

Six areas of disciplinary and substantive knowledge which underpin the Abbeywood primary geography curriculum

The assessment framework is structured according to these six areas of disciplinary knowledge, all of which are interwoven with substantive geographical knowledge and concepts. This should be read alongside the co-design materials and exemplification, which specifies particular aspects of geographical study for particular year groups. These materials are designed to inform how we plan for children to improve year by year and assess how well they are improving.

Locational and spatial understanding (where places are)	Our curriculum enables pupils to get better at locating and naming places using their cumulative knowledge of the terrestrial and marine regions of the earth and their understanding of scale of distance and area.
<i>Each place has a specific location, which can be described using the language of position on the earth's surface and related to descriptions of region including hemisphere, continent, country and subsequently smaller regional and area descriptions.</i>	
The characteristics of a place (what places are like)	Our curriculum enables pupils to get better at identifying, describing in detail and explaining distinctive features of the physical characteristics of places and what it is like for people to live there.
<i>Each place has a unique combination of physical and human features. The characteristics of a place include the physical features of the earth's surface and the climatic conditions in that place. The characteristics of the people who live in a place include the distribution of the population and varied aspects of their culture. Places are complex, and there is variety within small-scale localities as well as in large regions. Study of similarities and differences enable pupils to identify patterns and generalise, linking concrete examples to abstract concepts.</i>	
The interconnection of human and physical characteristics	Our curriculum enables pupils to get better at describing and explaining how people's lives are influenced by the physical characteristics of places, and how places have changed and are changing because of the impact of human activity on the physical environment.
<i>Places do not exist in isolation, but are interconnected with others through social, economic, environmental and political processes. Places are simultaneously similar and different, connected and unique. Global interconnection and interdependency have been coincident with inequality and uneven development. Priorities that inform global interconnections have the potential to change.</i>	
Map skills	Our curriculum enables pupils to get better at creating, reading and interpreting a variety of maps and mapping tools to inform their study of places.
<i>Familiarity with creating, interpreting and comparing increasingly detailed and complex maps supports the ability to think spatially which underpins the knowledge and understanding of location and place.</i>	
Using evidence gathered from fieldwork	Our curriculum enables pupils to get better at gathering evidence from places they have studied at first hand, presenting this evidence and explaining patterns they have identified and conclusions they have reached.
<i>Fieldwork is an essential element of geographical study, enabling pupils to gather evidence at first hand and to see concrete manifestations of what may otherwise be abstract concepts.</i>	
Communicating geographical knowledge and understanding	Our curriculum enables pupils to get better at demonstrating and explaining what they have found out from their study of places.
<i>Effective communication in geography depends on presenting, describing and summarising evidence and offering explanation of how the evidence is connected and what conclusions may be drawn from it. In the primary years, this is underpinned by effective discussion which promotes describing in detail and explanation which is based on reasoning, by deepening language comprehension through varied reading and study of vocabulary, and by writing purposeful accounts, descriptions and explanations.</i>	



Locational and spatial understanding (where places are)

Getting better at locating and naming places
using their cumulative knowledge of the terrestrial and marine regions of the earth and their understanding of scale of distance and area.

Y1	Y2	Y3	Y4
<p>Names and locates their home, school and local places familiar to them in relation to their town / city, region and country.</p> <p>Names and locates the four countries of the United Kingdom, with their capital cities, and the seas surrounding the United Kingdom.</p>	<p>Names and locates the seven continents and five oceans on different types of maps of the world.</p> <p>Identify polar regions and the equator on different types of maps of the world.</p>	<p>Names and locates countries and geographical regions studied.</p> <p>Names and locates major countries of Europe.</p> <p>Identify the Greenwich meridian and time zones and calculate time differences between places in Europe.</p>	<p>Names and locates countries and geographical regions studied.</p> <p>Names and locates major rivers of the UK, Europe and the world.</p> <p>Calculate time differences between places in the world.</p>



The characteristics of a place (what places are like)

Getting better at identifying, describing in detail and explaining distinctive features of the physical characteristics of places and what it is like for people to live there.

Y1	Y2	Y3	Y4
<p>Identifies and describes some features of own locality.</p> <p>Identifies similarities and differences between own local area and a contrasting place in the UK.</p> <p>Describes physical and human geographical features of each of the four countries of the UK.</p>	<p>Identifies and describes significant features of own locality.</p> <p>Identifies similarities and differences between a locality in the UK and a contrasting non-European locality.</p> <p>Describes physical and human geographical features of the hottest and coldest places in the world.</p>	<p>Identifies and describes geographical similarities and differences between localities studied.</p> <p>Describes physical and human geographical features of earthquake zones.</p>	<p>Identifies and describes geographical similarities and differences between localities studied.</p> <p>Describes physical and human geographical features of river valleys.</p>



How human and physical characteristics interconnect

Getting better at describing and explaining how people's lives are influenced by the physical characteristics of places, and how places have changed and are changing because of the impact of human activity on the physical environment.

Y1	Y2	Y3	Y4
<p>Identifies what happens in different seasons in the UK and how weather changes during the year.</p> <p>Identify how physical features in own immediate environment affect how people live.</p>	<p>Identifies patterns in how weather changes in the UK and how changing weather affects people's lives.</p> <p>Identify how physical features, including climate, in two contrasting locations affect where and how people live.</p>	<p>Describe how physical features, including climate, affect human activity within locations studied.</p> <p>Identifies how a locality has changed, is changing or could change in the future.</p>	<p>Describe in detail how physical features, including climate, affect human activity within locations studied.</p> <p>Describes how a locality has changed, is changing or could change in the future, and identifies consequences of these changes.</p>



Map skills

Getting better at creating, reading and interpreting a variety of maps and mapping tools to inform their study of places.

Y1	Y2	Y3	Y4
Identifies landmarks and basic physical features on an aerial view.	Uses locational and directional language such as near, far, left, right and simple grid references (A1, B2) to describe the location of features on a map	Use four points of the compass and simple grid references to describe the location of features and routes on a map.	Use eight points of the compass and four figure grid references to describe the location of features and routes on a map.
Interprets a simple key to recognise physical or human features on a map.	Compares different 2D and 3D ways of presenting the world in maps.	Interprets maps of which show profile and height of land.	Interprets maps which show river systems.
Creates a simple map of part of the school grounds.	Creates a simple map of part of the local area, using basic symbols referenced in a key.	Creates simple maps of a location to show detail of significant features.	Creates simple maps of a location to show detail of significant features.



Using evidence gathered from fieldwork

Getting better at gathering evidence from places they have visited and studied at first hand, analysing and presenting this evidence and explaining patterns they have identified and conclusions they have reached.

Y1	Y2	Y3	Y4
Makes observations within the local environment, selecting how their observations can be recorded.	Makes and records observations within the local environment, identifying how features change over time.	Plan and conduct a fieldwork project to answer an enquiry question about the local area. Choose how information is presented to help answer the enquiry question.	Plan and conduct a fieldwork project to gather comparative evidence to answer an enquiry question about the local area. Decide how information is best presented to clarify findings.



Communicating geographical knowledge and understanding

Getting better at demonstrating and explaining what has been found out from their study of places.

Y1	Y2	Y3	Y4
Illustrates their opinion about what a place is like with evidence.	Identifies different opinions about what a place is like with evidence. Explains what makes a place distinctive when compared with another place.	Explains why different people have different points of view about geographical issues which affect their lives. Explains how places differ and how they can show geographical evidence of these differences. Uses diagrams, annotations and text to explain a physical phenomenon.	Explains why different people have different points of view about geographical issues which affect their lives. Explains how places differ and how they can show geographical evidence of these differences. Uses diagrams, annotations and text to explain a physical phenomenon.

How learning in the Early Years Foundation Stage provides the range of experiences and a secure knowledge base, on which the KS1 curriculum in Geography builds.

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in Geography may in Early Years draw upon all the areas of learning - Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in what is called Understanding the World and what they will develop in KS1 in Geography, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. For example, the development of the language associated with location and the environment may be integrated with children's physical experiences of play in that environment which may reflect aspects of Physical Development. Similarly, their first experiences of maps may draw more on their enjoyment and understanding and retelling of stories whose settings are imaginary rather than real, and which reflect elements of their development in Literacy and Communication and Language.

In our schools, the experiences children gain across the EYFS curriculum are rich in opportunities to investigate and explore their immediate and local environment, to explore questions they have about the world, and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of Geography: close observation of the natural world and natural phenomena, curiosity in their play and in their encounters with stories, people and visual representations of other places, asking questions and comparing what they know about themselves and what is familiar to them with what is unfamiliar.

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- To explore the natural world around them, describing what they see, hear and feel whilst outside;
- To observe the effect of the weather and of changing seasons on the natural world and on how people live their lives;
- To know where they live and go to school in relation to their locality, and how places can be represented by aerial views and simple maps;
- To talk about features of their locality, where they are and how people use them;
- Through stories, films and imaginary exploration, to find out about environments that are different to the one in which they live;
- Through stories, films and imaginary exploration, to find out about features of the world, recognising some similarities and differences between life in this country and life in other countries.

All of these experiences and knowledge gained provide a secure foundation for what they will encounter in Geography in KS1 and beyond.



At the end of Year 1

Locational and spatial understanding	The characteristics of a place	How human and physical characteristics interconnect	Map skills	Using evidence gathered from fieldwork	Communicating geographical knowledge and understanding
Locating and naming places using their cumulative knowledge of the terrestrial and marine regions of the earth and their understanding of scale of distance and area.	Identifying, describing in detail and explaining distinctive features of the physical characteristics of places and what it is like for people to live there.	Describing and explaining how people's lives are influenced by the physical characteristics of places, and how places have changed and are changing because of the impact of human activity on the physical environment.	Creating, reading and interpreting a variety of maps and mapping tools to inform their study of places.	Gathering evidence from places they have visited and studied at first hand, analysing and presenting this evidence and explaining patterns they have identified and conclusions they have reached.	Demonstrating and explaining what has been found out from their study of places.
<p>Names and locates their home, school and local places familiar to them in relation to their town / city, region and country.</p> <p>Names and locates the four countries of the United Kingdom, with their capital cities, and the seas surrounding the United Kingdom.</p>	<p>Identifies and describes some features of own locality.</p> <p>Identifies similarities and differences between own local area and a contrasting place in the UK.</p> <p>Describes physical and human geographical features of each of the four countries of the UK.</p>	<p>Identifies what happens in different seasons in the UK and how weather changes during the year.</p> <p>Identify how physical features in own immediate environment affect how people live.</p>	<p>Identifies landmarks and basic physical features on an aerial view.</p> <p>Interprets a simple key to recognise physical or human features on a map.</p> <p>Creates a simple map of part of the school grounds.</p>	Makes observations within the local environment, selecting how their observations can be recorded.	Illustrates their opinion about what a place is like with evidence.



At the end of Year 2

Locational and spatial understanding	The characteristics of a place	How human and physical characteristics interconnect	Map skills	Using evidence gathered from fieldwork	Communicating geographical knowledge and understanding
Locating and naming places using their cumulative knowledge of the terrestrial and marine regions of the earth and their understanding of scale of distance and area.	Identifying, describing in detail and explaining distinctive features of the physical characteristics of places and what it is like for people to live there.	Describing and explaining how people's lives are influenced by the physical characteristics of places, and how places have changed and are changing because of the impact of human activity on the physical environment.	Creating, reading and interpreting a variety of maps and mapping tools to inform their study of places.	Gathering evidence from places they have visited and studied at first hand, analysing and presenting this evidence and explaining patterns they have identified and conclusions they have reached.	Demonstrating and explaining what has been found out from their study of places.
Names and locates the seven continents and five oceans on different types of maps of the world. Identify polar regions and the equator on different types of maps of the world.	Identifies and describes significant features of own locality. Identifies similarities and differences between a locality in the UK and a contrasting non-European locality. Describes physical and human geographical features of the hottest and coldest places in the world.	Identifies patterns in how weather changes in the UK and how changing weather affects people's lives. Identify how physical features, including climate, in two contrasting locations affect where and how people live.	Uses locational and directional language such as near, far, left, right and simple grid references (A1, B2) to describe the location of features on a map Compares different 2D and 3D ways of presenting the world in maps. Creates a simple map of part of the local area, using basic symbols referenced in a key.	Makes and records observations within the local environment, identifying how features change over time.	Identifies different opinions about what a place is like with evidence. Explains what makes a place distinctive when compared with another place.



At the end of Year 3

Locational and spatial understanding	The characteristics of a place	How human and physical characteristics interconnect	Map skills	Using evidence gathered from fieldwork	Communicating geographical knowledge and understanding
Locating and naming places using their cumulative knowledge of the terrestrial and marine regions of the earth and their understanding of scale of distance and area.	Identifying, describing in detail and explaining distinctive features of the physical characteristics of places and what it is like for people to live there.	Describing and explaining how people's lives are influenced by the physical characteristics of places, and how places have changed and are changing because of the impact of human activity on the physical environment.	Creating, reading and interpreting a variety of maps and mapping tools to inform their study of places.	Gathering evidence from places they have visited and studied at first hand, analysing and presenting this evidence and explaining patterns they have identified and conclusions they have reached.	Demonstrating and explaining what has been found out from their study of places.
<p>Names and locates countries and geographical regions studied.</p> <p>Names and locates major countries of Europe.</p> <p>Identify the Greenwich meridian and time zones and calculate time differences between places in Europe.</p>	<p>Identifies and describes geographical similarities and differences between localities studied.</p> <p>Describes physical and human geographical features of earthquake zones.</p>	<p>Describe how physical features, including climate, affect human activity within locations studied.</p> <p>Identifies how a locality has changed, is changing or could change in the future.</p>	<p>Use four points of the compass and simple grid references to describe the location of features and routes on a map.</p> <p>Interprets maps of which show profile and height of land.</p> <p>Creates simple maps of a location to show detail of significant features.</p>	<p>Plan and conduct a fieldwork project to answer an enquiry question about the local area.</p> <p>Choose how information is presented to help answer the enquiry question.</p>	<p>Explains why different people have different points of view about geographical issues which affect their lives.</p> <p>Explains how places differ and how they can show geographical evidence of these differences.</p> <p>Uses diagrams, annotations and text to explain a physical phenomenon.</p>



At the end of Year 4

Locational and spatial understanding	The characteristics of a place	How human and physical characteristics interconnect	Map skills	Using evidence gathered from fieldwork	Communicating geographical knowledge and understanding
Locating and naming places using their cumulative knowledge of the terrestrial and marine regions of the earth and their understanding of scale of distance and area.	Identifying, describing in detail and explaining distinctive features of the physical characteristics of places and what it is like for people to live there.	Describing and explaining how people's lives are influenced by the physical characteristics of places, and how places have changed and are changing because of the impact of human activity on the physical environment.	Creating, reading and interpreting a variety of maps and mapping tools to inform their study of places.	Gathering evidence from places they have visited and studied at first hand, analysing and presenting this evidence and explaining patterns they have identified and conclusions they have reached.	Demonstrating and explaining what has been found out from their study of places.
Names and locates countries and geographical regions studied. Names and locates major rivers of the UK, Europe and the world. Calculate time differences between places in the world.	Identifies and describes geographical similarities and differences between localities studied. Describes physical and human geographical features of river valleys.	Describe in detail how physical features, including climate, affect human activity within locations studied. Describes how a locality has changed, is changing or could change in the future, and identifies consequences of these changes.	Use eight points of the compass and four figure grid references to describe the location of features and routes on a map. Interprets maps which show river systems. Creates simple maps of a location to show detail of significant features.	Plan and conduct a fieldwork project to gather comparative evidence to answer an enquiry question about the local area. Decide how information is best presented to clarify findings.	Explains why different people have different points of view about geographical issues which affect their lives. Explains how places differ and how they can show geographical evidence of these differences. Uses diagrams, annotations and text to explain a physical phenomenon.

CRSAAT substantive concepts in primary geography

