

# Geography Curriculum Grid **Substantive Knowledge** **Disciplinary Knowledge**

CURRICULUM GOAL: KNOW HOW TO

**COMPONENT: Location Knowledge** Know how to 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

Reception Expected	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and storytelling.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>ELG Know that we live in the UK. Know that there are other countries in the world other than their own. Know some similarities and differences between different religious and cultural communities in this county, drawing on their experiences and what has been read in class.</p>	<p>Name and locate the four countries and capital cities of the UK and the surrounding seas.</p> <p>Year A</p>	<p>Name and locate the seven continents.</p> <p>Year A</p>	<p>Name and locate countries and cities of the UK.</p> <p>Year A</p>	<p>Name and locate geographical features of regions and some characteristics to identify them.</p> <p>Year A &amp; B</p>	<p>Identify key topological features of regions of the UK and land use patterns</p>	<p>Explain how aspects of life in the UK have changed over time.</p> <p>YR 6 (exc) Use location knowledge and spatial awareness of world's countries/environmental region</p>	
	<p>Identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p> <p>Year A</p>	<p>Name and locate the five oceans.</p> <p>Year A</p>			<p>Use a map to locate the world's countries including those in Europe (including location of Russia) and South America.</p>		
				<p>Identify human and physical characteristics of geographical regions in the UK.</p> <p>Year A</p>	<p>Identify key physical and human characteristics of a country in Europe and North America.</p> <p>Year B</p>	<p>Describe the key environmental regions of countries of the world.</p>	<p>Use maps to identify and discuss the major cities of the world.</p>
				<p>Identify the position and significance of the Equator.</p> <p>Year B</p>	<p>Identify the position and significance of latitude and longitude and the Northern and Southern Hemisphere.</p>	<p>Identify the position and significance of the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle.</p> <p>Year A</p>	<p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p>

**COMPONENT: Place knowledge** Know how to

	<p>ELG 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>Recognise some environments that are different to the one in which they live.</p> <p>Understand that some places are special to members of their community.</p>	<p>Identify human and physical geography of a small area of the UK.</p> <p>Year A Locality of a local study – Ripley and Bilton</p>	<p>Compare a small area of the UK with a small area of a contrasting non-European country.</p> <p>Year A Compare UK to Africa Reason why -linked to food</p>	<p>Compare geographical similarities and differences between a region of the UK with a region in a European country.</p> <p>Year B Compare Yorkshire to Italy Reason why</p>	<p>Begin to explain geographical similarities and differences between a region of the UK with other regions.</p> <p>Year B Compare UK to Italy Reason why</p>	<p>Compare and contrast geographical similarities and differences between a region of the UK and South America</p> <p>Year A Compare UK to Brazil Reason why</p>	<p>Understand geographical similarities and differences between a region of the UK with a region in a European country.</p> <p>Year B Compare UK &amp; Greece</p> <hr/> <p>Asia YR 6 (exc) Understand geographical similarities and differences between a region of the UK and a region of Africa</p>
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**COMPONENT: Human and physical geography** Know how to understand the processes that give rise to key physical and human geographical features of the world, how these are independent and how they bring about special variation and change over time.

<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Identify daily weather patterns in the UK</p> <p>Year B – seasons/ weather symbols</p>	<p>Identify seasonal weather patterns in the UK. Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Year B – Hot and cold places</p>				
<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Begin to use basic geographical vocabulary to refer to physical features.</p> <p><b>Year A</b> Locality of a local study – Ripley and Bilton</p>	<p>Use basic geographical vocabulary to refer to physical features of an area, including: beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season and weather.</p> <p><b>Year A</b> Locality of a local study – Ripley and Bilton</p>	<p>Describe the physical geography of an area</p> <p>Year B Bilton, Yorkshire &amp; UK</p>	<p>Show some understanding of some of the key aspects of physical geography of a place including biomes and vegetation belts, rivers</p> <p>Year B Bilton, Yorkshire &amp; UK</p>	<p>Explain some of the key aspects of physical geography and use these to compare places</p> <p>Year A Rainforest/ water cycle</p>	<p>Explain a range of physical and human processes of a place and how they create a distinctive area</p> <p>Year A Volcano’s and earthquakes YR 6 (exc) Understand the key</p>
<p>Show interest in different occupations.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Begin to use basic geographical vocabulary to refer to human features.</p> <p><b>Year A</b> Locality of a local study – Ripley and Bilton</p>	<p>Use basic geographical vocabulary to refer to human features of an area, including: city, town, village, factory, farm, house, office, shop</p> <p>Year B – Locality of school</p>	<p>Describe the human geography of an area.</p> <p>Year B – Local Bilton/ Yorkshire/UK</p>	<p>Show some understanding of the key aspects of human geography of a place including types of settlement, land use, economic activity including trade links</p> <p>Year B – Local Bilton/ Yorkshire/UK</p>	<p>Explain some of the key aspects of human geography and use these to compare places.</p> <p>Year A Dist of resources/trade</p>	<p>Understand the key processes in physical and human geography using detailed place based examples. YR 6 (exc) Understand how human and physical processes interact.</p>

**COMPONENT: Geographical skills and field work** Know how to gather, analyse and communicate with a range of data

<p>Draw information from a simple map.</p>	<p>Use a world map, atlas and a globe to identify countries continents and oceans.</p> <p>Year A UK, continents and oceans</p> <p>Year B Comparing hot and cold places</p>	<p>Use a world map, atlas and a globe to identify countries continents and oceans (studied at this stage)</p> <p>Year A UK, continents and oceans</p> <p>Year B Comparing hot and cold places</p>	<p>Use a world map, atlas and a globe to identify countries and describe features.</p> <p>Year A &amp; B</p>			
	<p>Devise a simple map and use and construct basic symbols in a key</p> <p>Year A Locality of a local study – Ripley and Bilton</p>	<p>Use the terms North South East and West, and simple locational /directional language to describe the location of features and routes on a map.</p> <p>Year B - compass and position work.</p>	<p>Use the 8 points of a compass and basic symbols to describe places in the UK.</p> <p>Year A</p>	<p>Use four figure grid references and symbols/key on a OS map to describe in places in the UK and wider world (the places studied).</p> <p>Year A</p>	<p>Use a range of symbols/a detailed key on an OS map to describe in detail places in the UK and wider world (the places studied).</p> <p>Year B</p>	<p>Use maps with a range of scales and six figure grid references.</p> <p>Year B WW2 Europe</p> <p>YR 6 (exc) Use maps, globes. Atlases routinely in the classrooms and field. YR 6 (exc) Interpret OS maps, including scale, topological and thematic mapping and aerial and satellite photographs.</p>
	<p>Begin to use simple fieldwork/ observations to study the geography of school.</p> <p>Year B – Map work of school and classrooms</p>	<p>Use simple fieldwork/ observations to study the key human and physical features of a local area.</p> <p>Year B – Map work of school and classrooms</p>	<p>Use fieldwork to observe and record the human and physical features of Harrogate including sketch maps</p>	<p>Use fieldwork to observe and record the human and physical features of Harrogate including plans and graphs to answer questions about the locality.</p>	<p>Measure and record human and physical features of a place, and choose how to present this data</p>	<p>Use a range of fieldwork methods to collect data, including measuring, and choose appropriate ways to record this data.</p>