



## Arnold View Primary School



### Geography Skills and Knowledge Progression Framework

#### Intent

At Arnold View Primary School it is our firm belief that to enhance and enrich all children's learning and provide them with a full and rounded education, we must remain committed to a knowledge rich geography curriculum which is taught within a topic-based curriculum where progression of children's skills and knowledge is evident. Our geography curriculum is designed to develop children's curiosity and fascination about the world and its people. Our intent is that pupils:

- Develop their Geographical skills and have in-depth knowledge across four main areas; Locational knowledge, Place Knowledge, Human and Physical Knowledge and Skills and Fieldwork.
- Investigate a range of places both in Britain and in the world.
- Develop of real sense of who they are, their heritage and what makes our local area unique and special, by investigating and making enquiries about their local area of Arnold and Nottingham.
- Are excited to use geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork.
- Can interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- Understand environmental problems at a local, regional and global level.
- Can articulate their own thinking and communicate geographical information in a variety of ways, including through maps and writing.

We believe in the importance of sequencing a curriculum which is progressive and designed effectively to reduce gaps in knowledge and to enable children to learn more and remember more. We also believe strongly in supporting cognitive load, enabling children to accumulate information in manageable chunks so that they understand one idea before moving onto the next.

Our topics have been sequenced to ensure that children are taught disciplinary and substantive knowledge so that the knowledge taught in the current topic can be applied to the new topic.

Our skills and knowledge progression frameworks are separated into two strands: disciplinary knowledge and substantive knowledge. Disciplinary knowledge involves the skills needed in this subject area to gain knowledge to be an accomplished geographer. Substantive knowledge is the specific, factual content – or 'Sticky Knowledge' – that we expect our children to acquire during their time at Arnold View.

#### Geography and SEND

For pupils with SEND, adaptations may be made in geography which are based on the child's individual needs. However, we acknowledge that pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. We also ensure that SEND pupils are appropriately challenged in geography by:

- Teaching staff using teaching methods which match the needs of children and not planning for overly elaborate tasks which make it more difficult for pupils with SEND to learn curriculum content.
- Having an ethos that any adaptations should be based on individual needs and should aim to retain ambition for pupils with SEND.
- Understanding that for pupils with SEND needs which are more complex, it may be appropriate to have different curriculum expectations.
- Chunking content into smaller steps and briefing support staff before lessons as to which geographical knowledge they may need to effectively support pupils.

## Skills and Knowledge Progression Framework

### Disciplinary Knowledge – What skills do I need to do to be a successful Geographer?

	EYFS	KS1		LKS2		UKS2		KS3
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Locational Knowledge	<p><b>F1</b></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>F2</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.               <ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> </li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that maps and the globe are used to locate key places around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth.</li> <li>Know and use the terminologies: left and right; below, next to</li> </ul>	<ul style="list-style-type: none"> <li>Understands that countries have defined borders and that each country has its own government or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that countries can be reformed, sometimes creating smaller countries or sometimes amalgamating.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that most countries have capital cities from where their government operates but these can sometime change.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate how historically there have been changes to many countries across the world, including changes in names.</li> </ul>	<ul style="list-style-type: none"> <li>Know and locate the worlds continents and oceans</li> <li>Know and locate countries in Europe, North and South America</li> <li>Know and locate Russia and China</li> <li>Know and locate the major rivers in the world</li> </ul>
Place Knowledge	<p><b>F1</b></p> <ul style="list-style-type: none"> <li>I can notice features of objects in the environment.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</li> </ul>	<ul style="list-style-type: none"> <li>Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast two regions within the UK that are very different</li> <li>Begin to appreciate why physical and human features will be different in these places</li> </ul>	<ul style="list-style-type: none"> <li>Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.</li> </ul>	<ul style="list-style-type: none"> <li>Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with</li> </ul>	<ul style="list-style-type: none"> <li>Know and locate the main human and physical features of the local area</li> <li>Know and understand the global patterns of development locating countries in different states of development</li> </ul>

Human and Physical Geography	<p><b>F1</b></p> <ul style="list-style-type: none"> <li>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>I can play with small world models such as a farm, a garage or a train track.</li> </ul> <p><b>F2</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map. <ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the different weather patterns in the UK.</li> <li>Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how human geographical features change over time</li> <li>Understand what is meant by being environmentally friendly</li> </ul>	<ul style="list-style-type: none"> <li>Understand how ideal settlements may have changed over time</li> <li>Understand some of the arguments put forward in relation to green energy</li> </ul>	<ul style="list-style-type: none"> <li>Understand why their village/ town or city exists and what brought people to live there</li> <li>Understand the issues associated with Fair Trade</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the key changes that have occurred in buildings, trade and population</li> <li>Understand the consequence of ignoring climate change</li> </ul>	<ul style="list-style-type: none"> <li>Know how their local area is linked to other countries through globalisation</li> <li>Know the role that China plays in globalisation</li> <li>Know the key features of Russia's physical landscape, climate, environment, population and economy <ul style="list-style-type: none"> <li>Know the cause of weather in the UK</li> <li>Know the human and physical features of a river</li> </ul> </li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps;</li> </ul>	<ul style="list-style-type: none"> <li>Understand why it is important for all streets to have a name, including post code.</li> <li>Be able to follow a simple road map and recognise key landmarks, such as a church.</li> <li>Talk about the features in the local environment.</li> <li>Observe and record information about the local area, i.e. types of shops, bus stops etc.</li> <li>Take photographs of locally interesting geographical features.</li> <li>Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.</li> <li>Talk about the main differences between a world map and a globe.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the nearest town or city on map of the UK</li> <li>Locate a number of cities on a map of the UK.</li> <li>Make a model, using road strips and toy buildings that shows features in an area. <ul style="list-style-type: none"> <li>Study aerial photographs and use locational and directional language when doing so.</li> </ul> </li> <li>Use Google Earth to find features in their locality <ul style="list-style-type: none"> <li>Use the school grounds or near park to create an initial sketch of what they see.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use maps to locate world countries and capitals.</li> <li>Use a globe to gain a better understanding about countries' location (USA and Russia, for example).</li> <li>Talk about the features in their local environment and compare it with another they know.</li> <li>Create a report after a fieldwork activity that focuses on geographical features observed.</li> <li>Use systematic sampling and data collecting as part of fieldwork activity.</li> <li>Produce a freehand map of a known place, e.g., journey between home and school</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</li> <li>Distinguish between the Northern and Southern hemisphere on both a world map and a globe.</li> <li>Plan a journey within the UK, using a road map</li> <li>Make a model to show part of the local area, e.g. parks, shopping precinct, etc.</li> <li>Understand how to use four-figure grid references</li> <li>Explain what a place is like and why</li> </ul>	<ul style="list-style-type: none"> <li>Use graphs to record features such as temperature or rainfall across the world.</li> <li>Use appropriate special language when giving directions.</li> <li>Recognise most of the symbols used on a UK road map, including status of roads.</li> <li>Understand some of the main features of a satnav.</li> <li>Recognise Ordnance Survey (OS) symbols and know what they stand for.</li> <li>Carry out tests over time, evaluate changes and consolidate their understanding.</li> <li>Add annotations, such as label and captions to freehand maps</li> </ul>	<ul style="list-style-type: none"> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> <li>Understand how to use digimaps. <ul style="list-style-type: none"> <li>Be familiar with topographical maps and know about contours, etc.</li> </ul> </li> <li>Understand how to use six-figure grid references.</li> <li>Set up a geographical fieldwork enquiry, starting with a hypothesis. <ul style="list-style-type: none"> <li>Review, apply and consider next steps as a result of their geographical enquiry. <ul style="list-style-type: none"> <li>Create journey booklets, to include maps, sketches and samples to capture what a place is like.</li> </ul> </li> </ul> </li> <li>Create map displays to communicate their fieldwork investigations. <ul style="list-style-type: none"> <li>Use digital mapping software packaged with confidence.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know how to locate places using latitude and longitude</li> <li>Know how to analyse distribution on maps at a variety of scales</li> <li>Know how to annotate photographs and graphs</li> <li>Know how to draw and annotate a sketch map</li> <li>Know how to analyse and interpret data</li> </ul>

## Substantive Knowledge – Sticky Knowledge

	KS1	LKS2	UKS2	KS3
Autumn	<ul style="list-style-type: none"> <li>• <b>Cycle A - Local Geography – Nottingham</b></li> <li>• Know the name of the nearest town or city.</li> <li>• Know which is N, E, S and W on a compass.</li> <li>• Know their address, including postcode.</li> <li>• Know and name the characteristics of the local area</li> <li>• Know some of the characteristics associated with a coastal place in comparison to where they live</li> <li>• Know the main differences between city, town and village</li> <li>• <b>Cycle B - Oceans and Continents</b></li> <li>• Know the names of the seven continents of the world.</li> <li>• Locate the seven continents of the world.</li> <li>• Know the names of the five oceans of the world.</li> <li>• Locate the five oceans of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cycle A - The Water Cycle and Ecology</b></li> <li>• Know water can exist in three states: liquid, gas and Solid.</li> <li>• Know the stages of the water cycle and what happens in each stage.</li> <li>• Know the water cycle can impact on the environment e.g., causing flooding, pollution.</li> <li>• <b>Cycle B – Earthquakes, Tsunamis and Volcanoes</b></li> <li>• Know what tectonic plates are and locate them on a world map.</li> <li>• Know what causes an earthquake.</li> <li>• Know how earthquakes cause tsunamis.</li> <li>• Know how volcanoes are formed.</li> <li>• Label the different parts of a volcano.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cycle A - Rivers and Coasts</b></li> <li>• Know how a river is formed</li> <li>• Know the difference between the upper, middle and lower courses of a river</li> <li>• Know the names and location of many famous rivers in the UK and the world</li> <li>• Know why many cities are situated next to a river</li> <li>• Know why rivers cause flooding</li> <li>• Know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary</li> <li>• <b>Cycle B - Geographical Comparisons – UK/EU/The Americas</b></li> <li>• Know the names of, and locate, a number of North and South American countries</li> <li>• Know key differences between living in the UK, a country in the EU and in a country in North America</li> <li>• Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>• <b>Cycle A - UK Countries, Capitals and Seas</b></li> <li>• Know the names of the four countries that make up the UK</li> <li>• Know the names of the three main seas that surround the UK</li> <li>• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</li> <li>• Know why so many important buildings are located in London</li> <li>• Know the key physical and human features of a coastal place</li> <li>• Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>• Know some of the advantages and disadvantages of living in a city or village</li> <li>• <b>Cycle B - Comparing UK with a non-EU Country</b></li> <li>• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country.</li> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> <li>• Know how human and physical features often depend on the climate of a place.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cycle A - Comparing UK with an EU Country</b></li> <li>• Know the difference between Great Britain, The British Isles and the United Kingdom</li> <li>• Know the names of and locate at least eight counties and at least six cities in England</li> <li>• Know the names of four countries from the southern and four from the northern hemisphere</li> <li>• Know, name and locate the main rivers in the UK</li> <li>• Know and name the eight points of a compass</li> <li>• Explain clearly the main differences between a village, town and city</li> <li>• Know the main differences between a rural and an urban location within the UK</li> <li>• <b>Cycle B - The Deserts</b></li> <li>• Know the physical characteristics of a hot desert.</li> <li>• Know names of hot deserts around the world and locate them on a map.</li> <li>• Know plant and animal adaptations to survive in a hot desert.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cycle A - Climate Change and Influential People</b></li> <li>• Know what we mean by climate change.</li> <li>• Recognise the issues associated with industry and climate zone.</li> <li>• Know what we mean by 'greenhouse gases'</li> <li>• Know what is meant by 'ozone layer'.</li> <li>• Know about the campaign of Greta Thunberg and others.</li> <li>• <b>Cycle B - Local Geography – Gedling</b></li> <li>• Know where Gedling is on a map of Nottinghamshire and the UK.</li> <li>• Compare Gedling with Arnold and Nottingham.</li> <li>• Know how Gedling has changed over the years.</li> </ul>	

**Cycle A - Hot and Cold Places**

- Know where the equator is on a world map and globe.
- Know where the North Pole and South Pole are on a world map and globe.
- Know that some people live in areas of extreme heat or cold.
- Know that in some of the polar regions it can be light all day or dark all day.
- Know some of the key physical and human features of very hot or very cold places.
- Know which is N, E, S and W on a compass.

**Cycle B - Wonderful Weather**

- Know and recognise main weather symbols
- Know weather in the UK can change from day to day.
- Know that seasons have weather patterns.
- Know how the changes in weather can affect us.

**Cycle A - Maps and Globes**

- Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly.
- Know about time zones and work out differences.

**Cycle B - Geography of Sherwood Forest (Planning Journeys)**

- Know where Sherwood is on a map of Nottinghamshire.
- Know where Nottingham is on a map.
- Know how to travel to Sherwood Forest from Arnold
- Know different ways to travel from Arnold to Sherwood Forest – car, bus routes.
- Use a map to plan a route.

**Cycle A - Human Geography - Fair Trade**

- Know about some of the human features related to the UK, e.g., industry and environment
- Know how different countries trade with each other
- Understand what people mean by 'Fairtrade'
- Know why it is important to work to a culture of Fairtrade
- Know what is meant by sustainability, global citizenship and ethical codes

**Cycle B - Rainforests and Biomes**

- Know what is meant by the term 'biome'
- Recognise the physical conditions necessary for the creation of different biomes
- Know what is meant by biomes and what are the features of a specific biome
- Label layers of a rainforest and know what deforestation is. Pupils should know where many of the world's rainforest are situated
- Know what is meant by the term 'tropics'