

# Substantive Knowledge

Content of the Geography National Curriculum

## Locational Knowledge

e.g. name and locate locations; positioning systems

## Place Knowledge

The connection of location and physical and/or human geography processes with personal experience.

## Environmental, physical and human geography

e.g. migration; glaciation; climate change

## Geographical skills and fieldwork

e.g. using maps and globes; collecting first-hand evidence

# Disciplinary Knowledge

## Insight into the ways geography experts think

e.g. Ask and investigate geographical questions; critically evaluate and debate the impact of geographical processes

National Curriculum Programmes of Study and EYFS Framework						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Understanding of the World - Past and Present</u></b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>		<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>			
	<p><b><u>Locational knowledge</u></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><u>Locational knowledge</u></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><u>Place knowledge</u></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><u>Place knowledge</u></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>			

Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE							
LOCATION KNOWLEDGE							
	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>The Local Area</b>	<ul style="list-style-type: none"> <li>-Know the name of my school.</li> <li>-Know the town/city where I live.</li> <li>-Talk about my family and members of the community I know</li> <li>-Know basic relative positional language.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand where I live and where my school is in the local area.</li> <li>-Name, locate and describe key landmarks in the local area</li> <li>-Use simple locational and directional language (e.g. near, far, up, down, left, right,</li> </ul>	<ul style="list-style-type: none"> <li>Use simple locational/directional language and the four main compass directions to describe the location of landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys.</li> </ul>			

		forwards and backwards)					
<b>The UK</b>	-Know that England is their home country. -Know that London is the capital city of England.	Name and locate the countries in the UK and their capital cities.	Name and locate some of their key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.	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), employing the use of the eight points of a compass, maps, symbols and keys.			
<b>The World</b>	-Understand the terms 'land' and 'sea'.	-Understand the terms 'continent' and 'seas'; -- Begin to name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'.	-Name and locate the countries, continents and surrounding seas of the world. Describe their relative locations and sizes, -Recognise and know basic features of the different continents.	-Name and locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	-Name and locate the main oceans of the world and how their position affects their physical characteristics.  -Name and locate major volcanoes of the world employing the use of the eight points of a compass, maps, symbols and keys. Locate key Earthquake zones of the world, including an Earthquake location study.	-Name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones.	-Identify countries that the UK has export and import links with. -Focus on Ecuador. Compare and contrast its physical and human geography.

**Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE  
PLACE KNOWLEDGE**

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Comparisons</b>	-Begin to identify simple similarities and differences between this country and others. (Paddington's Postcards)	-Make comparisons between familiar environments (e.g. home, school, farm). Compare land use of local area now and in the past.	-Compare a small area of the United Kingdom to a small area of a contrasting non-European Country. (Seaside area in UK and Jamaica)	-Study, understand, write about, express opinions about a contrasting European country, including the weather, lifestyles, human and physical geography	-Study, understand and write about the Oceans of the world and physical features such as the Mariana Trench, The Great Garbage patch and Great Barrier Reef.	-Study, understand, write about key human and physical similarities and differences between the UK and other world locations, a region in South America including key physical and human characteristics.	-Study, understand and write about the human and physical similarities and differences between Ecuador and the UK in the context of products which are exported and imported.

**Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE  
PHYSICAL GEOGRAPHY**

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Weather and Climate</b>	-Name the four seasons and begin to describe associated weather.	- Identify and describe weather associated with the four seasons, including understanding a basic weather forecast.  -Identify that the North and South poles are cold and the equator is hot.	-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	-Compare UK and the climate of a region of Spain. Consider how this affects types of tourism	-Begin to understand the basic process of global warming, its causes, implications and changes required. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.	Understand the basic process of global warming, its causes, implications and changes required. Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Understand the environmental importance of Rainforests and the impact of deforestation.	Compare and contrast the climate of UK and Ecuador and how this impacts on the crops which can be grown.
<b>Other Physical Features and Processes</b>		-Begin to use basic geographical vocabulary to refer to key physical features of the local area	-Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,	,-Identify the main mountains, rivers, climate zones and vegetation belts of the continent of Europe.	-Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment.		

			river, soil, valley, vegetation, season and weather.		-Describe and understand key aspects of mountain formation.		
--	--	--	--	--	---	--	--

**Progression of NC Knowledge, Skills and Understanding - SUBSTANTIVE KNOWLEDGE  
HUMAN GEOGRAPHY**

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Settlement and Land Use</b>		Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office and shop.	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. Compare cities, towns and countryside.	Understand and compare the land use of the local area and Birmingham	Understand why people would settle near the ocean	Understand how push/pull factors influence migration from rural to urban regions of South America.	
<b>Economics, Trade and Resources</b>		Recognise the shops and enterprises in the locality.	-Understand how food production is influenced by climate.	-Consider the features of Birmingham that make it attractive as a tourist destination.	-Consider the economic importance of the oceans Eg Fishing/ food, means of transport, renewable energy, tourism	-Consider the resources provided by the rainforests Eg Medicines, rubber  -Consider economic importance of crops like palm oil and the causal links to deforestation.	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. Understand fairtrade. Understand global supply chains.

**Progression of NC Knowledge, Skills and Understanding - PROCEDURAL KNOWLEDGE**

**GEOGRAPHY SKILLS and FIELDWORK**

	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>World Maps</b>	-Begin to Locate countries from Paddington's postcards on a globe / map -To identify the land and sea on world globes/maps.	-Locate country/countries linked to significant individuals studied on globes/maps.	-Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	-Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries in Europe.	-Use physical and political maps, atlases, globes, Google Maps/Earth to locate the major Oceans and topographical features such as the Great Barrier Reef, Mariana Trench as well as Identify Volcanoes and Earthquake sites and link to position along the plate fault lines.	-Use maps, atlases, globes, Google Maps and Google Earth to locate and describe the human/physical features, climate zones of south America and the wider world	-Use maps to identify different countries we have major trade links with.
<b>UK Maps</b>	-Locate London on simple maps.	-Draw and locate the four countries of the UK and their capital cities a on a UK map or atlas.	-Locate the Uk on a world map Know the Uk is in the continent of Europe Describe its position using locational language and the four main compass directions.	-Use the eight points of a compass, four 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,	Use the eight points of a compass, four 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.	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features when comparing regions . in different parts of the world.	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features when comparing regions . in different parts of the world.
<b>Local/Regional Maps</b>	-Construct a drawing to represent a walk round school showing 4 different features. Use photographs to support.	-Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West)	-Use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West)	-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			

		<p>to describe the location of features on a local map and to move around school.</p> <p>--Construct simple maps and plans of their walk in the local area with support.</p> <p>-Begin to use photographs and aerial images to recognise basic and human physical features.</p>	<p>to describe the location of features on a regional map</p> <p>-Construct a simple map and use and create symbols in a key.</p> <p>Use photographs and aerial images to recognise basic and human physical features.</p>	<p>in the local area; compare different types of local map.</p> <p>-Construct detailed plans</p> <p>-Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>			
<b>Local Fieldwork</b>	<p>-Begin to use observational skills to draw simple plans and routes around their classroom and school</p> <p>-Take photos of buildings and places in school and locality</p>	<p>-Begin to use simple fieldwork and observational skills to study the geography of the school and 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).</p>		<p>-Use fieldwork to observe, measure, record and present the human and physical features in Birmingham and the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.</p>			

**GEOGRAPHY UNITS**

<b>REC</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	<b>OUR LOCAL AREA</b>	<b>TOWN AND COUNTRY</b>	<b>BIRMINGHAM</b>	<b>PROTECTING OUR OCEANS</b>	<b>RAINFORESTS</b>	<b>TRADE</b>
	<b>THE UK (AS PART OF LOCAL AREA TOPIC)</b>	<b>COMPARING BRITISH AND JAMACIAN SEASIDE RESORTS</b>	<b>EUROPEAN JOURNEY</b>	<b>EXTREME EARTH</b>		



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DISCIPLINARY KNOWLEDGE - 'knowing how we know'</b>							
<b>Asking and Answering Questions</b>	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 respond to geographical questions using evidence to support answers.	Ask and investigate geographical questions, suggesting enquiries to test them.		
<b>Collecting and Interpreting</b>	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 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 revised as we collect new data and information.		
<b>Analysing and Communicating</b>	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 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.		
<b>Evaluating and Debating</b>	Describe their immediate environment and express their 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.  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.		