

Progression of Substantive & Disciplinary knowledge (conceptual and procedural) in Geography

INTENT

At Brabourne CEP School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We pride ourselves on our creative learning environment and classroom displays. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Brabourne enables children to develop substantive and disciplinary knowledge that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop substantive and disciplinary knowledge in a way that is progressive and transferable throughout their time at Brabourne and also to their further education and beyond.

In line with the National Curriculum, the principal aims of Geography at Brabourne are to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical
- processes

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

End points:

By the end of EYFS children will:

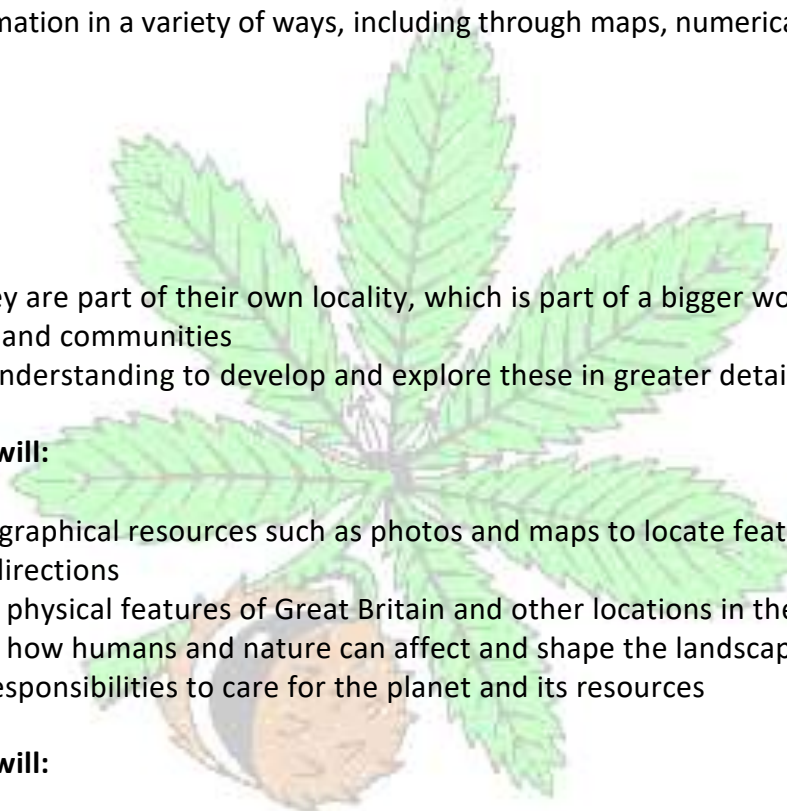
- begin to understand how they are part of their own locality, which is part of a bigger world
- learn about different people and communities
- use speaking, listening and understanding to develop and explore these in greater detail

By the end of Key Stage 1 children will:

- use and make a range of geographical resources such as photos and maps to locate features in their locality and the world
- understand the principle of directions
- look at land use, climate and physical features of Great Britain and other locations in the world
- develop an understanding of how humans and nature can affect and shape the landscape
- understand that they have responsibilities to care for the planet and its resources

By the end of Key Stage 2 children will:

- be able to compare physical and human features in their own locality to different locations around the world
- conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings
- be able to interpret a range of sources of geographical information and present geographical information in a variety of ways
- develop an understanding of map work so that these features can be examined and identified in a wider context
- understand the processes that give rise to key physical and human features and how these change over time
- understand the impact of humans and of nature in shaping the world in which they live



- understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources

A typical teaching sequence in geography will cover the following aspects. The order and areas of focus will be adapted to suit the unit being taught.

- **Geographical enquiry**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge (Where is this place? What is it like and why? How and why is it changing? How does it compare to other places? How and why are the places connected?)

- **Locational skills**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Vocabulary**

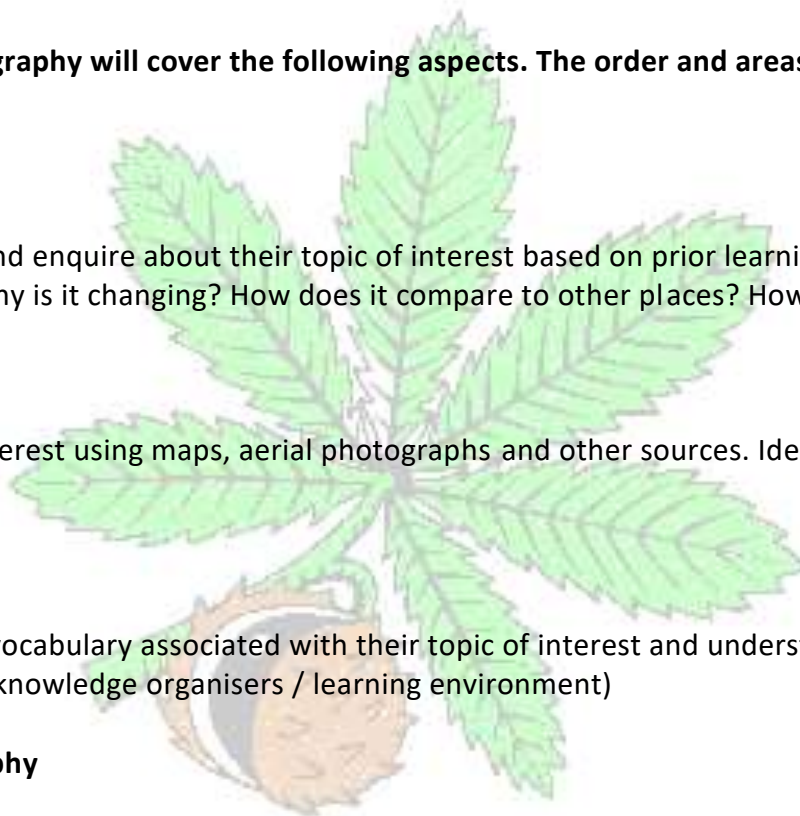
Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real-life context (supported by knowledge organisers / learning environment)

- **Physical and human geography**

Identify the physical and/or human features associated with the place of interest. Develop an understanding of the processes that caused the physical / human features to occur. Apply their vocabulary when explaining the processes.

- **Place knowledge**

Compare and contrast the features in different locations around the world.



- **Apply their knowledge to the world around them locally and globally**

What could/ should the world look like in the future? What can we do to influence change? Make connections to other subject areas (science/history/PSHE)

- **Written and oral expression**

Communicate what they have learnt in appropriate forms using the correct terminology (e.g. presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

- **Skills and fieldwork**

Opportunities to visit examples, observe processes or the impact of these, carry out tests, collect and interpret data and draw conclusions are included within a teaching sequence where possible.

The main geography concept threads are:

Energy & Sustainability

Ecology & Evolution

Cause & Effect

Curriculum areas studied:

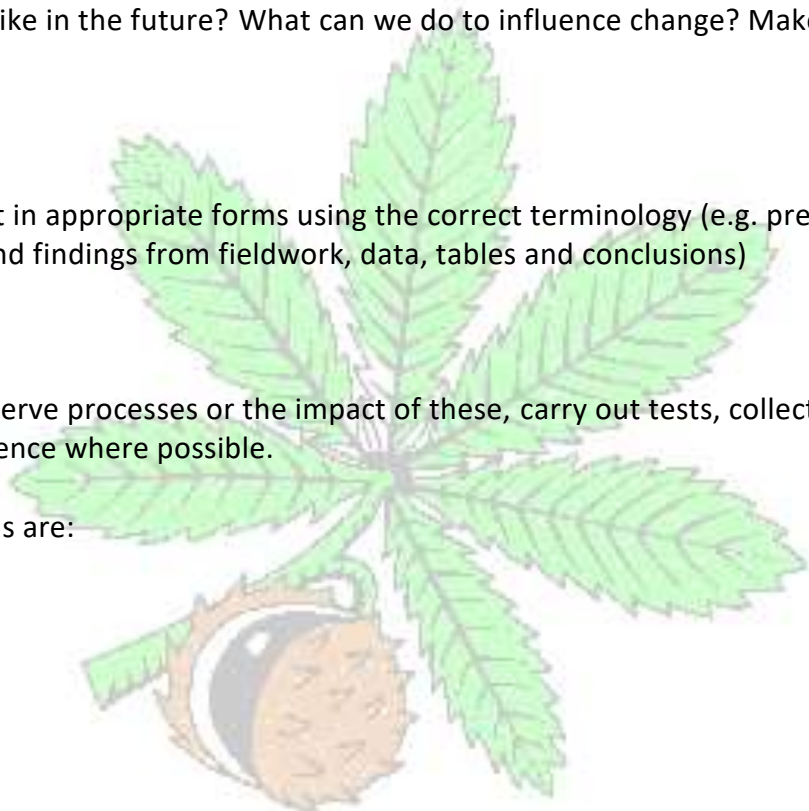
The Seaside

Continents & Oceans

UK Countries & Cities

A local study/contrasting study of a non-European village

Location of World countries, environmental regions and major cities



Canterbury study

Location of Flanders fields, Allied and Central powers within WW1 using maps, globes

Atlas work using legends, contour maps. Locating famous rivers, mountains

Locating Egypt/Greece, looking at climate

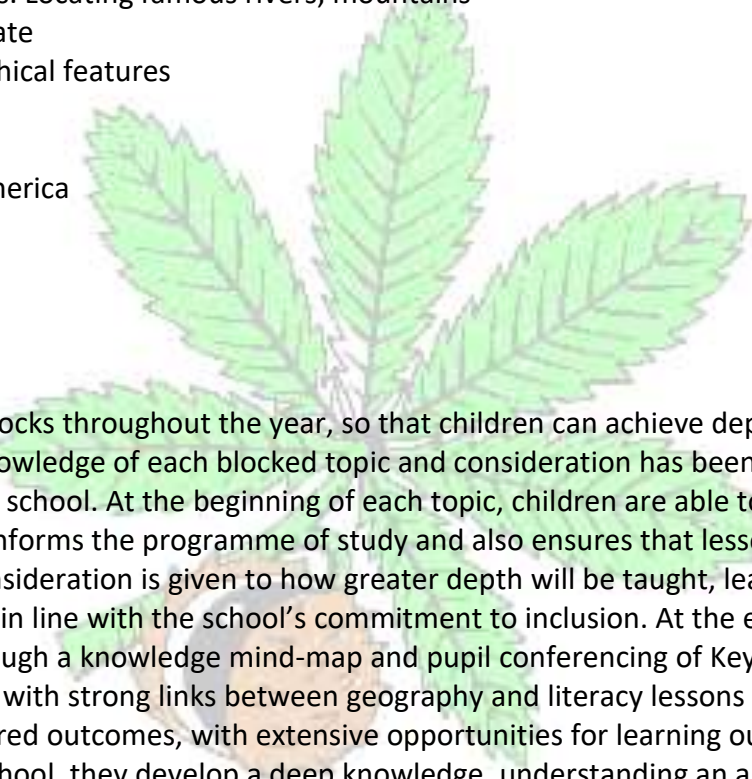
UK Geographical regions and topographical features

Key aspects of physical geography

Trade links

Comparison between UK and South America

Volcanoes & Earthquakes



IMPLEMENTATION

Geography at Brabourne is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key substantive and disciplinary knowledge of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. At the end of their block of learning, the children assess how much they have learnt through a knowledge mind-map and pupil conferencing of Key Questions. Cross-curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Regular school trips provide further relevant and contextual learning.

IMPACT

Evidence of a broad and balanced geography curriculum is demonstrated in the children's acquisition of skills and knowledge in their curriculum skills and Curriculum Writing books. Teachers review pupil attainment through formative assessment at the end of every lesson.

Summative assessment is measured through pupil questioning of Key Questions and through mind-mapping of new knowledge at the end of each unit of study. Summative assessment is also measured in staff moderation sessions throughout the year, comparing the aims of the school's history progression document, against work demonstrated in books. Data-drops are carried out 3 times a year and next steps for pupils working below expectations identified. Progress is reported to parents three times a year. Our subject leader also monitors the effectiveness of the geography curriculum through carrying out regular monitoring evaluations. These evaluations are quality assured by the Curriculum Lead, Senior Leadership and Governors. The effectiveness of geography, within the broader curriculum, is also monitored through pupil and parental voice throughout the course of the year.

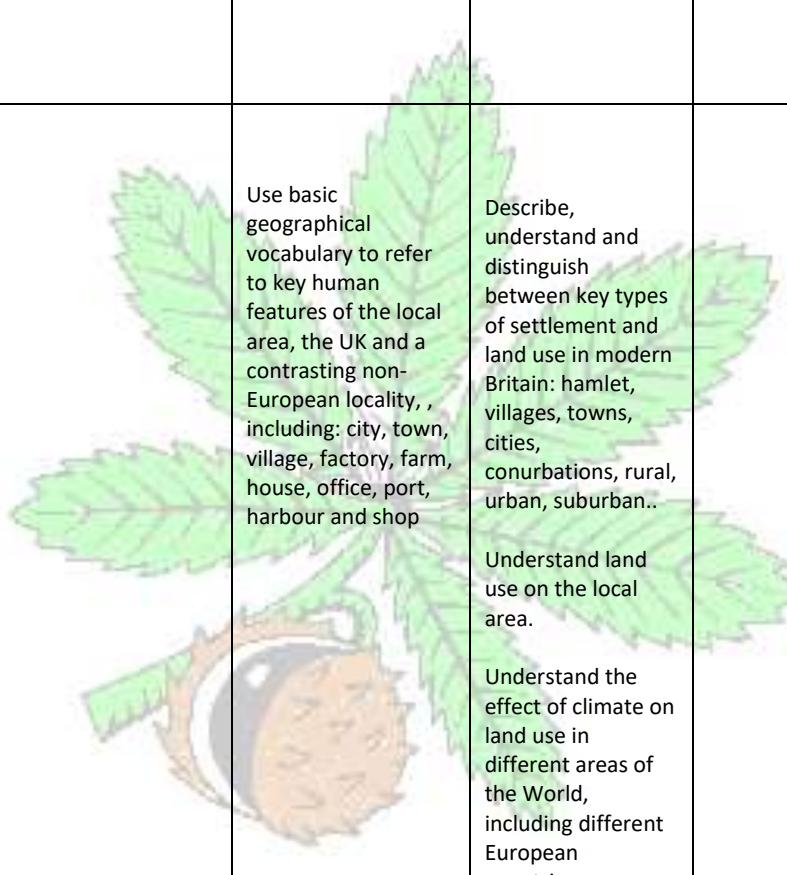


Progression of Substantive knowledge (conceptual and procedural)

Geography	EYFS	KS1		LKS2		UKS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Location							
The Local Area	Know the name of my school. Know the town/city where I live. Know basic relative positional language.		Name, locate and describe key landmarks in the local area, including where I live and the school, using simple locational/directional language and the four main compass directions.	Name, locate and describe key landmarks and geographical features of the local area, using the eight compass points, four figure grid reference, maps, symbols and keys.	Name, locate and describe a local river and understand how it has changed over time using the eight compass points, four figure grid references, maps, symbols and keys.		
The UK	Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and the capital cities.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations). Name and locate the main counties and cities in/around Kent and in the UK and their topographical features.	Name and locate the main rivers in the UK.		Locate and describe the significance of latitude/longitude and the Greenwich Meridian.
The World	Understand the terms 'land' and 'sea'.	Understand the terms 'continent' and 'sea'. Name and locate the world's seven continents and five oceans.		Name and locate the main countries of Europe using maps, and their environmental regions, key physical features and human	Name, locate and describe some of the World's major rivers, deserts and mountains using the eight compass points, maps, symbols and keys.	Identify the position and significance of the Equator, hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time	Name, locate and describe major volcano and earthquake zones of the world, including and earthquake location study.

		Name and locate the country, continent and surrounding seas of a contrasting non-European locality and use this to describe key aspects, including use of simple locational/directional language and the terms 'poles' and 'equator'.		characteristics, including capital cities, major cities and landmarks.	Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	zones, relating these to their climate, biomes, seasons, vegetation, using the eight compass points, maps, symbols and keys.	Locate countries of North and South America, their environmental regions, key physical and human characteristics.
<u>Place</u>	Make simple comparisons between familiar environments (e.g. home, school) and between their locality and other relevant places in the world (e.g. where their families come from)	Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of our location and a different area in the UK	Understand, write about, express opinions about, draw and label 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.	Study, understand, write about, draw and label key similarities of the human and physical geography of a region of the United Kingdom and a region in a European country, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers).	Study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile and their corresponding regions.	Study, understand, write about, draw and label key human and physical similarities and differences between a rainforest in the UK and a the Amazon rainforest.	Study, understand, write about, draw and label key human and physical similarities and differences between the UK and a region in N. or S. America with North/South America including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, cities)
<u>Physical Geography</u> Weather & Climate	Name the four seasons and begin to describe associated weather.	Identify and describe seasonal and daily weather patterns in the United Kingdom, including understanding a				Understand the different climate zones of the world (tropical, temperate, polar).	Understand and compare the climate of North and South America with the UK.

<p>Other Physical Features & Processes</p>	<p>Begin to use basic geographical vocabulary to refer to key physical features of the local area and UK, such as: beach, cliff, coast, forest, hill, mountain, sea, soil, weather.</p>	<p>basic weather forecast.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and make comparisons with local weather.</p>	<p>Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions).</p>	<p>Describe and explain the water cycle.</p> <p>Describe and explain river formation and key features of river systems.</p> <p>Describe and understand key aspects of mountain formation.</p>	<p>Understand the basic process of global warming, its causes, implications and changes required.</p> <p>Understand how climate and vegetation are connected in biomes (e.g. rainforests)</p> <p>Describe different biomes and how plants and animals are adapted to them.</p>	<p>Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and the physical effects on the environment.</p> <p>Describe and understand the causes, processes and effects of earthquakes and tsunamis, the different types of earthquake and the physical effects on the environment,</p>
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							including a focus study on particular earthquake and/or tsunami.
<u>Human Geography</u> Settlements & Land Use	Begin to use basic geographical vocabulary to refer to human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.		 Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, , including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe, understand and distinguish between key types of settlement and land use in modern Britain: hamlet, villages, towns, cities, conurbations, rural, urban, suburban.. Understand land use on the local area. Understand the effect of climate on land use in different areas of the World, including different European countries. Identify some European cities and settlements.		Describe and explain the changing land use of North and South America, including the Amazon Rainforest.	Understand what life is like in cities, villages and other settlements of North and South America. Describe and understand the effect of volcanoes on settlements and land use.
Economics, Trade and Resources	Recognise the shops and enterprises in the locality, including being					Understand how food production is	

	aware of their names/brand.					<p>influenced by climate and biomes.</p> <p>Understand Fairtrade.</p> <p>Understand global supply chains.</p> <p>Understand highest value exports.</p>	
<p><u>Geographical Study & Fieldwork</u></p> <p>World Maps</p>	Locate chosen countries of heritage on globes/maps.	Draw and locate the locations of countries, continents and oceans on globes and world maps or atlases.		Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world.	Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, rivers and different settlements of the world.	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rainforests and their corresponding countries and cities, major industries, imports and exports.	<p>Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements.</p> <p>Use maps, atlases, globes, Google Maps and Google Earth to locate volcanoes (in relation to tectonic plates) and major earthquake zones in the world.</p>
UK Maps	Locate London in simple maps.	Draw and locate the four countries of the UK, their capital		Use the eight points of a compass, four	Use the eight points of a compass, four	Use the eight points of a compass, six figure grid	Use the eight points of a compass, six figure grid references,

<p>Local/Regional Maps and Other Secondary Data Sources</p>	<p>Begin to use simple locational/directional language (near, far, up, down, left, right, forwards, backwards) to describe the location of features on a local map and to move around the school.</p>	<p>cities, other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.</p>	<p>Use simple locational/directional language and the four main compass directions to describe the location of features on a local map and follow/create a route in the local area. Construct simple maps of the local area.</p> <p>Use aerial images to recognise basic physical and human features.</p>	<p>figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including towns and cities, landmarks and varied climates</p> <p>Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school; compare different types of local map. Construct detailed plans.</p> <p>Use aerial images and age appropriate graphs to acquire and discuss</p>	<p>figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains and mountain ranges.</p> <p>Use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of a UK and European location, and create a tourist route. Create detailed maps.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss</p>	<p>references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including rainforests.</p> <p>Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing Amazon Rainforest land use over time.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>	<p>maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.</p> <p>Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/ Earth to describe geographical features of locations in North/South America, and create a tourist route. Create detailed maps and label human features.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>
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<p>Local Fieldwork</p>	<p>Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area.</p> <p>Make simple models of the locality.</p> <p>Take photos of buildings and places in school and locality (e.g. build a scene).</p>		<p>Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences.</p> <p>Carry out a simple survey of the school or local area (e.g. weather, traffic)</p>	<p>geographical information</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.</p>	<p>geographical information</p> <p>Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.</p>		
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Progression of Disciplinary knowledge (conceptual and procedural)

Geography	EYFS	KS1		LKS2		UKS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Asking and answering questions	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting and interpreting	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be.	
Analysing and communicating	Communicate simple geographical information with support; orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age appropriate graphs and through writing, using appropriate geographical vocabulary.		Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age appropriate graphs and through writing at length, using appropriate geographical vocabulary.		Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	
Evaluating and debating	Describe their immediate environment and express views about it, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	

Geography vocabulary

Reception

Home, environment, map, places, country, world, England, London, Ashford, Africa, holiday, journey, glove, animals, buildings, river, forest, beach, hot, cold, warm, weather; sun, rain, fog, snow, windy, season; Spring, Summer, Autumn, Winter, protect, culture, celebration, festival

Year 1 and 2

Airport, animals, atlas, beach, beautiful, bridge, Britain, building, bungalow, church, City, cliff, cloudy, climate, continent, county cottage, day, desert, difference, distance, dry, east, Europe, Equator, faraway, farm, fence, field, fog, food, forest, globe, good, grow, hail, harbour, , hospital, hotel, house, ice, identify, interesting, Ireland, Dublin, island, key, lake, land, map, mountain, natural, near, next to, North Pole, ocean, photograph, places, plan, plants, rain, river, road, school, Scotland Edinburgh, sea, season, shop, snow, soil, South Pole, Spring, storm, stream, street, summer, sun, symbol, town, village, Wales, warm, weather, wet, west, windy, winter, wood, work, world, year.

Year 3 and 4

Coastline, Carnivore, herbivore, omnivore, photosynthesis, friction, force. Balanced eco system, Coastline, corrosion, erosion, headland, consumer, indigenous, precipitation, producer, temperature, transpiration, habitat, hedgerow, monoculture, nutrient, temperature, contaminated, rainfall, runoff, erosion, corrosion, evaporation, water cycle, floodplain, meander, oxbow, friction, force, rock, soil, cyclone, monsoon, reservoir, river, straightening, runoff, spillways, meander, drought.

Year 5 and 6

Latitude, sustainable, mantle, eruption, pyroclastic flow, biodiversity, biome, deciduous, geothermal, indigenous, latitude, precipitation, rainforest, region, reserve, deforestation, sustainable, temperate, tundra, woodland, deforestation, physical, prevention, rainfall, urbanisation, erosion, transportation, continental crust, boundary, earthquake, emission, eruption, friction, hurricane, mantle, pyroclastic flow, Richter scale, seismometer, tremor, tropical storm, typhoon, volcano, Atlantic, metamorphic, Pangaea, sedimentary, tectonic.