>	<p>China</p> <p>map, globe</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge

<p>study</p> <p>To know that Catterick is in UK – label on map of UK</p> <p>With support to locate UK on map of world, globe – label on map of world</p> <p>With support to locate China on map of world, globe -label on map of world</p> <p>To experience the Chinese New Year celebrations – how is this similar and different to our New Year</p>	<p>land</p> <p>sea</p> <p>ocean</p> <p>similar</p> <p>different</p>	<ul style="list-style-type: none"> • Geographical Skills and Fieldwork • Geographical Enquiry
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Topic Title: Cambrai Constructors		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To name and describe the common features of a house - label</p> <p>To know what type of house we live in – draw a picture</p> <p>Carry out a survey – which is the most popular type of house?</p> <p>To know that there are many different types of buildings/homes – build in construction area</p> <p>Where in Catterick will you find the fire-station, cinema, supermarket ...?</p> <p>To know that humans make buildings in many different ways (occupations) – role play construction site</p> <p>To begin to talk about natural and man-made things (buildings, grass and trees)</p>	<p>roof, chimney, walls, windows, front door, back door, patio doors</p> <p>hall, stairs, kitchen, lounge, bedroom, house, church, school, supermarket, cinema, shop</p> <p>house, school, shop, garage, church, office</p> <p>natural</p> <p>man-made</p> <p>map</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Physical geography • Human Geography

Topic Title: Spring – New life		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To notice the weather each day – changeable</p> <p>To talk about the seasons –to know that it is spring</p> <p>To notice and talk about the changing seasons</p> <p>To go for a Spring walk – local area study – notice</p>	<p>weather, rain, wind, fog, sun, cloud, ice</p> <p>warm, cold</p> <p>change</p> <p>similar</p> <p>different</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Physical geography • Human Geography

<p>new life</p> <p>Field trip – visit to farm what will we see? To talk about similarities and differences between a farm and school</p> <p>What animals live on a farm?</p>	<p>new life common animal names and their young duck duckling sheep lamb ...</p>	<ul style="list-style-type: none"> • Geographical Skills and Fieldwork • Geographical Enquiry
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Topic Title: Pirates – The Seaside		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To compare a seaside location with our town</p> <p>To notice similarities and differences – set up role play beach, read stories, look at pictures, talk about own experience</p> <p>Look at a map of the UK – talk about the land, sea, coast, find a local seaside e.g. Whitby</p> <p>Talk about manmade and natural things in relation to the seaside</p> <p>Reinforce land / sea / ocean colours on a map</p>	<p>Seaside Beach Coast Land Sea, ocean</p> <p>Similar different</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Physical geography • Human Geography

Key Stage 1

The sequence in KS1 focuses young children to develop a sense of place, scale and an understanding of human and physical geographical features. Later in KS1, children learn about the purpose and use of sketch maps as well as the key features they need to include. CUSP map skills and fieldwork are essential to support children in developing an understanding of how to explain and describe a place, the people who live there, its space and scale. Initially, children study the orientation of the world through acquiring and making locational sense of the 7 continents and 5 oceans of the world. They extend their knowledge and study the countries and capital cities of the United Kingdom, along with the oceans and seas that surround us. Further studies support retrieval; children revisit these locations with more complex and sophisticated tasks later in the school year. Enhanced provision in the classroom and use of maps, globes and atlases is essential to form coherent schemata around the big ideas that explain how we know where a place is, and how to locate it. For young children, routes and maps can be made concrete in day-to-day experiences in the safety of their school grounds and classrooms. Throughout KS1, pupils enhance their locational knowledge by studying and identifying human and physical features of places. To deepen this understanding and transfer concepts, pupils study contrasting locations throughout the world. The location of these areas in the world are deliberately chosen to offer culturally diverse and contrasting places.

Pupils study the human and physical features of a non-European location in Africa, Nairobi.

Fieldwork and map skills are further developed with a study of the local area, using cardinal points of a compass. Maps are introduced through familiar stories as a way to communicate what the place and space is like. Pupils retrieve and apply knowledge about human and physical features in their local context. OS maps are introduced to pupils in KS1 using Digimap for Schools. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale. CUSP Geography gives pupils the knowledge they need to develop an increasingly sophisticated understanding of place. Pupils study a variety of places – this helps them to connect different geographical concepts and gives them perspectives and opportunities to compare and contrast locations.

Lower Key Stage Two

As pupils begin KS2, **fieldwork and map skills** are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography. This study demands analysis and pattern seeking to identify the **features of the UK**. Further retrieval studies are designed to support conceptual fluency around physical and human features. Cause and effect are also developed through geographical reasoning. An example of this is the interrelationship between physical terrain of the northern regions of the UK and the lower lands of East Anglia, that are covered in glacial deposits. Further studies are undertaken to elaborate fieldwork and map skills through a sharper focus on **OS maps**.

Pupils elaborate and expand their understanding of human and physical features and apply it to the study of **rivers**.

To enable accurate location of places around the globe, pupils study absolute positioning or reference systems through **latitude and longitude**. Substantive knowledge is acquired and used to apply their new understanding to mapping and locational skills. An in-depth understanding of latitude and longitude is used by pupils throughout KS2.

Complementing studies on location and position is the focus on the **water cycle**. It offers explanation and reason about physical processes as well as why certain biomes have specific features in specific global locations. Pupils study **geographical patterns across the world** using latitude of locations to explain why places are like they are. Further river studies revisit substantive knowledge and these are applied to the River Nile and the Amazon River as a precursor for future learning in other subjects.

Further fieldwork and map skills are introduced to enrich pupils' disciplinary knowledge of locations and places. Cultural awareness and diversity are taught specifically within learning modules. Examples include European studies, as well as studies of countries and people in Africa, and North and South America.

A deliberately planned study focusing on the **environmental regions of Europe, Russia, and North and South America** draws attention to climate regions and is the precursor to studying biomes in UKS2.

Upper Key Stage Two

The study of **Biomes and Environmental regions** builds upon world locations, latitude and longitude studies. **World countries and major cities** are located, identified and remembered through deliberate and retrieval practice, such as low stakes quizzing and Two things tasks. The study of biomes is revisited deliberately to ensure the content is remembered and applied.

In upper KS2, the study of **4 and 6 figure grid references** supports prior learning of reference systems and brings an increased accuracy to mapping and fieldwork skills. Again, this knowledge is designed to be interrelated and connected to the retrieval study of biomes and environmental regions. Terrain is studied through **contour lines** and **OS map skills and fieldwork**. **More advanced mapping skills** using OS maps are studied and applied, with pupils using the accumulation of knowledge skilfully to analyse distribution and relationships. Route finding and decoding information through maps offers challenge through increasingly complex orienteering and mapping tasks.

Pupils take part in **geographical analysis using patterns and comparison of both human and physical processes as well as the features present in chosen locations**. This abstract concept is made concrete through studying and comparing the Lake District, the Tatra mountains of Poland and the Blue mountains of Jamaica. Physical processes such as orogeny and glaciation are acquired to explain significant change over long periods of time. The concept of physical process is revisited through a study of **Earthquakes, mountains and volcanoes**. This depth study allows pupils the opportunity to have a more sophisticated knowledge of physical processes and make connections about how the environment has been shaped, as a result.

Settlement, trade and economic activities are the focus of a study that draws upon the Windrush generation module in CUSP History. This develops an increasing knowledge about migration and the factors that push people away or draw people towards settlements. Within these studies, pupils make relational connections between settlements and physical or human features. Settlements such as ports or major world cities are studied to explain the reasons why certain places are populated and why. Disciplinary knowledge supports pupils to reason and explain the effect of change on a place, drawing on prior substantive knowledge they can retrieve and reuse.

Geography Overview Year 1 – Year 6



SUBSTANTIVE CONCEPTS IN GEOGRAPHY

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Continents, oceans, countries and capital cities of UK and seas</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Order Connection</p>	<p>Local area study</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order Environment, Culture Time, Pattern</p>	<p>Local area study</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, place, map skills and fieldwork</p>	<p>Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order, Proximity Region, Landscape, System</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment, Pattern</p>	<p>World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Comparison study of North America, Europe and UK</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>
	<p>Hot and cold locations</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Environment Culture</p>	<p>Comparison of a non-European location with small area of UK (London and Nairobi)</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment Culture, Connection</p>	<p>UK Study</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Order Environment, Region Landscape</p>	<p>Latitude and longitude</p> <p>LOCATIONAL KNOWLEDGE</p> <p> </p> <p>Location, Position Diversity, Time</p>	<p>4 and 6 figure grid references</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location Absolute position Scale Settlement</p>	<p>Physical processes</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Time, Location, Process Connection, Environment System</p>
	<p>Local area map work skills</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Environment, Patterns</p>	<p>Local area map work skills and introduction to scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Environment, Pattern, Similar</p>	<p>Revisit Human and physical geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Place, Culture Connection, Interdependence</p>	<p>Water cycle</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Environment, Connection Interaction, Landscape Process, Cycle</p>	<p>Revisit World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Settlements and relationships</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Proximity Landscape, Interdependence Lived space</p> <p>PLACE KNOWLEDGE</p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>
		<p>Compare an alternative non-European locality (Village in a rainforest)</p> <p>PLACE KNOWLEDGE</p> <p> </p> <p>Location, Environment Culture, Remoteness</p>	<p>OS maps and scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Revisit Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p> </p> <p>Location, Order, Proximity Region, Landscape, System</p> <p>Map skills</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Location, Scale, Proximity</p>	<p>OS maps and fieldwork</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Scale, Proximity</p>	<p>Maps and orienteering</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p> </p> <p>Location, Proximity Scale, Connection, Pattern</p>

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
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Key Geographical Knowledge Progression

	Locational Knowledge (Naming and locating locations, knowing 'where's where') Place Knowledge (the connection of location and physical/human processes with personal experience)	Human and Physical Processes	Geographical Skills & Fieldwork
Reception	<ul style="list-style-type: none"> Know that our school is in the town of Catterick Know that we live in England Know that London is the capital city of England 	<ul style="list-style-type: none"> Know that buildings are 'man-made' and the trees and rivers are 'natural' Know that 'the coast' is next to the sea Know that some countries are hot and some countries are cold Know the vocabulary to describe the daily weather (rain, snow, sun, fog, cloud, ice, frost, windy) 	<ul style="list-style-type: none"> Recognise the 'shape' of the United Kingdom Know that on a map, the seas and oceans are blue and land is a colour (green / yellow, brown) Know that the north and south poles are white on a map because they are covered in snow and ice
Year 1	<ul style="list-style-type: none"> Know that there are 7 continents Know that there are 5 oceans Know that the United Kingdom is in the continent of Europe 	<ul style="list-style-type: none"> Know that the equator is an invisible line that circles the centre of the earth. Know that 'Climate' refers to the weather of a place Know that the Polar Regions are at the top and bottom of the earth and are cold. Know that Tropical climates are nearest to the equator, they are hot and moist all year round. 	<ul style="list-style-type: none"> Know that a place is where somewhere is. Know that a space is what a place is like and how it is used. Know that a map tells us about an imaginary or real place and its space Know that fieldwork is exploring a place and describing its space.
Year 2	<ul style="list-style-type: none"> Know that Kenya is in the continent of Africa. Know that London is the Capital City of England. Know that Nairobi is the Capital City of Kenya. Know the difference in climate between England and Kenya. Know the similarities and differences between urban life in England and Kenya. 	<ul style="list-style-type: none"> Know that human features are built. Know that physical features are natural. Know that a compass has four points; North, East, South & West. Know where you would find a coastal, rural or urban location. 	<ul style="list-style-type: none"> Know that an aerial view is from the air. Know that North always points to the top of an OS map. Know that large-scale is zoomed in and spaces look larger and that small-scale is zoomed out and spaces look smaller. Know that a key gives a map a meaning by using symbols to help read it.
Year 3	<ul style="list-style-type: none"> Know the capital cities of the UK Know that Cambrai is in the North East region of The UK. Know that Cambrai is in North Yorkshire. Know that North Yorkshire is a county and counties have their own council. Know that topography describes a place and that maps have symbols or colours to show topography. 	<ul style="list-style-type: none"> Know the Angel of the North is a human landmark in the North East of England. Know a human and physical landmark in the UK. 	<ul style="list-style-type: none"> Know that a compass uses a magnetic needle attracted by the earth's magnet. Know that cardinal compass points are the essential points. Know that intercardinal compass points are between the essential compass points. Know that the sun rises in the east and sets in the west.
Year 4	<ul style="list-style-type: none"> Know that lines of latitude are imaginary horizontal lines that never touch. Know that lines of longitude are imaginary vertical lines that all meet at the poles. Know that lines of latitude measure location north and south of the equator. Know that lines of longitude measure locations east and west of the prime meridian 	<ul style="list-style-type: none"> Know that the source of a river is the beginning of the river and the mouth is where it reaches the sea. Know that a river has an upper middle and lower course Know that the river running through Richmond is the River Swale. Know where the source and mouth of the River Swale are. 	<ul style="list-style-type: none"> Know that there are 6 major environmental regions that span the earth. Know the 4 major environmental regions in Europe

	<ul style="list-style-type: none"> Know that the prime meridian is the basis for all the world's time zones. 	<ul style="list-style-type: none"> Know that the water cycle is the circulation of the earth's water Know that the sun powers the water cycle. Know that change in land use and pollution affects the water cycle. 	
Year 5	<ul style="list-style-type: none"> Know that a city is a large urban settlement that is densely populated. Know that a biome is a region that has a specific climate with animals and plants that are adapted to live there. Know that biomes change across the world. Know that a precise location is where latitude and longitude meet (intersect) 	<ul style="list-style-type: none"> Know that there are human features that define Europe, North and South America. Know that there are physical features that define Europe, North and South America (the mountain ranges) 	<ul style="list-style-type: none"> Know that a 4 figure grid reference is accurate to within 1km Know that a 6 figure grid reference is accurate within 100m Know that a 4 figure grid reference is useful for general locations or larger areas. Know that a 6 figure grid reference is useful for more precise locations.
Year 6	<ul style="list-style-type: none"> Know that the Lake District was formed by mountains that have been worn down and eroded over millions of years. Know that the climate of Poland is cold with moderately severe winters Know that the capital city of Poland is Warsaw. Know that the Tatra mountains divide Poland and Slovakia 	<ul style="list-style-type: none"> Know the structure of the earth (inner core, outer core, mantle, crust) Know that tectonic plates are found on the surface and sea floors of Earth. Know that continents and oceans sit on tectonic plates. Know that tectonic plates move and cause natural disasters when they meet Know that volcanoes happen when magma rises. 	<ul style="list-style-type: none"> Know that orienteering is using a map and compass to find your way around a set course. Know the orienteering symbols for start, finish and control. Know to orienteer a map you should turn the map.

Disciplinary Knowledge Progression – Thinking like a Geographer

	Place and Space	Scale and Connection	Physical and Human Geography	Environment & Sustainability	Culture and Diversity
Year 1	<ul style="list-style-type: none"> Where are the continents on a map? Show me. Where are England, Scotland, Northern Ireland and Wales on a map? Show me. Where is the North/South pole? Where are the cold places in the world? What does Arctic/Antarctic mean? Where is our school and how is the space used in our school? 	<ul style="list-style-type: none"> Which continents are closer to each other? Which continents are further apart? What's the difference between a sea and an ocean? What's the difference between a continent and a country? Why are the North and South Poles different? How are spaces in our school connected (indoor/outdoor)? 	<ul style="list-style-type: none"> Is a city/ocean/sea a physical or human feature? What do physical features look like in hot/polar/tropical places? What do human features look like in hot/polar/tropical places? What is built around Catterick? What is natural around Catterick? 	<ul style="list-style-type: none"> Why is it important to care for the oceans and seas? What is the environment like in London? How are polar places changing? Why is the Arctic and Antarctic changing? What is causing this? How is Cambrai helping the environment? 	<ul style="list-style-type: none"> What is unique about Africa/Antarctica/Australia? What is similar/different for people living in hot places or polar regions? What people live near Cambrai? How is the space around Cambrai used?
Year 2	<ul style="list-style-type: none"> What is Catterick Garrison like? What is unique about Catterick Garrison? Where is London? Where is Nairobi? Use a compass to locate cardinal points 	<ul style="list-style-type: none"> How big is Catterick compared to other villages, towns and cities? How does Catterick connect with other towns and villages? How could London connect to Nairobi? What's the difference in size between London and Nairobi/ UK and Kenya. Use large/small scale maps 	<ul style="list-style-type: none"> What physical/human features can you see in Catterick? Where and how do people live in Catterick? What physical/human features are in London/Nairobi? Are local places similar or different? 	<ul style="list-style-type: none"> In what ways do we recycle our waste? How does Catterick help recycling? Do London/Nairobi look after their environment? What is near Catterick on the map? 	<ul style="list-style-type: none"> What is unique about London/Nairobi? Do the capital cities have anything in common/differences? Understand/respect/tolerate beliefs and ethnicity in Catterick and surrounding areas
Year 3	<ul style="list-style-type: none"> How can you describe a local place using the points of a compass? What are the countries, regions and counties of the UK? Describe the location of Cambrai Primary School 	<ul style="list-style-type: none"> How is Catterick/North Yorkshire connected to other areas of the UK and the world? What does a large scale/small scale OS map tell us about your location? What features can't you see on a small scale/large scale map? 	<ul style="list-style-type: none"> What significant landmarks can we see in the UK? What human/physical features can you see on a large scale/small scale OS map? What differences do you notice on a large scale/small scale OS map? How do you use a key? 	<ul style="list-style-type: none"> What sustainable features are there in North Yorkshire? How do wind farms and solar farms improve the environment? 	<ul style="list-style-type: none"> What is unique about Catterick Garrison – why is Catterick like it is? What features make Catterick Garrison special?
Year 4	<ul style="list-style-type: none"> What are the course of a river? How does the land look different at each river course? Describe the major environmental regions 	<ul style="list-style-type: none"> What do rivers have in common? What is different between rivers/ How do rivers connect places? 	<ul style="list-style-type: none"> How do major rivers shape the way humans lived in the past? What jobs do people do around rivers? How are world time zones and longitude connected? 	<ul style="list-style-type: none"> How do rivers contribute towards the water cycle? What is the impact of polluted rivers on the environment and animals in its habitat? Does longitude affect the climate of a location? 	<ul style="list-style-type: none"> What rivers shaped ancient civilisations? (Shang Dynasty, Egypt) Could locations that are culturally difference have similar latitude or longitude?

	of Europe, Russia, North & South America	<ul style="list-style-type: none"> • How does longitude/latitude tell us about what a place is like? 	<ul style="list-style-type: none"> • How do the environmental regions define the physical features of a place? • How do the environmental regions affect the way a place is used and lived in? 	<ul style="list-style-type: none"> • Are their places at risk of being destroyed? 	<ul style="list-style-type: none"> • Do environmental regions shape the way people live?
Year 5	<ul style="list-style-type: none"> • How does latitude tell us what a place is like? • How does longitude help identify a location? • How do 4 and 6 figure grid references tell us more about how a place/space is used? • What is the difference between 4 and 6 figure grid references? • What does Catterick look like on a small scale/large scale map? 	<ul style="list-style-type: none"> • Are all biomes found at the same latitude? • How is latitude connected to a biome? • What does a 6 figure grid reference tell us about the place? • What features can/can't you see on a large scale map? 	<ul style="list-style-type: none"> • How can grid references be used to help explain more about the human or physical features of a place? • How do contour lines help us know about the shape of land? <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Which biomes do you think are the most vulnerable to climate change? • How could climate change affect biomes? • Which direction do solar farms face? • Why is the location of wind turbines important? 	<ul style="list-style-type: none"> • Why do people choose to go to the Lake District? • What's the terrain like in unique places like the Lake District?
Year 6	<ul style="list-style-type: none"> • What are the similarities and differences between places that have active earthquake zones? • Where is the Carribbean located? • Where exactly are the Tatra Mountains located? • How could orienteering help you understand more about how the space in a place is used? 	<ul style="list-style-type: none"> • What is the difference in the scale of eruptions, between a fissure volcano and stratovolcano? • What is similar/different between the Lake District, Tatra Mountains and the Blue Mountains • Why is distance and connection important in orienteering? 	<ul style="list-style-type: none"> • What is the process of volcanic eruption? • Why can't human features withstand the force of volcanic eruption? • Be precise with physical/human features to describe locations. 	<ul style="list-style-type: none"> • What impact do earthquakes, mountain formation and volcanoes have on the environment? • How is the landscape forged and shaped by physical processes? 	<ul style="list-style-type: none"> • Why do mountains attract people to live near or visit them? • What is unique about the Lake District, Tatra Mountains and the Blue Mountains?