






Geography at St Thomas's Primary School

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| Intent | At St Thomas' Primary School our geography curriculum aims to fulfil the requirements of the National Curriculum for geography; providing a broad, balanced, ambitious and inclusive curriculum whilst also ensuring the progressive development of geographical concepts, knowledge and skills. We aim to inspire a curiosity and fascination about the world and its people that will remain with our pupils for the rest of their lives. Our curriculum will equip pupils with a knowledge of diverse places and people, together with a deep understanding of our planet's key physical and human processes. We want our curriculum to empower children with a deep understanding of local, national and global ecological issues and provide them with the necessary knowledge to make positive change. |
| Implement | Geography at St Thomas' is taught throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge, vocabulary and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised. |
| Impact | Outcomes in Geography books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. School trips provide further relevant and contextual learning. |
| Context | <p>"I come that they might have life and life in all its fullness." The Gospel of John 10 v 10 Our church lies at the centre of our local area.</p> <p>One of the key reasons Heaton Chapel is excellent for geography exploration is its diverse geography, community and various buildings of importance such as St Thomas' Church and the local train station- these link ideally to our golden threads which our implemented throughout our curriculum. Stockport itself has rolling hills to meandering rivers, pupils can observe and analyse a variety of landforms and landscapes within a short distance. Heaton Chapel provides an excellent environment for pupils to learn and explore geography. Its historical significance, diverse geography, and cultural heritage make it ideal for geographers. By experiencing Heaton Chapel first-hand, pupils will develop a deeper appreciation for the subject and the world around them.</p> |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



Learning and Growing in the Sight of God

| Learning | Growing | Sight of God |
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| <p>At St Thomas we have created a balance of knowledge and skills in each unit of study. Knowledge and therefore learning is built upon in each lesson, with regular opportunities given for knowledge retrieval. Children are given every chance of success in order to maximise motivation</p> | <p>At St Thomas the children are encouraged throughout each period of history they study to empathise with the people alive at the time, to explore different viewpoints and to grow their understanding themselves and others.</p> | <p>Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God.</p> |







Substantive

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the national curriculum subject content: Place and Locational Knowledge, Human and Physical Geography, Field Work, Enquiry Skills, Map Skills and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts - Golden Threads

We have identified a set of key geographical concepts that we have called golden threads that children will repeatedly revisit throughout their time at St Thomas from Early Years upwards. By having our units centred around these concepts, pupils are able to make links between their learning from one unit and year group to another, as well as use this knowledge to make connections with the present day and their own lives. We want the children to be able to think about these concepts over a long-time span.

| Trade | Settlement | Civilisation | Religion and Belief | Landscape | Travel / Sustainability |
|---|---|--|---|---|---|
|  |  |  |  |  |  |
| <p>The action of buying and selling anything.</p> | <p>A place, typically one which has previously been uninhabited, where</p> | <p>The way in which a group of people live, how they are organised and what</p> | <p>Religion – a particular system of faith and worship.</p> | <p>Everything you can see when you look across an area of land, including</p> | <p>To journey from place to place or to a distant place.</p> |



Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map

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|---|-------------------------------|--|---|--|--|
| The kind of job where you need skills and special training. | people establish a community. | they believe in where they live. A way of life that is better or more organised than another way of life. | Beliefs – something one accepts as true or real; a firmly held opinion. | hills, rivers, buildings, trees, and plants. | |
|---|-------------------------------|--|---|--|--|




Disciplinary

Disciplinary Knowledge

Pupils develop a more detailed knowledge of their locality, the United Kingdom and the wider world through selecting and synthesising information from a range of sources, using more complex geographical techniques, to explain through more informed responses the physical and human features they observe and the interaction of people with them, using more sophisticated subject-specific vocabulary.



Disciplinary Concepts

Disciplinary concepts are concepts used in the study of geography. They form the basis of many questions' geographers ask, this includes: Place, Scale and Space, Environment (physical and human processes), Interconnections, Environment Impact and sustainability and Cultural Awareness and Diversity. These concepts will enable children to ask geographically-valid questions, create connections, identify contrasts, examine trends and construct analyses.

| Place, Scale and Space | | Environment (physical and human processes) | | Interconnections | |
|---|--|--|--|---|--|
|  | |  | |  | |
| <ul style="list-style-type: none"> 'Space' – the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them. 'Place' – a construct that is defined in terms of what it is like, what happens there and how and why it is changing. 'Scale' – the 'zoom lens' that enables us to view places from global to local levels. | | Physical geography is concerned with the study of physical aspects, including air, water, and soil on the Earth's surface. Human geography is concerned with trends and patterns of human populations and the impact of their activity on the environment. | | Interconnection in Geography brings together the two topics of human Geography and physical Geography, which are often studied separately. However, interconnection shows the ways in which our actions impact the world around us. | |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



| Environment Impact and sustainability | Cultural Awareness and Diversity |
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|  |  |
| <p>Sustainability is most often talked about in relation to the environment. Humans use natural resources on Earth for different purposes. Some of these uses include:</p> <ul style="list-style-type: none"> Food Energy and fuel for warmth Shelter Materials for clothing Medicine | <p>Cultural awareness is an essential concept in geography lessons. It is the understanding and appreciation of different cultures, values, and beliefs that shape the world we live in.</p> <p>As geography is a subject that deals with the study of the earth's physical and human features, it is vital to teach students to be culturally aware to understand the diversity of people and places around the world.</p> |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|---|---------------------------------------|---|--|---|
| Nursery | What makes me a me? | What makes Christmas special? | Are we all warm at winter? | What makes an explorer? | Can we change for a brighter future? | Am I always right? |
| Reception | What makes me a me? | What makes Christmas special? | Are we all warm at winter? | What makes an explorer? | Can we change for a brighter future? | Am I always right? |
| Year 1 | No Place Like Home | No Place Like Home | Our Wild World Geography | Into the Woods Geography | Time Travellers Explorers -Land and Space | Time Travellers Ocean Explorers |
| Year 2 | What are the differences between Kenya and where we live? | What are the differences between Kenya and where we live? Mapping Skills | What helps us stay safe at the coast? | What helps us stay safe at the coast? Mapping Skills | | |
| Year 3 | How extreme can Earth be? | | | How can we reduce our carbon footprint? | | Are you ready for a European adventure? |
| Year 4 | Where in the world is Greece? | | What is river journey? | | Can I navigate the globe and become an explorer? | Where in the world is Greece? |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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| <p>Year 5</p> | <p>What makes superb South America such an amazing continent?</p> | | | <p>Could you reach the summit of mountain survival?</p> | | <p>Marvellous Maps- Can I become a map reading expert?</p> |
| <p>Year 6</p> | <p>Landscape and population- Impact of War</p> | <p>Mapping Skills</p> | | | <p>North America</p> | <p>Landscape and population- Impact of War</p> |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



| Nursery | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|---|---|---|
| Enquiry Question | What makes me a me? | What makes Christmas special? | Are we all warm at winter? | What makes an explorer? | Can we change for a brighter future? | Am I always right? |
| Substantive Concepts <i>Trade</i> <i>Settlement/Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i> | <p>Settlement, Landscape Religion and Belief</p> <p><u>Locational Knowledge</u> I know the features around school.</p> <p>I know I live in a city.</p> | <p>Settlement, Landscape Religion and Belief and Travel</p> <p><u>Locational Knowledge</u> I know about features of the area around my house.</p> <p><u>Geographical Skills and Fieldwork</u> I know what a map is.</p> <p><u>Manmade and Natural Geography</u> I know about the signs of Autumn and the clothes we need to wear.</p> | <p>Settlement, Landscape and Travel</p> <p><u>Locational Knowledge</u> I know there are hot places and cold places in our world.</p> <p><u>Place Knowledge</u> I know environments vary from one another.</p> <p><u>Geographical Skills and Fieldwork</u> I know what a map is.</p> <p><u>Manmade and Natural Geography</u> I know about the signs of Winter and the clothes we need to wear.</p> | <p>Landscape and Travel</p> <p><u>Geographical Skills and Fieldwork</u> I know what a seaside is.</p> <p><u>Manmade and Natural Geography</u> I know about the signs of Spring and the clothes we need to wear.</p> | <p>Settlement, Landscape and Sustainability</p> <p><u>Manmade and Natural Geography</u> I know items that are in nature, including trees, leaves, and plants.</p> <p>I know about the signs of summer and the clothes we need to wear</p> <p><u>Geographical Skills and Fieldwork</u> I can create a fictional map drawing.</p> | <p>Settlement, Landscape, Sustainability and Trade</p> <p><u>Manmade and Natural Geography</u> I know that some produce comes from a farm.</p> <p><u>Geographical Skills and Fieldwork</u> I know about features of a farm.</p> |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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| | | | | | | |
| Key Vocabulary | House, road, city | House, road, city Autumn, change Map | Hot, cold, world Map Winter, change, cold | Map, seaside Spring, change | Nature, trees, plants, grass Map Summer, change, hot | Farm, produce, grass, fields, animals |
| Disciplinary Concepts | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Cultural Awareness and Diversity</i> | <i>Cultural Awareness and Diversity</i> <i>Place, Scale and Space</i> <i>Cultural Awareness and Diversity</i> | <i>Cultural Awareness and Diversity</i> <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> | <i>Environment Impact and sustainability</i> <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> |
| Experiential Knowledge Our Church Our Community Visit / Place / Person | | | | Outdoor Learning at the Juniors | Outdoor Learning at the Juniors | Farm |
| Protected Characteristics | Age, marriage, pregnancy, disability, race, religion and belief | Race, religion and belief | Race | Race | | Age |



Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map

| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|---|--|--|---|---|--|
| Enquiry Question | What makes me a me? | What makes Christmas special? | Are we all warm at winter? | What makes an explorer? | Can we change for a brighter future? | Am I always right? |
| Substantive Concepts | <p>Settlement, Landscape Religion and Belief</p> <p><u>Locational Knowledge</u> I know about the features of my own immediate environment</p> <p>I know the name of the village and city the school is located in.</p> | <p>Settlement, Landscape Religion and Belief and Travel</p> <p><u>Locational Knowledge</u> I know about the features of my own immediate environment</p> <p><u>Geographical Skills and Fieldwork</u> I know about a simple map</p> <p><u>Manmade and Natural Geography</u> I know about the signs of Autumn and the associated weather, including the changes in nature and temperature</p> | <p>Settlement, Landscape and Travel</p> <p><u>Locational Knowledge</u> I know about the features of the world and Earth, including similarities and differences between hot and cold countries.</p> <p><u>Place Knowledge</u> I know environments vary from one another.</p> <p><u>Geographical Skills and Fieldwork</u> I know how to use and draw information from a simple map</p> | <p>Landscape and Travel</p> <p><u>Geographical Skills and Fieldwork</u> I know about similarities and differences between places e.g. seaside and town and drawing on my experiences and what has been read in class.</p> <p><u>Manmade and Natural Geography</u> I know about the signs of Spring and the associated weather, including the changes in nature and temperature</p> | <p>Settlement, Landscape and Sustainability</p> <p><u>Manmade and Natural Geography</u> I know that some things in the world are man-made, and some things are natural, including materials to build houses.</p> <p>I know about the signs of Summer and the associated weather e.g. and now identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear</p> | <p>Settlement, Landscape, Sustainability and Trade</p> <p><u>Manmade and Natural Geography</u> I know that some things in the world are man-made, and some things are natural regarding features of a farm.</p> <p><u>Geographical Skills and Fieldwork</u> I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</p> |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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| | | | <p><u>Manmade and Natural Geography</u> I know about the signs of Winter and the associated weather, including the changes in nature and temperature</p> <p>I know in Winter it is cold and may snow.</p> | | <p>appropriate clothing, and in the winter, it is cold and may snow.</p> <p><u>Geographical Skills and Fieldwork</u> I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources</p> <p>I know that simple symbols are used to identify features on a map.</p> | |
| <p>Key Vocabulary</p> | <p>House, town, city, roads, buildings, community</p> | <p>Seasons, weather, Autumn, change, hot, cold, sunny, map, globe, atlas, temperature, North Pole, Arctic</p> | <p>Seasons, weather, Winter, change, hot, cold, freezing, sunny, countries, similarities, differences, temperature, Earth, world, North Pole,</p> | <p>Seasons, weather, Spring, change, hot, cold, Earth, world, seaside, town, map</p> | <p>Man-made, natural, materials, aerial map, birds-eye view, community</p> | <p>Farm, countryside, fields, town, man-made, natural,</p> |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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|--|--|--|--|---|---|---|
| | | | South Pole, Arctic, Antarctica, island | | | |
| Disciplinary Concepts | <p><i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i></p> <p><i>Cultural Awareness and Diversity</i></p> | <p><i>Cultural Awareness and Diversity</i> <i>Place, Scale and Space</i> <i>Cultural Awareness and Diversity</i></p> | <p><i>Cultural Awareness and Diversity</i> <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Environment Impact and sustainability</i></p> | <p><i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i></p> | <p><i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i></p> | <p><i>Environment Impact and sustainability</i> <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i></p> |
| <p>Experiential Knowledge Our Church Our Community Visit / Place / Person</p> | | Walk to the post box | | Outdoor Learning at the Juniors | Outdoor Learning at the Juniors | Farm |
| Protected Characteristics | Age, marriage, pregnancy, disability, race, religion and belief | Race, religion and belief | Race | Race | | Age |



Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map

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|---|--|---|---|--|--------------------------------------|--|
| Year 1 | No Place Like Home Local History Our Church | No Place Like Home Gun Powder Plot | Our Wild World <i>Geography</i> | Into the Woods <i>Geography</i> | Time Travellers Explorers | Time Travellers Ocean Travel- pirates |
| Enquiry Question | Where do you live? What has changed? | Why did Guy Fawkes not like the King? | Where do different animals live? | What do you do if you get lost in the woods? | How did explorers change the world? | What was the life of pirate really like? Did they all bury treasure? |
| St Thomas' Life Question | What makes a place a home? | What do you like and not like about our community? | How do we care for our world? | Who would help us if we were lost? | Is it good to leap into the unknown? | Should you always follow the rules? |
| Substantive Concepts <i>Trade</i> <i>Settlement/Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i> | Settlement Landscape | Religion and Belief Landscape | Landscape Travel | Settlement Landscape Religion and Belief | | |
| Key Vocabulary (On Knowledge Organiser) | City Town Village Factory Farm Past Present Future Similarities Differences | Compare Fact Plot Landmarks Houses of Parliament Laws Gunpowder Monarch Bonfire Capital City London | London England Wales Scotland Northern Ireland United Kingdom Hot Cold North Pole South Africa Climate Temperature Desert Ice Equator Ocean Pollution | Aerial Photograph Aerial Plan Location Route Key Symbols Atlas Directions Left/Right Fact Opinion Artefact Event Source Evidence | | |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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|--|--|---|--|--|--|--|
| <p>Disciplinary Concepts <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i></p> | <p>Environment</p> | | | | | |
| <p>Experiential Knowledge Our Church Our Community Visits / Places / People</p> | <p>Church at our centre Interview with Rev Michael Local Walk /Lowry Visit – city landscapes / Pyjama Day</p> | <p>Heaton Chapel residents – interview Forest School Park walks</p> | | | | |
| <p>Protected Characteristics</p> | | | | | | |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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|---|--|--|--|--|--|--|
| Year 2 | Kenya | | Coastlines | | | |
| Enquiry Question | What are the differences between Kenya and where we live? | | Why is there a coast? | | | |
| St Thomas' Life Question | How does a Kenyan community and our community differ? | | How can we respect our faith when looking after God's world? | | | |
| Substantive Concepts <i>Trade</i> <i>Settlement/Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i> | Settlement Landscape Travel | | Religion Landscape Travel | | | |
| Key Vocabulary (On Knowledge Organiser) | continent country location equator map lake river mountain habitat game reserve savannah national park climate wildlife | | Human made Natural Victorian Grace Darling RNLI coast countryside feature pier promenade harbour bay tall cliff | | | |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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|--|---|--|--|--|--|--|
| <p>Disciplinary Concepts <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i></p> | <p>Cultural Awareness Diversity</p> | | <p>Place Environment</p> | | | |
| <p>Experiential Knowledge Our Church Our Community Visits / Places / People</p> | <p>Kenyan lady visit to school (parent)-interview Bringing the Rain to Kapiti Plain Lila and the Secret of Rain Where the Poppies Grow- to support our teaching on Remembrance DEAL activities Kenya- hot seating of characters Kenyan dancing Meeting in Role</p> | | <p>Rockpool visit RNLI visit into school Traction Man Bog Baby Look what I found at the Seaside DEAL activities Grace Darling news reports</p> | | | |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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| Protected Characteristics | Race, religion and belief | | Gender | | | |
|----------------------------------|---------------------------|--|--------|--|--|--|

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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|---|--|--|--|--|--|--|
| Year 3 | Natural Disasters | | | Map Skills | | Cities |
| Enquiry Question | How extreme can Earth be? | | | How can we reduce our carbon footprint? | | Are you ready for a European adventure? |
| St Thomas' Life Question | How can you show compassion to those who have been affected by a natural disaster? | | | How can you persuade our community to reduce their plastic use and clean their greenspaces? | | How much joy does it bring you to learn and support other countries and cultures? |
| Substantive Concepts <i>Trade</i> <i>Settlement/Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i> | Settlement Society Landscape Travel | | | Civilisation Settlement Landscape Sustainability | | Trade Settlement Landscape Travel Sustainability |
| Key Vocabulary (On Knowledge Organiser) | Volcano Active Volcano Dormant Volcano Magma Crust Mantle Tectonic plates | | | Compass Ordnance survey Sketch map Key Human features Physical features Fieldwork Local Area Heaton Moor | | Atlas Continent Country Capital City Topographical features Landmark |
| Disciplinary Concepts <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact</i> | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i> | | | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i> | | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i> |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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| <i>and sustainability Cultural Awareness and Diversity</i> | <i>Environment Impact and sustainability Cultural Awareness and Diversity</i> | | | <i>Environment Impact and sustainability Cultural Awareness and Diversity</i> | | <i>Environment Impact and sustainability Cultural Awareness and Diversity</i> |
| Experiential Knowledge Our Church Our Community Visits / Places / People | Book – Escape from Pompeii (True story) | | | Local walk DEAL: to become being an explorer | | Local walk |
| Protected Characteristics | Race | | | Race Disability | | Religion and belief Race |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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|---|--|--|--|---|--|---|
| Year 4 | | Greece | | Rivers | | Globes |
| Enquiry Question | | Where in the world is Greece? | | What is river journey? | | Can I navigate the globe and become an explorer? |
| St Thomas' Life Question | | Should I be aware of other countries and their cultures? | | How can I help look after God's earth? | | Can I navigate successfully to meet my goals? |
| Substantive Concepts <i>Trade</i> <i>Settlement/Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i> | | Settlement Trade Travel Religion and Belief | | Landscape Sustainability Settlement | | Trade Travel Religion and Belief |
| Key Vocabulary (On Knowledge Organiser) | | Continent Country Europe Border Greece, Satellite Images Aerial Photographs Compare Landform | | river stream canal reservoir lake sea source channel tributary mouth confluence water cycle meander oxbow lake delta estuary | | Compass Rose Continent Co-ordinates Equator Globe Hemisphere Latitude Longitude north, south, east west Polar Position |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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| | | | | | | |
| Disciplinary Concepts <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i> | | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i> | | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i> | | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i> |
| Experiential Knowledge Our Church Our Community Visits / Places / People | | Greek Salad (DT) | | Potential workshop | | Local walk |
| Protected Characteristics | | Religion and belief, race, | | Race | | Religion and belief, race, sex |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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|---|--|--|--|--|--|--|
| Year 5 | South America | | | Mountains | | Maps |
| Enquiry Question | What makes superb South America such an amazing continent? | | | Could you reach the summit of mountain survival? | | Marvellous Maps- Can I become a map reading expert? |
| St Thomas' Life Question | Why should we be aware of different continents? | | | How can we persevere to reach a goal? | | Can we map out our goals and aspiration? |
| Substantive Concepts <i>Trade</i> <i>Settlement/Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i> | Trade Settlement/Civilization Religion and Belief Landscape Travel/Sustainability | | | Landscape Travel/Sustainability | | Sustainability Landscape |
| Key Vocabulary (On Knowledge Organiser) | Continent Southern Hemisphere Indigenous Climate Zones Equator Topography Tectonic Plates Settlements Human/Physical Geography | | | Landforms Mountain Ranges Tectonic Plates Fold Mountain, Volcanic mountain, Dome mountain Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms Summit, Slopes, Face, Sides, Ridge, Valley Compare, Collect, Record, Analyse Latitude and Longitude Key Mountains Climate Zones | | Atlas Compass Digital map Easting Grid References National Grid Northing Ordnance Survey maps Symbols Scale Position |



Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map

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|---|---|--|--|---|--|---|
| | Trade Agriculture Comparison Landmarks Favela Resources Biomes | | | Tourism | | |
| Disciplinary Concepts <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i> | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i> | | | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i> | | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections, Environment Impact and sustainability</i> <i>Cultural Awareness and Diversity</i> |
| Experiential Knowledge Our Church Our Community Visits / Places / People | Outdoor learning opportunities | | | Outdoor learning opportunities | | Local walk in our community |
| Protected Characteristics | Race, Religion and belief, sex | | | Race, age | | Religion and belief, race, sex, age |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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|---|--|--|---|--|---|-----------------------------------|
| Year 6 | | Race across the world | | Mapping Skills | | North America- Slavery |
| Enquiry Question | | Where will our journey take us? | | How did the Plague impact the village of Eyam? | | |
| St Thomas' Life Question | | Where will OUR journey take us? | | How did the compassion of Eyam's inhabitants support the community? | | |
| Substantive Concepts <i>Trade</i> <i>Settlement/Civilization</i> <i>Religion and Belief</i> <i>Landscape</i> <i>Travel/Sustainability</i> | | Religion and Belief Landscape Travel/Sustainability | | Trade Settlement/Civilization Religion and Belief Landscape | | |
| Key Vocabulary (On Knowledge Organiser) | | Continent Country Region Landscape Borders Longitude Latitude Equator | Capital city Orientation Atlas River Globe Grid references Environmental Physical Human Sustainability | | Local Ordinance survey Symbols Grid reference Scale Route Features Physical human | |
| Disciplinary Concepts <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> | | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i> | | <i>Place, Scale and Space</i> <i>Environment (physical and human processes)</i> <i>Interconnections,</i> | | |

Geography - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



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|---|--|---|--|---|--|--|
| <i>Interconnections, Environment Impact and sustainability Cultural Awareness and Diversity</i> | | <i>Environment Impact and sustainability Cultural Awareness and Diversity</i> | | <i>Environment Impact and sustainability Cultural Awareness and Diversity</i> | | |
| Experiential Knowledge Our Church Our Community Visits / Places / People | | Outdoor learning | | Eyam visit | | |
| Protected Characteristics | | Religion and belief, race, sex, age | | Religion and belief | | Religion and belief, race, sex, age |