

# Together, We Flourish

Kindness • Respect • Perseverance • Curiosity • Hope • Community












## Geography Progression Map

**Substantive knowledge:** The “what” of geography: core knowledge about places, people, environments, physical and human processes, location and vocabulary.

**Disciplinary knowledge:** The “how” of geography: how pupils ask questions, compare places, interpret maps and data, explain patterns, use evidence, consider viewpoints and reach conclusions.

**Procedural Knowledge:** The “doing” of geography: practical skills such as fieldwork, data collection, sketch maps, graphs, digital mapping and presenting findings. These are included mainly within the disciplinary column.

|   |   | What It Means:   |
|---|---|--|
|    | Place                                     | The character and identity of locations, including community, landscape and sense of place. Learners learn how places can be similar, different and experienced in various ways.   |
|    | Environment                               | The relationship between people and the natural world. It includes ecosystems, sustainability, resources and change, as well as the ways people connect to their environments and the impacts of environmental change.                   |
|    | Earth                                     | The physical systems and cycles that shape our planet, such as the water cycle, plate tectonics, weathering and erosion.   |
|   | Space                                     | Where things are located and how they are arranged. This includes ideas such as distance, distribution and patterns.   |
|  | Time                                      | Thinking about the past, present and future and how places and processes change over time.   |
|  | Scale                                     | Studying geography at different levels (from local to global) and seeing how events at one scale impact those at another. It also involves understanding size and distance, such as how maps represent places in relation to each other. |
|  | Connections, Similarities and Differences | Recognising links between people, places and the environment. Comparing or contrasting features, places or processes to identify patterns, variation and relationships.  |
|  | Diversity                                 | Recognising variety in the natural/physical and human world and appreciating different cultures and identities.  |
|  | Understanding Different Perspectives      | Exploring how geography is seen and experienced differently, depending on people's values, beliefs and experiences.  |

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|  | Substantive knowledge progression  | Disciplinary knowledge progression   |
|--|--|--|
| <p><b>Year 1</b></p> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>• Weather Explorers</li> <li>• The United Kingdom</li> <li>• Around Our Locality</li> </ul>   | <p>Weather and climate: know that weather can be observed, described and recorded; begin to compare weather in the UK with hot and cold areas of the world.</p> <p>United Kingdom: name and locate the four countries of the UK, capital cities and surrounding seas; describe some human and physical features of these places.</p> <p>Locality: identify familiar human and physical features in the school grounds and local area and begin to recognise what makes their place special.</p> <p>Vocabulary: use words such as weather, season, country, capital city, sea, town, village, city, shop, school, river, road, near, far, left and right.</p> | <p>Map and atlas use: use simple maps, globes, aerial photographs and images to locate the UK and familiar places.</p> <p>Observation: observe weather and local features, recording simple information through drawings, models, pictograms and basic maps.</p> <p>Enquiry: ask questions about weather and the local area; use simple evidence to explain what they have found out.</p> <p>Communication: describe places using basic geographical vocabulary and talk about likes, dislikes and simple reasons.</p> |
| <p><b>Substantive concept themes:</b> Place, Space, Environment, Earth Processes, Scale. Pupils move from noticing weather and local features to locating the UK and describing their own locality.</p>  |  |  |
| <p><b>Values links:</b> Curiosity is fostered through observation of weather and the local area. Community and Respect are developed as pupils recognise what makes their locality and the countries of the UK special. Hope begins through small actions to care for familiar places.</p> |  |  |
| <p><b>Writing outcomes:</b> Non-Chronological Report - Weather; Fact File - All About the UK; Information Leaflet - Local Area.</p>  |  |  |

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|  | Substantive knowledge progression   | Disciplinary knowledge progression   |
|--|---|--|
| <p><b>Year 2</b></p> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>• Continents and Oceans</li> <li>• Seaside</li> <li>• Kenya</li> </ul>  | <p>Global locational knowledge: name and locate the seven continents and five oceans, understanding that seas are smaller bodies of salt water linked to oceans.</p> <p>Coastal places: describe seaside towns and coastal environments, identifying human and physical features such as beach, cliff, coast, harbour, port, shop and promenade.</p> <p>Contrasting places: locate Africa, Kenya, Nairobi, Mombasa and Narok; compare urban, coastal and rural places with the local area.</p> <p>People and place: learn that people visit, work and live in different places for different reasons and that wildlife and habitats vary by location.</p> | <p>Using geographical sources: use world maps, atlases, globes, aerial photographs, photographs and digital maps to identify places and features.</p> <p>Comparison: identify similarities and differences between places in the UK and Kenya, using evidence from maps, photographs and fact files.</p> <p>Fieldwork: plan and carry out a simple litter enquiry, collect data using maps, tallies, photographs or questionnaires, and present findings on a map.</p> <p>Viewpoints: begin to explain that people may experience seascapes and places in Kenya differently.</p> |
| <p><b>Substantive concept themes:</b> Place, Space, Diversity, Environment, Connections, Similarities and Differences, Understanding Different Perspectives. Pupils widen from UK and local knowledge to a global view and a focused study of Kenya.</p>   |   |  |
| <p><b>Values links:</b> Respect and Kindness are developed by learning about different cultures, communities and ways of life without stereotypes. Curiosity drives enquiry into continents, oceans and Kenya. Hope and Community connect to caring for coastal and local environments through litter fieldwork.</p> |   |  |
| <p><b>Writing outcomes:</b> Non-Chronological Report - Continents; Description - A Day at the Seaside; Informative Leaflet - Nairobi, Mombasa and Narok.</p>   |   |  |

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|  | Substantive knowledge progression   | Disciplinary knowledge progression   |
|--|---|--|
| <p><b>Year 3</b></p> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>Local Land Use</li> <li>Volcanoes and Earthquakes</li> <li>Italy (Sicily)</li> </ul>  | <p>Local land use: understand that land is used in different ways and that land use can be influenced by human need, physical features, transport, settlement and economic activity.</p> <p>Tectonic hazards: know that volcanoes and earthquakes are linked to tectonic plates; understand key features of volcanoes and some effects on people and places.</p> <p>Regional comparison: locate Italy and Sicily; compare a region in the UK with Sicily using human and physical features, settlement, climate, economy and land use.</p> <p>Change and impact: recognise that human and physical processes can change landscapes and influence where and how people live.</p> | <p>Fieldwork enquiry: begin to choose suitable enquiry questions; plan ways to collect data about local land use with support.</p> <p>Data collection and analysis: record observations using sketch maps, tables, photographs and simple graphs; spot patterns in data and draw simple conclusions.</p> <p>Map skills: use atlases, digital maps, compass directions and keys to locate countries, regions and features, including volcanoes and areas studied.</p> <p>Reasoning: use evidence to explain why places are similar or different and why people might choose to live near hazards.</p> |
| <p><b>Substantive concept themes:</b> Place, Earth Processes, Environment, Time, Space, Scale, Connections, Similarities and Differences. Pupils link local land-use enquiry with wider physical processes and a European regional comparison.</p>   |   |  |
| <p><b>Values links:</b> Curiosity is developed through investigation of land use and tectonic hazards. Perseverance is explored through how communities adapt to hazard risk. Respect and Community are strengthened as pupils consider different reasons why people live and work in particular places.</p> |   |  |
| <p><b>Writing outcomes:</b> Explanation Text - Local Land Use; Poetry - Volcanoes and Earthquakes; Balanced Argument - Living in Italy/UK.</p>   |   |  |

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|  | Substantive knowledge progression   | Disciplinary knowledge progression   |
|--|---|--|
| <p><b>Year 4</b></p> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Rivers and the Water Cycle</li> <li>• Climate Zones and Biomes - North West Brazil</li> </ul>  | <p><b>Settlements:</b> understand how settlements develop and change, including links between land use, housing, services, transport and community needs.</p> <p><b>Rivers and water:</b> describe the water cycle; understand stages and features of rivers, including source, mouth, tributary, meander, floodplain, estuary and how rivers are used.</p> <p><b>Water as a resource:</b> understand that access to clean water is uneven and that water use, demand and sustainability affect people and places.</p> <p><b>Climate, biomes and Brazil:</b> locate climate zones, biomes, vegetation belts and the Amazonas state; understand the rainforest, deforestation, urban and rural life and human/physical features of North Brazil.</p> | <p><b>Fieldwork and decision-making:</b> plan local settlement enquiries, collect evidence, analyse changes and present reasoned conclusions about possible improvements.</p> <p><b>Using maps and data:</b> use maps, atlases, digital mapping, scale, eight compass points, symbols, keys and OS maps to locate and describe features.</p> <p><b>Comparative geography:</b> compare the local region with the Amazonas state and compare rivers such as the River Severn and Amazon River.</p> <p><b>Evidence and interpretation:</b> interpret climate graphs, photographs, maps and fieldwork data; begin to recognise that geographical decisions involve different viewpoints.</p> |
| <p><b>Substantive concept themes:</b> Place, Environment, Earth Processes, Time, Scale, Diversity, Connections, Similarities and Differences, Understanding Different Perspectives. Pupils connect local settlement change with river systems, water sustainability and the Amazon rainforest.</p>                                     |   |  |
| <p><b>Values links:</b> Hope links strongly to sustainable water use and rainforest protection. Respect and Kindness are shown through understanding different lifestyles and access to resources. Community is explored through local settlement decisions. Perseverance appears in how people adapt to environmental challenges.</p> |   |  |
| <p><b>Writing outcomes:</b> Balanced Argument - Written to Local Council: Should we Build Homes on Green Space?; Poetry - The Day the Rivers Ran Dry; Persuasive Leaflet - Visit Brazil.</p>   |   |  |

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|  | Substantive knowledge progression   | Disciplinary knowledge progression   |
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| <p><b>Year 5</b></p> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>• Mountains</li> <li>• Latitude, Longitude and Time Zones</li> <li>• Food Distribution and Climate</li> </ul>   | <p><b>Mountains:</b> locate significant UK and world mountains and ranges; understand mountain formation, features, climates and how people use and experience mountain environments.</p> <p><b>Global location:</b> understand latitude, longitude, the Equator, hemispheres, Tropics, Arctic and Antarctic Circles, Prime/Greenwich Meridian, time zones, day and night.</p> <p><b>Food and climate:</b> know that food is a natural resource and that climate, trade links, seasonality, food miles and distribution affect where food comes from.</p> <p><b>Climate and sustainability:</b> understand links between food production, importing food, climate change, carbon emissions and sustainable choices.</p> | <p><b>Spatial thinking:</b> use lines of latitude and longitude, time zones, maps and atlases to explain global location, distance, direction and patterns.</p> <p><b>Explaining processes:</b> use diagrams, photographs, maps and case studies to explain how physical processes and human activity shape mountain and food systems.</p> <p><b>Fieldwork enquiry:</b> plan a food distribution enquiry, collect primary data from packaging/local shops and use secondary sources to calculate food miles and climate links.</p> <p><b>Data presentation:</b> present findings using maps, charts, graphs and explanatory writing; discuss limitations and different views about food choices.</p> |
| <p><b>Substantive concept themes:</b> Space, Scale, Environment, Earth Processes, Time, Connections, Similarities and Differences, Understanding Different Perspectives. Pupils connect global systems with personal choices, from mountains and time zones to food distribution and climate.</p>                |   |  |
| <p><b>Values links:</b> Curiosity is developed through global location, mountains and food journeys. Perseverance is seen in communities living and working in challenging environments. Hope, Kindness and Community link to fairer, more sustainable food choices and awareness of global interdependence.</p> |   |  |
| <p><b>Writing outcomes:</b> Non-Chronological Reports - Mountains; Create a Social Media Blog - Where Would You Travel?; Brochure - Food Distribution and Climate.</p>   |   |  |

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|  | Substantive knowledge progression   | Disciplinary knowledge progression  |
|--|---|---|
| <p><b>Year 6</b></p> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>• Rivers and Coasts</li> <li>• Distribution of Natural Resources</li> <li>• Trade and Economic Activity</li> </ul>  | <p>Rivers and coasts: understand how erosion, deposition, weathering, flooding, pollution and human activity change rivers and coasts over time.</p> <p>Natural resources: know a range of renewable and non-renewable resources, including energy, minerals, metals, wood, food and water; understand distribution, access and sustainability.</p> <p>Trade and economic activity: understand imports, exports, globalisation, supply chains, the global clothing industry, fair trade, changes in the UK workforce and how migration, trade and economic activity connect places.</p> <p>Sustainability and impact: consider environmental, social and economic impacts of resource use, coastal/riverside change and trade; understand that decisions involve competing needs.</p> | <p>Independent enquiry: choose comparative fieldwork questions linked to water, flooding, erosion or pollution; plan appropriate methods and collect primary and secondary data.</p> <p>Data analysis: compare different data sets, choose suitable graphs/charts, write comparative explanations and conclusions, and evaluate enquiry success.</p> <p>Geographical argument: use evidence from maps, data, case studies, photographs and viewpoints to discuss fairness, sustainability and possible solutions.</p> <p>Perspective-taking: recognise that residents, businesses, governments, farmers, producers, consumers and environmental groups may view issues differently.</p> |
| <p><b>Substantive concept themes:</b> Environment, Earth Processes, Space, Scale, Time, Connections, Similarities and Differences, Diversity, Understanding Different Perspectives. Pupils apply geographical thinking to complex, real-world issues involving fairness, sustainability and change.</p>  |   |   |
| <p><b>Values links:</b> Hope is central as pupils explore solutions to environmental and economic challenges. Respect and Kindness support fair consideration of different communities and viewpoints. Community widens from local to global responsibility. Perseverance is seen in the careful use of evidence and in people adapting to change.</p> |   |   |
| <p><b>Writing outcomes:</b> Explanation Text - How Rivers Change Over Time; Discussion - Is the Distribution of Natural Resources Fair?; Persuasive Text - Buy Fair Trade, Make a Difference.</p>  |   |   |