

Substantive and Disciplinary Knowledge Progression

Subject: Geography

	Nursery	Reception	Year 1	Year 2	YEAR 3
Locational Knowledge	• I know where key places are in my classroom and nursery. • I can talk about places I visit with my family. • I know where I live.	• I know where my classroom is within school. • I know important places in my local area. • I know that Market Drayton is the town where I live. • I know that England is the country where I live. • I know that Africa is a continent.	• I know that Market Drayton is a town in Shropshire, England. • I can locate England and the UK on a map. • I know the four countries of the UK and their capital cities. • I can locate Brazil on a globe and world map.	• I can locate Market Drayton, Shropshire and England on maps of increasing scale. • I can locate Ironbridge Gorge in Shropshire. • I can locate India on a world map and globe. • I can locate and name the five oceans: Atlantic, Pacific, Indian, Arctic and Southern Oceans. • I know that India borders the Indian Ocean.	• I can locate regions, counties and major cities of the UK. • I can identify significant countries, continents and oceans of the world.
Place Knowledge	• I can talk about my home and nursery. • I can notice different places around me. • I can talk about places that are special to me.	• I can describe my classroom and school environment. • I can talk about places in Market Drayton. • I know that London is England's capital city. • I know farms provide food. • I know Africa has different animals and cultures.	• I can describe Market Drayton using geographical vocabulary. • I can identify human and physical features of my local area. • I can compare Brazil with Market Drayton.	• I can explain why Market Drayton is a good place to live and work. • I can compare Ironbridge Gorge with Market Drayton. • I can compare life in India with life in Market Drayton. • I understand how inland and coastal	• I can compare regions of the UK and places around the world. • I can explain how physical and human geography shape places.

				locations can be different.	
Human and Physical Geography	• I can identify things I see indoors and outdoors. • I can talk about weather changes. • I can notice plants, animals and natural objects.	• I can identify features in my classroom, school grounds and field. • I know the difference between natural things and things built by people. • I know some jobs people do in Market Drayton.	• I can identify human features such as houses, roads, schools and shops. • I can identify physical features such as rivers, trees and fields. • I know weather changes through the seasons.	• I can explain how rivers, roads and canals influence settlements. • I can identify physical features such as rivers, mountains, deserts and coasts. • I understand how climate affects people's lives. • I know that oceans are large bodies of salt water that cover most of the Earth's surface. • I understand that oceans influence climate, weather, trade and transport. • I can explain the difference between inland and coastal locations.	• I can describe different types of settlement and land use. • I can explain interactions between physical and human processes.
Map Skills and Fieldwork	• I can follow simple directions. • I can explore the nursery environment. • I can use words such as in, on, under and next to.	• I can create a simple map of my classroom. • I can observe my surroundings during walks. • I can use simple positional language such as near, behind and next to. • I can recognise a bird's-eye view.	• I can locate Market Drayton on a simple map. • I can create simple picture maps. • I can use a globe and maps to locate countries. • I can use compass	• I can use maps, keys and symbols to locate features. • I can use aerial photographs and plan perspectives. • I can collect and record fieldwork data.	• I can use four and eight-point compass directions. • I can interpret a range of maps. • I can conduct fieldwork and present findings.

			directions North, South, East and West.		
Investigating Places	• I can explore different areas of nursery and outdoor provision. • I can talk about what I see around me.	• I can explore my classroom, school grounds and local area. • I can talk about what I see on visits and walks.	• I can identify human and physical features in Market Drayton. • I can investigate local weather patterns.	• I can investigate how settlements develop. • I can compare places using geographical evidence. • I can locate the five oceans on a world map and globe. • I can identify the Indian Ocean and describe its location in relation to India and the UK.	• I can use different geographical sources to investigate places.
Investigating Patterns	• I can notice changes in weather. • I can talk about what is the same and different.	• I can notice simple patterns in my environment. • I can talk about similarities and differences between places.	• I can identify patterns in weather and seasons. • I can compare how houses and features are arranged.	• I can explain why settlements develop in certain locations. • I can identify patterns in land use and population. • I can explain why many settlements develop near rivers, coasts and transport routes. • I can compare Market Drayton as an inland settlement with coastal settlements.	• I can explain geographical patterns using evidence and observations.
Communicating Geographically	• I can describe what I see. • I can use simple location words.	• I can describe places using simple geographical language. • I can draw simple maps.	• I can describe places using geographical vocabulary.	• I can use maps, symbols, keys and compass directions. • I can explain	• I can communicate geographical understanding using maps, data and

	• I can talk about journeys and places.	• I can talk about my observations.	• I can communicate findings through maps, drawings and discussion.	similarities and differences between places. • I can label continents and oceans on a world map. • I can use maps and globes to describe routes between the UK and India across oceans.	geographical vocabulary.
Disciplinary knowledge Working as a Geographer	• Explore familiar environments. • Observe features in the nursery and outdoor area. • Describe what they see using simple vocabulary. • Notice similarities and differences. • Follow simple directions.	• Use simple maps and recognise a bird's-eye view. • Observe and describe places during walks and visits. • Use positional language. • Draw simple maps of familiar places. • Identify similarities and differences between places.	• Use maps, globes and aerial photographs. • Identify and classify human and physical features. • Carry out simple fieldwork and weather observations. • Use geographical vocabulary and simple compass directions. • Compare local and contrasting locations.	• Use maps, keys, symbols and aerial photographs independently. • Collect, record and interpret fieldwork data. • Ask and answer geographical questions. • Compare settlements and environments. • Explain patterns in human and physical geography. • Use globes and world maps to locate continents and oceans.	• Use a range of geographical sources including maps, digital mapping and fieldwork data. • Identify and explain geographical patterns. • Draw conclusions from evidence. • Present findings using geographical vocabulary, maps and data. • Begin to justify geographical viewpoints.
Vocabulary Progression	home, nursery, classroom, garden, weather, tree, animal, road, near, under, next to	map, field, town, Market Drayton, England, London, farm, Africa, ocean, route, bird's-eye view, human feature, physical feature	country, continent, globe, Brazil, weather, climate, Equator, river, rainforest, compass, north, south, east,	market town, canal, landmark, settlement, route, symbol, key, gorge, valley, tourism, industry, population, Asia, India, monsoon, urban, rural, ocean ,	region, county, topography, land use, environment, sustainability, physical processes, human processes

			west, similar, different	Indian Ocean, Atlantic Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean, coastline, coastal, inland, trade, transport	
Visits / Visitors	• Walks around school grounds. • Seasonal observations. • Visitors from the local community.	• Walk around Market Drayton. • Farm visit. • Minibus trip. • Africa-themed experiences.	• Market Drayton local study walk. • Weather observations. • Virtual visit to Brazil.	• Market Drayton fieldwork. • Ironbridge Gorge visit. • Local geography visitors. • India cultural experiences.	• Fieldwork visits linked to the geography curriculum.
Pupils are taught about (National Curriculum / EYFS End Points)	• Their immediate environment. • Familiar places and people. • The natural world.	• People, Culture and Communities. • The Natural World. • Similarities and differences between places.	• Local geography. • UK geography. • Continents and oceans. • Weather and climate. • Basic fieldwork and mapping.	• Local and contrasting localities. • Human and physical geography. • Map skills and fieldwork. • Geographical comparisons.	• Regions, settlements, land use and wider world geography.