

## Six areas of disciplinary and substantive knowledge which underpin the Oldbury Park 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.

<b>Locational and spatial understanding (where places are)</b>	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>	
<b>The characteristics of a place (what places are like)</b>	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>	
<b>The interconnection of human and physical characteristics</b>	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>	
<b>Map skills</b>	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>	
<b>Using evidence gathered from fieldwork</b>	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>	
<b>Communicating geographical knowledge and understanding</b>	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	Y5	Y6
<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 their home, school and local places familiar to them in relation to their town / city, region and country.</p>	<p>Names and locates countries and geographical regions studied.</p> <p>Names and locates major cities and counties of the UK.</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>Identify the Greenwich meridian and time zones and calculate time differences between places in Europe.</p> <p>Calculate time differences between places in the world.</p>	<p>Names and locates countries and geographical regions studied.</p> <p>Names and locates coastal regions of the UK.</p> <p>Names and locates major countries of Europe, including Russia.</p>	<p>Names and locates countries and geographical regions studied.</p> <p>Names and locates major rainforest zones of the world.</p> <p>Identify tropical regions in relation to the equator on different types of maps of 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	Y5	Y6
<p>Describes physical and human geographical features of each of the four countries of the UK.</p> <p>Describes physical and human geographical features of the hottest and coldest places in the world.</p>	<p>Identifies and describes significant features of own locality.</p> <p>Identifies similarities and differences between own local area and a contrasting place in the UK.</p> <p>Identifies similarities and differences between a locality in the UK and a contrasting non-European locality.</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>	<p>Describes and explains some reasons for geographical similarities and differences between localities studied.</p> <p>Describes physical and human geographical features of coastal locations.</p>	<p>Describes and explains a range of reasons for geographical similarities and differences between localities, regions and countries studied.</p> <p>Describes physical and human geographical features of different climate zones and biomes.</p> <p>Classifies regions of the world according to their climate zones and biomes.</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	Y5	Y6
Identifies what happens in different seasons in the UK, how weather changes during the year and how changing weather affects people's lives.	<p>Identify how physical features in own immediate environment affect how people live.</p> <p>Identify how physical features, including climate, in two contrasting locations affect where and how people live.</p>	<p>Describe how physical features 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>	Explains geographical reasons for how a locality has changed, is changing or could change in the future, and identifies consequences of these changes.	Explains the significance of the consequences of change in a locality.



## 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	Y5	Y6
<p>Uses locational and directional language such as near, far, left, right to describe the location of features on a map.</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>	<p>Use four points of the compass and simple grid references to describe the location of features and routes on a map.</p> <p>Identifies landmarks and basic physical features on an aerial view.</p> <p>Compares different 2D and 3D ways of presenting the world in maps.</p> <p>Creates a simple map of part of the local area, using basic symbols referenced in a key.</p>	<p>Use eight points of the compass and four figure 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>Use eight points of the compass and four figure grid references to describe the location of features and routes on a map.</p> <p>Interprets maps which show river systems.</p> <p>Creates simple maps of a location to show detail of significant features.</p>	<p>Uses eight points of the compass, four and six-figure grid references, standard OS symbols and keys to locate features, plot directions and describe routes on a map.</p> <p>Interprets maps of which show coastal features.</p> <p>Create an approximate scale map of a location, showing detail of significant features.</p>	<p>Uses eight points of the compass, four and six-figure grid references, GPS location plotting to locate features, plot directions and describe routes on a map.</p> <p>Interpret maps of which show land use and population densities.</p> <p>Create an approximate scale map of a location, showing detail of significant features.</p>



## 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	Y5	Y6
Makes observations within the local environment, selecting how their observations can be recorded, identifying how features change over time.	Makes and records observations when answering an enquiry question about the local area.	Plan and conduct a fieldwork project to answer an enquiry question about the area in which they live.  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 involving a river study.  Decide how information is best presented to clarify findings.	Plan and systematically conduct a fieldwork project to gather comparative evidence to answer an enquiry question about a coastal location.  Present findings in range of ways including mapping, graphs and tables and explanatory commentaries.	Plan and systematically conduct a fieldwork project to gather comparative evidence to answer an enquiry question linked to a national issue.  Present findings in range of ways including mapping, graphs and tables and explanatory commentaries.  Evaluate the methods used to undertake fieldwork and how valid findings and conclusions may be.



## 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	Y5	Y6
<p>Illustrates their opinion about what a place is like with evidence.</p> <p>Explains what makes a place distinctive when compared with another place.</p>	<p>Identifies different opinions about what a place is like with evidence.</p> <p>Explains how places differ and how they can show geographical evidence of these differences.</p>	<p>Explains why different people have different points of view about geographical issues which affect their lives.</p> <p>Uses diagrams, annotations and text to explain a physical phenomenon.</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>	<p>Explains reasons why people's points of view about geographical issues which affect their lives may differ.</p> <p>Justifies their explanations with evidence drawn from the range of their geographical study.</p> <p>Uses diagrams, annotations and text to explain a physical phenomenon and how it is changing.</p>	<p>Explains reasons why people's points of view about geographical issues which affect their lives may differ.</p> <p>Justifies their explanations with evidence drawn from the range of their geographical study.</p> <p>Uses diagrams, annotations and text to explain a physical phenomenon and how it is changing.</p>

**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

<b>Locational and spatial understanding</b>	<b>The characteristics of a place</b>	<b>How human and physical characteristics interconnect</b>	<b>Map skills</b>	<b>Using evidence gathered from fieldwork</b>	<b>Communicating geographical knowledge and understanding</b>
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 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>Describes physical and human geographical features of each of the four countries of the UK.</p> <p>Describes physical and human geographical features of the hottest and coldest places in the world.</p>	Identifies what happens in different seasons in the UK, how weather changes during the year and how changing weather affects people's lives.	<p>Uses locational and directional language such as near, far, left, right to describe the location of features on a map</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 and identifying how features change over time.	<p>Illustrates their opinion about what a place is like with evidence.</p> <p>Explains what makes a place distinctive when compared with another place.</p>



## At the end of Year 2

<b>Locational and spatial understanding</b>	<b>The characteristics of a place</b>	<b>How human and physical characteristics interconnect</b>	<b>Map skills</b>	<b>Using evidence gathered from fieldwork</b>	<b>Communicating geographical knowledge and understanding</b>
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 their home, school and local places familiar to them in relation to their town / city, region and country.</p>	<p>Identifies and describes significant features of own locality.</p> <p>Identifies similarities and differences between own local area and a contrasting place in the UK.</p> <p>Identifies similarities and differences between a locality in the UK and a contrasting non-European locality.</p>	<p>Identify how physical features in own immediate environment affect how people live.</p> <p>Identify how physical features, including climate, in two contrasting locations affect where and how people live.</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>Identifies landmarks and physical features on an aerial view.</p> <p>Compares different 2D and 3D ways of presenting the world in maps.</p> <p>Creates a simple map of part of the local area, using basic symbols referenced in a key.</p>	<p>Makes and records observations when answering an enquiry question about the local area.</p>	<p>Identifies different opinions about what a place is like with evidence.</p> <p>Explains how places differ and how they can show geographical evidence of these differences.</p>



### At the end of Year 3

<b>Locational and spatial understanding</b>	<b>The characteristics of a place</b>	<b>How human and physical characteristics interconnect</b>	<b>Map skills</b>	<b>Using evidence gathered from fieldwork</b>	<b>Communicating geographical knowledge and understanding</b>
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 cities and counties of the UK.	Identifies and describes geographical similarities and differences between localities studied.  Describes physical and human geographical features of earthquake zones.	Describe how physical features affect human activity within locations studied.  Identifies how a locality has changed, is changing or could change in the future.	Use eight points of the compass and four figure grid references to describe the location of features and routes on a map.  Interprets maps of which show profile and height of land.  Creates simple maps of a location to show detail of significant features.	Plan and conduct a fieldwork project to answer an enquiry question about the area in which they live.  Choose how information is presented to help answer the enquiry question.	Explains why different people have different points of view about geographical issues which affect their lives.  Uses diagrams, annotations and text to explain a physical phenomenon.



## At the end of Year 4

<b>Locational and spatial understanding</b>	<b>The characteristics of a place</b>	<b>How human and physical characteristics interconnect</b>	<b>Map skills</b>	<b>Using evidence gathered from fieldwork</b>	<b>Communicating geographical knowledge and understanding</b>
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 rivers of the UK, Europe and the world.</p> <p>Identify the Greenwich meridian and time zones and calculate time differences between places in Europe.</p> <p>Calculate time differences between 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 river valleys.</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>	<p>Use eight points of the compass and four figure grid references to describe the location of features and routes on a map.</p> <p>Interprets maps which show river systems.</p> <p>Creates simple maps of a location to show detail of significant features.</p>	<p>Plan and conduct a fieldwork project to gather comparative evidence to answer an enquiry question to include a river study.</p> <p>Decide how information is best presented to clarify findings.</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 5

<b>Locational and spatial understanding</b>	<b>The characteristics of a place</b>	<b>How human and physical characteristics interconnect</b>	<b>Map skills</b>	<b>Using evidence gathered from fieldwork</b>	<b>Communicating geographical knowledge and understanding</b>
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 coastal regions of the UK.  Names and locates major countries of Europe.	Describes and explains some reasons for geographical similarities and differences between localities studied.  Describe physical and human geographical features of coastal locations.	Explains geographical reasons for how a locality has changed, is changing or could change in the future, and identifies consequences of these changes.	Uses eight points of the compass, four and six-figure grid references, standard OS symbols and keys to locate features, plot directions and describe routes on a map.  Interprets maps of which show coastal features.  Create an approximate scale map of a location, showing detail of significant features.	Plan and systematically conduct a fieldwork project to gather comparative evidence to answer an enquiry question about a coastal location.  Present findings in range of ways including mapping, graphs and tables and explanatory commentaries.	Explains reasons why people's points of view about geographical issues which affect their lives may differ.  Justifies their explanations with evidence drawn from the range of their geographical study.  Uses diagrams, annotations and text to explain a physical phenomenon and how it is changing.



## At the end of Year 6

<b>Locational and spatial understanding</b>	<b>The characteristics of a place</b>	<b>How human and physical characteristics interconnect</b>	<b>Map skills</b>	<b>Using evidence gathered from fieldwork</b>	<b>Communicating geographical knowledge and understanding</b>
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 rainforest zones of the world.  Identify tropical regions in relation to the equator on different types of maps of the world.	Describes and explains a range of reasons for geographical similarities and differences between localities, regions and countries studied.  Describes physical and human geographical features of different climate zones and biomes.  Classifies regions of the world according to their climate zones and biomes.	Explains the significance of the consequences of change in a locality.	Uses eight points of the compass, four and six-figure grid references, GPS location plotting to locate features, plot directions and describe routes on a map.  Interpret maps of which show land use and population densities.  Create an approximate scale map of a location, showing detail of significant features.	Plan and systematically conduct a fieldwork project to gather comparative evidence to answer an enquiry question linked to a national issue.  Present findings in range of ways including mapping, graphs and tables and explanatory commentaries.  Evaluate the methods used to undertake fieldwork and how valid findings and conclusions may be.	Explains reasons why people's points of view about geographical issues which affect their lives may differ.  Justifies their explanations with evidence drawn from the range of their geographical study.  Uses diagrams, annotations and text to explain a physical phenomenon and how it is changing.