**Progression in Knowledge and Skills: Collins Connected Geography - Key Stage 1**

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| ***Enquiry*** | ***How does the weather affect our lives?*** | ***Why does it matter where my food comes from?*** | ***Why don’t penguins need to fly?*** | ***Why do we love being beside the seaside so much?*** | ***What is the geography of where I live like?*** | ***How does the geography of Kampong Ayer compare with where I live?*** |
| ***Substantive Knowledge Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details).*** | Locational knowledge  *Continents and Oceans*  Human and physical geography  *Daily and seasonal weather patterns in UK*  *Hot and cold areas of the world*  *Equator and the North and South Poles* | Locational knowledge  *Four countries and capital cities of the United Kingdom and its surrounding seas*  Human and physical geography  *Daily and seasonal weather patterns in the United Kingdom* | Locational knowledge  *Continents and Oceans*  Human and physical geography  *Daily and seasonal weather patterns in the UK*  *Hot and cold areas of the world*  *Equator and the North and South Poles* | Locational knowledge  *Continents and Oceans*  *Four countries and capital cities of the United Kingdom and its surrounding seas*  Human and physical geography  *Coasts* | Locational knowledge  *Continents and Oceans*  *Four countries and capital cities of the United Kingdom and its surrounding seas*  Place knowledge  *Small area of the United Kingdom*  Human and physical geography  *Local area* | Locational knowledge  *Continents and Oceans*  Place knowledge  *The human and physical geography of a small area in a contrasting non-European country*  Human and physical geography  *Hot and cold areas of the world*  *The Equator and the North and South Poles* |
| ***Disciplinary knowledge***  ***Geographical techniques***  ***threads*** | *World wall map Terrestrial photos*  *Atlas maps Aerial photos*  *Globe maps Satellite photos*  *Fieldwork – observe, record and present data*  *Pictogram* | *World wall map Terrestrial photos*  *Atlas maps Aerial photos*  *Globe maps Satellite photos*  *Pictogram and Bar Graph* | *World wall map Terrestrial photos*  *Atlas maps Aerial photos*  *Globe maps Satellite photos*  *Pictogram, Bar Graph, Annotated Sketch and Flow Diagram* | *World wall map Terrestrial photos*  *Atlas maps Aerial photos*  *Globe maps Satellite photos*  *Fieldwork – observe, record and present data*  *Pictogram, Bar Graph, Line Graph,*  *8 Points of Compass* | *World wall map Terrestrial photos*  *Atlas maps Aerial photos*  *Globe maps Satellite photos*  *O.S. 1;25,000 map Google Street View*  *Land Use map*  *Fieldwork – observe, record and present data*  *Pictogram, Bar Graph, Line Graph, Tally Chart* | *World wall map Terrestrial photos*  *Atlas maps Aerial photos*  *Globe maps Satellite photos*  *Plan*  *Pictogram, Bar Graph, Line Graph, Tally Chart* |
| ***Disciplinary Knowledge Critical thinking skills*** | Pupils develop geographical knowledge of their locality, the United Kingdom and the wider world through ***identifying and selecting*** information from a variety of sources, using a number of geographical techniques, to ***describe, compare and suggest reasons*** for the physical and human features they ***observe*** and the interaction of people with them **using basic subject-specific vocabulary** | | | | | |
| ***Second Order Concepts threads (also specialist vocabulary and key terms)*** | *Place Location Processes Change Interaction*  *Environment Interdependence* | *Place Location Processes Change Interaction Environment Distribution Interdependence Sustainability Diversity* | *Place Location Processes Interaction Environment Distribution Interdependence* | *Place Location Interaction*  *Environment Scale Distribution* | *Place Location Processes Scale Interaction Environment Distribution Interaction Diversity Interdependence Sustainability* | *Place Location Processes Scale Interaction Interdependence*  *Environment Distribution Interaction Sustainability Diversity* |
| ***Substantive Concepts threads (also specialist vocabulary and key terms)*** | Continent Ocean  Weather Desert  Tropical Polar  Temperate Country | Continent Ocean  Weather Settlement  Polar Tropical  Temperate Country  Trade Transport  Raw material Agriculture  Economic activity Nation | Continent Ocean  Weather Desert  Polar Tropical  Temperate Country  Trade Transport  Raw material Agriculture  Economic activity System Settlement Climate | Continent Ocean  Weather Nation  Coast Country  Trade Transport  Climate Leisure  Recreation Tourism  Conservation Health | Continent Ocean  Weather Nation  Settlement Country  Transport Recreation  Economic activity Land use Agriculture Residential Service Region Island Coast | Continent Ocean  Weather Nation  Settlement Country  Transport Recreation  Economic activity Agriculture Residential Service Region Weather Climate Island Coast |
| ***Additional specialist vocabulary and key term threads*** | *Pattern Equator*  *North Pole South Pole*  *Atlas Globe*  *Satellite Thermometer*  *Anemometer Season Adaptation Gauge Antarctica Okta Expedition Physical Human Atmosphere* | *Season Physical*  *Human Farm*  *Import Export*  *Refine Process*  *‘Free range’ Countryside*  *Hill Field*  *Wood Forest*  *Hedgerow Livestock*  *City Village*  *Fruit Pasture*  *Lake Growing season*  *Factory Plantation*  *Harvest* | *Antarctica Adaptation*  *Sahara Arctic*  *Food chain Habitat*  *City River*  *Waterfall Equator*  *North Pole South Pole*  *Expedition Physical*  *Human Ice sheet*  *Tundra Predator*  *Valley Coast*  *Northern Hemisphere Iceberg*  *Southern Hemisphere* | *Adaptation Food chain*  *Habitat River*  *Physical Human*  *Coast Rural*  *Urban High tide*  *Low tide Season*  *Holiday Pollution*  *Code Mountain*  *Hill Moor*  *Forest Beach*  *Cliff Sand dune* | *Physical Human*  *Rural Urban*  *Mountain Hill*  *Moor Heath*  *Forest Beach*  *Cliff City*  *Farm Countryside*  *Town Village*  *Landscape Arable*  *Storm Motorway*  *Landslide Open space*  *Commercial Retail* | *Physical Human*  *Rural Urban*  *Village Landscape River High tide Low tide Adaptation Northern Hemisphere Southern Hemisphere Time zone Rainforest Vegetation Understorey Emergent Canopy* |

**Progression in Knowledge and Skills: Additional Non-Collins Enquiries – Key Stage 1**

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| ***Enquiry*** | ***Whereabouts in the world is home for Denise and how does it compare with where I live?*** | ***How can we persuade people to join us in tackling the causes of global warming?*** | ***What do we find at places where the land meets the sea?*** |  |  |  |
| ***Substantive Knowledge Programmes of study threads - see enquiry Medium Term Plan and Learning Organiser for details)*** | Locational knowledge  *Continents and Oceans*  Place knowledge  *The human and physical geography of a small area in a contrasting non-European country*  Human and physical geography  *Hot and cold areas of the world*  *Equator and the North and South Poles* | Locational knowledge  *Four countries and capital cities of the United Kingdom and its surrounding seas*  Human and physical geography  *Daily and seasonal weather patterns in the United Kingdom*  *Hot and cold areas of the world*  *Equator and the North and South Poles* | Locational knowledge  *Continents and Oceans*  Place knowledge  *The human and physical geography of a small area of the United Kingdom*  Human and physical geography  *Hot and cold areas of the world.*  *Equator and the North and South Poles*  *Human and physical features of coasts* |  |  |  |
| ***Disciplinary knowledge***  ***Geographical techniques threads*** | *World wall map Globe*  *Terrestrial photos Atlas maps*  *Satellite photos Plan*  *Google Street View Aerial photos*  *Fieldwork – observe, record and present data*  *Pictogram, Bar Graph, Line Graph, Tally Chart, Venn Diagram* | *World wall map Atlas maps*  *Terrestrial photos Aerial photos*  *Satellite photos Globe maps*  *Pictogram, Bar Graph, Line Graph, Tally Chart* | *World wall map Aerial photos*  *Terrestrial photos Atlas maps*  *Satellite photos Globe maps*  *O.S. 1:25,000 map*  *Pictogram, Bar Graph, Line Graph, Tally Chart 8 points of compass* |  |  |  |
| ***Disciplinary Knowledge Critical thinking skills*** | Pupils develop geographical knowledge of their locality, the United Kingdom and the wider world through ***identifying and selecting*** information from a variety of sources, using a number of geographical techniques, to ***describe, compare and suggest reasons*** for the physical and human features they ***observe*** and the interaction of people with them **using basic subject-specific vocabulary** | | | | | |
| ***Second Order Concepts threads (also specialist vocabulary and key terms)*** | *Place Distribution Environment Processes*  *Location Scale*  *Change Interaction Interdependence Sustainability Diversity* | *Place Environment*  *Location Scale*  *Distribution Processes*  *Change Interaction Interdependence Sustainability Diversity* | *Place Environment*  *Location Scale*  *Distribution Processes*  *Change Interaction Interdependence Sustainability Diversity* |  |  |  |
| ***Substantive Concepts threads (also specialist vocabulary and key terms)*** | Weather Land use  Polar Tropical  Temperate Country  Settlement Residential  Economic activity Climate  Transport Service  Trade Agriculture  Tourism Coast | Continent Ocean  Economic activity Weather  Raw material Industry  Global warming Tourism  Conservation Development  Natural resources Climate  Carbon footprint Energy | Continent Ocean  Weather Climate  Coast Island  Erosion Tourism |  |  |  |
| ***Additional specialist vocabulary and key term threads*** | *Physical Human*  *Rural Urban*  *Town Landscape*  *Tropical Temperate*  *Polar Time zone*  *Rainforest Vegetation*  *Volcano Route*  *Bay Mountain*  *Plantation* | *Tropical Ice sheet*  *Greenhouse gas Polar*  *Pollution Emission*  *Carbon dioxide Methane*  *Arctic Antarctica*  *Renewable Ecosystem*  *Non-renewable Atmosphere Landscape Absorption*  *Habitat Fossil fuel* | *Tropical Temperate*  *Polar Landscape*  *Ecosystem Habitat*  *Physical Human*  *Bay Coral*  *Great Barrier Reef Reef*  *Cliff Headland*  *Spit Port* |  |  |  |

**Progression in Knowledge and Skills: Collins Connected Geography – Lower Key Stage 2**

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| ***Enquiry*** | ***Why do some earthquakes cause more damage than others?*** | ***Beyond the Magic Kingdom: What is the Sunshine State really like?*** | ***Why do so many people live in megacities?*** | ***How and why is my local area changing?*** | ***How can we live more sustainably?*** | ***Why are jungles so wet and deserts so dry?*** |
| ***Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details) Highlighted red – established during Key Stage 1*** | Locational knowledge  *South America*  Physical geography  *Earthquakes and Volcanoes* | Locational knowledge  *North America*  Place knowledge  A region within *North America*  Physical geography  *Climate zones, Biomes and Vegetation belts*  *Rivers and Mountains*  Human geography  *Settlement, Economic Activity* | Locational knowledge  *South America*  Place knowledge  A region within *South America*  Human geography  *Settlement, Land Use, Economic Activity* | Locational knowledge  *United Kingdom*  Place knowledge  A region within the *United Kingdom*  Human geography  *Settlement, Land use, Economic Activity* | Place knowledge  *United Kingdom*  Human geography  *Economic activity*  *Natural Resources* | Locational knowledge  *South America*  Physical geography  *Climate zones, Biomes and Vegetation Belts, Water Cycle* |
| ***Disciplinary knowledge***  ***Geographical techniques threads. Highlighted red – established during Key Stage 1*** | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  Themed maps – population distribution and density  Choropleth map  Pictogram, Bar Graph, Line Graph, Tally Chart,  Cross section, Tabular data and Scatter Graph | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  Themed maps – population distribution and density, Pictorial maps, Choropleth map Pictogram, Bar Graph, Line Graph, Tally Chart,  Cross section, Tabular data and Scatter Graph | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  Themed maps – population distribution and density, Pictorial maps, Choropleth map Pictogram, Bar Graph, Line Graph, Tally Chart,  Cross section, Tabular data and Scatter Graph | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  O.S. 1:25,000 map  Number Letter Co-ordinates  Four Figure Grid References  Themed maps – population distribution and density.  Pictorial map, Choropleth map  Fieldwork – observe, record and present data  Pictogram, Bar Graph, Line Graph, Tally Chart,  Tabular data and Climate Graph | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  Themed maps – population distribution and density, Pictorial maps, Choropleth map Pictogram, Bar Graph, Line Graph, Tally Chart, Tabular data | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  O.S. 1:25,000 map  Number Letter Co-ordinates  Four Figure Grid References  Themed maps – population distribution and density.  Pictorial map, Choropleth map  Fieldwork – observe, record and present data  Pictogram, Bar Graph, Line Graph, Tally Chart,  Climate Graph |
| ***Disciplinary Knowledge Critical thinking skills*** | 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** | | | | | |
| ***Second Order Concepts threads Highlighted red – established during Key Stage 1*** | Place Environment Location Scale Distribution Sustainability Interdependence Processes  Change Interaction Diversity | Place Environment Location Scale Distribution Sustainability Interdependence Processes  Change Interaction Diversity | Place Environment Location Scale Distribution Sustainability Interdependence Processes  Change Interaction Diversity | Place Environment Location Scale Distribution Sustainability Interdependence Processes  Change Interaction Diversity | Place Environment Location Scale Distribution Sustainability Interdependence Processes  Change Interaction Diversity | Place Environment Location Scale Distribution Sustainability Interdependence Processes  Change Interaction Diversity |
| ***Substantive Concepts threads (also specialist vocabulary and key terms)* *Highlighted red – established during Key Stage 1*** | Continent Ocean  Country Hazard  Region Development | Continent Tourism  Region Conservation  Hazard Recreation  Country Development  Economic Activity Climate | Continent Country  Economic activity Settlement  Development Tourism  Migration Leisure  Trade Region | Nation Country  Transport Settlement  Leisure Recreation Tourism Conservation Economic activity Industry | Natural Resources Conservation  Energy Transport  Development Agriculture  Economic activity Biodiversity | Weather Desert  Climate Biome  Region Biodiversity  Relief |
| ***Additional specialist vocabulary and key term threads Highlighted red –established during Key Stage 1*** | Pattern Correlation  Magnitude Richter Scale  Tsunami Volcano  Earthquake Fissure  Epicentre Tectonic plate  Mantle Crust  Core Fault  Magma Eruption  Caldera Cone  Pacific Ring of Fire | Pattern State  Peninsula Hurricane  National park Everglades  Fold mountain Rockies  Season Ecosystem  Habitat Pollution  Endangered Sub-tropical  Temperate Amenity | Pattern City  Megacity Rural  Urban Urbanisation  Inhabitants Capital city  Attraction Constraint  Density Favela  Congestion Pollution  Employment | Pattern Physical  Human Rural  Urban Correlation  Global warming Flash flood  Climate change Residential  Land use Public service  Deforestation Hypothesis  Commercial Open space  Redevelopment | Renewable Non-renewable  Generation Habitat  Fossil fuel Quality of life  Global warming Source  Greenhouse gas Raw material Ecosystem Deforestation Pollution Climate change  Sustainable development | Pattern Precipitation  Landscape Flora  Fauna Inhabited  Atacama Amazonia  Ecosystem Adaptation Habitat Rainforest Convectional Drought  Prevailing wind |

**Progression in Knowledge and Skills: Additional Non-Collins Enquiries – Lower Key Stage 2**

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| ***Enquiry*** | ***Why is Jane’s house only worth one pound?*** | ***What is the most valuable thing in the world and who owns it?*** |  |  |  |  |
| ***Substantive Knowledge Programmes of study threads - (see enquiry MTP and LO for details) Highlighted red -established during Key Stage 1*** | Locational knowledge  *United Kingdom*  Physical geography  *Coasts and Rivers*  Human Geography  *Economic activity*  *Settlement* | Locational knowledge  *United Kingdom*  Physical geography  *Climate zones, Biomes and Vegetation belts*  *Rivers, Mountains, Water cycle*  Human geography  *Settlement, Economic Activity,*  *Natural resources* |  |  |  |  |
| ***Disciplinary knowledge*  *Geographical techniques threads. Highlighted red – established during Key Stage 1*** | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  Themed maps – population distribution relief and population density and Choropleth map  O.S. 1:50,000 map  Four Figure Grid References  Pictogram, Bar Graph, Line Graph, Tally Chart, Tabular Data and Scatter Graph | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  Themed maps – population distribution relief and population density and Choropleth map  O.S. 1:50,000 map  Four Figure Grid References  Fieldwork – observe, record and present data  Pictogram, Bar Graph, Line Graph, Tally Chart, Histogram, Located proportional bars, 8 points of compass, Tabular Data and Climate Graph |  |  |  |  |
| ***Disciplinary Knowledge Critical thinking skills*** | 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** | | | | | |
| ***Second Order Concepts threads Highlighted red – established during Key Stage 1*** | *Place Environment*  *Location Scale*  *Distribution Processes*  *Change Interaction Interdependence Sustainability Diversity* | *Place Environment*  *Location Scale*  *Distribution Processes*  *Change Interaction Interdependence Sustainability Diversity* |  |  |  |  |
| ***Substantive Concepts threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1*** | Erosion Desert  Management Leisure  Recreation Tourism  Settlement Hazard  Economic activity Coast | Natural resources Settlement  Relief Conservation  Sustainability Development  Hazard Management  Economic activity Climate |  |  |  |  |
| ***Additional specialist vocabulary and key term threads Highlighted red – established during Key Stage 1*** | Human Physical  Landscape River  Meander Recede  Undercutting National Park  Deposition Footpath  Restoration Water cycle  Abrasion Hydraulic  Pedestal Sea wall  River cliff Slip-off slope  Port Dock  Rock armour | Pattern Renewable  Non-renewable Disease  Epidemic Cholera  Urban Rural  Reservoir Mountain  River Consumption  Virtual Sustainable  Development Sanitation  Valley Slum  Precipitation Run off  Impermeable Permeable |  |  |  |  |

**Progression in Knowledge and Skills: Collins Connected Geography – Upper Key Stage 2**

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| ***Enquiry*** | ***How do volcanoes affect the lives of people on Hiemaey?*** | ***What is a river?*** | ***Why are mountains so important?*** | ***How is climate change affecting the world?*** | ***Why is Fairtrade fair?*** | ***What are National Parks for?*** |
| ***Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Locational knowledge  *Europe*  *Lines of latitude & Longitude*  Place knowledge  *Region in a European country*  Physical geography  *Volcanoes and Climate Zones*  Human geography  *Economic activity, Trade and*  *Natural resources* | Locational knowledge  *United Kingdom*  Physical geography  *Rivers and Water cycle*  Human geography  *Settlement and Land Use*  *Economic activity* | Locational knowledge  *United Kingdom*  Physical geography  *Mountains*  Human geography  *Settlement and Land Use*  *Economic Activity*  *Natural resources* | Locational knowledge  *United Kingdom*  Physical geography  *Climate zones, Biomes and*  *Vegetation belts*  Human geography  *Settlement and Land Use, Trade, Economic Activity and Natural Resources* | Locational knowledge  *Europe, North America, South America*  Human geography  *Economic activity, Trade and*  *Natural resources* | Locational knowledge  *United Kingdom, North America*  Physical geography  *Vegetation belts, Mountains,*  *Rivers*  Human geography  *Settlement and Land Use, Economic Activity and Natural resources* |
| ***Disciplinary knowledge***  ***Geographical techniques threads. Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  Themed maps – population distribution and density  Choropleth map, political and relief maps  Pictogram, Bar Graph, Line Graph, Tally Chart, Climate Graph, Located Proportional Bars | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  O.S. 1:25,000 map  Themed maps – population distribution and density  Choropleth map, Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References,  Six Figure Grid References, Straight and actual distance measurement using scale, Contour cross section  Fieldwork – observe, record and present data | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  O.S. 1:25,000 map  Themed maps – population distribution and density, pictorial maps, Choropleth map Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References  Six Figure Grid References, Straight and actual distance measurement using scale  Contour cross section | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  O.S. 1:25,000 map  Themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps  Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References  Six Figure Grid References, Climate Graph | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  O.S. 1:50,000 map  Themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps  Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References  Six Figure Grid References | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  O.S. 1:50,000 map  Themed maps – population distribution and density, pictorial maps, Choropleth map, political and relief maps, Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References, Six Figure Grid References, Straight and actual distance measurement using scale  Contour cross section, Annotated sketch map |
| ***Disciplinary Knowledge Critical thinking skills*** | Pupils generate more in-depth and nuanced knowledge of their locality, the United Kingdom and the wider world through ***selecting and synthesising*** information from a wide range of sources, using an extensive range of geographical techniques, to ***explain, evaluate*** and make ***informed and justified conclusions and judgements*,** about geographical processes and issues **using increasingly specialist vocabulary and technical terms** | | | | | |
| ***Second Order Concepts threads Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | *Place Processes*  *Location Change*  *Scale Interaction*  *Distribution Sustainability Interdependence Diversity* | *Place Processes*  *Location Change*  *Scale Interaction*  *Distribution Sustainability Interdependence Diversity* | *Place Processes*  *Location Change*  *Scale Interaction*  *Distribution Sustainability Interdependence Diversity* | *Place Processes*  *Location Change*  *Scale Interaction*  *Distribution Sustainability Interdependence Diversity* | *Place Processes*  *Location Change*  *Scale Interaction*  *Distribution Sustainability Interdependence Diversity* | *Place Processes*  *Location Change*  *Scale Interaction*  *Distribution Sustainability Interdependence Diversity* |
| ***Substantive Concepts threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Hazard Climate  Region Energy  Island Country  Natural resources Trade  Settlement Tourism | Relief Hazard  Climate Transport  Management Agriculture  Leisure Recreation  Economic Activity Energy | Relief Country  Agriculture Tourism  Sustainability Energy  Conservation Climate | Weather Government  Climate Sustainability  Desert Energy  Natural resources Hazard  Economic activity Coast | Natural Resources Trade  Country Transport  Economic activity Climate  Sustainability | Relief Sustainability  Natural resources Industry  Recreation Region  Leisure Tourism  Management Conservation |
| ***Additional specialist vocabulary and key term threads Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Pattern Volcano  Lava Tectonic plate  Mantle Crust  Fault Core  Magma Eruption  Mid-Atlantic Ridge Composite  Landscape Archipelago  Geothermal Glacier  Ice sheet Constraint  Solidify Processing | River Landscape  Source Habitat  Mouth Ecosystem  Tributary Port  Course Financial  Channel Commercial  Confluence Monsoon  Estuary Land use  Water cycle Precipitation  Meander Flash flood | Non-renewable Renewable  Mountain Landscape  Sustainable Pattern  Fold mountain Strata  Tectonic plate Range  Igneous Crust  Sedimentary Mantle  Metamorphic Core  Precipitation Valley  Reservoir Fossil | Atmosphere Renewable  Climate change Tropical  Global warming Polar  Raw material Drought  Temperate Ice sheet  Non-renewable Landscape  Carbon footprint Wildfire  Adaptation Emission  Sustainable Mitigation  Desertification Tidal surge | Route Service  Domestic Ethical  International Export  Import Estuary  Producer Consumer  Manufacturer Co-operative  Retailer Port  Certified Goods  Container ship Guaranteed  Raw material Processing | Pattern Landscape  National Park Upland  Lowland Physical  Human Conflict  Land use Urban  Rural Urbanisation  Remote Vegetation  Cultural heritage Accessible  Inclusive |

**Progression in Knowledge and Skills: Additional Non-Collins Enquiries – Upper Key Stage 2**

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| --- | --- | --- | --- | --- | --- | --- |
| ***Enquiry*** | ***Why does Sylvia have the largest collection of plastic bath ducks in the world?*** | ***What is being done to save Allerford?*** |  |  |  |  |
| ***Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper KS2*** | Locational knowledge  *Latitude & Longitude, Oceans*  Physical geography  *Water cycle*  Human geography  *Economic activity, Trade and Natural Resources* | Locational knowledge  *United Kingdom*  Physical geography  *Rivers and Water cycle*  Human geography  *Settlement and Land use* |  |  |  |  |
| ***Disciplinary knowledge***  ***Geographical techniques threads. Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  Choropleth map  Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass  Fieldwork – observe, record and present data  Located proportional bars | World wall map Atlas maps  Terrestrial photos Aerial photos  Satellite photos Globe maps  O.S. 1:25,000 map  Themed maps – population distribution and density  Choropleth map, Pictogram, Bar Graph, Line Graph, Tally Chart, 8 points of compass, Four Figure Grid References, Six Figure Grid References, Straight and actual distance measurement using scale  Contour cross section, Annotated field sketch, Fieldwork – observe, record and present data |  |  |  |  |
| ***Disciplinary Knowledge Critical thinking skills*** | Pupils generate more in-depth and nuanced knowledge of their locality, the United Kingdom and the wider world through ***selecting and synthesising*** information from a wide range of sources, using an extensive range of geographical techniques, to ***explain, evaluate*** and make ***informed and justified conclusions and judgements*,** about geographical processes and issues **using increasingly specialist vocabulary and technical terms** | | | | | |
| ***Second Order Concepts***  ***threads Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | *Place Processes*  *Location Change*  *Scale Interaction*  *Distribution Sustainability Interdependence Diversity* | *Place Processes*  *Location Change*  *Scale Interaction*  *Distribution Sustainability Interdependence Diversity* |  |  |  |  |
| ***Substantive Concepts***  ***threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Ocean Conservation  Trade Sustainability  Natural resources Coast | Settlement River  Hazard Climate  Relief Management  Sustainability Region |  |  |  |  |
| ***Additional specialist vocabulary and key term threads Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | *Oceanographer Gyre*  *Ocean garbage patch Gulf*  *Microplastic Bay*  *Single-use Strandline*  *Trustworthy Validity*  *Random Sampling*  *Quadrat Pollution*  *Biodegradable Renewable*  *Non-renewable Ecosystem*  *Habitat Container* | *River Landscape*  *Flash flood Amenity*  *Regulate Valley*  *Sustainable development Run off*  *Retention Mitigation*  *Vegetation Physical*  *Human ‘wet woods’*  *Global warming ‘leaky dams’*  *Climate change Water cycle* |  |  |  |  |