



Year	Unit	Substantive Knowledge Progression	Disciplinary Knowledge Progression	Case Studies	Challenge
EYFS	Our School	<p>I know and can talk about members of my immediate family and community.</p> <p>I know how to find information from a simple map.</p> <p>I know some of the places that are special to members of my community.</p> <p>I know some environments that are different from the one in which I live.</p> <p>I know how to draw a simple map of the journey from home to school.</p>	<p>Draw simple maps and plans of the school and journeys.</p> <p>Compare and describe houses in the locality.</p> <p>Fieldwork</p> <p>Undertake field work –field and short walk.</p> <p>Follow a route around the school building.</p>	Our school building and outside area	Draw maps of the journey from home to school with local landmarks included.
EYFS	World/ People and Communities- UK and Africa	<p>I know about members of my immediate family and community.</p> <p>I know how to draw information from a simple map.</p> <p>I know that that some places are special to members of my community.</p> <p>I know that some environments are different from the one in which I live.</p> <p>I know and can name some of the countries of the UK.</p>	<p>Take part in enquiry process</p> <p>Make maps</p> <p>Locate some seaside towns</p> <p>Draw a map of the Bobo Road and landmarks.</p> <p>Compare and describe life in Africa to life in the UK, including homes.</p>	<p>Homes and cultures</p> <p>The Bobo Road, Burkina Faso, Africa (important road, to take people to the Bobo markets).</p>	Explain similarities and differences with our local area.
EYFS	World/ People and Communities- Land and Sea	<p>I know how to find information from a simple map.</p> <p>I know and can describe some environments that are different from the one in which I live.</p> <p>I know some important processes and changes in the natural world around me.</p> <p>I know the names of some oceans.</p>	<p>Take part in enquiry process</p> <p>Make maps</p> <p>Compare rivers and lakes.</p> <p>Describe land and sea using new vocabulary.</p> <p>Become more familiar with a compass and direction</p> <p>Use stories to help understand and make sense of different places.</p>	UK – land and sea	Find the North Sea, Irish Sea and Atlantic Ocean on a map.



1	Our school within Newton-le-Willows	<p>I know the difference between rural and urban areas, including my own area.</p> <p>I know how to use fieldwork to identify and record the main features of the school grounds.</p> <p>I know how to use fieldwork to identify and record the main features of the local area.</p> <p>I know how to use data collected during fieldwork and recount the journey through the local area.</p> <p>I know how to recognise some commonly used Ordnance Survey map symbols.</p> <p>I know how to create a map of our local area, showing the key features.</p>	<p>Use maps at different scales to find the Newton-le-Willows, school, their home.</p> <p>Draw journeys taken during fieldwork including landmarks they pass.</p> <p>Use locational language to describe the location of points on a map of the school/local area.</p> <p>Take digital photographs of the main features of the school and plot them on to a map to show the route round the school</p> <p>Make an aerial plan/map of the school using blocks</p> <p>Fieldwork</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Ask simple questions about the local area.</p>	Our school in Newton-le-Willows	Name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house.
1	North and South Poles	<p>I know some hot and cold places and can locate them on a map.</p> <p>I know the location of the Arctic and Antarctica.</p> <p>I know how to explore a cold place- Antarctica.</p> <p>I know and can identify the animals that live in cold places and recognise how they adapt.</p> <p>I know about some famous Polar explorers.</p> <p>I know how to compare a pack list for a trip to a hot place with a list for a cold place.</p>	<p>Use compass directions (NESW), locational and directional language</p> <p>Make comparisons between features of different places</p> <p>Use maps, globes and digital mapping to locate places.</p> <p>Label diagrams/photographs using some geographical words and symbols.</p> <p>Investigate explorers of the Polar regions through stories.</p>	Arctic and Antarctic polar regions	Answer questions about the climate using a chart or graph.



1	Beside the Seaside	<p>I know and can identify the countries of the United Kingdom.</p> <p>I know where Newton-le-Willows is on a map of the UK.</p> <p>I know how to investigate a seaside town and list some human and physical features.</p> <p>I know how to create a journey map including human and physical features.</p> <p>I know why people would choose to visit Southport.</p> <p>I know how to compare different jobs in different places.</p>	<p>Use a map of the UK to locate seaside locations. Compare and contrast the human and physical features of a seaside resort and their own locality. Use compass directions (NESW), locational and directional language and identify a range of map symbols.</p> <p>Use images including aerial photographs to investigate human and physical features.</p> <p>Fieldwork</p> <p>Visit a seaside resort to carry out fieldwork and make detailed observations about human and physical features of the seaside.</p> <p>Use maps to follow routes.</p>	Southport	Point out the North, South, East and West associated with maps.
2	Newton-le-Willows within Merseyside	<p>I know the location of Newton-le-Willows within Merseyside.</p> <p>I know how to use photographs to identify and record the main features of the local area. I know how to organise these features into human and physical.</p> <p>Case Study- I know how and can explain the main features of Liverpool.</p> <p>Fieldwork-I know how Newton-le-Willows in connected to other places.</p> <p>I know how to recognise some commonly used Ordnance Survey map symbols to locate places across the local area and wider region.</p> <p>I know how Newton-le-Willows in connected to other places and can show this on a map.</p>	<p>Use maps, plans and digital mapping to locate places and recognise how they are connected. Label diagrams/photographs using some geographical words and symbols</p> <p>Use aerial photographs to find landmarks within settlements and make comparisons.</p> <p>Ask searching questions – Why live in Newton- le-Willows?</p> <p>Give opinions about places with reasons based on knowledge learned.</p> <p>Use simple fieldwork and observational skills to study the geography of the local area and the key human and physical features of its surrounding region</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language.</p>	Liverpool	Find the longest and shortest route using a map.



<p>2</p>	<p>Polar Regions- Arctic and Antarctic</p> <p>Y2 extension for 2023/24</p>	<p>Retrieval-I know and can locate the seven continents. I know some hot and cold places and can locate them on a map, explaining how the equator helps us to define the temperature of a country. I know the location of the Arctic and Antarctic Regions. I know how to explore a cold place- Antarctica. I know and can identify the animals that live in cold places and recognise how they adapt. I know and can explain the achievements and challenges of some famous Polar explorers. I know how to write a pack list, including equipment, for a trip to a cold place.</p>	<p>Use compass directions (NESW), locational and directional language. Make comparisons between features of different places. Use maps, globes and digital mapping to locate places. Label diagrams/photographs using some geographical words and symbols. Investigate explorers of the Polar regions through stories. Use atlases, globes and digital mapping to find locations. Ask and answer a range of geographical questions- What if...? challenges.</p>	<p>Arctic and Antarctic polar regions</p>	<p>Answer questions about the climate using a chart or graph. The 'What If' Challenges answer open-ended questions e.g. What if the equator was in a different place?</p> <p><i>(Designed to help children achieve the mastery level in the National Curriculum whilst also aligning with Bloom's Taxonomy application, synthesis and evaluation line of questioning)</i></p>
<p>2</p>	<p>Contrasting Locality- Coastal</p> <p>Y2 extension for 2023/24</p>	<p>I know and can identify the countries of the United Kingdom. I know where Newton-le-Willows is on a map of the UK. I know how to use an atlas/map to locate seaside places. I know how to investigate a seaside town and list some human and physical features. I know how to create a journey map including human and physical features. I know why people would choose to visit Blackpool.</p>	<p>Use a map of the UK to locate seaside locations. Compare and contrast the human and physical features of a seaside resort and their own locality. Use compass directions (NESW), locational and directional language and identify a range of map symbols. Use images including aerial photographs to investigate human and physical features. <u>Fieldwork</u> Visit a seaside resort to carry out fieldwork and make detailed observations about human and physical features</p>	<p>Blackpool- Follow routes and offer reasoning for their choice of route. Make comparisons with own locality</p>	<p>Point out the North, South, East and West associated with maps. The 'What If' Challenges answer open-ended questions e.g. What if...?</p>



		I know how to compare different jobs in different places and explain why there would be different jobs in Blackpool.	of the seaside recognising tourism in the area e.g. shops, jobs, attractions. Use maps to follow routes. Ask and answer a range of geographical questions- What if...? challenges.	considering tourism.	Challenge- What if Newton-le-Willows was a coastal town? What might be different/the same?
3	Changing Newton-le-Willows	I know how to locate places in Merseyside using 4/8 figure grid references. I know how to identify locations in the local area on O.S. maps using symbols. I know how land-use has changed in Newton-le-Willows and can recognise the effects on the area. I know about a current development in Newton-le-Willows and can consider the positive and negative effects this could have. I know the different land and building use in Newton-le-Willows and can compare it to a seaside location (studied in KS1). I know how changes in area could affect the lives of our community.	Use the 8 compass points to explain/identify points on a map. Understand and use 4 figure grid references on maps and O.S. map symbols. Make comparisons regarding land-use with the KS1 seaside location. Fieldwork Investigate jobs and how these may change with developments in the area. Present data and draw conclusions. Survey the use of land in the immediate locality of the school Ask questions and suggest reasons for why the land-use has changed.	Impact that the Parkside Regeneration Scheme will have on the local area.	Explain why a locality has certain physical features.
3	Volcanoes and Earthquakes	I know how about the earth's surface and the layers of the earth. I know how a volcano is formed and can explain how tectonic plates move using the correct vocabulary. I know the location of some of the world's famous volcanoes.	Use maps, globes, atlases and digital mapping to locate volcanic and seismic activity Observe videos and photographs. Study tectonic plate maps to explain how volcanoes and earthquakes are linked to these areas. Ask and answer questions about the effects of volcanoes/earthquakes.	Mount Etna	Discover why Newton is not affected by volcanic activity or significant earthquakes. Work out how long it would



		<p>I know why people choose to live in volcanic areas and the impact they can have on people's lives.</p> <p>I know what causes earthquakes and how they are measured.</p> <p>I know that 80% of the world's volcanoes and earthquakes are in the 'Ring of Fire' and can explain why.</p>	<p>Investigate how volcanoes affect human life e.g. settlements and spatial variation.</p> <p>Take part in role play to understand how earthquakes can affect people's lives.</p>		<p>take to get to a given destination (Ring of Fire) taking account of the mode of transport?</p>
3	Our Earth	<p>I know the names of the oceans of the world.</p> <p>I know what an ocean is.</p> <p>I know what a mountain is and I can locate the highest mountain of each UK country on a map.</p> <p>I know why countries have different time zones.</p> <p>I know the language and symbols used in weather forecasts and can talk about how the weather changes through the seasons and locations.</p> <p>I know what climate zones are and how latitude is linked to climate.</p> <p>I know what climate change is and recognise the difference that I can make to protect the environment.</p>	<p>Use maps, globes and atlases to locate the oceans, seas and mountains.</p> <p>Use topographical maps to investigate terrain and steepness.</p> <p>Compare weather through the seasons and around the world and explain reasons.</p> <p>Use latitude to learn about time zones around the world.</p> <p>Ask questions about climate change and global warming.</p> <p>Research the implications and reach reasoned and informed solutions about changes to be made in own lives in response to this.</p>	Snowdonia	<p>Name the two largest seas around Europe.</p> <p>Explain how people are trying to manage their environment.</p>
4	A Contrasting UK Locality	<p>I know how to ask key questions about a contrasting locality and note the human and physical features.</p> <p>I know how to use O.S. symbols to add to maps and investigate a contrasting locality, making comparisons with my own locality.</p> <p>I know how to use my findings to make predictions about what a locality is like.</p> <p>I know about what a contrasting locality is like through fieldwork activities.</p>	<p>Study photographs, aerial photographs videos and O.S. maps to investigate a contrasting locality.</p> <p>Use appropriate O.S. symbols to represent physical features on a map.</p> <p>Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p> <p>Make predictions based upon knowledge gained from enquiry.</p> <p>Fieldwork Collect information about the features of the place.</p>	Contrasting location e.g. rural or coastal such as Grasmere or Llandudno	<p>Give accurate measurements between 2 given places within the UK.</p> <p>Explain how a locality has changed over time with reference to physical features.</p>



			Record findings and highlight similarities and differences between settlements. Discover how the locality has changed over time and suggest how it could be improved. Investigate economic activity. Record land use on a base map.		Name some of the main towns and cities in the North West.
4	South America	I know the difference between the Northern and Southern hemispheres. I know the location of South America on a world map and can recognise what the climate of different places may be like. I know a range of the physical and human features of South America. I know the names and locations of some of the countries and capital cities of South America. I know that there are different time zones across South America. I know key facts about Brazil and can make comparisons with my own country. I know how to locate information about the River Amazon and identify key characteristics of the Amazon Basin. I know and can explain the importance of the Amazon Rainforest.	Use maps, atlases, globes and digital/computer mapping to locate the continent, countries, mountain ranges, capitals, rainforests, rivers and oceans of South America. Research how the location of geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hills/ rural areas etc). Find a place on a globe and in an atlas. Investigate and explain why people may choose to live in cities/urban areas rather than rural.	Brazil	Explain the differences between the urban and rural environment in Brazil and develop an understanding of push/pull factors related to urbanisation.
4	Rainforests	I know what a biome is and can explain the different types of biomes. I know the location of some different biomes and climate zones. I know the names and locations of some rainforests. I know what life is like in the Amazon Rainforest.	Use maps to locate biomes and climate zones. Use recounts/photographs and ask questions to study life in the Amazon rainforest (primary and secondary sources). Make comparisons to life in the UK and consider how life in the UK may be similar. Consider links and movement in relation to rainforests e.g. trade.	Amazon Rainforest	Explain how people's lives vary due to weather.



		<p>I know how to compare what life is like in the Amazon Rainforest to life in Sherwood Forest in the UK.</p> <p>I know how humans can have an impact on rainforests</p> <p>I know how to describe and explain the impact of the deforestation of the rainforest.</p>			
5	Europe	<p>I know the names and locations of a range of well-known European countries.</p> <p>I know the location of some major cities, mountain ranges and rivers in Europe.</p> <p>I know different climate zones and biomes throughout Europe.</p> <p>I know the countries that make up the European Union.</p> <p>I know how the landscape of Greece would have affected why people settled in certain locations.</p>	<p>Locate European countries on a map of Europe and explain how they recognise these countries.</p> <p>Locate some major cities, mountain ranges and rivers in Europe and add these to base maps.</p> <p>Analyse graphs and charts to recognise climates.</p> <p>Describe how some places are similar and others are different in relation to their physical features including knowledge of climate zones and biomes.</p> <p>Describe how some places are similar and others are different in relation to their human features including collecting relevant information about places and reporting on it.</p> <p>Use maps, atlases and global mapping (e.g. Digimap) to explain why people settled in certain locations around Greece</p>	Greece – investigate reasons for settlement patterns	Begin to recognise the climate of a given country according to its location on the map.
5	Mountains	<p>I know what a mountain is and can locate the world's 'Seven Summits' on a map.</p> <p>I know the key features of mountains and how they are formed.</p> <p>I know about the climate of the mountains and can explore mountain life.</p> <p>I know the location of the UK's highest mountains and can show this on a map.</p> <p>I know the importance of the Himalayas for people living in the region.</p>	<p>Use UK and world maps and globes to name and locate many of the world's most famous mountain regions.</p> <p>Use OS map symbols and topographic maps when studying UK mountains.</p> <p>Make sketches and plans.</p> <p>Explain climate and how mountains have their own climate.</p> <p>Give possible answers to their own geographical questions about the impact of climate change on the Himalayas.</p>	Himalayas	Explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.



		I know about a world-famous mountain or mountainous region and can explain this.	Fieldwork- Eco-Centre, Southport Extend knowledge and understanding of climate change. Investigate causes and effects of climate change and consider own environmental footprints (mitigating against future damage). Children learn how they are crucial in shaping the decisions of the future.		Discuss ways in which humans have both improved and damaged the environment.
5	Africa	<p>I know that Africa is a diverse continent with 54 different countries and that life in these countries differs in many ways.</p> <p>I know the names and locations of some of the African countries.</p> <p>I know the Tropic of Cancer and Capricorn and key topographical features including coast, hills, desert mountains, rivers and oceans.</p> <p>I know how to identify some main environmental regions, key physical and human characteristics, and major cities.</p> <p>I know what Fairtrade is and how it supports sustainability.</p> <p>I know that trade and the distribution of natural resources differs across Africa.</p> <p>I know that Africa is a diverse continent and I can compare different countries.</p>	<p>Use photographs and videos to explore the diversity of the continent.</p> <p>Use atlases to make a large jigsaw map of the 54 countries of Africa.</p> <p>Locate the Tropic of Cancer and the Tropic of Capricorn, the Sahara Desert using maps, atlases, globes and digital/computer mapping.</p> <p>Use 4 and 6 figure grid references.</p> <p>Understand the significance of latitude and longitude and make connections e.g. between the Equator and the tropics and Africa.</p> <p>Role play a simulation game as a banana farmer in Uganda and experience the impact that Fairtrade would have on the lives of smallholder farmers and Fairtrade co-operative farmers to answer why it is important.</p> <p>Explain what a place might be like in the future, taking account of issues impacting on human features and physical features e.g. climate change, Fairtrade.</p>	<p>Fairtrade e.g. banana plantations in Uganda</p> <p>Compare and contrast African countries to avoid the 'single story' of Africa.</p>	<p>Plan a journey to a place in another part of the world, taking account of distance and time and work out an accurate itinerary.</p>
6	North America	<p>I know how to locate the USA and Canada on a map.</p> <p>I know how to confidently explain scale and use maps with a range of scales.</p> <p>I know the location of the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles.</p>	<p>Accurately use 4 and 6 figure grid references.</p> <p>Use maps at a range of scales to investigate places.</p> <p>Use maps, atlases, globes and digital mapping.</p> <p>Predict climate based on the information provided e.g. tropics, latitude.</p>	<p>Rockies/ Mount St. Helens</p>	<p>Analyse population data on two settlements and report on findings and</p>



		<p>I know some of the key physical and human characteristics about places across the U.S.A.</p> <p>I know how to investigate case studies of chosen places in the U.S.A. including the human, physical and environmental features.</p> <p>I know that tourism can affect places and can explain the possible impact of this.</p> <p>In terms of environmental geography, I know how humans and nature interact in space and place.</p>	<p>Research information using primary sources e.g. population data and secondary sources e.g. directed websites, information.</p> <p>Use maps to compare countries in terms of scale.</p> <p>Ask and answer enquiry questions related to a place.</p> <p>Debate an issue giving reasoned justifications.</p>		<p>questions raised.</p> <p>Name the main lines of latitude and meridian of longitude.</p>
6	What's in the News? Current issues and implications	<p>I know how and why landscapes can change over time.</p> <p>I know the causes and effects of some environmental issues around the world for people, animals and environments.</p> <p>I know about how landscapes can change over time using maps, photographs and charts to analyse these changes.</p> <p>I know the impact that humans can have on our environment.</p> <p>I know and can explain the UN's 2019 global goals.</p> <p>I know how to recognise consequences for the future and reach informed solutions based on the case studies discussed.</p> <p>I know what sustainability is and the actions that I make in my own life.</p>	<p>Use O.S. maps and symbols to answer questions.</p> <p>Use maps, aerial photos, plans and web resources to describe what a locality might be like and how it has changed.</p> <p>Map land use with own criteria to answer geographical questions.</p> <p>Reach reasoned and informed solutions and discuss the consequences for the future.</p>	<p>Flooding-Tewkesbury/Sudan</p> <p>Indian Ocean earthquake and tsunami</p> <p>Other current issues</p>	<p>Explain how human activity has caused an environment to change.</p> <p>Recognise and explain the term sustainable development and use it in different contexts.</p>
6	Rivers	<p>I know how to describe the water cycle, explain what a river is and locate the world's longest rivers on a map.</p> <p>I know and can explain why water is such a valuable commodity.</p> <p>I know how to describe how rivers are used around the world.</p> <p>I know and can explain why many cities of the world are situated by rivers.</p>	<p>Define geographical questions to guide research.</p> <p>Use a range of self-selected resources to answer questions.</p> <p>Fieldwork</p> <p>Visit a river, locate and explain the features and process.</p> <p>Make field notes/observational notes about land features.</p>	<p>Three Gorges Dam, Yichang, China</p> <p>River Alt, Merseyside</p>	<p>Define geographical questions to guide their research.</p> <p>Use a range of self-selected resources to</p>



		<p>I know the stages and features of a river, and the way that land used changes from the source to the mouth.</p> <p>I know and can explain how human activity affects rivers.</p> <p>I know and can explain how flooding affects communities.</p> <p>I know the key characteristics of one of the world's longest rivers.</p>	<p>Use OS maps/symbols (1:10,000 and 1:25,000).</p> <p>Use the language of rivers to explain processes e.g. erosion, deposition, transportation.</p> <p>Create sketch maps when carrying out a field study.</p>		<p>answer questions.</p>
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