



## Working Geographically

### Disciplinary Knowledge Progression in Geography

This document outlines the disciplinary knowledge, which children will develop through Geography lessons. Learning disciplinary knowledge gives children the tools to unlock the significance of the carefully mapped substantive knowledge, outlined in Knowledge Organisers.

	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
E Y F S	ELG – Understanding the World – The World. Guidance taken from Development Matters.  I can recognise that there are different countries in the world and talk about the differences. (Using experience and photos) I can draw information from a simple map. I can recognise that some places are special to members of their community. I can recognise some similarities and differences between life in this country and life in other countries. I can explore the natural world around me. I can recognise some environments that are different from the one in which I live. I can understand the effect of changing seasons on the natural world around them.			
	I can name, locate and identify the four countries and capital cities of the UK and its surrounding seas. I can name and locate a local town. I can identify the UK and the countries where members of the class come from.	I can 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. I can name, describe and compare familiar places. I can identify changes that are happening within the local environment e.g. <i>school</i> .	I can identify seasonal and daily weather patterns in the UK. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary to refer to key physical features ( <i>forest, hill, mountain, soil, valley etc.</i> ) Key human features ( <i>city, town, village, factory, farm, house, office etc.</i> )	I can ask simple geographical questions. I can use world maps, atlases and globes to identify the United Kingdom and its countries. I can develop basic maps of the local area. I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. I can use photographs to recognise landmarks and basic human and physical features. I can use locational language to describe the location of features and routes.

2	<p>I can name, locate and identify characteristics of the four countries of the UK and its surrounding seas. I can name and locate the world's seven continents and five oceans.</p>	<p>I can 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 concentrating on islands and seashores.</p> <p>I can compare a local city/town with a contrasting city in a different country.</p>	<p>I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>I can use basic geographical vocabulary to refer to key physical features (<i>beach, cliff, coast, forest, hill, mountain, vegetation etc.</i>) and human features (<i>city, town, village, factory, farm, house, office, port etc.</i>) of a contrasting non-European country.</p>	<p>I can use maps, atlases, globes to identify the UK and its countries.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I can devise a simple map; and use and construct basic symbols in a key.</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>
3	<p>I can name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p>I can locate key topographical features (<i>hills, mountains, coasts, rivers</i>) and land use patterns.</p> <p>I can understand aspects of how the land has changed over time. I can identify the position and significance of the equator, the tropic of Cancer and the tropic of Capricorn.</p> <p>I can locate the main countries of Europe.</p>	<p>I can compare a region of the UK with a region in Europe, <i>e.g. Local hilly area with a flat one or under sea level.</i></p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p> <p>I can develop an awareness of how places relate to each other.</p>	<p>I can describe and understand key aspects of Physical geography including rivers and the water cycle, volcanoes and earthquakes.</p> <p>I can identify human and physical features of the locality understanding how these have changed over time. I can identify types of settlements in early Britain. I can explain about the weather patterns/conditions around the UK and parts of Europe.</p>	<p>I can ask and respond to geographical questions.</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) To locate countries and describe features studied.</p> <p>I can learn the eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build on my knowledge of the United Kingdom and the wider world</p> <p>I can use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>I can understand a widening range of geographical terms.</p>

4	<p>I can demonstrate knowledge of features about places around and beyond the UK.</p> <p>I can identify where countries are within Europe and Russia. I can recognise that people have differing qualities of life living in different locations and environments.</p> <p>I can identify the significance of the equator, N and S Hemisphere. I can locate and name the main cities of the UK.</p> <p>On a world map, I can locate areas of either similar environmental regions, desert, rainforest or temperate regions.</p>	<p>I can identify the wider context of places, e.g. <i>regions or country</i></p> <p>I can understand why there are similarities and differences between places.</p>	<p>I can describe human and physical features of the UK regions, cities and/or countries</p> <p>I can understand the effect of landscape features on the development of a locality.</p> <p>I can describe how people have been affected by the changes in the environment.</p> <p>I can explain about natural resources e.g. water in the locality.</p> <p>I can describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts I can identify types of settlements in modern Britain.</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>I can learn the eight points of a compass, four-figure grid references.</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. I can measure straight-line distances using the appropriate scale.</p> <p>I can explore the features of an OS Map using 6 figure grid references.</p> <p>I can draw accurate maps with keys that are more complex.</p>
5	<p>I can locate the main countries in Europe and North or South America, locating and naming the main principle cities and topographical features.</p> <p>I can compare two regions in the UK rural and urban</p> <p>I can locate and name the main countries in England.</p> <p>I can understand the wider context of places. <i>E.g., county, region, country.</i></p> <p>I can identify the position and significance of latitude and longitude and the Greenwich Meridian.</p>	<p>I can compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences.</p>	<p>I can understand and identify the features of coasts and begin to understand erosion and deposition. I can understand how humans affect the environment over time.</p> <p>I can recognise the changes to the world's environments over time.</p> <p>I can understand and recognise the trade between the UK, Europe and the Rest of the World.</p> <p>I can identify Fair and Unfair distribution of resources (Fair-trade).</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>I can use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. I can recognise a widening range of geographical terms.</p>

On a world map I can locate the main countries of Africa, Asia and Australasia, identifying their main environmental regions, key physical and human characteristics and major cities. I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understanding how these features have changed over time. I can identify the position and significance of latitude, longitude, N/S hemisphere, Prime/Greenwich Meridian and time zones as well as the Arctic and Antarctic Circle. I can discuss the change of land use.

I can understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of mainland Europe and another region in the world.

I can understand the key aspects of physical geography including volcanoes, earthquakes and looking at plate tectonics and the ring of fire. I can describe and understand the key aspects of human geography including: type of settlement and land use as well as the distribution of natural resources focusing on energy.

I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. I can extend to 6 figure grid references with teaching of latitude and longitude in depth. I can expand map skills to include non-UK countries. I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.