



Understanding Different Types of Knowledge in Geography



At Clayton Village Primary, our children will develop a deep knowledge of both the physical and human geography of the local environment, the UK, Europe and the wider world. It is essential that our children develop a meaningful understanding of place, including the positioning of Clayton and Bradford within the wider world.

Substantive Knowledge

Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the geography National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into Declarative knowledge ('know what') and procedural knowledge ('know how').

Declarative knowledge includes: locational knowledge, place knowledge, and human and physical processes - i.e. they are the facts of geography that can be declared. Declarative knowledge enables pupils to 'know like a geographer'.

The fourth substantive knowledge strand of the National Curriculum is 'Geographical skills and fieldwork', which can be termed procedural knowledge - this about 'knowing how to do geography' (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measuring rainfall).

Disciplinary knowledge

Disciplinary knowledge considers how substantive knowledge originates, is debated and is revised - i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to 'think like a geographer'.

Strands of the curriculum that come under the umbrella of disciplinary knowledge include:

- I. Asking geographical enquiry questions.
- II. Collecting, analysing and interpreting data through fieldwork and related activities.
- III. Interpretating a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
- IV. Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length.
- V. Critically evaluating and debate the impact of geographical processes.

Procedural knowledge and disciplinary knowledge overlap considerably in geography, and thus these sections of the progression map reflect this. They overlap because essentially, it is through knowing how to conduct fieldwork and interpret a range of geographical information (procedural knowledge) that geographers learn the disciplinary knowledge of how substantive knowledge is created and contested over time.

Adapting the curriculum for pupils with SEND in geography

Adaptive teaching takes place. For sensory or physically impaired pupils, geography learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images. Dyslexic pupils may benefit from well-spaced print. Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory. A variety of additional scaffolds may be used in lessons, such as vocabulary banks, additional visual stimuli or adult support.

Substantive Knowledge

Content of the Geography National Curriculum

Declarative Knowledge

Knowing 'what' i.e. the facts of geography

Locational Knowledge

e.g. name and locate places, understand longitude and latitude

Place Knowledge

e.g. contrasting two localities

Physical and Human Geography

e.g. climate zones, earthquakes, settlement patterns

Procedural Knowledge

Geography Skills and Fieldwork

Knowing 'how' to do geography

e.g. knowing how to use maps and globes, how to collect rainfall data during fieldwork

Disciplinary Knowledge

How we know what we know and revise what we know

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



Geography Roadmap



History Roadmap

National Curriculum Programme of Study for EYFS, KS1 and KS2

National Curriculum Programmes of Study and EYFS Framework						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding of the World - Past and Present</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>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 • 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 • 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) 				
	<p>Place knowledge</p> <ul style="list-style-type: none"> • 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 	<p>Place knowledge</p> <ul style="list-style-type: none"> • 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 				

National Curriculum Programmes of Study and EYFS Framework

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 			
	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 			

Yearly Progression of NC Knowledge, Skills and Understanding – SUBSTANTIVE KNOWLEDGE

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge – Declarative Knowledge							
<u>The Local Area</u>	Know the name of my school. Know the town/city where I live. Know basic relative positional language.	Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards)	Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions.	Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use, maps, symbols and keys.	Name, locate & describe a local river and understand how it has changed over time, using, the eight compass points, maps, symbols and keys.	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.	Name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, six figure grid references, maps, symbols and keys.
<u>The UK</u>	Know that England is their home country. Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities.	Name and locate the countries in the UK and their capital cities. Name the surrounding seas of the UK.	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 different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys.	Name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys.	Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/directional language, 8 points of a compass, four figure grid references, maps, symbols and keys	Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/directional language, 8 points of a compass, six figure grid references, maps, symbols and keys
<u>Europe and The Rest of the World</u>	Understand the terms 'land' and 'sea'.	Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe	Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use	Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points	Name, locate and understand the significance of the Equator, Northern/Southern Hemisphere,	Name, locate and describe some of the world's major rivers, employing the use of the eight points of a	Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer

		<p>or atlas, including understanding the of the terms 'poles' and 'equator'. Recognise and know basic features of the different continents.</p>	<p>this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions and the terms 'poles' and 'equator'.</p>	<p>of a compass, maps, symbols and keys.</p>	<p>Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. Locate key Earthquake zones of the world, including an Earthquake location study</p>	<p>compass, maps, symbols and keys.</p>	<p>and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys. Locate countries of North and South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).</p>
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Yearly Progression of NC Knowledge, Skills and Understanding – SUBSTANTIVE KNOWLEDGE

	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Place Knowledge – Declarative Knowledge							
<u>Comparisons</u>	Make simple comparisons between their locality and other relevant places in the world (e.g. where their parents/families come from). Make simple comparisons between familiar environments (e.g. home, school, farm).		Study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.	Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers).	Study, understand, write about, draw and label key similarities and differences between the Mersey River and the Amazon River, and their corresponding regions.		Study, understand, write about, draw and label key human and physical similarities and differences between the UK and Africa and Antarctica, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes, population).

Yearly Progression of NC Knowledge, Skills and Understanding – SUBSTANTIVE KNOWLEDGE

	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Physical Geography – Declarative Knowledge							
<u>Weather and Climate</u>	Name the four seasons and begin to describe associated weather. Record weather daily.	Identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is hot.	Identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather.		Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.		Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required. Identify and study the different climatic regions of UK and Europe.
<u>Other Physical Features and Processes</u>	Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	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, river, soil, valley, vegetation,	Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	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. Describe and understand key aspects of	Identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). Describe and explain the water	Identify and describe coastal and mountain features Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical	

	season and weather.	season and weather.	valley, vegetation, season and weather.	mountain formation.	cycle. Describe and explain river formation and key features of river systems of the UK.	effects on the environment, including a focus study on particular Earthquake and/or Tsunami.	
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Yearly Progression of NC Knowledge, Skills and Understanding – SUBSTANTIVE KNOWLEDGE

	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Human Geography – Declarative Knowledge							
<u>Settlements and Land Use</u>	Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, capital, road, street, shops, etc.	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, port, harbour and shop. Compare the town and countryside.	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.	Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban) To describe and understand the effect of volcanoes on settlements and land use. Understand land use of the local area. Understand what life is like in cities, villages and other settlements of North and South America.	Understand the effect of climate on land use and settlements in different areas of the world, including different European countries. Identify some European cities and settlements.	Describe and explain changing land use in Oceania, including Australia. Understand the diverse landscape in Australia and learn the four key landform regions of Australia: Coastal Plains, Eastern Highlands, Central Lowlands and Western Plateau.	Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.
<u>Economics, Trade and Resources</u>	Recognise the shops and enterprises in the locality, including					Use physical and political maps, atlases, globes, Google Maps and	Understand how food production is influenced

	being aware of their branding/names.					Google Earth to locate and describe major imports and exports, including those of the UK. Understand fairtrade. Understand global supply chains. Understand highest value exports.	by climate and biomes
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Yearly Progression of NC Knowledge, Skills and Understanding – SUBSTANTIVE KNOWLEDGE

	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Geography Skills, Fieldwork - Procedural knowledge							
<u>World Maps</u>	Locate chosen country/countries of parental heritage on globes/maps. To identify the land and sea on world globes/maps.	Draw and locate the locations of continents and oceans on globes and world maps or atlases.	Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world, and major Earthquake zones	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 and cities, major industries, imports and exports.	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp.
<u>UK Maps</u>	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.	Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance

			on a UK map or atlas, using the four main compass directions.	Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.	Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates.	(inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports.	Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.
Local/Regional Maps and Other Secondary Data Sources	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	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) to describe the location of features on a local map and to move around school. Construct simple plans with support. Use aerial images to recognise basic	Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area. Construct simple maps. Use aerial images to recognise basic physical and human features.	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 in the local area/school; compare different types of local map. Construct detailed plans Use aerial images and age-appropriate graphs to acquire and discuss geographical information	Use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of a UK and European location, and create a tourist route. Create detailed maps. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. Create detailed maps and label physical features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/Earth to describe geographical features of locations in North/South America, and create a tourist route. Create detailed maps and label human features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.

		and human physical features.					
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DISCIPLINARY KNOWLEDGE - 'knowing how we know'							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking and Answering Questions	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 investigate geographical questions, suggesting enquiries to test them.	
Collecting and Interpreting	Draw things they see around them.	<p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</p> <p>Understand that geographers learn about the world by observing and collecting data and information.</p>		<p>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.</p> <p>Understand that geographers learn about the world by observing and collecting data and information.</p> <p>Begin to understand that some knowledge about the world</p>		<p>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.</p> <p>Understand that geographers learn about the world by observing and collecting data and information.</p>	

			can be revised as we collect new data and information.	Understand that knowledge about the world can be revised as we collect new data and information.
<u>Analysing and Communicating</u>	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, 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.
<u>Evaluating and Debating</u>	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 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.

Vocabulary Progression:

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage 2
Locational Vocabulary	Land, Sea, Under, Over, Forwards, Backwards,	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica Pacific, Atlantic, Indian, Southern, Arctic Oceans	county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. City, town, village, megacity,	atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
Place Knowledge	countries, Bradford, Clayton Village Primary School, Yorkshire, home, school	South America, London, capital city, compare, China, Asia, country, population,	physical features, human features, landscape, population, density, land use, retail, leisure, housing,	Altitude, Arctic Circle, physical features, climate, human geography, land use,

		Weather, similarities, differences, farming, culture,	business, industrial, agricultural. Commercial, residential, green spaces,	settlement, economy, natural resources.
Human & Physical Geography	Bus station, Port, train station, airport, bike station, tram station, Tube station, train, travel, transport, hot, cold, House, Street, Village, Town,	Factory, farm, house, office, port, harbour, river, canal, church, shop Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, vegetation, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold.	mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicenter, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, shelter.	environmental disaster, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, tourism, positive, negative, economic, social, environmental.
Geographical Skills & Fieldwork	destination, map, route,	compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, position, route, journey, changes, tally chart, pictogram, human, physical.	Sketch map, map, aerial view, annotation, landmark, distance, key, symbol, land use, population, coordinates. compass, 8-point, direction, North, NorthEast, East, South, South-East, West, North West, South West	Atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, compass,

Key concepts for our geography topics

We have designed key concepts which our children will immerse themselves in during their study of geography. In KS1, they will focus on five key concepts (1, 2, 4, 6, 7 and 8). KS2 will cover all seven key concepts.

The eight key concepts listed below aim to help improve the geographical knowledge of our children but also to allow an opportunity to compare and contrast the area studied - allowing skills and knowledge to be recapped and revised throughout our children's learning journey. (To facilitate comparisons, we have a bank of our bespoke knowledge organisers to be referred back to). We have chosen these areas and place of study not only as they fit in with the statements within the NC, but also because they are based on the relevance of the Hollingwood curriculum. Furthermore, each of our units of study have a number of question drivers for the children to focus on and which they should be able to answer by the end of each unit of study. Question drivers are present on the bespoke knowledge organisers for each unit so that children have a quick overview of the facts.

1. Location (declarative knowledge)

Within locational knowledge, our children will locate the area of their study within the wider world and to be able to explain the position of such place in relation to: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones.

2. Physical Features (declarative knowledge)

Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. In KS1, children will develop their basic geographical vocabulary of key geographical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. For KS2 the children will be able to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

3. Physical Processes (declarative knowledge)

After children have learned (concept 1) where their area of study is, they will focus on a physical feature which that place has. Physical processes are the natural forces that change Earth's physical features, including forces that build up and wear down Earth's surface. They will then consider the physical processes that may occur as a consequence of a physical feature. For instance, if the children have learned about rivers in their area of study, they would then look at flooding.

4. Human Features (declarative knowledge)

Human features like houses, roads and bridges are things that have been built by people. Human features are also things such as language, religion, political systems, economic systems and population distribution. In KS1, children will use basic geographical vocabulary to refer to: key human features, inc: city, town, village, factory, farm, house, office, port, harbour and shop. In KS2, children will study human geography, including: types of settlement and land use, economic activity, the distribution of natural resources including energy, food, minerals and water

5. Human Processes (declarative knowledge)

Human geography looks at the impact and behaviour of people and how they relate to the physical world. After children have learned (in concept 1) where their area of study is, they will focus on a human feature which that place has. They will consider the human processes that may occur as a consequence of a human feature. Human processes link with the physical features of the area studied as well as the human features.

6. Diversity (declarative knowledge)

We have included diversity within our geography curriculum to tailor our areas of study to the needs of our children and to help them to understand the diversity of all the areas studied.

7. Place (declarative knowledge)

After children have learnt key knowledge in relation to location, human features and processes, physical features and processes and diversity they will be able to recognise similarities and differences about places which are studied.

8. Techniques (Geography skills/Fieldwork) (procedural knowledge)

In KS1, we expect our children to use world maps, atlases and globes, simple compass directions, aerial photographs and develop their observational skills. In KS2, the children will continue to use maps, atlases, globes and further their techniques through the use of 8 points of a compass, 4 and 6 figure grid references along with symbols and keys on a map.