



Tregolls Academy Progression of Disciplinary Knowledge



At Tregolls Academy we encourage our children to understand the world around them, the culture and diversity in which they experience and how they have an impact on Geography themselves.

Our History curriculum holds our curriculum drivers at its core: **C**uriosity, **A**spiration, **R**esilience and **E**xcellence. At Tregolls Academy, we **CARE**.

Disciplinary Concepts						
Location and Place Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Look at simple maps and globes identifying land types and the sea Use comparative language to describe objects as near or far away Describe from photographs different environments around the world Describe where they live and the surrounding area – shops, roads, parks etc. 	<ul style="list-style-type: none"> Understand that maps and the globe are used to locate key places around the world. Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people. 	<ul style="list-style-type: none"> Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons Understand why it is important for all streets to have a name, including post code Be able to follow a simple road map and recognise key landmarks, such as a church Talk about the features in their local environment Observe and record information about the local area, i.e. types of shops, bus stops etc. Take photographs of locally interesting geographical features Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. 	<ul style="list-style-type: none"> Understand that countries have defined borders and that each country has its own government or equivalent. 	<ul style="list-style-type: none"> Use maps, atlases, globes to locate countries and describe features studied. 	<ul style="list-style-type: none"> Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with. Use maps, atlases, globes and computer mapping to locate. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Disciplinary Concepts

Human and Physical Geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) Describe vegetation in a variety of different photographs from around the world and comment on sizes, shapes and weather 	<ul style="list-style-type: none"> Recognise some human and physical features Begin to appreciate the different weather patterns in the UK Appreciate that there are extremes of weather close to the equator and at both the North and South Poles 	<ul style="list-style-type: none"> Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people <ul style="list-style-type: none"> Recognise key differences between the 4 key settlements 	<ul style="list-style-type: none"> Begin to appreciate why physical and human features will be different around the world Recognise how human geographical features are determined by location and may change over time Understand and interpret cross-section diagrams 	<ul style="list-style-type: none"> Understand why their village/ town or city exists and what brought people to live there Understand how ideal settlements may have changed over time Understand what a biome is and describe some of the major biomes around the world 	<ul style="list-style-type: none"> Appreciate why physical and human features will be different around the world Recognise and explain how human geographical features are determined by location and may change over time Understand and interpret a range of diagrams and data Appreciate why people would choose to live where they do despite sometimes climate or physical features physical features which do not make it easy to live there 	<ul style="list-style-type: none"> Read and analyse weather and climate data Reflect on the key changes that have occurred in buildings, trade and population Understand the issues associated with Fair Trade Understand what is meant by being environmentally friendly Know how to identify human and physical characteristics and land-use patterns

Disciplinary Concepts

Geographical Skills and Fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Make simple pictorial representations or chart of observations or information gathered Label simple diagrams and pictures Discuss elements in photographs – weather, hot, cold, etc. Describe and experiment with direction of movement Use a magnifying glass. Use a camera to take still and moving images Add detail to a map of a familiar place – bedroom, classroom Use simple positional cues – gives directions around the room or a space 	<ul style="list-style-type: none"> To know how to use maps and atlases to identify the United Kingdom and its countries and seas Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Talk about the main differences between a world map and a globe 	<ul style="list-style-type: none"> Use simple atlases to locate some places in the U.K. Understand why it is important for all streets to have a name, including post code Be able to follow a simple road map and recognise key landmarks e.g. church Classify features in the local environment as physical or human features Observe and record information (including using technology) about the local area, e.g., types of shops, bus stops etc. Make a model, using road strips and model buildings that shows features in an area Study aerial photographs and use locational and directional language when doing so Use Google Earth to find features in their locality Use simple compass directions (North, South, 	<ul style="list-style-type: none"> Use maps to locate world countries and capitals Use a globe to gain a better understanding about countries' location (USA and Russia, for example) Talk about the features in their local environment and compare it with another they know 	<ul style="list-style-type: none"> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Distinguish between the Northern and Southern hemisphere on both a world map and a globe Explain what a place is like and why 	<ul style="list-style-type: none"> Use and interpret graphs to record features such as temperature or rainfall across the world Recognise ordnance survey (OS) symbols Use Google Earth to locate a country or place of interest Be familiar with topographical maps and know about contours, etc. Understand how to use six-figure grid references 	<ul style="list-style-type: none"> Recognise ordnance survey (OS) symbols Use Google Earth to locate a country or place of interest Be familiar with topographical maps and know about contours, etc. Understand how to use six-figure grid references

East and West) and locational and directional language [e.g., near and far; left and right], to describe the location of features and routes on a map.

Disciplinary Concepts

Geographical Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books as sources of information. Investigate their surroundings. Make observations about where things are e.g. within school, local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and Internet as sources of information. <p>Investigate places and themes at more than one scale</p> <ul style="list-style-type: none"> Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps 	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area. Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> Measure, record and present the human and physical features in the local area. Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it