Leeming RAF Community Primary School
'We care, we respect, we do our best'

Geography Progression Framework

This framework demonstrates the substantive and disciplinary knowledge (including vocabulary) covered throughout our Geography curriculum, and shows how this builds in complexity through the years. EYFS geographical knowledge, skills and vocabulary is captured in EYFS long term plan, and lays the foundations for this learning.

Geography Curriculum, Y1/2 – Year A

	Autumn	Spring	Summer
Enquiry Question	What makes the United Kingdom special?	How do the different seasons affect our lives?	What are continents and oceans?
Substantive Knowledge ***Concepts:*** *Place,* *Space,* *Scale,* *Interdependence,* *Physical Processes,* *Human Processes,* *Environmental Impact,* *Cultural Awareness*	1. *Where the UK is on a world map* 2. *The location of the four countries of the UK* 3. *The capital cities of each country in the UK* 4. *What human and physical features are* 5. *Some of the key human and physical features of each country of the UK*	1. *The months of the year* 2. *The seasons, their order and key features* 3. *The differences between the types of weather experienced in different seasons in the UK and in a contrasting country* 4. *How different types of weather affect our local area (including flooding, drought etc.)* 5. *How different types of weather are important for different people's jobs*	1. *Where our local bubble fits into the wider world – town, county, country and continent* 2. *The four compass points* 3. *The names of the seven continents and their locations on a map* 4. *The names of the five oceans, their locations on a map and their key physical features* 5. *The key human and physical features of each continent of the world*
Disciplinary Knowledge ***Including:*** *Map skills* *Fieldwork*	a) *Locate the United Kingdom on a map*	a) *Identify differences between weather in different seasons* b) *Identify and record daily weather patterns (keep a weather diary)* c) *Compare and contrast seasonal change in different countries*	a) *Use a world map to locate continents and oceans*
Locational Knowledge	Locate the United Kingdom on a map, locate the four countries of the United Kingdom on a map, locate the capital cities of the United Kingdom on a map.	Using maps of the UK, including the relative location of our local area, to interpret weather forecasts in different regions. Consider maps in context of flooding (Swale etc.)	Using a map, locate where I am within the world, and at different scales: village, town, county, country, continent. Answer questions using directional language, including the compass points.
Place Knowledge	Name the four countries of the United Kingdom, the characteristics of the capital cities of the United Kingdom, the four capital cities and surrounding seas of the United Kingdom, describe the characteristics of the four countries of the United Kingdom	The types of weather common in the UK	The names of the seven continents in the world and their key features, the names of the five oceans of the world and some of their key features.
Human and Physical Processes	What a physical feature is, what a human feature is, the human and physical features of one of the UK's capital cities, the human and physical features of one of the UK's capital cities	Order the months of the year, name the seasons, order the seasons, which months go into which season, identify differences between the types of weather experienced in different seasons in the UK and elsewhere, know aspects of the weather and how it affects my local environment, identify the types of clothing worn in different weather, know how the weather affects the jobs we do, what weather is positive/negative for particular jobs	Understand what is meant by the terms 'human' and 'physical' features, identify key human and physical features of each continent in the world Key physical features include: beach, cliff, coast, forest, hill. mountains, sea, ocean, river, soil. valley, vegetation, season and weather Key human features, include: city, town, village, factory, farm, house, office, port, harbour and shop.
Vocabulary	England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, country, city, Union Jack, St Andrew's Cross, features, human, physical	Season, time, month, order, summer, autumn, spring, weather, snow, rain, sun, wind, fog, lightning, clothing, suitable/unsuitable, job, positive, negative	Map, town, village, county, country, continent, land, ocean, continent, location, North, South, East, West, physical/human features

Maps Skills Session – First lesson, Autumn 1. This lesson begins with pupils looking at a variety of maps, including floor maps, globes and street maps. They should be allowed to feel and touch the maps as much as possible. The idea of four compass points is introduced, and pupils are taught to give directions. They then use photographs of the classroom to create their own 2-D plan of the classroom on paper.

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Geography Curriculum, Y1/2 - Year B

	Autumn	Spring	Summer
Enquiry Question	**How is our local area different to an urban area?**	**How do we care for our landscape?**	**What is life like in extreme places?**
Substantive Knowledge ***Concepts:*** *Place,* *Space,* *Scale, Interdependence,* *Physical Processes,* *Human Processes,* *Environmental Impact,* *Cultural Awareness*	1. *Key human and physical features of both urban and rural areas* 2. *The key human and physical geographical features of our local area* 3. *The different types of homes people have in our area and in a contrasting urban area* 4. *The Ordnance Survey map symbols used to map our local area* 5. *The geographical features that make our local area special to the people who live here*	1. *Introduction to National Parks* 2. *The physical geographical features which can be found in our local area and the National Parks* 3. *Identify key aspects of physical geography such as soil, vegetation, rivers, valleys, dales, moorland etc.* 4. *To develop an understanding of the human impact on the landscape (context of National Park)* 5. *To consider how to care for and preserve the landscape*	1. *The location of the Equator and the North and South Poles* 2. *Where the world's hottest and coldest places are on a map* 3. *The key physical features of a hot and a cold place* 4. *The ways in which animals have adapted to living in hot and cold places* 5. *The ways in which humans have adapted their lifestyles to live in hot and cold places*
Disciplinary Knowledge ***Including:*** *Map skills* *Fieldwork*	a) *Carrying out a survey into other people's favourite places* b) *Placing them on an OS map using symbols*	a) *Identify physical features of the landscape* b) *Locate physical features of the landscape on maps*	a) *Identify hot and cold places on a map* b) *Locate the Equator and the North and South Poles on a map or globe* c) *Compare and Contrast life in extreme places*
Locational Knowledge	Locate our local area on a map of the wider region (North Yorkshire), describe where our local area is located using directional language	Locate the physical features within the national park in fieldwork and on maps.	Where the world's hottest and coldest places can be found, and their relative location to the equator and the poles
Place Knowledge	The key geographical features of our local area	Know about the location of the school in the context of surrounding National parks.	Know about some of the world's hottest and coldest places and what life is like for humans there
Human and Physical Processes	Know the different types of housing found in both urban and rural areas and the reasons for this	Key physical features include: forest, hill, mountains, moorlands, dales, river, soil. valley, vegetation, season and weather	Recognise the features of a hot place, recognise the features of a cold place, identify animals that live in a hot place, identify animals that live in a cold place, explain how animals adapt to living in a hot place, explain how animals adapt to living in a cold place
Vocabulary	Urban, rural, town, city, village, garrison, base, farm, house, bungalow	Forest, hill, mountain, river, soil, valley, vegetation, season, weather	Hot, cold, world, equator, temperature, Arctic, Antarctica, North Pole, South Pole, desert, rainforest, tundra, iceberg, sand dunes, nomad/nomadic, rain, river, adapt/adaptation, burrow, blubber, environment, habitat, hibernate, suitable/unsuitable, features

Maps Skills Session – First lesson, Autumn 1. This lesson extends the idea of the map beyond the classroom to the whole school. Pupils select locations to photograph within the school grounds. They pass these photos to another group who need to find where the photos were taken and pupils use compass points to give directions to each place. Finally, they create a map of the school grounds with the photo locations as key landmarks.

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Geography Curriculum, Y3/4 – Year A

	Autumn	Spring	Summer
Enquiry Question	**Is the United Kingdom just one place?**	**How do rivers change lives and landscapes?**	**What makes Australia so diverse?**
Substantive Knowledge ***Concepts:*** *Place,* *Space,* *Scale,* *Interdependence,* *Physical Processes,* *Human Processes,* *Environmental Impact,* *Cultural Awareness*	1. *The emblems, population and cultural characteristics of the four constituent countries of the UK* 2. *How the key human and physical features of the UK have changed over time* 3. *How the physical geography of the UK has influenced farming in different counties and areas* 4. *That the UK is made up of many different ethnic groups and how migration has changed our country over time* 5. *The key features of two cities in the UK, including their industries, histories and how they have changed over time.*	1. *The way that the water cycle works and the part that rivers play in this* 2. *That rivers are dynamic, and change the landscape in visible and dramatic ways* 3. *The journey of a river – its upper, middle and lower course* 4. *The causes and consequences of flood events in the UK* 5. *Why the River Swale is liable to flooding* 6. *The structure and formation of waterfalls and the physical geography, human geography, location and scale of three key waterfalls from around the world*	1. *The location of Australia in relation to other countries and continents and its size relative to other countries in the world* 2. *The key features of the physical geography of Australia and how these are interconnected with the human geography* 3. *That Australia has three climate zones, and that latitude and proximity to the Equator affects the climate* 4. *The population demographics and density of Australia and how migration has affected this* 5. *The political geography of Australia – states, territories and capitals*
Disciplinary Knowledge ***Including:*** *Map skills* *Fieldwork*	a) *Use of maps and atlases to locate countries; physical and human geographical features; questioning and analytical skills.* b) *Aerial photography; topological mapping; compass directions, route-planning, grid references.* c) *Discursive skills; presentational skills (artistic, oral etc); organisation of information.* d) *Recognition of O.S. symbols* e) *The methodology of fieldwork and data presentation and analysis* f) *The ability to understand the values of tolerance and harmony between different cultural groups*	a) *Use a case study of a recent flood events in the UK to see the causes and consequences of flooding in real life and how flooding affects both people and places,* b) *Understand the significance of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction* c) *Answer questions and interrogate evidence*	a) *Examining people and the population distribution of a country using population density maps*
Locational Knowledge	The location of different countries relative to each other within the UK, the location of our area of the UK and how it relates to other countries, counties, cities and areas of physical geography within the UK.	The location of some of the major rivers on each continent in the world, the location of three key waterfalls from around the world and their relative position, the location of the River Swale and its journey from source to our local area and beyond.	Latitude and proximity to the Equator can affect the climate of an area; the height of the land and proximity to the coast can affect climate
Place Knowledge	The constituent countries of the UK and their locations relative to each other; the location of cities and symbols for historical and current economic activity	That Niagara Falls on the American/Canadian border is not one but three waterfalls; that Angel Falls in Venezuela, South America is the highest in the world and that Gaping Gill in Yorkshire is England's highest fall and enters a pothole.	Where Australia is located in relation to other countries and continents.
Human and Physical Processes	Population data/characteristics in the UK; emblems and cultural characteristics of the countries of the UK; patterns of topography (mountains, coasts, rivers) and human land use (settlement, economic activity) in the UK; multicultural Britain and examines the values of democracy, the rule of law and tolerance within society	That rivers and river systems are dynamic - changing the landscape in visible and at times dramatic ways; the journey of a river through its upper, middle and lower course from its source in the mountains, through the meanders of flatter land, to the estuary and its mouth; understand the process of flooding and why and how rivers breach their banks; understand the causes and consequences of flooding in real life and how flooding effects both people and places; the uses made of waterfalls from hydroelectric power	Use a range of maps that show the location of physical characteristics (highland areas, high rainfall areas, and bodies of water); discover the interesting ways in which these physical characteristics relate to one another
Vocabulary	Climate, lowland, temperate maritime, mountainous, rolling hills, relief and soils, Industrial Revolution, industry, rural, urban, suburban, suburbanisation	Source, course, meander, river system, flooding, cause and consequence	Plains, highlands, lowlands, plateau, landform, hemisphere, indigenous, population distribution, population density, dense/sparse, latitude, bushfires, cyclones, drought

Maps Skills Session – First lesson, Autumn 1. Compass points to describe the location of capital cities within the British Isles. They learn the difference between the boundaries of Great Britain, the British Isles and the United Kingdom. Pupils develop knowledge of England, Scotland, Wales and Ireland through hands-on activities.

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Geography Curriculum, Y3/4 – Year B

	Autumn	Spring	Summer
Enquiry Question	**What connects our landscape to other places?**	**How and why has our landscape changed over time?**	**What is life like in Brazil?**
Substantive Knowledge ***Concepts:*** *Place,* *Space,* *Scale, Interdependence,* *Physical Processes,* *Human Processes,* *Environmental Impact,* *Cultural Awareness*	1. *The location of Leeming in relation to other places around it – how our community fits into our area, county, country and continent* 2. *The distinctive human and physical features of Leeming and its surrounding area* 3. *The concepts of settlement and change, and reasons for them* 4. *The main ways in which Leeming and the surrounding area has changed over the last 100 years*	1. *What the land in the Yorkshire Dales National park looked like before human processes changed it, and what it looks like now* 2. *The ecosystems to be found in heather moorland and practices for managing them* 3. *That peat is a carbon store, and how this links to climate change* 4. *How the National Park cares for the moorland and our local environment, and how this brings tourism to our area*	1. *The location and key human and physical features of Brazil* 2. *The climate in different areas of Brazil and the reason for this* 3. *What urbanisation is and the reasons for it happening in Brazil* 4. *What life is like for different young people living in different areas in Brazil, and key reasons for poverty in Brazil* 5. *The ways in which human activity poses a risk for indigenous people in the Amazon rainforest*
Disciplinary Knowledge ***Including:*** *Map skills* *Fieldwork*	a) *Use an aerial image to describe the key physical and human features of the area* b) *Use geographical language to describe places at different scales* c) *Develop enquiry questions about change in the local area* d) *Use an Ordnance Survey map to identify local landmarks and features* e) *Record the features of the local area using a sketch map*	a) *[Under development]*	a) *Use ICT to study climate data from a variety of locations in Brazil (Manaus, Salvador, Brasilia, Rio, and Curitiba)* b) *Create their own climate graphs,* c) *Ask questions of evidence and examining what it might tell us about Brazil* d) *Develop knowledge and understanding of tribes in an exploratory and investigative approach* e) *Pupils will begin to analyse and evaluate climate data.* f) *Pupils will begin to draw conclusions and make comparisons between climate data, What is the difference between climate and weather?*
Locational Knowledge	[Under development]	[Under development]	The countries which border Brazil and the geographical regions within Brazil, relative to each other. Where is Rio de Janeiro located?, Where is Manaus located? What geographical region is Manaus in?
Place Knowledge	Different perspectives on the local area	[Under development]	Continents in the world and the continent of South America, the longest river and highest mountain in Brazil, the capital city of Brazil, knowledge and understanding of climate in Brazil, knowledge of rural (The Caatinga) and urban (Brasilia) areas in Brazil
Human and Physical Processes	Find evidence of settlement and change in the local area, understand processes of settlement and change in the local area, possible future changes in our local area	[Under development]	Push/pull factors in urbanization, the reasons for poverty in urban areas of Brazil; To develop a knowledge and understanding of push/pull factors, develop a knowledge and understanding of the similarities and differences between rich and poor; compare the lives of the rich and poor in Brazil; understand the similarities and differences between the lives of the indigenous people and other people living in Brazil; what does the term 'indigenous people' mean; to understand the threats facing the indigenous people of Brazil
Vocabulary	[Under development]	[Under development]	[Under development]

Maps Skills Session – First lesson, Autumn 1. This lesson focuses on Ordnance Survey maps and basic map reading skills. After examining a map of the local area and discussing what they can see on it, pupils are taught to read four-figure grid references. Pupils are also introduced to the geographical concept of scale, and map symbols. They learn why maps require the use of symbols and a map key.

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Geography Curriculum, Y5/6 – Year A

	Autumn	Spring	Summer
Enquiry Question	**Who do we think we are?**	**How and why does the earth move?**	**Does global trade connect us in a positive or negative way?**
Substantive Knowledge ***Concepts:*** *Place,* *Space,* *Scale, Interdependence,* *Physical Processes,* *Human Processes,* *Environmental Impact,* *Cultural Awareness*	1. *That geography and identity are interconnected – ancestry, education, wealth, health, income and where we choose to live are all part of our identity* 2. *That landscapes hold different meanings for different people,* 3. *The importance of the National Parks and Access to Countryside Act,* 4. *The geology and topography of the United Kingdom, and the relationship between these* 5. *That 'Britishness' is about a set of important shared values*	1. *The key physical geographical features of Mount Everest – its location, relative size, landscape, topography and weather – and the dangers these pose to human life* 2. *The key physical geographical features of Snowdon – its location, relative size, landscape, topography and key physical features* 3. *The structure of the Earth and the role of plate tectonics in forming mountains* 4. *The three main ways in which mountains are formed – fold, fault block and dome – and mountains exemplifying each* 5. *The role of plate tectonics in the formation of volcanoes, the reasons for volcanic eruptions and the human consequences* 6. *Where earthquakes happen and why, including the role of plate tectonics, and the human consequences*	1. *That countries import and export food as part of global trade* 2. *What the 'global supply chain' is, and the three stages – primary, secondary and tertiary* 3. *The main exports of the UK and where we export them to around the world* 4. *What being 'Fairtrade' means and how this benefits people around the world* 5. *That the exported goods of a countries are different due to their human and physical geography*
Disciplinary Knowledge ***Including:*** *Map skills* *Fieldwork*	a) *Annotating maps of the local area with personal geographical points of interest* b) *Using topographical and geological maps together to investigate relationships between the landscapes and the geology of Great Britain*	a) *Compare Mt Everest to mountains in the UK* b) *The key features of an OS map, covering: compass directions, the key, four and six-figure grid references, grid squares and scale.* c) *Use an OS map to answer questions about a locality*	a) *Use maps and atlases to locate the source of a range of popular food products from a typical shopping list* b) *Consider the implications of our actions on other locations around the globe*
Locational Knowledge	The location of some key National Parks within the UK, the location of the key upland regions of the UK	The location of Mount Everest - the continent and the countries in which the Himalayan range is located, the location of mountain ranges in the UK, the location of Snowdon, where volcanoes can be found around the world and why (plate tectonics), where earthquakes happen around the world and why (plate tectonics), the location of the San Andreas Fault	The location of key exporters of different goods around the world and their positions relative to each other, and how this is linked to the different stages of the global supply chain
Place Knowledge	Key landscapes that form part of the collective British identity and the meanings they hold for people, the main National Parks in the UK, including those close to our school	That Everest is 8,849 metres above sea level - it is just one of 30 peaks of the Himalayan range; the seven highest peaks in each continent; the mountain ranges of the UK, Snowdon – its topography, features and bodies of water; some of the major volcanoes in North and South America and the UK and Ireland	the natural resources available, land mass, and climate of a country determine what types of food they export and import,
Human and Physical Processes	That somebody's identity is linked to their ancestry, education, wealth, health, income, and the place where they live, and that these are all linked to their personal geography Using their geographical imaginations and personal experiences, students are able to question what it is about their favourite landscapes that makes them special, and what particular meaning they have attributed to these landscapes	The differing definitions of a mountain; the structure of the Earth; the role of plate tectonics in forming mountains; that mountains can be formed in different ways – fold, fault and block and mountains exemplifying each; the ways in which mountains change over time; the role of plate tectonics in forming volcanoes; volcanoes, in various shapes and sizes primarily occur at the boundary between tectonic plates; the difference between constructive, destructive and transform plate boundaries; why and how volcanic eruptions happen, the structure of a volcano and how might you recognise this in cross section; some of the major volcanoes in North and South America and the UK and Ireland; the role of plate tectonics in the formation of earthquakes; the different magnitudes of an earthquake and how these impact differently; the significance of the San Andreas Fault on the landscape and people of California; the potential dangers of the San Andreas Fault in the future	That trade is the buying and selling of goods and services we want and need'; gain an understanding of the geographical concept of scale, and track how the scale at which trade can be carried out on has increased through time - from local to global; the idea of global citizenship: our actions impacting others in other locations around the world; that climate, resources, skills, technology, and communication systems affect trade and the most valuable exports of a country
Vocabulary	Identity, personal geography, gender, ethnicity, race, religion, diversity, social cohesion, right to roam, geology, topography,	Altitude, peak, ridge, glacier, crevasse, weather, climate, habitable/inhabitable, summit, avalanche, earthquakes, volcano, plate, plate tectonics, magnitude, fold, fault block, dome, constructive, destructive and transform plate boundaries	Import, export, natural resources, climate, resources, skills, technology, and communication systems

Map Skills Session – First lesson, Autumn 1. Through this lesson's teaching and activity, pupils develop their ability to use Ordnance Survey maps. They find locations using six-figure grid references and practice locating the school, their house and significant buildings on a map of the local area.

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Geography Curriculum, Y5/6 – Year B

	Autumn	Spring	Summer
Enquiry Question	**How are landscape and language connected?**	**What's so special about the Mediterranean?**	**Does climate change affect us?**
Substantive Knowledge ***Concepts:*** *Place,* *Space,* *Scale, Interdependence,* *Physical Processes,* *Human Processes,* *Environmental Impact,* *Cultural Awareness*	1. *The migration of people over time to North Yorkshire and the push and pull factors for this movement* 2. *The ways in which local place names in North Yorkshire reflect the origins of those who have settled here* 3. *The etymological differences in descriptive terms for physical features in different regions of the UK, and the geographical and cultural reasons for these* 4. *That local dialects vary within a relatively small area, and the physical geographical reasons for this* 5. *The ways in which dialects have changed over time through processes such as urbanisation and modernization*	1. *Key locational knowledge of Europe and its location within the wider world* 2. *An understanding of the precise meaning of the terms 'continent' and 'sea'* 3. *The key human and natural wonders of the Mediterranean and our connections to them* 4. *The way in which Italy's regions are organised, and how this compares with our own system of governance* 5. *The similarities and differences between everyday life for children in Italy and our own*	1. *The human causes of climate change* 2. *The impact that climate change has had on Swaledale* 3. *The ways in which human activity (industry, agriculture and land management) has changed the geography of Swaledale* 4. *The ways in which these issues have affected our local area* 5. *What is being done in our local area to address the effects of this human impact*
Disciplinary Knowledge ***Including:*** *Map skills* *Fieldwork*	a) *[Under Development]*	a) *Build up a picture of Europe, using a range of maps to start investigating the continent, its principal cities, coastlines, nations, rivers and mountains* b) *Understand that there are different kinds of maps, which are used for a variety of functions, but that maps will often have common features (scale, key, purpose, orientation, title etc)* c) *Map-reading skills, including the use of longitude, latitude, and the four compass points* d) *Create a presentation based on the assessment tasks they have been completing throughout the module*	a) *Use of satellite imaging and ordnance survey maps to identify human and physical factors in the flooding* b) *Carrying out a bio-blitz of the wildflower species to be found in the restorative renaturing meadows of Arkengarthdale* c) *Engaging the community and assessing local perception of climate change and its impact on our area.*
Locational Knowledge	[Under development]	Locational knowledge of Europe; using geographical language and concepts to describe its location within the wider world; consider how different places and features fit together	Locational knowledge of our extended local area, including the way in which the River Swale links us to Arkengarthdale.
Place Knowledge	[Under development]	Describe some of the main attributes of each country in the Mediterranean, the human and natural wonders of the Mediterranean and the connections we have to I; know the seven famous 'capoluogi', the regional cities of Rome, Venice, Naples, Palermo, Milan, Aosta and Florence, reflect on the positives and negatives of life in Bologna	The main industries of Swaledale: pastoral agriculture and, in the past, lead mining.
Human and Physical Processes	[Under development]	Think critically about what we mean by terms such as 'continent' and 'sea'; zoom into the division of Italy into regions and how those regions function with their unique character and histories.	The process, causes and impact of climate change; that climate change does have natural causes, but is primarily a human process; the physical geography of Swaledale and how this was a contributing factor in the 2019 floods; the impact of industry on the landscape (open-cast mining, deforestation and peat moor loss) and its and how these were factors in the 2019 floods
Vocabulary	[Under Development]	Continent, political, relief, tectonic, argument, evidence, biome, circulation, currents, flow, coastal, tourism, regions, peninsula	Industry, industrial, global, climate change, carbon store, open-cast mining, greenhouse gas, impact, peat, heather burn, cycle

Maps Skills Session – First lesson, Autumn 1. This lesson builds on the previous teaching of mapping, but it has a greater emphasis on physical geography. Pupils learn how hills and valleys are represented on OS maps, through the use of contour lines. Building a 3-D model from contour lines helps to develop their understanding of how physical features are represented on 2-dimensional maps.