



Aston All Saints - Substantive Knowledge Progression

At Aston All Saints, we follow the National Curriculum (2014), which includes Geography as wider curriculum subject taught in Key Stage 1 and 2. The National Curriculum (2014) splits the study of Geography into three key areas:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography

To help implement the teaching of these key areas, we use this created progression document which break down these key geographical concepts. This progression document has been created alongside the *Essentials Companions* (Chris Quigley) and *Focus Education Geography*. Both resources used, are knowledge-rich, with mastery driven approaches that meets the National Curriculum (2014) requirements.

At Aston All Saints, we aim to make all pupils confident geographers who are interested in the world in which they live. Our Geography curriculum is taught using a spiral curriculum, where the key concepts are revisited to embed knowledge into pupils' long-term memory and increase geographical fluency. Pupils will encounter the same map of the world every year from Year 2 up to Year 6. This is so that children become increasingly familiar with the resources, so new learning is not hindered by having to simultaneously interpret a different map.

Locational Knowledge

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know their way around school and grounds. Know where they live Know that maps can show us where places are. <p><i>(ELG - Understanding the world)</i></p>	<ul style="list-style-type: none"> Know the names, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Know the names and locate the English Channel, North Sea, Irish Seas and Celtic Sea). 	<ul style="list-style-type: none"> Name and locate the world's continents and oceans. Ask and answer geographical questions (such as: What or who will I see in this place? What do people do in this place?). Know the names and locate the world's seven continents. 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus in on Europe concentrating on environmental regions, physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator. Name and locate the countries and cities of the United Kingdom (UK) 	<ul style="list-style-type: none"> Name and locate the countries of Europe (Italy) and identify their main physical and human characteristics. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, and date time zones. 	<ul style="list-style-type: none"> Locate the world's countries using maps to focus in on North America concentrating on their environmental regions, key physical and human characteristics, and major cities. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, and time zones (including day and night). 	<ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. <p><i>(FOCUS - South America)</i></p> <ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, The Tropics of Cancer and Capricorn and time zones (including day and night).

Place Knowledge

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Know some of the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <p><i>(ELG - Natural World)</i></p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Know and understand geographical similarities and differences through studying the human and physical geography of Aston and London. <p><i>(FOCUS - Immediate Locality)</i></p>	<ul style="list-style-type: none"> Know and understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. <p><i>(FOCUS - Study of Non-European Country)</i></p>	<ul style="list-style-type: none"> Know and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (UK). 	<ul style="list-style-type: none"> Know and understand geographical similarities and differences through the study of human and physical geography of a European country (Italy). Describe how the locality of the school has changed over time. Describe geographical similarities and differences between countries. 	<ul style="list-style-type: none"> Know and understand geographical similarities and differences through the study of human and physical geography of a region within North America compared to the UK. Describe geographical diversity across the world. 	<ul style="list-style-type: none"> Know and understand geographical similarities and differences through the study of human and physical geography of a region within South America compared to the UK. Describe how the locations around the world are changing and explain some of the reasons for change. <p><i>(FOCUS - South America)</i></p>

<i>(ELG - Understanding the world)</i>						
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Human and Physical Geography

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Understand some important processes and changes in the natural world around them, including daily weather patterns. ▪ Know and recognise key physical and human features relating to the seaside (e.g. sea, beach, sand, shops, cliff, coast.) <p><i>(ELG: Natural World)</i></p> <ul style="list-style-type: none"> ▪ Explore the natural world around them, making observations. 	<ul style="list-style-type: none"> ▪ Be able to identify seasonal and daily weather patterns in the United Kingdom (UK). ▪ Know and recognise key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ▪ Know and recognise key human features, including: city, town, village, factory, farm, house, office, 	<ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom (UK) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p><i>(FOCUS - Hot and cold places)</i></p> <ul style="list-style-type: none"> ▪ Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. ▪ Know and recognise key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ▪ Know and recognise key human features, including: city, town, village, 	<ul style="list-style-type: none"> ▪ Be able to describe and understand key features of physical geography including climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes. <p><i>(FOCUS - Natural Disasters)</i></p> <ul style="list-style-type: none"> ▪ Teach the climate zones of Egypt and the UK when comparing the two countries. 	<p>Be able to describe key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography including: rivers, mountains, volcanoes and earthquakes and the water cycle. <p><i>(FOCUS - Rivers and Mountains)</i></p> <ul style="list-style-type: none"> ▪ - Human geography, including: settlements and land use. ▪ Teach the climate zones of Italy and the UK 	<ul style="list-style-type: none"> ▪ Be able to describe and understand key aspects of human geography including economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. ▪ Be able to describe and understand key features of human geography including types of settlement and land use. ▪ Teach the climate zones of North America/USA and the UK 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <p><i>(FOCUS - Rainforests and Companions - Biomes)</i></p> <ul style="list-style-type: none"> ▪ Human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals, and water supplies. ▪ Teach the climate zones of South

tions and drawing picture s of animals and plants.	port, harbour and shop. <i>(FOCUS - Immediate locality)</i>	factory, farm, house, office and shop.		when compa ring the two countr ies.	when comparin g the two countries. <i>(Companions - Biomes)</i>	America and the UK when comparing the two countries.
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