



Geography

Subject Specific Concepts in Geography

| Geographical Second Order Concept | Explanation | Substantive Concept |
|---|--|---|
| Environment & Place | The surroundings of a place in which a person, animal or plant lives and interacts. | climate river mountains settlement trade environment |
| Location | The precise site, position, or situation of a place. | |
| Physical and Human processes | The natural or human events and actions occurring in a place that maintain equilibrium or cause change. | |
| Interaction & Geographic Fieldwork Skills | How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places. | |
| | How the local area can be used to identify themes and practical skills can be developed, within Geographic Knowledge | |

Geography

Progression of Second Order Concepts

Location

| EYFS | Year 1 | Year 3 |
|--|---|--|
| <ul style="list-style-type: none">I know the name of the town where I liveI know the names of some other places in the UK and some other countries in the world | <ul style="list-style-type: none">I know I live in Dorset in the South of EnglandI can name, locate and identify characteristics of the four countries in the UKI can name and locate the and capital cities of the United KingdomI can identify and describe the physical and human geography of my local area.I can name and locate the seven continents and five oceans on a globe or atlas. | <ul style="list-style-type: none">I locate major cities in the UK on a mapI locate major UK rivers on a mapI locate and describe where in the UK I live (8 compass points)I can name nearby counties to DorsetI can name and locate on a map the south coast, including The Isle of Wight, Poole, BournemouthI can locate the approximate location of where the school isI can locate countries in Europe including Russia: France and England |
| | Year 2 | Year 4 |
| | <ul style="list-style-type: none">I can name and locate the surrounding seas of the UK on a mapI can name and locate the village, nearest town on a map | <ul style="list-style-type: none">I can locate countries in North AmericaI know that climate is weather over timeI can identify some climate zonesI recognise how settlement can change how land is usedI can locate countries in South America: Brazil, Chile, ArgentinaI can identify some climate zone biomes: rainforest, tundra, grassland, temperate forest and grassland, desertI know that climate creates a biome |

Environment & Place

| EYFS | Year 1 | Year 3 |
|---|---|--|
| <ul style="list-style-type: none"> I can compare where I live and other places I have been or seen I know the name of the place where I live and some of the key features and landmarks I talk about the lives of the people around them and their roles in society I know the name of the country I live in and other countries that are important to me | <ul style="list-style-type: none"> I know that Europe is a continent where I live I know that the equator is an imaginary line that runs around the Earth | <ul style="list-style-type: none"> I can describe the Southwest of England. I can identify human and physical features of France, Paris and London I know that Paris and London both have: famous landmarks (and be able to name some) I know France and England both sit in the temperate climate zone and have mild summers and winters. |
| | Year 2 | Year 4 |
| | <ul style="list-style-type: none"> I know that countries closer to the equator are generally hotter and those that are further away are generally colder | <ul style="list-style-type: none"> I know that Brazil is in South America and has both tropical rainforests and hot deserts. I know that the Amazon river runs throughout Brazil and supports plant and animal life. I can locate countries in North and South America Use the words continent, country, state and city correctly to describe the scale of a location. |

Geography

Physical Processes

| EYFS | Year 1 | Year 3 |
|--|---|---|
| <ul style="list-style-type: none"> I talk about the weather and how I can keep myself warm or cool I use geographical vocabulary such as town, hill, house and road. | <ul style="list-style-type: none"> I can identify and describe the physical and human geography of my local area I can name the four seasons I can identify and describe seasonal weather patterns in the UK. I can name and describe which continents have significant hot or cold areas and relate these to the Poles and Equator. I can recognise and describe a natural environment and describe it using key vocabulary (listed on each unit) | <ul style="list-style-type: none"> I can find tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. I use simple geographical vocabulary to describe significant physical features (rivers, hills, cities, towns etc.) I explain how a place has changed and suggest how it might change in the future I recognise physical and human features of a range of environments I recognise how settlement can change how land is used |
| | Year 2 | Year 4 |
| | <ul style="list-style-type: none"> I can identify and describe the geographical similarities and differences in human and physical features in U.K. and non-European country. I can identify and describe seasonal weather patterns in the UK. I can name and describe which continents have significant hot or cold areas and relate these to the Poles and Equator. | <ul style="list-style-type: none"> I can gather information about a place and use this to draw conclusions I can use appropriate vocabulary to describe the mainland uses within urban areas and identify the key characteristics of rural areas. I can understand the potential impact that a range of factors can have on quality of life. |

Human Processes

| EYFS | Year 1 | Year 3 |
|---|--|---|
| <ul style="list-style-type: none"> I use geographical vocabulary such as town, hill, house and road. | <ul style="list-style-type: none"> I use basic geographical vocabulary when identifying human features I can identify and describe the physical and human geography of my local area Recognise and describe a natural environment and describe it using key vocabulary beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary when identifying human features city, town, village, factory, farm, house, office, port, harbour and shop | <ul style="list-style-type: none"> I can describe the characteristics of settlements with different functions I identify and sequence a range of settlement sizes from a village to a city. I explain how a place has changed and suggest how it might change in the future I use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. |
| | Year 2 | Year 4 |
| | <ul style="list-style-type: none"> I can identify and describe the geographical similarities and differences in human and physical features in U.K. and non-European country. I can identify and describe the physical and human geography of my local area (Dorset) including beach, cliff, coast, hill, sea, town, village, factory, farm, house, office, port, harbour and shop I can describe the physical and human geography of Kampong Ayer including: river, coast, town, village, house, office, port, hand shop Begin to learn sustainability, locally sourced food, and what it means to be environmentally friendly. | <ul style="list-style-type: none"> I understand the potential impact that a range of factors can have on quality of life. Develop the understanding of key concepts such as climate, economic activity, environmental management, government influence and sustainability and make judgements about the interaction between people and the environment, e.g. through the study of leisure and tourism. I can identify and sequence a range of settlement sizes from a village to a city. |

Geographic Skills

| EYFS | Year 1 | Year 3 |
|---|---|---|
| <ul style="list-style-type: none"> I can look closely at and can describe some similarities, differences, patterns and changes I can know that an atlas contains maps and that a globe shows the countries of the world I can use simple directional and positional language I can recognise some famous or familiar landmarks in photographs I can create a simple map using pictures to represent places | <ul style="list-style-type: none"> I can use maps, atlases and globes to locate the U.K and its countries I can locate countries, continents and oceans using geographical resources I can create a simple map using shapes to represent human and physical features I can use simple compass directions (N, S, E, W) & locational directions to describe a location and routes on a map I can use aerial photographs to identify landmarks and basic human and physical features I can identify and use symbols on a map to find out about the area I can record data in simple fieldwork to study the human and physical features of my local area | <ul style="list-style-type: none"> I use atlases, maps and globes and identify the equator, hemispheres and Tropics to research a location I use aerial photos and a range of other sources to observe human and physical features of a place I can find out about places and the features of those places by either going to that place or looking at information maps and pictures I can use map with 4 figure grid references, keys and symbols and begin to recognise scale I can use ordnance survey maps and recognise what the official symbols represent I can describe different points of view on an environmental issue affecting a locality |
| | Year 2 | Year 4 |
| | <ul style="list-style-type: none"> I can use and construct basic symbols in a key for a map Have an awareness of scale, when representing things on a map. I can represent buildings from an aerial view on a map, (with a more precise awareness of its shape). | <ul style="list-style-type: none"> I can gather information about a place and use this to draw conclusions (e.g. impact of erosion on an area) To understand that scale tells us the distance between places on a map To draw maps that show an understanding of scale and position I can make detailed field sketches I can identify countries that sit across fault lines and make the connections between these and the likelihood of some natural disasters |

Geography

| | Units | Units | Units | Units | Units | Units |
|------|---|--|--|--|---|--|
| EYFS | All about me - Environment and location | Transport – Around the world | Space – Physical features of Earth | Growing and changing - Farming and crops | Kings and Queens - Locations of the monarchy | Stories from the past - fairy tales and fables |
| Y1 | | Maps – school area <i>Spatial Sense</i> | | The UK | The Seven continents <i>Locational knowledge</i> | |
| Y2 | Maps – Where I Live <i>Spatial Sense</i> | | Kampong Ayer Contrasting Locality | | Weather <i>Human and physical geography</i> | |
| Y3 | | Maps – comparison Florida to local area <i>Spatial Sense</i> | | Western Europe <i>Locational knowledge</i> | | South West Counties |
| Y4 | Globe / climate zones Spatial Sense | | Earthquakes and Volcanoes | | Biomes | |

Geography

Vocabulary Progression

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 |
|--|--|--|---|--|
| journey transport explorer adventure adventurer map road street shop house country county Dorset building road field farm town village city | an aerial view maps location compass key symbol navigate United Kingdom mountain coast valley Gaelic seasons Earth continent ocean globe North Pole South Pole Equator | map Globe continents navigate location direction Ordnance survey symbols scale Equator The British Isles Island Loch Munro valley coast inhabited uninhabited climate temperate climate trade import export agriculture The Alps | Eight-point compass Grid reference symbols key human features physical features coastline The Gulf Stream county arable pastoral moor tourism | Lines of Longitude Lines of Latitude Equator Prime Meridian Tropic of Cancer Tropic of Capricorn scale London coastline cliffs skyline transportation pier tourist Dover Tokyo Kyoto tsunami monsoon |