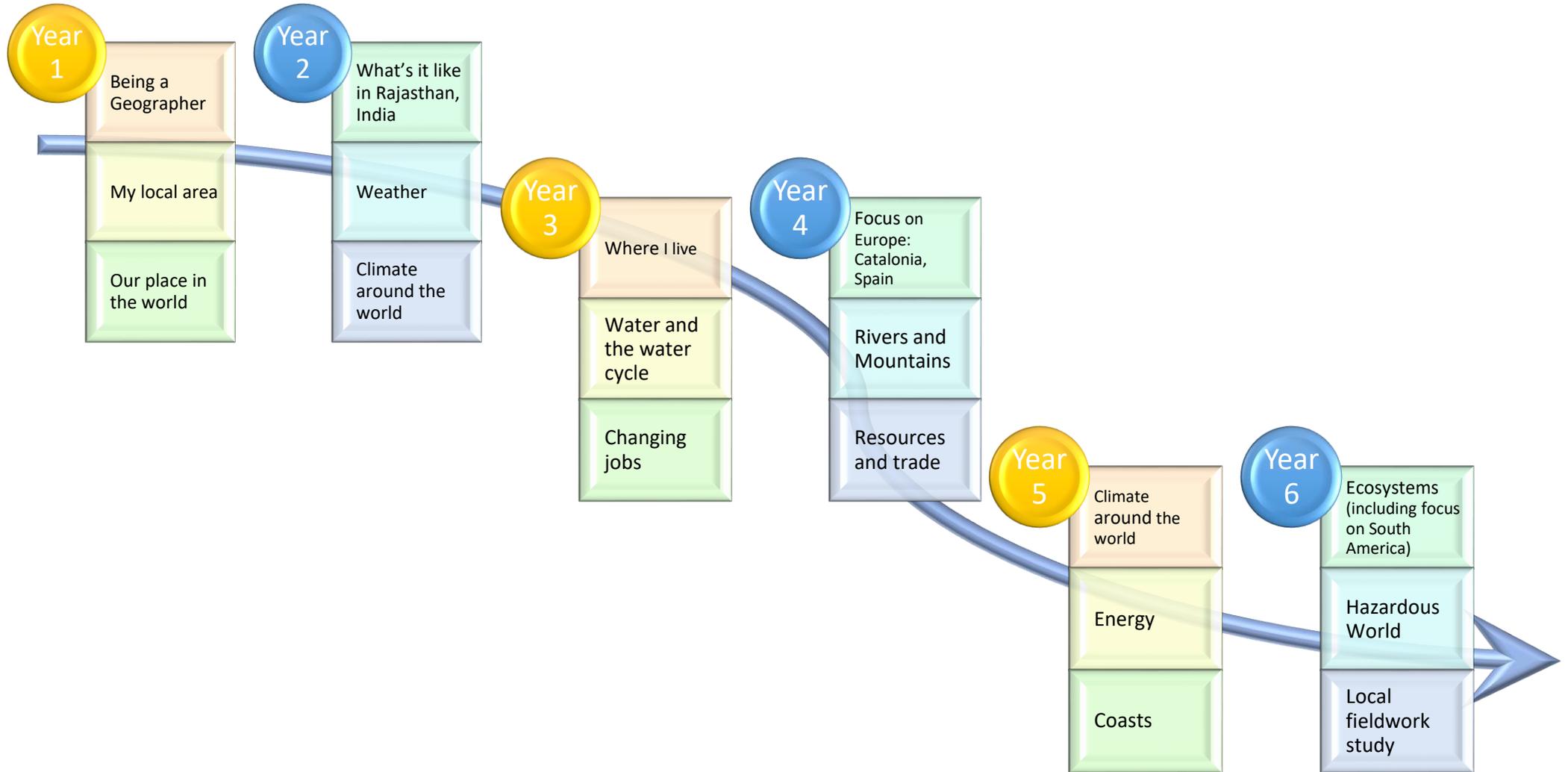




St. Joseph's Catholic Primary School  
Geography Progression of Knowledge and Skills



Our Geography Learning Journey: Years 1 to 6



## Geography: Types of 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.

**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**.

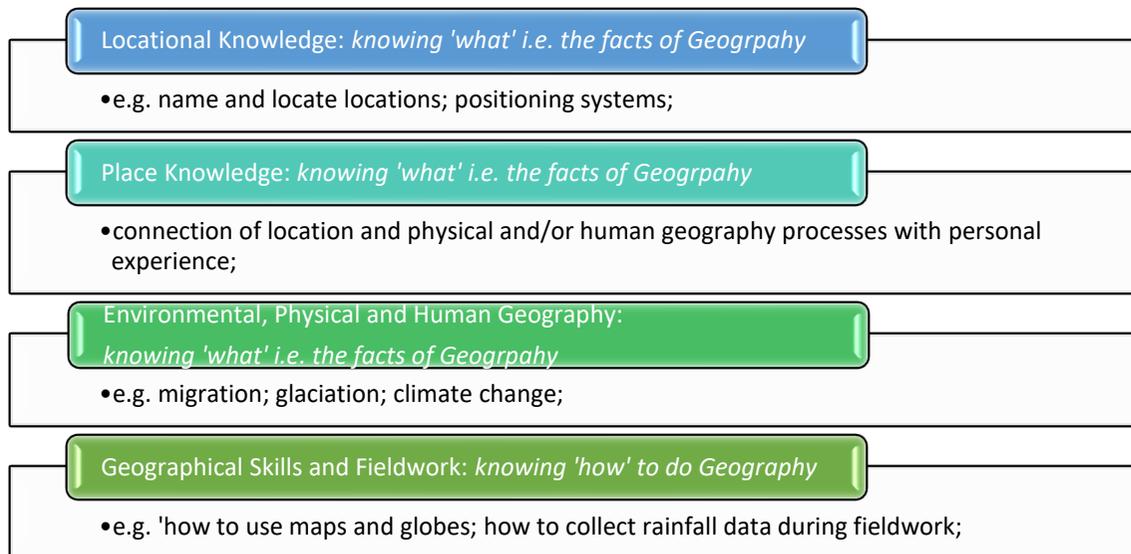
Disciplinary knowledge enables pupils to 'think like a geographer'. Strands of the curriculum that incorporate disciplinary knowledge include:

- Asking geographical enquiry questions.
- Collecting, analysing and interpreting data through fieldwork and related activities.
- Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
- Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length.
- Critically evaluating and debate the impact of geographical processes.

# Substantive Knowledge

## Content of the Geography National Curriculum

### Curriculum



*e.g. ask and investigate geographical questions; critically evaluate and discuss the impact of geographical processes.*

**How we know and revise what we know**

## Disciplinary Knowledge



**PROGRESSION OF KNOWLEDGE AND SKILLS: GEOGRAPHY**

		Nursery					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>					
	Understanding the World	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>					
		Explore our classroom and learn where key resources are stored; Follow classroom routines; Locate toilet, cloakroom, outdoor area;	Look at a map of the world; Know the world is big and there are lots of different countries; Seasonal changes: signs of winter;	Follow a simple map relating to a story map of 'Going on a Bear Hunt'/ Train Ride; Identify places and where bears come from on a simple map;	Explore seasonal changes: signs of spring;	Discover where animals and fish live;	Identify places on a journey map linked to a story; Observe, explore and talk about seasonal changes;
		Reception					
		Autumn 1 Ourselves	Autumn 2- Light and Dark	Spring 1 Space	Spring 2 Growing	Summer 1 Minibeasts	Summer 2 Seaside
Reception	Understanding the World	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>					
		Explore school and learn key routes eg to playtime toilets/hall  Look at a map of Rosie's new walk and use it to make the walk for Rosie.  Explore changes of autumn in the early years garden	Looking at India on a map – Diwali celebrations Explore changes of winter  Compare where they live to a forest (Owl babies for forest context)  Comparing a hot and cold country (Christmas around the world context)	Compare our environment to moon environment  Looking at life in China (Lunar New Year)	Explore changes of spring in the early years garden. Comparing local environment to farm/country environment  Looking at homes around the world. Text – Martha maps it out  Following a map of a route of the local area in a walk. Drawing own map	Draw a map of the animals in What the Lady Bird Heard  Investigating environments around school – forest school  Programming beebots to follow a route back to beehive.	Comparing and contrasting seaside locations  Looking at rivers and paining river banks  Making a map of Mr Gumpy's journey
ELG	Understanding the World	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>					
	The Natural World	<ul style="list-style-type: none"> <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.</li> </ul>					

Key Stage 1 Knowledge End Points (National Curriculum)	Year 1			
		Autumn Term	Spring Term	Summer Term
<p><b>Locational Knowledge:</b></p> <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> <p><b>Place Knowledge:</b></p> <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> <p><b>Human and Physical Geography:</b></p> <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> </ul> </li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p><b>Topic</b></p> <p><b>Key Knowledge</b></p>	<p><b>Being a Geographer</b></p> <ul style="list-style-type: none"> <li>Physical Geography is what planet earth is like. It includes: <ul style="list-style-type: none"> <li>Natural features such as rocks, beaches, rivers mountains and sea;</li> <li>Hazards such as volcanic eruptions; earthquakes and floods.</li> </ul> </li> <li>Human Geography is how and where humans live. It includes: <ul style="list-style-type: none"> <li>Shops and roads, how we travel around, the jobs we do, how we are damaging the environment.</li> </ul> </li> <li>Geography is the study of the world around us;</li> <li>Maps have a key (symbols to show the important buildings) and a compass on them;</li> <li>Compass Points North, East, South and West;</li> <li>Know how to be a geographer;</li> </ul>	<p><b>My local Area</b></p> <ul style="list-style-type: none"> <li>A settlement is the places where people live e.g. villages, towns and cities;</li> <li>Settlements can be different sizes;</li> <li>North Shields is a town in Newcastle (a city) in England (country);</li> <li>Key features of the local area;</li> <li>Human features are things that people have made;</li> <li>Physical features are natural, not man-made;</li> </ul>	<p><b>Our place in the world</b></p> <ul style="list-style-type: none"> <li>Recall at least 3 of the seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia;</li> <li>Recall three of the five oceans are The Atlantic, Pacific, Indian, Southern and Arctic;</li> <li>England is one of four countries in the U.K.</li> <li>The four countries in the U.K are: England, Scotland, Wales and Northern Ireland.</li> <li><i>Challenge:</i> The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast;</li> <li>Know that they live in North Shields which is in the north east of England;</li> <li>The north-east is one of 9 regions in the UK Know the human and physical features of the north-east;</li> <li>Human and physical features of the north-east;</li> </ul>
	<p><b>Geographical Fieldwork and Map Skills</b></p> <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, West) and locational language [for example, near and far; left and right], to describe the location of features and routes on a map;</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>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to human and physical features;</li> <li>Use and recognise some basic map symbols, and begin to understand how these can be used in a key;</li> <li>Use simple compass directions;</li> </ul>	<ul style="list-style-type: none"> <li>Use a growing range of geographical vocabulary;</li> <li>Compare geographical features of e.g. towns, cities, countryside using their existing observations, maps and photographs.</li> <li>Name and give examples of some of the key features of their local area.</li> <li>Use observational skills to sort physical and human features of the local area</li> <li>Use fieldwork to present the human and physical features in the local area using a sketch map;</li> </ul>

Key Stage 1 Knowledge End Points (National Curriculum)	Year 2			
		Autumn Term	Spring Term	Summer Term
<p><b>Locational Knowledge:</b></p> <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> <p><b>Place Knowledge:</b></p> <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> <p><b>Human and Physical Geography:</b></p> <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> </ul> </li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p><b>Topic</b></p> <p><b>Key Knowledge</b></p>	<p><b>What is it like in Rajasthan, India?</b></p> <ul style="list-style-type: none"> <li>India is a country in Asia and be able to locate it on world map;</li> <li>India is in the Northern Hemisphere;</li> <li>Know where the equator is;</li> <li>Know compass points (North, South, East, West)</li> <li>Know where the equator is and that countries close to the equator are hot;</li> <li>Know some of the human and physical features of Rajasthan;</li> <li>Know what life is like for people living in Rajasthan; Know what school and family life is like in Rajasthan;</li> </ul>	<p><b>Weather</b></p> <ul style="list-style-type: none"> <li>Knows and can explain what the weather is like in our country;</li> <li>Can name 4 types of weather that happen in the UK;</li> <li>Knows that weather changes throughout the year and can name the seasons;</li> <li>Knows and can explain how the weather can affect us;</li> <li>Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings;</li> <li>Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do;</li> <li>Knows and understands what weather forecasts show;</li> <li>Knows 3 or more weather symbols and can explain what they show;</li> <li>Know it is usually colder and wetter in the North of England than the South;</li> </ul>	<p><b>Climate around the World</b></p> <ul style="list-style-type: none"> <li>There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia;</li> <li>The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic;</li> <li>England is one of four countries in the U.K.</li> <li>Know weather occurs day to day and climate is the weather over a longer period of time;</li> <li>Know climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica);</li> <li>The equator is the hottest part of the world;</li> <li>Know what hot and countries might look like and how they might differ according to the weather;</li> <li>Know three facts about Alaska and The Sahara Desert including their human and physical features;</li> </ul>
	<p><b>Geographical Fieldwork and Map Skills</b></p> <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, West) and locational language [for example, near and far; left and right], to describe the location of features and routes on a map;</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>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>To be able to locate India on a world map and relate the concept of north, south, east and west to a map of the world and a globe;</li> <li>Use key geographical vocabulary to describe the position of India in the world;</li> <li>To be able to recognise geographical similarities and differences between their local area and a non-European small area through the analysis of photographs, maps, aerial photographs and film clips. To be able to compare their lives to those of children in Rajasthan through observations of film clips,</li> </ul>	<ul style="list-style-type: none"> <li>Observe the weather;</li> <li>Record observations about the weather;</li> <li>Describe what weather forecasts show;</li> <li>Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner;</li> </ul>

		<p>reviews of children's work/textbooks and consideration of geographical features.</p> <ul style="list-style-type: none"><li>• To be able to use basic geographical vocabulary to refer to human and physical features</li></ul>		<ul style="list-style-type: none"><li>• Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses);</li></ul>
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Key Stage 2 Knowledge End Points (National Curriculum)	Year 3			
		Autumn Term	Spring Term	Summer Term
<p><b>Locational Knowledge:</b></p> <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> <p><b>Place Knowledge:</b></p> <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> <p><b>Human and Physical Geography:</b></p> <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> </ul> </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>	<p><b>Topic</b></p> <p><b>Key Knowledge</b></p>	<p><b>Where I Live</b></p> <ul style="list-style-type: none"> <li>UK is in the Northern Hemisphere;</li> <li>Knows and begins to use terms such as longitude and latitude;</li> <li>Know human and physical features of the UK;</li> <li>Know what defines a city compared to a town;</li> <li>Can identify human and physical features of Newcastle Quayside;</li> <li>Towns and countryside have different geographical features;</li> <li>Recall at least two benefits and two challenges to living in a city compared to a town;</li> <li>Recall at least two benefits and two challenges to living in a rural area;</li> <li>That the human and physical features of UK vary;</li> </ul>	<p><b>Water and the Water Cycle</b></p> <ul style="list-style-type: none"> <li>Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation</li> <li>Know why some countries have less water than others;</li> <li>Recall two reasons why not having enough water can cause a problem;</li> <li>The majority of the World's surface is covered by water;</li> <li>Describe how the climate and location of Kenya impact on the availability of water;</li> <li>Know some ways in which the water problem can be overcome;</li> </ul>	<p><b>Changing Jobs</b></p> <ul style="list-style-type: none"> <li>Know the difference between primary, secondary, service and high-tech jobs;</li> <li>Know how our job sectors have changed over the last century;</li> <li>Know the geographical features which made Wallsend a good location for a shipyard;</li> <li>Know how Newcastle upon Tyne has changed over time: at least 2 physical features and 2 human features;</li> <li>Know the type of jobs there will be in the future and the geographical reasons for this;</li> <li>Locate Wallsend and Newcastle upon Tyne on a map of the UK;</li> </ul>
	<p><b>Geographical Fieldwork and Map Skills</b></p> <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>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>Use map symbols and other topographical features to identify towns and cities on maps of the UK;</li> <li>Draw human and physical features of UK on a map;</li> <li>Design a poster promoting life in a city/village;</li> <li>Use geographical vocabulary to describe human and physical features including their location;</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and photographs to identify physical and human features which impact on the water cycle;</li> <li>Use research and observations to prepare a presentation on solving the water problem;</li> <li>Identify and describe which countries are likely to have a water shortage using geographical knowledge.</li> </ul>

			<ul style="list-style-type: none"><li>Describe and understand key aspects of the water cycle;</li></ul>	<ul style="list-style-type: none"><li>Use compass directions to locate a town (Wallsend) within a city (Newcastle upon Tyne);</li><li>Design a worker for the future using geographical vocabulary/reasoning as evidence;</li></ul>
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Key Stage 2 Knowledge End Points (National Curriculum)	Year 4			
		Autumn Term	Spring Term	Summer Term
<p><b>Locational Knowledge:</b></p> <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> <p><b>Place Knowledge:</b></p> <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> <p><b>Human and Physical Geography:</b></p> <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> </ul> </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>	<b>Topic</b>	<b>Focus on Europe: Catalonia, Spain</b>	<b>Rivers and Mountains</b>	<b>Resources and Trade</b>
	<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>The capital city of Spain is Madrid;</li> <li>Toledo is an old city in the South of Spain;</li> <li>Sagrada Familia is a cathedral in Barcelona;</li> <li>The two main rivers are the Tagus and the Ebro. The Pyrenees are a mountain range which runs along the border of Spain and France</li> <li>Know where Spain is located on the World Map;</li> <li>There are 44 countries in Europe;</li> <li>Spain is divided into regions. In the UK they are called counties, but in Spain they are called 'autonomous communities'.</li> <li>Autonomous communities have their own regional government, flag and capital city. There are 17 altogether. Catalonia is one of these regions;</li> <li>Spain has three climates: Oceanic, continental, Mediterranean;</li> <li>Traditional dance is called flamenco and a traditional meal to be shared is paella;</li> <li>Know what 'economy' means?</li> <li>Know some of the different jobs people in Catalonia have;</li> <li>Know similarities and differences between jobs in Catalonia and the UK;</li> <li>To know some of the features Catalonia and how these compare to those of the UK;</li> <li>Know how the similarities and differences between Catalonia and the UK affect the people who live there;</li> </ul>	<ul style="list-style-type: none"> <li>Know Ben Nevis; Scarfell Pike and Mount Snowdon are Mountain landscapes in the UK;</li> <li>Mountains have snow at the top because the higher you go up into the atmosphere, the colder it gets;</li> <li>Plants and trees grow at the foot of mountains as it is too cold to grow at the top;</li> <li>Know the reasons rivers often start high up in the mountains;</li> <li>To relate the formation and continuum of rivers to their knowledge of the water cycle.</li> <li>To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges; That middle course river features include wider, shallower valleys, meanders, and oxbow lakes; That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth;</li> <li>Know how waterfalls are formed;</li> </ul>	<ul style="list-style-type: none"> <li>Knows and can explain what trading is;</li> <li>Knows and can explain the difference between imports and exports;</li> <li>Knows and can list some goods exported from the UK;</li> <li>Knows and can list some goods imported to the UK;</li> <li>Know the location and can name some countries the UK exports goods to;</li> <li>Knows the location and can name some countries that the UK imports goods from;</li> <li>Knows and can list some products that are fairly traded;</li> <li>Knows and can describe how goods can be the product of more than one country;</li> <li>Knows and can describe how trade takes place today;</li> </ul>

<p><b>Geographical Fieldwork and Map Skills</b></p> <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>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>• Distinguish between physical and human geography in Madrid and London using photographs, short films (from Madrid school) and maps;</li> <li>• Use geographical vocabulary to describe the physical attributes of an area;</li> <li>• Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions;</li> <li>• Populate a comparison table to show differences and similarities between the UK and Spain</li> <li>• Begin to use scales to find distances between places;</li> <li>• Use geographical data to create a climate graph;</li> <li>• Use knowledge of Catalonia and the UK to answer the question 'Would you like to live in Catalonia?'</li> <li>• Use knowledge of Catalonia to make a poster to advertise Catalonia as a good place to live;</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Countries in the UK and their mountain ranges on a map;</li> <li>• Use compass direction (N/S/E/W) to describe the location of mountain ranges;</li> <li>• From photographs, identify natural characteristics;</li> <li>• Create a poster which identifies the location of mountain landscapes and give geographical reasons for this;</li> <li>• Compare features of different rivers;</li> <li>• Explain what a river is and locate rivers around the world on maps referring to features such as equator, longitude and latitude;</li> </ul>	<ul style="list-style-type: none"> <li>• Use an atlas to find countries and locate countries of import and export on a world map;</li> <li>• analyse evidence and draw conclusions, considering the impact and influence on people/ everyday life;</li> <li>• Describe route and direction, location linking 8 points of compass to degrees on compass;</li> <li>• Reflect on the impact trade has on an area and generate ideas for cause and effect.</li> </ul>
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Key Stage 2 Knowledge End Points (National Curriculum)	Year 5			
		Autumn Term	Spring Term	Summer Term
<p><b>Locational Knowledge:</b></p> <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> <p><b>Place Knowledge:</b></p> <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> <p><b>Human and Physical Geography:</b></p> <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> </ul> </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>	<p><b>Topic</b></p> <p><b>Key Knowledge</b></p>	<p><b>Climate around the World</b></p> <ul style="list-style-type: none"> <li>To know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones;</li> <li>To know that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation.</li> <li>Know how the location of a place in relation to the equator impacts on its climate and the animals and plants that can live there;</li> <li>Know that a desert is a landscape with less than 250mm of rainfall a year. There are hot and cold deserts;</li> <li>Know the features of deserts including climate, terrain, animals and plants that live there;</li> <li>Know what a deciduous forest is; where it is located and why;</li> </ul>	<p><b>Energy</b></p> <ul style="list-style-type: none"> <li>Know that energy produces power and some of the different ways it works;</li> <li>Name fossil fuels and where they come from;</li> <li>Name some alternatives to fossil fuel e.g. solar and wind power;</li> <li>Know what non-renewable energy is and give examples;</li> <li>Compare the advantages and disadvantages of non-renewable energy;</li> <li>Know what renewable energy is and give examples;</li> <li>Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities including energy use;</li> </ul>	<p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>Know the physical and human features of coastlines around the world;</li> <li>Name at least three coastlines around the world and give reasons why they are important;</li> <li>Know what coastal erosion is and the impact it has on the coastline;</li> <li>Know and describe how erosion develops to form cracks, caves, arch, stack, stump;</li> <li>Know how people's lives are impacted by coastal erosion;</li> <li>Causes of coastal erosion at Holderness (or another local example following fieldwork);</li> <li>Know ways of reducing risk when carrying out fieldwork;</li> </ul>
<p><b>Geographical Fieldwork and Map Skills</b></p> <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>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>Interpret graphs to identify average rainfall and temperature, giving geographical reasons for the differences;</li> <li>Use atlases and maps to identify mountain ranges and predict what their climate will be;</li> <li>Identify hot and cold deserts on a world map giving reasons based on location for their climate;</li> </ul>	<ul style="list-style-type: none"> <li>Carryout a survey to identify sources of energy. Record and present findings in different ways;</li> <li>Use four figure grid reference to identify Dorset and Wales;</li> <li>Use geographical knowledge to compare renewable and non-renewable energy;</li> </ul>	<ul style="list-style-type: none"> <li>Plan and carry out fieldwork explaining some of the methods used have been chosen;</li> <li>Analyse evidence and draw conclusions, considering the impact of costal erosion on people/everyday life;</li> <li>Use a range of maps to identify coastlines describing the features of them;</li> </ul>

		<ul style="list-style-type: none"><li>• label the different climate zones around the world using geographical knowledge to identify which countries are in which zones;</li><li>• Use ordnance survey resources to verify predications about the climate in a specific location according to its geographical location</li></ul>		<ul style="list-style-type: none"><li>• Locate eight compass points to identify the location of coasts around the world;</li></ul>
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Key Stage 2 Knowledge End Points (National Curriculum)	Year 6			
		Autumn Term	Spring Term	Summer Term
<p><b>Locational Knowledge:</b></p> <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> <p><b>Place Knowledge:</b></p> <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> <p><b>Human and Physical Geography:</b></p> <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> </ul> </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>	<p><b>Topic</b></p>	<p><b>Ecosystems, including a focus on South America</b></p>	<p><b>Hazardous World</b></p>	<p><b>Local Fieldwork Study</b></p>
	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that an ecosystem is an environment where living things interact with non-living organisms;</li> <li>Know ecosystems on a global scale are called biomes;</li> <li>Know the features of three ecosystems: Tropical Forest; Desert; Polar Ice;</li> <li>Name examples of different ecosystems around the world and where they are located</li> <li>Know how human behaviour impacts on ecosystems;</li> <li>Know the physical features of the Rainforest and adaptations plants make to survive;</li> <li>Know why the rainforest is known as the lungs of the earth;</li> <li>Know the different layers of the Rainforest: forest floor; under canopy; emergent;</li> <li>Know what rubber tapping is;</li> <li>Recall at least three problems humans cause the rainforest;</li> </ul>	<ul style="list-style-type: none"> <li>Name the layers within the earth: Inner core; outer core; mantle; crust;</li> <li>Describe the difference between the layers of the earth;</li> <li>Know the tectonic plates are broken pieces of the earth's crust;</li> <li>Earthquakes are caused by different types of movement in the earth's tectonic plates;</li> <li>Know that earthquakes are measured on the Richter Scale;</li> <li>Know the key features of a volcano: lava, main vent, magma chamber, ash cloud, secondary vent;</li> <li>Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes;</li> <li>Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate.</li> </ul>	<ul style="list-style-type: none"> <li>Know there are different types of map;</li> <li>Know what the different OS map symbols represent;</li> <li>Know the eight points of the compass;</li> <li>Know the human and physical features of our local area linked to ecosystems and adaptations of animals and plants;</li> </ul>	
<p><b>Geographical Fieldwork and Map Skills</b></p> <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>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>Analyse evidence and use increasingly complex geographical vocabulary to compare different ecosystems;</li> <li>Use knowledge of climate to locate ecosystems on a world map;</li> <li>Use compass points and directional degrees to locate different ecosystems with accuracy;</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a key on a map to discover where most earthquakes and volcanoes occur.</li> <li>Analyse research findings and present the social and economic impact following the Chilean Earthquake;</li> <li>Identify and describe which countries are most likely to</li> </ul>	<ul style="list-style-type: none"> <li>Use the 8 points of a compass to provide directions to an area on a map;</li> <li>Read and find places indicated on a map by four and six figure grid references;</li> <li>Plan, risk assess and carry out a local fieldwork study;</li> <li>Present findings in a variety of ways including charts and tables;</li> </ul>

		<ul style="list-style-type: none"><li>Analyse data and research finding to explain why the rainforests are important using a range of evidence and the impact process such as farming and deforestation can have;</li></ul>	<ul style="list-style-type: none"><li>experience earthquakes based on their geographical knowledge;</li><li>Using research, identify how countries can protect against the damage caused by earthquakes and volcanoes;</li></ul>	<ul style="list-style-type: none"><li>Draw a map of the local area using OS map symbols and adding grid references;</li></ul>
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