

| St Columb Minor Academy – Geography Substantive knowledge progression EYFS/KS1/KS2 | | | | | | | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Vocab: Tier 1: England, Scotland, Wales, Northern Ireland, Earth, map, country, country names, ocean, desert, mountain, city, hills, rivers, coasts, London, Belfast, Edinburgh, Cardiff, British Isles, area, direction, distance, location, place.</p> <p>Tier 2: question, example, climate, compare, region, globe, hemisphere, position, continent names, time zones.</p> <p>Tier 3: rural, urban, equator, Tropics of cancer and Capricorn, Arctic and Antarctic circle,</p> | Location | | | | | | |
| | <p>The UK: Explore and learn about St Columb Minor Academy and village.</p> <p>The World: Exploring where places are in the world on large maps and globes. Learning about places through stories.</p> | <p>The UK: Name, locate and identify characteristics of the countries and capital cities of the Great Britain and its surrounding seas. Consider methods of travel to other GB countries by land. Identify where France is in comparison to the UK.</p> <p>The World: Name and locate some places in their locality and the UK. Name and locate France and a range of holiday destinations</p> | <p>The UK: Name, locate and identify characteristics of the countries and capital cities of the UK and its surrounding seas. Consider methods of travel across the sea. Identify and locate the South West region and the counties in the South West.</p> <p>Identify where Uganda is in comparison to the UK.</p> <p>The World: Identify and locate Uganda and other countries in Africa.</p> | <p>The UK: Identify where Peru is in comparison to the UK.</p> <p>The World: Locate the world's countries using maps. Focus on South America concentrating on environmental regions, key physical and human characteristics, countries and major cities. Identify Peru for narrow focus.</p> <p>Latitude & Longitude: Identify the position and significance of the equator, N & S hemisphere, Tropics of Cancer and Capricorn.</p> | <p>The UK: Identify where Australia is in comparison to the UK.</p> <p>The World: On a world map to locate Australia concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Latitude & Longitude: Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and</p> | <p>The UK: Recap previous learning and identify the main geographical regions in the UK. Identify where the USA is in comparison to the UK.</p> <p>The World: Locate the world's countries using maps. Focus on North America, particularly the USA concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Locate countries on a map of Europe.</p> | <p>The UK: Locate and name the main counties and cities in the UK.</p> <p>Locate and name the main counties and cities in the UK. Identify where India is in comparison to the UK.</p> <p>The World: On a world map locate the main countries in Asia. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> |

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| Greenwich/Prime meridian, latitude and longitude, compass rose, continent, cardinal direction. | | that they have visited. Latitude & Longitude: Identify the equator and Northern and Southern hemisphere Identify absolute and relative host country position. | Identify and locate the world's 7 continents and 5 oceans. Latitude & Longitude: Recap: Identify the position and significance of the equator. Identify the Northern and Southern hemisphere. Identify absolute and relative host country position. | Influence of the distance from the equator. Identify absolute and relative host country position. | Antarctic circle. Identify absolute and relative host country position. | Latitude & Longitude: Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones (including day and night). Identify absolute and relative host country position. | Identify India and narrow focus. Latitude & Longitude: Identify significant latitude and longitude lines taught across the school. Identify absolute and relative host country position. |
| Vocab: Tier 1: Similar, different, country names. Tier 2: land use, environment, climate, ocean names, sea level, tropical, temperate, mountains, fresh water lakes, tepee, totem pole, wigwam, human, physical, industrial, | Place and Space | | | | | | |
| | Comparing Place: Explore and manipulate the environment to understand the world around them. Discuss their favourite places and why they liked them. Sense of own place: | Comparing Place: 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 | Comparing Place: 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 | Comparing Place: 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 | Comparing Place: 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 | Comparing Place: 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 | Comparing Place: 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 |

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| <p>compare and contrasting environments.</p> <p>Tier 3: Hemisphere, Inhabitants, terrain, vegetation, pre and post classic period.</p> | <p>Develop a sense of belonging in school.</p> | <p>contrasting non-European country – African Savannah and Cornish coasts.</p> <p>Sense of own place: Explain what makes our area special</p> | <p>contrasting non-European country (in Uganda).</p> <p>Sense of own place: Local area study.</p> | <p>South America (Peru).</p> <p>Sense of own place: Develop an understanding of our local history (Tin mines) and how the impact this has had on our landscape.</p> | <p>region within Australia.</p> <p>Sense of own place: Exploring the types of buildings within our locality.</p> | <p>Sense of own place: Explore what we are doing locally to support climate change and how this affects the local environment.</p> | <p>region in Asia (India).</p> <p>Sense of own place: Explore the features of Newquay town, shops, museums, et. To discover what is around us.</p> |
| <p>Scale</p> <p>Vocab:</p> <p>Tier 1: local, village, town, city, location, place.</p> <p>Tier 2: size, scale, locality, level, compare and contrast.</p> <p>Tier 3: global scale, international scale, local scale, national scale, scale bar.</p> | <p>Scale</p> | | | | | | |
| | <p>Using Scale: To use a local scale exploring what is in our local village.</p> | <p>Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area.</p> | <p>Using Scale: Describe localities on a small scale comparing other similar sized locations to their own local area.</p> <p>Understand scale: Begin to understand what we mean by scale when discussing the scale of drought from climate change.</p> | <p>Using Scale: Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other.</p> <p>Understand scale: Identify the differences in scale through photos and maps.</p> | <p>Using Scale: Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other.</p> <p>Understand scale: Identify, discuss and question the differences in scale through photos and maps.</p> | <p>Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other.</p> <p>Understand scale: When exploring a problem consider how this is affected on different scales.</p> <p>Define Scale.</p> | <p>Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other.</p> <p>Understand scale: When exploring a problem consider how this is affected on different scales.</p> <p>Know and understand what life is like</p> |

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| | | | | | | | in a range of settlement sizes. |
| Physical Geography | Physical Geography | | | | | | |
| <p>Vocab</p> <p>Tier 1: weather, seasons, trees, hills, wild area, green spaces, physical features volcanoes, earthquakes.</p> <p>Tier 2: rainforest, climate, mining, water cycle, tornado.</p> <p>Tier 3: canopy, logging, deforestation, plantation, biome, vegetation belt, tsunami, tectonic plate, drought.</p> | <p>Physical features: Begin naming features in the local environment e.g. school, shop, house, road, park.</p> <p>Talk about why some things change in the local environment and how some environments are different.</p> <p>To explore the natural environment around them.</p> | <p>Physical features: Use simple geographical vocabulary to refer to physical features of our school and local environment e.g. trees, hills, wild areas, beaches, woods, etc.</p> <p>Begin to express views on features in the local environment.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> | <p>Physical features: Identify and record key physical features of Uganda including: key physical features, including: forest, hill, mountain, river, valley, season and weather</p> <p>Identify physical features of local area including: Beach, cliff, coast, hill, sea, ocean and rivers.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas</p> | <p>Physical features: Physical geography including Rivers and the water cycle, climate zones and vegetation belts of the UK and Peru.</p> <p>Topic: Volcanoes and earthquakes – looking at cause and effects using key geographical vocabulary, plate tectonics and the ring of fire. Link to Science: rock types.</p> | <p>Physical features: Physical geography, including: climate zones, biomes, vegetation belts, rivers and mountains in Australia and the rainforests.</p> <p>Topic: rainforests. Identify rainforest features.</p> <p>Understand rivers and the water cycle.</p> | <p>Physical features: Describe and understand key aspects of : Physical geography including rivers; climate zones, biomes, mountains and vegetation belts in America and the UK.</p> <p>To identify areas of elevation in the USA and local area.</p> <p>To identify the carbon cycle and the reasons for climate change.</p> | <p>Describe and understand key aspects of : Physical geography including coasts, rivers; mountains; climate zones, biomes and vegetation belts in India and the UK.</p> <p>Topic: Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains, rivers and land use patterns and understand how these features have changed over time.</p> |

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| | | | <p>of the world in relation to the Equator and the North and South Poles</p> <p>Topic: Polar regions – identify key features and animals of polar regions.</p> | | | | |
| <p>Human Geography</p> <p>Vocab</p> <p>Tier 1: town, city, village, office, factory, port, shop, park, pond, human features, trade, import, export.</p> <p>Tier 2: community, traditions, wind turbine, solar panels, culture, diversity, resources, distribution, settlement, food miles, origin, generation, global supply.</p> <p>Tier 3: renewable energy, fair trade,</p> | <p>Children talk about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To learn about the things that are important to us.</p> <p>Settlements: To identify the types of settlement in our locality.</p> | <p>Human features: Use simple geographical vocabulary to identify key human features in the school and local area e.g. school, roundhouse, park, pond, wind turbine, etc.</p> <p>Settlements: Discuss what is different about contrasting settlements in the local area e.g. village, town, beach,</p> | <p>Human features: Identify key human features on the local area, including: city, town, village, factory, office, port, harbour and shop</p> <p>Identify key human features in an area of Uganda including: city, town, village, shops, office, etc.</p> <p>Culture: To learn about the culture in Uganda –</p> | <p>Human features: To compare buildings in Peru with buildings in St Columb Minor. To identify and locate key human features in Peru.</p> <p>Settlements: To understand why humans began to settle in certain places (early settlers – agriculture, religion, culture, etc.)</p> <p>Trade: Understand population distribution and the fair/unfair</p> | <p>Human features: To identify key human features in Australia – cities, landmarks, towns, etc.</p> <p>Settlements: To compare rainforest settlements with local settlements. To understand how and why rainforest settlements are different.</p> <p>Culture: To learn about the culture in</p> | <p>Human features: to identify, locate and compare key human features in the USA, Greece and Italy.</p> <p>Settlements: To identify and understand how the Native Americans travelled to America, where they chose to settle and why. To explore the different types of Native American settlement.</p> <p>Trade: economic activity including trade links and the distribution of</p> | <p>Human Geography: To identify and locate key human features in India and compare to human features in the UK.</p> <p>Settlements: and land use. To describe and understand key aspects including economic activity and trade links and the distribution of natural resources</p> |

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| culturally diverse, population, globalisation. | | <p>farm, the park.</p> <p>Begin to express views on features in the local environment.</p> <p>To learn about the culture in France – food, language, religion, etc.</p> | <p>religion, celebrations, food, language, dos and don'ts and compare to our own culture and values.</p> | <p>distribution of natural resources including food (food miles).</p> <p>Culture: To learn about the culture in Peru – language, traditions, food, etc. and compare to our own culture and values.</p> | <p>Australia and compare to our own culture and values. Understand that people are culturally diverse.</p> | <p>natural resources including energy, food, minerals and water with the USA and its main traders. Fair/unfair distribution of resources (Recap Fairtrade).</p> <p>Culture: To learn about the culture in the USA, Greece and Italy – food, religion, language, clothes, etc. and compare to our own culture.</p> | <p>including energy, food, minerals and water. (Link to Africa topic work).</p> <p>Culture: To learn about the culture in India and compare with other cultures we have learnt about across the school.</p> |
| Sustainability | Sustainability | | | | | | |
| <p>Vocab:</p> <p>Tier 1: renewable and non-renewable energy, coal, nuclear, wind power, solar power, plastic pollution, water cycle.</p> <p>Tier 2: generation, carbon footprint, gigawatt, global warming, climate change.</p> <p>Tier 3: Biomass, conservation</p> | <p>To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.</p> | <p>To begin to understand how the weather affects our lives.</p> <p>To learn about how we can help the environment through our eco activities – litter picking, gardening, etc.</p> | <p>To explore the geographical issue of drought and understand the geographical features that surround it.</p> <p>Begin to explain local and small scale issues.</p> <p>To learn about how we can help the</p> | <p>Establish an understanding of the interaction between human and physical processes.</p> <p>Explore and identify the affects following a natural disaster.</p> <p>To learn about how we can help the environment through our eco activities – litter</p> | <p>Establish an understanding of the interaction between human and physical processes.</p> <p>Begin to explain larger scale issues – deforestation.</p> <p>To learn about how we can help the environment</p> | <p>Understand that people and places are culturally diverse and begin to understand the ways that they interact with each are affected by their perceptions of the human and physical environment.</p> <p>Explore an issue on a local scale and progress to a global scale – climate change</p> | <p>Understand that people and places are culturally diverse and begin to understand the ways that they interact with each are affected by their perceptions of the human and physical environment.</p> |

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| | | | environment through our eco activities – litter picking, gardening, etc. | picking, gardening, etc. | through our eco activities – litter picking, gardening, etc. | and renewable energy. To learn about how we can help the environment through our eco activities – litter picking, gardening, etc. | Explore are issue on a local scale and progress to a global scale – global warming. To learn about how we can help the environment through our eco activities – litter picking, gardening, etc. |
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Substantive Knowledge Geography

EYFS

Geography at this stage is the foundation introduced through activities that encourage children to explore, problem solve, predict, question, think and talk about the world around them. Children will regularly have the opportunity to explore and care for their immediate environment and at times will visit other places. They will begin to talk about the wider world and consider how they can have an impact on it. They will learn simple geographical vocabulary as well as tier 3 words that will prepare them for later learning in school. The key Early Learning Goals that underpin geography in the EYFS are:

ELG: The Natural World Children at the expected level of development will: -

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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.

ELG: People, Culture and Communities Children at the expected level of development will: -

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