

Six areas of disciplinary and substantive knowledge which underpin the primary geography curriculum

The framework is structured according to these six areas of disciplinary knowledge, all of which are interwoven with substantive geographical knowledge and concepts. These materials are designed to inform how we plan for children to improve year by year and assess how well they are improving.

	<b>Locational and spatial understanding (where places are)</b>	Our curriculum enables pupils to get better at locating and naming places using their cumulative knowledge of the terrestrial and marine regions of the earth and their understanding of scale of distance and area.
		<i>Each place has a specific location, which can be described using the language of position on the earth's surface and related to descriptions of region including hemisphere, continent, country and subsequently smaller regional and area descriptions.</i>
	<b>The characteristics of a place (what places are like)</b>	Our curriculum enables pupils to get better at identifying, describing in detail and explaining distinctive features of the physical characteristics of places and what it is like for people to live there.
		<i>Each place has a unique combination of physical and human features. The characteristics of a place include the physical features of the earth's surface and the climatic conditions in that place. The characteristics of the people who live in a place include the distribution of the population and varied aspects of their culture. Places are complex, and there is variety within small-scale localities as well as in large regions. Study of similarities and differences enable pupils to identify patterns and generalise, linking concrete examples to abstract concepts.</i>
	<b>The interconnection of human and physical characteristics</b>	Our curriculum enables pupils to get better at describing and explaining how people's lives are influenced by the physical characteristics of places, and how places have changed and are changing because of the impact of human activity on the physical environment.
		<i>Places do not exist in isolation, but are interconnected with others through social, economic, environmental and political processes. Places are simultaneously similar and different, connected and unique. Global interconnection and interdependency have been coincident with inequality and uneven development. Priorities that inform global interconnections have the potential to change.</i>
	<b>Map skills</b>	Our curriculum enables pupils to get better at creating, reading and interpreting a variety of maps and mapping tools to inform their study of places.
		<i>Familiarity with creating, interpreting and comparing increasingly detailed and complex maps supports the ability to think spatially which underpins the knowledge and understanding of location and place.</i>
	<b>Using evidence gathered from fieldwork</b>	Our curriculum enables pupils to get better at gathering evidence from places they have studied at first hand, presenting this evidence and explaining patterns they have identified and conclusions they have reached.
		<i>Fieldwork is an essential element of geographical study, enabling pupils to gather evidence at first hand and to see concrete manifestations of what may otherwise be abstract concepts.</i>
	<b>Communicating geographical knowledge and understanding</b>	Our curriculum enables pupils to get better at demonstrating and explaining what they have found out from their study of places.
		<i>Effective communication in geography depends on presenting, describing and summarising evidence and offering explanation of how the evidence is connected and what conclusions may be drawn from it. In the primary years, this is underpinned by effective discussion which promotes describing in detail and explanation which is based on reasoning, by deepening language comprehension through varied reading and study of vocabulary, and by writing purposeful accounts, descriptions and explanations.</i>



**Locational and spatial understanding (where places are)**

Getting better at locating and naming places  
using their cumulative knowledge of the terrestrial and marine regions of the earth and their understanding of scale of distance and area.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>ELGs</b> 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>Names and locates their home, school and local places familiar to them in relation to their town / city, region and country.</p> <p>Names and locates a small contrasting area in the UK.</p> <p>Names and locates the four countries of the United Kingdom, with their capital cities, and the seas surrounding the United Kingdom.</p>	<p>Names and locates Bootle on various scale maps.</p> <p>Names and locates a small area in a contrasting non-European country.</p> <p>Names and locates the seven continents and five oceans on different types of maps of the world.</p> <p>Names and locates the polar regions and the equator on different types of maps of the world.</p>	<p>Name and locate counties and cities of the UK</p> <p>Names and locates countries and geographical regions studied.</p>	<p>Name and locate countries and geographical regions studied.</p> <p>Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circle.</p> <p>To understand the difference between the UK and Great Britain and be able to name and locate counties and important cities within Great Britain.</p>	<p>Names and locates countries and geographical regions studied including Europe and North and South America.</p> <p>Names and locates major rainforest zones of the world.</p> <p>Identify tropical regions in relation to the equator on different types of maps of the world.</p>	<p>Names and locates geographical regions studied – The Lake district.</p>



The characteristics of a place (what places are like)

Getting better at identifying, describing in detail and explaining distinctive features of the physical characteristics of places and what it is like for people to live there.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p><b>ELGs</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Identifies and describes some features of own locality.</p> <p>Identifies similarities and differences between own local area and a contrasting place in the UK.</p> <p>Describes physical and human geographical features of each of the four countries of the UK.</p>	<p>Identifies and describes significant features of own locality.</p> <p>Identifies similarities and differences between a locality in the UK and a contrasting non-European locality.</p> <p>Describes physical and human geographical features of the hottest and coldest places in the world.</p>	<p>Studies the physical and geographical features of the local area and how it has changed over time.</p> <p>Describes physical and human geographical features of areas that experience volcanic eruptions and earthquake zones.</p>	<p>Identifies and describes geographical similarities and differences between localities studied.</p> <p>Describes physical and human geographical features of river valleys.</p>	<p>Describes and explains some reasons for geographical similarities and differences between localities studied.</p> <p>Describes physical and human geographical features of different climate zones and biomes within localities studied.</p> <p>Classifies regions of the world according to their climate zones and biomes</p>	<p>Describes and explains a range of reasons for geographical similarities and differences between localities studied.</p>





## How human and physical characteristics interconnect

Getting better at describing and explaining how people's lives are influenced by the physical characteristics of places, and how places have changed and are changing because of the impact of human activity on the physical environment.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p><b>ELGs</b> 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>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Identifies what happens in different seasons in the UK and how weather changes during the year.</p> <p>Identify the physical and human features in their own immediate environment. Consider how the physical features affect how people live.</p>	<p>Identifies patterns in how weather changes in the UK and how changing weather affects people's lives.</p> <p>Identify how physical features, including climate, in two contrasting locations affect where and how people live.</p>	<p>Describe how physical features, including climate, volcanic activity and the prevalence of earthquakes affect human activity within locations studied.</p> <p>Identifies how a locality has changed, is changing or could change in the future eg due to climate, volcanic activity, the prevalence of earthquakes.</p>	<p>Describe in detail how physical features, including climate zones, biomes, vegetation belts, rivers and the water cycle affect human activity within locations studied.</p> <p>Understands and is able to describe types of land use, economic activity including trade links and the distribution of natural resources including energy, minerals, food and water.</p>	<p>Explains geographical reasons for how a locality has changed, is changing or could change in the future, and identifies consequences of these changes.</p>	<p>Compare and contrast the key aspects of physical geography between Bootle and the Lake District including, mountains and the water cycle</p> <p>Compare and contrast the key aspects of human geography between Bootle and the Lake District including, types of settlement and land use, economic activity and the distribution of natural resources including energy, food minerals and water.</p> <p>To be able to give an extended description of the human features of different places in the Lake District and how they link to the physical features including the water supply in the lake District.</p>





## Map skills

Getting better at creating, reading and interpreting a variety of maps and mapping tools to inform their study of places.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Draw information from a simple map.</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>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>ELGs</b></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Identifies landmarks and basic physical features on an aerial view.</p> <p>Know that maps give information about places in the world – where and what?</p> <p>Recognise that maps need titles.</p> <p>Interprets a simple key to recognise physical or human features on a map.</p> <p>Creates a simple map of part of the school grounds.</p> <p>Uses simple locational and directional language such as bigger, smaller, near and far.</p>	<p>Compares different 2D and 3D ways of presenting the world in maps.</p> <p>To know which direction is North on an OS map.</p> <p>Creates a simple map of part of the local area, using basic symbols referenced in a key.</p> <p>Uses locational and directional language such as left, right and simple grid references (A1, B2) to describe the location of features on a map.</p>	<p>Uses a wider range of maps (including digital), atlases and globes to locate countries and features studied.</p> <p>Link aerial views and photos to features on a map.</p> <p>Use some standard OS symbols.</p> <p>Interpret maps of which show profile and height of land.</p> <p>Use plan views.</p> <p>Use four points of the compass and four figure grid references to describe the location of features and routes on a map.</p> <p>Creates simple maps of a location to show detail of significant features.</p> <p>Label maps with a title to show their purpose.</p> <p>Make and use simple route maps.</p>	<p>Use eight points of the compass and four figure grid references to describe the location of features and routes on a map.</p> <p>Interprets maps which show river systems.</p> <p>Creates simple maps of a location to show detail of significant features.</p> <p>Use maps at more than one scale. Recognise that larger scale maps cover less area. Use the scale bar on maps. Read and compare map scales.</p> <p>Use the index and contents page of atlases.</p>	<p>Interprets and uses appropriate maps relevant to the areas being studied.</p> <p>Uses atlases appropriately using both the contents and index pages.</p> <p>Use latitude and longitude on an atlas or a globe.</p> <p>Create an approximate scale map of a location, showing detail of significant features.</p>	<p>Uses eight points of the compass, four and six-figure grid references, GPS location plotting to locate features, plot directions and follow routes on a map.</p> <p>Interpret maps which show land use and population densities.</p> <p>Create an approximate scale map of a location, showing detail of significant features.</p>



Using evidence gathered from fieldwork

Getting better at gathering evidence from places they have visited and studied at first hand, analysing and presenting this evidence and explaining patterns they have identified and conclusions they have reached.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>ELGs</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the</p>	<p>Makes observations within the local environment, selecting how their observations can be recorded.</p>	<p>Makes and records observations within the local environment, identifying how features change over time.</p>	<p>Ask more searching questions including how and why as well as where and what when investigating places and processes.</p> <p>Observe, measure and record human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</p> <p>Link features observed in the environment to those on maps and aerial photos.</p>	<p>Make comparisons with their own lives and their own situations.</p> <p>Show increasing empathy and describe similarities as well as differences.</p> <p>Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</p>	<p>Collect information about a place and use it to write a report answering their own geographical causal questions eg Why is this happening in this place?</p> <p>To explain what might happen to a place in the future that is open to environmental and physical change, eg possible threats to the Amazon Rainforest.</p>	<p>Collect information about a place and use it to write a report answering their own geographical causal questions eg Why is this happening in this place?</p> <p>Present findings in range of ways including mapping, graphs and tables and explanatory commentaries.</p> <p>Evaluate the methods used to undertake fieldwork and how valid findings and conclusions may be.</p>

natural world around them,  
including the seasons.



Communicating geographical knowledge and understanding

Getting better at demonstrating and explaining what has been found out from their study of places.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>ELGs</b> 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>Answer simple geographical questions about a place, illustrating their opinion about what a place is like with evidence.</p> <p>Communicate their ideas in different ways.</p>	<p>Identifies different opinions about what a place is like with evidence.</p> <p>Explains what makes a place distinctive when compared with another place.</p>	<p>Identify and describe geographical features, processes (changes and patterns).</p> <p>Use geographical language – see P.O.S.</p> <p>Express opinions and their own personal views about what they like /don't like about specific geographical features and situations.</p>	<p>Explains why different people have different points of view about geographical issues which affect their lives.</p> <p>Explains how places differ and how they can show geographical evidence of these differences.</p> <p>Uses diagrams, annotations and text to explain geographical information.</p>	<p>To develop views and attitudes which enables them to be able to critically evaluate responses to geographical issues or events linked to the geography focus.</p> <p>Create a report that includes presenting findings in range of ways including using diagrams, annotations and text to explain a physical phenomenon and how it is changing.</p>	<p>Justifies their explanations about their findings about the Lake District with evidence drawn from the range of their geographical study.</p>



**How learning in the Early Years Foundation Stage provides the range of experiences and a secure knowledge base, on which the KS1 curriculum in Geography builds.**

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in Geography may in Early Years draw upon all the areas of learning – Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in what is called Understanding the World and what they will develop in KS1 in Geography, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. For example, the development of the language associated with location and the environment may be integrated with children's physical experiences of play in that environment which may reflect aspects of Physical Development. Similarly, their first experiences of maps may draw more on their enjoyment and understanding and retelling of stories whose settings are imaginary rather than real, and which reflect elements of their development in Literacy and Communication and Language.

In our school, the experiences children gain across the EYFS curriculum are rich in opportunities to investigate and explore their immediate and local environment, to explore questions they have about the world, and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of Geography: close observation of the natural world and natural phenomena, curiosity in their play and in their encounters with stories, people and visual representations of other places, asking questions and comparing what they know about themselves and what is familiar to them with what is unfamiliar.

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- To explore the natural world around them, describing what they see, hear and feel whilst outside;
- To observe the effect of the weather and of changing seasons on the natural world and on how people live their lives;
- To know where they live and go to school in relation to their locality, and how places can be represented by aerial views and simple maps;
- To talk about features of their locality, where they are and how people use them;
- Through stories, films and imaginary exploration, to find out about environments that are different to the one in which they live;
- Through stories, films and imaginary exploration, to find out about features of the world, recognising some similarities and differences between life in this country and life in other countries.

All of these experiences and knowledge gained provide a secure foundation for what they will encounter in Geography in KS1 and beyond.