



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Cononley Primary School: Knowledge Progression in Geography

1. Location

EYFS (Development Matters)

Recognise environments that are different to one which they live in.
Recognise some similarities between life in this country and life in other countries.

Contrast Cononley and Zimbabwe (global linking) throughout the year focusing on weather/climate and celebrations/festivals.

KS1 (National Curriculum): Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name and locate its surrounding seas. Name and locate the world's seven continents. Name and locate the five oceans.

KS2 (National Curriculum): 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)

EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> • Know where they live and their address. • Know that our school is in a village called Cononley, near to the towns of Skipton and Keighley. • Know that we live in a country called the United Kingdom. • Know the key features of Cononley (school, park, railway, church, shop) • Know that a globe represents the Earth and its countries, seas and oceans. • Know Zimbabwe is in Africa • Know the weather and climate is different in Zimbabwe 	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p><u>Incorporated in the following topics:</u> Where I Live Seasides Weather Food and Farming</p> <p>Name and locate its surrounding seas Name and locate the world's seven continents Name and locate the five oceans.</p> <p><u>Incorporated in the following topics:</u> What is it Like to Live in Kampong Ayer? Why Don't Penguins Need to Fly? Seasides Weather Food and Farming</p>	<p>UK: Name and locate the UK counties and cities and geographical regions of the United Kingdom</p> <p>:</p> <ul style="list-style-type: none"> • Counties of North, West, East and South Yorkshire • Cities in Yorkshire; • counties adjacent to Yorkshire • 9 regions of UK • UK locations in rolling program: 	<p>UK: Name and locate counties, cities and geographical regions of the United Kingdom</p> <ul style="list-style-type: none"> • Counties in each region of UK • Main cities in each region • Mountain ranges in UK • Main rivers in UK • UK locations in rolling program
		<p>World: locate the world's countries, using maps to focus on Europe, North and South America</p> <ul style="list-style-type: none"> • Countries in Europe nearest to UK: France, Germany, The Netherlands, Spain • Capital cities: Paris, Berlin, Amsterdam, Madrid • World locations in rolling program: USA- Florida, Brasil (Brasilia, Amazon Basin, Manaus,)New Zealand 	<p>World: locate the world's countries, using maps to focus on Europe, North and South America</p> <ul style="list-style-type: none"> • Countries in Europe: Iceland • Countries in North and South America: Canada, USA, Brazil, Chile • Capital cities: Reykjavik, Ottawa, Washington, Brasilia, Santiago • World locations in rolling programs: • World locations in other subjects: (Amazon River , Mississippi River, River Nile)
		<p>Identify the position and significance of: equator, northern and southern hemispheres North and South Poles, lines of longitude and latitude and the Greenwich Meridian</p>	<p>Identify the position and significance of: Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>

2. Place

EYFS (Development Matters) :

Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel when they are outside.

KS1 (National Curriculum):

Understand geographical similarities and differences through the study of human and physical geography of a small area of UK and non-European country

KS2 (National Curriculum):

Understand geographical similarities and differences through the study of human and physical geography of region of the United Kingdom, a region in a European country, and a region within North or South America

3. Human and Physical Geography

EYFS (Development Matters):

Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons. Describe what they see, hear and feel when they are outside.

KS1 (National Curriculum):

Identify seasonal and daily weather patterns in the United Kingdom; 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 human and physical features. Key physical features, including: forest, hill, mountain, soil, valley, vegetation, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, city, town, village, factory, farm, house, office, port, harbour and shop

KS2 (National Curriculum):

Describe and understand key aspects of:

physical geography, : climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>A. Me, my family and my school community The weather in Cononley</p> <ul style="list-style-type: none"> Know where Cononley is (near Skipton and Keighley, in the UK) Know the names of the four seasons Know the different weathers/changes in nature in each season Know and describe the different types of weather in our area Know they have an address (and learn it) identify features of school (inside and outside) Identify features of Cononley village 	<p>A. Where I Live</p> <ul style="list-style-type: none"> Know the difference between human and physical features Know where Cononley is in the UK and locate on a map. Locate UK the capital cities, surrounding seas, continent of Europe Use Goggle Earth to identify features of the local area and my home Use field work to identify the human and physical features of Cononley 	<p>A Jungles and Deserts</p> <ul style="list-style-type: none"> Know the difference between climate and weather Know the climate in the UK and compare with different world climates Know what a climate graph is and how it helps us to compare different places. know what a biome is Know how the climate affects landscapes & biomes Know that plants and animals adapt so they can survive in different climates Know about the water cycle Know why the Atacama desert is so dry and the Amazon basin is so wet. 	<p>A. Volcanoes</p> <ul style="list-style-type: none"> Locate the countries of Europe together with their capital cities and main physical features; Locate the Westman Islands in Iceland and describe their physical and human features Know the distinctive physical features of Hiemaey Find the location of volcanoes on a world map and compare with the location of volcanoes Know the structure and purpose of volcanoes and the dangers they can pose; how active volcanoes regularly change the landscape of Hiemaey and evaluate the advantages and disadvantages of living on the island; why so many people on Hiemaey are dependent on either fishing or tourism and reach a judgement about why they might choose to stay despite the danger of active volcanoes
<p>A . Global Living (river focus)</p> <ul style="list-style-type: none"> Know where Cononley is on a simple map Know where land, sea, rivers are on a globe/map Talk about where seashores, cities, towns and villages are on maps Know the names of some animals that are found in rivers Talk about what we can do to reduce river pollution. Talk about river travel and river boats 	<p>A. Kampong Ayer</p> <ul style="list-style-type: none"> Know where Cononley is in the UK and locate on a map Year 2: Locate the world's continents and oceans Identify and describe the location of Brunei in Asia; know there is a time difference Know the main features of a traditional home in Kampong Ayer. Compare with houses in Cononley. Know what the weather is like in Kampong Ayer and compare with the weather in Cononley. Know the different kinds of boats used as transport in Kampong Ayer and compare with transport in Cononley. 	<p>A Florida</p> <ul style="list-style-type: none"> Identify the constituent states of the USA and know the location of Florida Know that Florida is a peninsula Compare and contrast the climate of the UK and Florida and describe and explain similarities and differences; Know how hurricanes form and why they are a threat to the people of Florida Know the ways people protect themselves from the effects of hurricanes 	<p>A. National Parks</p> <ul style="list-style-type: none"> Know locations and reasons for the distribution of National Parks; why National Parks are known as Britain's 'breathing spaces'; Know what people mean by 'cultural heritage' in National Parks; Know why National Parks encourage visitors; Locate the main physical and human features of South West England/ North Yorkshire and compare the amount of its protected land with other regions of the UK Describe the physical features of the Valley of Rocks/ Malham Cove and explain why they are popular with walkers; Compare and contrast a map of National Parks with a relief map of Britain and know that they cover mountainous areas Know how are National Parks are looked after and why the work of farmers is so important.

<p>A. Send a postcard</p> <ul style="list-style-type: none"> Know some animals live in hot and cold places. Know there are hot and cold places in the world. 	<ul style="list-style-type: none"> Why don't penguins need to Fly? Know some of the features of Antarctica: ice, rocks, mountains, very few plants or trees Identify and locate the seven continents and five oceans of the world; know some of the ways that living things can survive in Antarctica Year 1) Recognise a polar bear and some of the things it eats; begin to know about food chains know why there are no polar bears in Antarctica and why penguins don't need to fly 	<p>A. Why is my Local Area Changing?</p> <ul style="list-style-type: none"> know some reasons why places change; Know that some natural events and human activity have changed Cononley and Skipton Know how the quality of local environment has been affected traffic in the village. Collect data (number of vehicles and speed) and views of residents. Make suggestions for change and improvement. Know that satellite images show changes to the environment on a global scale, for example, deforestation. 	<p>A. Fair Trade</p> <ul style="list-style-type: none"> Know what trade means and why the Silk Road was once the most important trading route in the world; Know why countries trade and reach a judgement regarding the products they most frequently buy and sell Describe and explain why trade between countries may not always be considered 'fair'; what Fairtrade is and reach a judgement about some of the benefits of being a Fairtrade producer; Know what being a Fairtrade School involves and how Cononley Primary School has achieved its FairAchiever status.
<p>B. Global Living (seaside focus)</p> <ul style="list-style-type: none"> Know where Cononley is on a simple map Know where land, sea, rivers are on a globe/map Talk about where seascapes, cities, towns and villages are on maps Know the names of some animals that are found in seas Talk about what we can do to reduce sea pollution. Talk about sea travel and sea boats 	<p>B. Seaside</p> <ul style="list-style-type: none"> Know the four countries of the UK. Year 2: know the the name of the surrounding seas Know and compare physical and human features of the seaside with those of our local area know the terms 'coast', 'rural' and 'urban'; know reasons why the seaside is such a popular place to visit what pollution means and examples of how seaside plants and animals can be harmed by it; what a habitat is and the features of one kind of seaside habitat describe and compare how people have enjoyed holidays at the seaside in the past compared with today 	<p>B What is it like to live in a city?</p> <ul style="list-style-type: none"> Describe key features of cities and compare these with countryside areas; know the cities that are nearest to Cononley; name and locate a city in each county of Yorkshire. Name and locate Britain's largest cities. Use information from a graph to find out the fastest growing cities in the UK. Know why Milton Keynes is currently one of the fastest growing cities in the UK (focus on the reasons for migration to Milton Keynes.) Describe what a megacity is (population of more than 10 million) is and locate the only megacity in the UK (London) and the biggest megacity in the world (Tokyo) Focus on the features of megacity and former Brazilian capital of Rio de Janeiro Know why the Brazilian government created a new capital city, Brasilia. Compare and contrast the advantages and disadvantages of living in a city 	<p>B.Rivers</p> <ul style="list-style-type: none"> Name and locate Nile, Amazon and Mississippi – make links to previous learning Name and locate the main rivers in UK Know how the physical features of a river change from source to mouth and as it flows from higher to lower ground. Know why the River Aire was important in the past and why it is important today Know typical features of river estuaries and explain why they are important places for wildlife; Know the stages of the hydrological /water cycle and explain the important role that rivers play in it
<p>B The weather in Cononley Me, my family and my school community (same as year A)</p> <ul style="list-style-type: none"> Know where Cononley is (near Skipton and Keighley, in the UK) Know the names of the four seasons Identify the different changes in nature in each season Describe the different types of weather in 	<p>B. Weather</p> <ul style="list-style-type: none"> Know the four countries of the UK, their capitals, and the name of the surrounding seas Know the main types of weather in the UK Observe and record some elements of daily weather over several days; Know and describe how weather conditions change in the UK during the four seasons (Year 2: locate continents and oceans on a globe) Know that very hot places in the world are near the middle of the globe (equator) Know that very cold places in the world are near the top and bottom of the globe (North and South Poles) Describe and compare the physical features of very cold and very hot places. 	<p>B Earthquakes</p> <ul style="list-style-type: none"> Identify the position and significance of: equator, northern and southern hemispheres, north and south pole, (Y4 lines of latitude and longitude) Locate New Zealand on a globe Describe and explain the effects of the Christchurch earthquake; Locate and describe the distribution of earthquakes in New Zealand know the main causes of earthquakes; Explain why New Zealand has earthquakes regularly know what causes a volcano; Compare and contrast the location of earthquakes and active volcanoes around the world and identify and describe similarities and differences Know why earthquakes of similar magnitude don't always cause the same amount of destruction. 	<p>B Are all mountains the same?</p> <ul style="list-style-type: none"> Identify and describe the location of the largest ranges of fold mountains in the world; Know how the movement of plates of the earth's crust form fold mountains (make links to previous learning about earthquakes and volcanoes) Know the similarities and difference between mountain ranges in the UK and the largest mountain ranges in the world. Focus on the Yorkshire Dales region of the Pennines. Know why the mountains of north and west Britain (including the Pennines) are wetter and cooler than places in the south and east; Know how the climate affects the types of farms found in the Pennines (dairy, sheep and cattle farming not arable or wheat farming)

<p>Cononley and Zimbabwe</p>			<ul style="list-style-type: none"> Identify, locate, describe and explain common tourist attractions in the Yorkshire Dales Use OS maps and contour lines to identify hills on maps of the Yorkshire Dales
<p>B .Send a postcard</p> <ul style="list-style-type: none"> Know some animals live in hot and cold places. Know there are hot and cold places/countries in the world. 	<p>B Food and Farming</p> <ul style="list-style-type: none"> Know the four countries of the UK and the name of the surrounding seas Know that that food comes from plants and animals Know and describe what happens on a on a dairy farm – how cows produce milk, how the milk gets from farm to dairy to shop. Describe and know reasons why the weather and landscape in Craven / Yorkshire Dales makes it a good place for dairy farming; Describe how cheese is made from milk; Learn about the top ten most popular fruits in the UK and give reasons why half are imported. Locate continents and oceans on a globe) Identify where Costa Rica is and suggest reasons why bananas can be grown there and not in the UK; 	<p>B Sustainability</p> <ul style="list-style-type: none"> know what trying to live more sustainably involves; know the difference between renewable and non-renewable resources; know in basic terms how solar panels and wind turbines generate electricity; know what a fossil fuel is and explain the main disadvantage of using coal, natural gas and oil to generate electricity; know where solar cookers are used in the world and some of the ways that their use protects the environment; Describe and explain a range of things that they and their family could do to live more sustainably at home. 	<p>B. Climate Change</p> <ul style="list-style-type: none"> Know how some people in The Gambia are affected by changes in the weather; Know how some people in Greenland are affected by Climate Change Know how increasing amounts of greenhouse gases in the atmosphere is causing surface temperatures to rise Describe the carbon cycle Describe the possible impact of climate change on the UK and some of the measures can be taken to reduce global warming and climate change

4. Geographical skills and Fieldwork

EYFS:

EYFS (Development Matters): Draw information from a simple map. Describe what they see, hear and feel whilst outside.

KS1 (National Curriculum):: Use world maps, atlases and globes to identify the United Kingdom and its countries plus other countries and continents studies. 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. 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 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.

KS2 (National Curriculum):: 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.

	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Use first had experiences and photos to make simple maps and pictures 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries plus other countries and continents studies Use and construct basic symbols in a key Use simple compass directions (North, South, East and West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Answer questions using simple data presented in bar graphs and tables. name the eight points of a compass Know some OS symbols and use a key 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Analyse data presented in a variety of ways and use to compare, contrast and make connections between places. Know how contour lines are used to represent hills and mountains on OS maps Use 4 and 6 figure grid references Know most OS symbols and use a key

	<ul style="list-style-type: none"> Use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map 		
<ul style="list-style-type: none"> Use first hand experience and photos to explore features of immediate environment (indoor and out) hall, main entrance, office, adventure playground, school garden, wildlife area, track, 	<ul style="list-style-type: none"> 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 (Cononley Village) 	<ul style="list-style-type: none"> 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. Construct bar graphs to present data <p>(Incorporated into above topics or discretely in Mapping Skills Unit)</p>	<ul style="list-style-type: none"> 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. Construct bar and line graphs to compare present data <p>(Incorporated into above topics or discretely in Mapping Skills Unit)</p>

Disciplinary Knowledge in Geography:

Disciplinary knowledge can be described as actions taken within a particular subject to gain knowledge. Disciplinary knowledge in Geography allows pupils to gain a deeper understanding of the world around them by connecting and applying what they know (substantive knowledge). An example of substantive and disciplinary knowledge is illustrated in the following table:

Substantive Knowledge example (knowing 'what')	Disciplinary Knowledge example (knowing 'how')
<ul style="list-style-type: none"> Knowledge of the Water Cycle Knowledge of world climates and biomes Knowledge of how to read and construct climate graphs 	<p>Applying substantive knowledge to investigate why the Amazon rainforest is so wet. This could be investigated by:</p> <ul style="list-style-type: none"> Comparing evidence in the form of data (climate graphs) for the Amazon rainforest with other areas of the world and the human and physical features of the location. Connecting knowledge of the location of the Amazon rainforest and its proximity to the Equator with knowledge of the water cycle. (The sun is stronger at the Equator as the rays are more direct – this means that more water becomes water vapour at the Equator). Connecting knowledge to make a hypothesis to answer why the Amazon rainforest is so wet and communicating the hypothesis. Making connections with knowledge about climate change to pose further questions, for example, is the Amazon rainforest becoming wetter as the climate becomes warmer?

Our curriculum develops substantive knowledge through the study different units that cover the programmes of study from the National Curriculum for Geography. Each of our Geography units poses an enquiry question which enables pupils to apply what they have learned (disciplinary knowledge).