Progression in Geography

Intent

We aim for children to have acquired the essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Implementation:

1. Curriculum drivers shape our curriculum breadth in geography. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. **Our curriculum drivers are community, spirituality, equality, opportunity and aspiration.**
2. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
4. Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.
5. **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In geography, these threshold concepts are; ***Investigate places*** *(understanding the geographical location of places and their physical and human features);* ***Investigate patterns*** *(Understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported)****; Communicate geographically*** *(Understanding geographical representations, vocabulary and techniques).*
6. **Knowledge categories:** These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In history these knowledge categories include: ***Location, Physical features, Human Features, Diversity, Physical Processes, Human Processes, Techniques.***
7. Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

8. **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is to taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6

9. **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

Progression through the Cognitive Domains		
Basic	**Advancing**	**Deep**
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

10. **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

11. Also as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.

12. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
    - Learning is most effective with spaced repetition.
    - Interleaving helps pupils to discriminate between topics and aids long-term retention.
    - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

13. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

14. Our content is subject specific. We make intra-curricular links to strengthen schema.

15. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Milestone 1 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
Investigate Places		
• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Relevant Knowledge Categories: Location, Physical features, Human features and Diversity		

Investigate Patterns		
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
Relevant Knowledge Categories: Physical Processes, Human Processes.		
Communicate Geographically		
Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Knowledge Categories: Techniques, Vocabulary		

Breadth of Study - Geography

Breadth of Study – Key Stage 1 (Milestone 1)

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Breadth of Study – Key Stage 2 (Milestones 2 and 3)

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers,
  - mountains, volcanoes and earthquakes and the water cycle
  - human geography, including: settlements, land use, economic activity including trade
  - links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

	Milestone 1 (Basic) Year 1	Milestone 1 (Advancing and Deep) Year 2	Milestone 2 Year 3 and 4 (Basic, Advancing and Deep)	Milestone 3 Year 5 and 6 (Basic, Advancing and Deep)
All topics are ongoing over the year. Our curriculum is forwards and backwards engineered allowing for spacing, revisits and interleaving between topics.	**EYFS/Early Years** **Three and Four Year Olds –** **Mathematics** Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route Discuss routes and locations, using words like, "in front of" and "behind". **Understanding the World** Use all their senses in hands-on exploration of natural materials Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. **Reception** **Understanding the World** Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. **ELG** **Understanding the World – People, Cultures and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.		
	(Year A)			
	What is geography? *Knowledge Categories: Techniques and Vocabulary*	**Describing the Maps of the World** *Knowledge Categories: Techniques*	**Maps of the World** *Knowledge Categories: Techniques*	**Fresh Water Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*

	Simple maps *Knowledge Categories: Techniques*	**Derbyshire** *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Using Maps** *Knowledge Categories: Techniques*	**Marine Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
	My locality *Knowledge Categories: Location, Physical features*	**Australia: Great Barrier Reef** *Knowledge Categories: Diversity and Human Processes*	**Erosion and Deposition: Coasts / Management** *Knowledge Categories: Physical Features, Human Features, Physical Processes*	**Tropical Rainforests** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
	Derby *Knowledge Categories: Location, Physical features*	**Australia: Aborigines** *Knowledge Categories: Location, Physical Features, Human Features, Diversity*	**Landscapes: Rivers** *Knowledge Categories: Physical Features, Human Features,*	**Tundra Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
	UK: England *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Australia: Comparison to Derbyshire/ Daintree Rainforest** *Knowledge Categories: Location, Diversity*	**International Trade: Food, Tourism, Natural Resources,** *Knowledge Categories: Location, Diversity, Human Processes, Physical features, Human features*	**Taiga Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
	UK: Northern Ireland *Knowledge Categories: Location, Physical features, Human features, Diversity*			
	UK: Scotland *Knowledge Categories: Location, Physical features, Human features, Diversity*			
	UK: Wales *Knowledge Categories: Location, Physical features, Human features, Diversity*	**London** *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Fieldwork – Local Settlement:** *Local Study, field work* *Knowledge categories – Location; Physical features; Techniques; Human features*	**Climate zones** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
	USA: Florida			**Deserts Biome**

	Knowledge Categories: Location, Physical features			*Knowledge Categories: Location, Physical Features, Diversity*
	Continents *Knowledge Categories: Location, Physical Features, Human Features*	**UK capital cities**		**Savannah** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
	Oceans *Knowledge Categories: Location, Physical Features, Human Features*	**Continents and Oceans** *Knowledge Categories: Location, Physical Features, Human Features*		**Grassland Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
	(Year B)			
	What is geography? *Knowledge Categories: Techniques and Vocabulary*	**Describing the Maps of the World** *Knowledge Categories: Techniques*	**Using Maps** *Knowledge Categories: Techniques*	**Ocean Currents** *Knowledge Categories:, Physical Features, Human Processes*
	My school locality *Knowledge Categories: Location, Physical features*	**Continents and Oceans** *Knowledge Categories: Location, Physical Features, Human Features*	**Describing Maps of the World** *Knowledge Categories: Techniques*	**South America: Rivers** *Location, Physical Features*
	Derby *Knowledge Categories: Location, Physical features*	**UK: England** *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Erosion and Deposition: Coasts / Management** *Knowledge Categories: Physical Features, Human Features, Physical Processes*	**Tundra Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
	UK: England, Northern Ireland, Scotland, Wales *Knowledge Categories: Location, Physical features, Human features, Diversity*	**UK: Northern Ireland** *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Landscapes: Rivers** *Knowledge Categories: Physical Features, Human Features,*	**North America: Countries** *Knowledge Categories: Location, Physical Features*
	Continents	**UK: Scotland**	**International Trade: Food, Tourism, Natural Resources,**	**Taiga Biome**

	Knowledge Categories: Location, Physical Features, Human Features	*Knowledge Categories: Location, Physical features, Human features, Diversity*	*Knowledge Categories: Location, Diversity, Human Processes, Physical features, Human features*	*Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
	Oceans *Knowledge Categories: Location, Physical Features, Human Features*	**UK: Wales** *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Settlement:** *Local Study, field work* *Knowledge categories – Location; Physical features; Techniques; Human features*	**Temperate Deciduous Forests** *Knowledge Categories: Location, Human Processes*
		Australia: Great Barrier Reef *Knowledge Categories: Diversity and Human Processes*		**North America: Population** *Knowledge Categories: Location, Human Features, Diversity*
		Australia: Aborigines *Knowledge Categories: Location, Physical Features, Human Features, Diversity*		**Deserts Biome** *Knowledge Categories: Location, Physical Features, Diversity*
		Australia: Comparison to Derbyshire/ Daintree Rainforest *Knowledge Categories: Location, Diversity*		**South America: Population** *Knowledge Categories: Location, Human Features, Diversity*
				Grassland Biome *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*
				Savannah *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*

Vocabulary Progression Chart for Geography – Key Stage 1

Year 1			Year 2		
Topic	**Tier 2**	**Tier 3**	**Topic**	**Tier 2**	**Tier 3**
What is geography? *Knowledge Categories:*	**Place:** A geographical point,	**Map:** A drawing of a particular area, showing its main features as they would	**Describing the Maps of the World** *Knowledge Categories: Techniques*	**Place:** A geographical point, such as a town, city etc.	**Map:** A drawing of a particular area, showing its main features as they would

Techniques and Vocabulary	such as a town, city etc. **Locate**: Find out where something or someone is.	appear if looked at from above. **World:** The planet we live on. **Atlas:** A book of maps. **Globe:** A ball shaped object with a map of the world on it. **Satellites:** Objects sent into space. Some of them take photographs of the Earth. **The Compass Rose/A Compass:** Gives directions. The main directions are north, east, south and west. **North and south pole:** Not poles like long pieces of wood, but poles like those that magnets have. This is because the earth is a giant magnet with a core of iron. **Equator:** An imaginary line across the middle of the globe. **City:** A large town. **Town:** A densely populated urban area, smaller than a city and larger than a village, having some local powers of government. **Village:** A group of houses together with other building such a church and a school in the countryside. **Countries:** Territories distinguished by its people, culture, language and geography. **Coastal:** Relating to things that are in the sea or on the land near a coast. **Rural:** Relating to, or characteristic of, the countryside or country life.		**Locate**: Find out where something or someone is.	appear if looked at from above. **World:** The planet we live on. **Atlas:** A book of maps. **Globe:** A ball shaped object with a map of the world on it. **Satellites:** Objects sent into space. Some of them take photographs of the Earth. **The Compass Rose/A Compass:** Gives directions. The main directions are north, east, south and west. **North and south pole:** Not poles like long pieces of wood, but poles like those that magnets have. This is because the earth is a giant magnet with a core of iron. **Equator:** An imaginary line across the middle of the globe. **City:** A large town. **Town:** A densely populated urban area, smaller than a city and larger than a village, having some local powers of government. **Village:** A group of houses together with other building such a church and a school in the countryside. **Countries:** Territories distinguished by its people, culture, language and geography. **Coastal:** Relating to things that are in the sea or on the land near a coast. **Rural:** Relating to, or characteristic of, the countryside or country life.
Simple maps *Knowledge Categories: Techniques*			**Derbyshire** *Knowledge Categories: Location, Physical features, Human features, Diversity*		
My locality *Knowledge Categories: Location, Physical features*			**Australia: Great Barrier Reef** *Knowledge Categories: Diversity and Human Processes*	**Democratic:** Relating to a form of government in which people choose the leaders by voting. **Lone:** Alone **Surrounded:** All around somewhere.	**Commonwealth:** The UK and a group of countries that, in the past, were ruled by the UK. **Urban:** Relating to a town or city.

Derby *Knowledge Categories: Location, Physical features*			**Australia: Aborigines** *Knowledge Categories: Location, Physical Features, Human Features, Diversity*	**Descendants:** People from later generations. **Sacred:** Holy **Vast:** Huge **Remote:** Far away and hard to reach.	Indigenous: Originally from a place. Migrants: People who have moved from a different country. Inland: Away from the coast.
UK: England *Knowledge Categories: Location, Physical features, Human features, Diversity*	**United:** Joined together **Union:** The joining together of different groups. **Monarchy:** The king or queen and royal family. **Democratic:** A form of government in which people choose the leaders by voting. **Resembles:** Looks like **Emblem:** Badge or symbol	**Archipelago:** A group of islands. **Population:** All the people who live in a place. **Peak:** The pointed top of a mountain. **Migrated:** Moved from one place to another. **Tourism:** Providing services for people on holiday. **Refugees:** People forced to leave their country because it is not safe to stay there.	**Australia: Comparison to Derbyshire/ Daintree Rainforest** *Knowledge Categories: Location, Diversity*	**Democratic:** Relating to a form of government in which people choose the leaders by voting. **Lone:** Alone **Surrounded:** All around somewhere.	**Commonwealth:** The UK and a group of countries that, in the past, were ruled by the UK. **Urban:** Relating to a town or city.
UK: Northern Ireland *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Emblem:** Badge or symbol	**Rural:** Relating to the countryside. **Gaelic:** The traditional Irish language. **Causeway:** A pathway. **Hexagonal columns:** Long, six sided shapes. **Conflict:** A serious disagreement, sometimes involving violence.	**London** *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Government:** The group of people who make the laws in a country. **Business:** Making, buying or selling. Cultural: To do with the arts and history.	**Capital city:** A large city, usually where the government operates from. **Population:** All the people who live in a place.
UK: Scotland *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Remote:** Far away and hard to get to. **Legend:** A story from long ago which may or may not be true. **Emblem:** Badge or symbol	**Rural:** Relating to the countryside. **Archipelago:** A group of islands. **Peak:** The pointed top of a mountain. **Munros:** Mountains over 3000 feet (914 metres). **Inhabitants:** People living in a place.	**Continents and Oceans** *Knowledge Categories: Location, Physical Features, Human Features*	**Enclosed:** Surrounded by something. **Submerged:** Covered by water.	**Continent:** A large area of land. **Ocean:** A large area of saline water. **Saline:** Salty. **Seas:** Smaller, enclosed or partly enclosed areas of saline water. **Magma:** Hot, liquid rock.
UK: Wales *Knowledge Categories: Location, Physical features, Human features, Diversity*	**Emblem:** Badge or symbol	**Preserved Countries:** Wales now has local authorities but in the past it had counties (which have been kept for some purposes). **Tourism:** Providing services for people on holiday.	***Types of Activities Linked to the Cognitive Domains*** **Tier 2 - Basic** Label List Name Describe		

			How/Who/Which/What/Why/Where **Tier 2 – Advancing** Compare and contrast Point out Explain the method Summarise Identify Explain why Organise Show Group What are the main similarities and differences between…? **Tier 2 - Deep** Recommend True or false…? Do you agree…? Investigate Suggest Always, sometimes or never? Explain the concepts of… Discover Suggest reasons Compile Which best describes…? Which is the odd one out? Could this be true?		
USA: Florida *Knowledge Categories: Location, Physical features*					
Continents *Knowledge Categories: Location, Physical Features, Human Features*	**Enclosed:** Surrounded by something. **Submerged:** Covered by water.	**Continent:** A large area of land. **Ocean:** A large area of saline water. **Saline:** Salty. **Seas:** Smaller, enclosed or partly enclosed areas of saline water. **Magma:** Hot, liquid rock.			
Oceans *Knowledge Categories: Location, Physical Features, Human Features*					

Vocabulary Progression Chart for Geography – Key Stage 2					
Year 3 and Year 4			Year 5 and Year 6		
Topic	**Tier 2**	**Tier 3**	**Topic**	**Tier 2**	**Tier 3**
Maps of the World *Knowledge Categories: Techniques*		**Equator:** An imaginary line drawn across the exact middle of the globe. **Tropic of Cancer:** 23.5 degrees north of the Equator. **Tropic of Capricorn:** 23.5 degrees south of the Equator. **Tropical:** Hot climate all year round.	**Fresh Water Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*	**Migration:** Movement from one country or area to another.	**Ecosystems:** All the conditions plants and animals that exist in a particular area. **Aquifer:** An underground area of rock that absorbs and holds water.
Using Maps *Knowledge Categories: Techniques*		**Prime Meridian:** Imaginary line running from north or south of the globe. **Hemispheres:** (Northern/Southern and Eastern/Western): Halves **Longitude:** Imaginary lines measuring how far North or South a location is. **Latitude:** Imaginary lines measuring how far East or West a location is.	**Marine Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*	**Detected:** Found. **Vertical:** With the top directly above the bottom. **Significant:** Large enough to be important.	**Saline:** Containing salt. **Photosynthesis:** The way that green plants make their food using sunlight.
Erosion and Deposition: Coasts / Management *Knowledge Categories: Physical Features, Human Features, Physical Processes*	**Advantages:** Positive or good things. **Disadvantages:** Negative or bad things. **Prevent:** To stop something happening. **Maintain:** To look after or repair something.	**Erosion:** The wearing away of rocks. **Deposition:** The dumping of rocks. **Tourist destinations:** Places to visit for a holiday. **Natural physical process:** Something that happens in nature and is not caused by people. **Artificial structures:** Things built by people	**Tropical Rainforest Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*	**Categorise:** To put into groups **Inhabit:** To live in	**Terrestrial:** on land **Aquatic:** in water **Climate:** the average expected weather in a place

Landscapes: Rivers *Knowledge Categories: Physical Features, Human Features,*		**Watercourse:** A channel of flowing water. **Tributaries:** Smaller streams that join a river. **Source:** The start of a river. **Mouth:** The end of a river. **Channel:** The course of a river. **River bed:** The bottom of a river. **Reaches:** Parts of a river. **Meanders:** Bends in a river. **Deltas:** where a river splits and spreads out into several branches before entering the sea. **Estuary:** the part of a river that meets the sea.	**Tundra Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*	**Clusters:** Groups	**Permafrost:** Soil that is permanently frozen. **Ecosystems:** All the conditions plants and animals that exist in a particular area. **Hibernate:** Lie dormant (asleep) through Winter.
International Trade: Food, Tourism, Natural Resources, *Knowledge Categories: Location, Diversity, Human Processes, Physical features, Human features*	**Beverage:** Drink International: Between countries. **Natural:** Exists without humans. Resources: the things available for people to use. **Tourism:** Providing services for people on holiday. **Cultural:** Relating to art, theatre, music, literature. **Historical:** Relating to things from the past. Intangibility: Being impossible to touch.	**Import:** Buy goods from another country. **Exporting:** Selling goods to another country.	**Taiga Biome** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*	**Situated:** Positioned **Favourable:** Helpful **Uninhabited:** Not lived in by people	**Terrestrial:** on land **Hibernate:** Lie dormant (asleep) through Winter. **Migrate:** Travel to another area. **Nutrients**: Substances that help living things grow.
Types of Activities Linked to the Cognitive Domains **Tier 2 Basic** Locate Locate and label Describe Label Name Define Locate List **Tier 2 Advancing** Apply			**Biomes and Climate zones** *Knowledge Categories: Location, Physical Features,*	**Categorise:** To put into groups **Inhabit:** To live in	**Terrestrial:** on land **Aquatic:** in water **Climate:** the average expected weather in a place
			Deserts Biome *Knowledge Categories: Location, Physical Features, Diversity*		**Ecosystem:** All the conditions, plants and animals that exist in a particular area. **Evaporates:** Turns from a liquid to a gas **Vegetation:** Plants and trees **Arid:** Dry **Nocturnal:** Active at night

Compare Contrast Compare and contrast Organise Explain/Explain why Classify Identify patterns between Identify the similarities and differences Demonstrate Graph Give some reasons Organise information about Point out Give an overview of **Tier 2 Deep** Relate Investigate Relationship Select Compile Research Make generalisations Persuade Investigate Recommend Draw conclusions Propose Summarise True of false…?	**Savannah** *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*	**Sporadic:** Only in a few places **Roaming:** Wandering around **Abundant:** More than enough	**Desertification:** Becoming like a desert. **Carnivorous:** Meat-eating **Predators:** Animals that hunt other animals **Grazing:** Grass eating
	Grassland Biome *Knowledge Categories: Location, Physical Features, Diversity, Human Processes*		**Expanses:** Large areas **Fertile:** Supports growth well **Precipitation:** Rain, snow, sleet or hail.