

SUBJECT CONCEPT SMALL STEPS

GEOGRAPHY

SUBJECT CONCEPT - WORKING GEOGRAPHICALLY

Small Steps — “I can”

MILESTONE 1

Key Stage 1

I can 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?)

I can notice basic, key things that are the same between two places I have studied.

I can notice basic, key things that are different between two places I have studied.

I can tell you one way that a physical land feature ,or climate zone, has affected human activity.

I can give a simplified explanation of a geographical process that has caused the land, or human, feature to be the way it is. (Such as: How the shingle is moved along the beach at Littlehampton as the waves pull it out and push it back.)

I can explain how a place has changed over time, in a simple manner.
(Such as: How Cowfold village has had more buildings added to it as the years have passed, and how some old buildings still remain whilst some have gone.)

I can explain how Britain is dependent on African countries for fruit like bananas, nuts like cashews and cocoa for chocolate.

I can explain how some African countries are dependent on Ukraine for wheat and how the war has caused shortages.

SUBJECT CONCEPT - WORKING GEOGRAPHICALLY CONT.

Small Steps—“I can”

MILESTONE 2

Lower Key Stage 2

I can 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?)

Build upon that and ask - Why is this place like it is? Why are these people living here? Why do people do these jobs? Why is the land shaped the way it is?

I can notice things that are the same between two places I have studied.

I can notice things that are different between two places I have studied.

I can describe patterns about places and processes, that have emerged from my study.

I can tell you ways that physical land features ,or climate zones, have affected human activity in a place I have studied.

I can give an explanation of a geographical process that has caused the land, or human, feature to be the way it is. (Such as: How the Pennines or Himalayas were formed. How the Amazon basin was formed by rivers running down from the Andes.)

I can explain how a place has changed over time.

(Such as: How Britain has changed since the Roman times as the population has expanded and the country has modernized.)

I can explain how places around The World are interconnected and interdependent.

(Such as: Every country in The World is dependent on Brazil’s Amazon rainforest for our oxygen and to breakdown CO2. Britain is dependent on Egypt maintaining the Suez canal for trade).

SUBJECT CONCEPT - WORKING GEOGRAPHICALLY CONT.

Small Steps—"I can"

MILESTONE 3

Upper Key Stage 2

I can 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?

Build upon that and ask - Why is this place like it is? Why are these people living here? Why do people do these jobs? Why is the land shaped the way it is?

In Year 5 & 6 extend to asking - How places or physical features developed the way they have? How they are changing and have changed over time?

I can explain things that are the same between the places I have studied at St Peter's and make broader links using the knowledge I have built up, generalizing about the way The World works.

I can explain things that are different between the places I have studied at St Peter's and make broader links using the knowledge I have built up, generalizing about the way The World works.

I can describe patterns about places and processes, that have emerged from my study, that generalize about people and places.

I can tell you ways that physical land features, or climate zones, have affected human activity in the places I have studied, generalizing about the way The World works.

I can give an explanation of more complex geographical processes that cause physical, or human, features to be the way they are. (Such as: How economic problems, or wars, in The World cause people to leave their homes and seek employment in other lands.)

I can explain how places change over time, identifying things that also remain unchanged.

(Such as: How France and Greece have changed since ancient times as the populations have expanded and the countries have modernized.)

I can explain how places around The World are interconnected and interdependent.

(Such as: The U.K. needs migrants to add to our labour force - skilled or unskilled OR - such as how France needs to sell the U.K. wine, cheese and other items whilst The U.K. needs to buy these things for its population.)

SUBJECT CONCEPT - LOCATIONAL KNOWLEDGE

'WHERE PLACES ARE'

Small Steps — "I know"

MILESTONE 1

Key Stage 1

Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.

KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.

Children can:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.

SUBJECT CONCEPT - LOCATIONAL KNOWLEDGE

'WHERE PLACES ARE'

Small Steps — "I know"

MILESTONE 2

Lower Key Stage 2

Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.

KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding, recognising and identifying key physical and human geographical features.

Children can:

- locate the world's countries, using maps to focus on South America / Brazil / Nepal, concentrating on environmental regions and key physical and human characteristics;
- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;
- use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

SUBJECT CONCEPT - LOCATIONAL KNOWLEDGE

'WHERE PLACES ARE'

Small Steps — "I know"

MILESTONE 3

Upper Key Stage 2

Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.

KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.

Children can:

- use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
- use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

SUBJECT CONCEPT - PLACE KNOWLEDGE

'WHAT PLACES ARE LIKE'

Small Steps — "I know"

MILESTONE 1

Key Stage 1

Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.

KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.

Children can:

- compare the UK with a contrasting country in the world;
- compare a local city/town in the UK with a contrasting city/town in a different country;
- use key vocabulary to demonstrate knowledge and understanding in this strand: Africa, London, Tanzania, compare, capital city, Dar Es Salaam, country, population, weather, similarities, differences, farming, culture, river, desert, volcano, Kilimanjaro, Arundel, town, Cowfold, village.

SUBJECT CONCEPT - PLACE KNOWLEDGE cont.

'WHAT PLACES ARE LIKE'

MILESTONE 2

Lower Key Stage 2

Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.

KS2 Geography National Curriculum

Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.

Children can:

- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
- explore similarities and differences, comparing the *human* geography of a region of the UK and a region of South America (Brazil);
- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom (Manchester or Sheffield);
- explore similarities and differences comparing the *physical* geography of a region of the UK and a region of South America (Brazil);
- use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Manchester, Sheffield, city, Yorkshire, Pennines, Peak District, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, lumber / logging, business, industrial, agricultural.

SUBJECT CONCEPT - PLACE KNOWLEDGE cont.

'WHAT PLACES ARE LIKE'

MILESTONE 3

Upper Key Stage 2

Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.

KS2 Geography National Curriculum

Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and two regions in European countries.

Children can:

- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, region of France.
- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, region of France;
- use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

SUBJECT CONCEPT - HUMAN GEOGRAPHY

Small Steps — "I know"

MILESTONE 1

Key Stage 1

Building on EYFS knowledge of how environments may vary. Children begin to learn about the human features of geography.

KS1 Geography National Curriculum

Children will understand key human geographical features of the world.

Children can:

use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

MILESTONE 2

Lower Key Stage 2

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of human geography and their significance, as well as beginning to understand the impact of humans on the earth.

KS2 Geography National Curriculum

Children locate a range of the world's most significant human features.

Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can **describe and understand key aspects of:**

- use key vocabulary to demonstrate knowledge and understanding in this strand: deforestation, pollution, settlement, settler, site, need, shelter, food
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;

SUBJECT CONCEPT - HUMAN GEOGRAPHY

Small Steps — “I know”

MILESTONE 3

Upper Key Stage 2

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.

KS2 Geography National Curriculum

Children will locate a range of the world's most significant human features. Children will deepen their understanding of the interaction between physical and human processes, and can understand how these are interdependent and how they bring about spatial variation and change over time.

Children can:

describe and understand key aspects of:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;
- use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental.

SUBJECT CONCEPT - PHYSICAL GEOGRAPHY

Small Steps — “I know”

MILESTONE 1

Key Stage 1

Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.

KS1 Geography National Curriculum

Children will understand key physical geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

- 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;
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;

MILESTONE 2

Lower Key Stage 2

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

KS2 Geography National Curriculum

Children locate a range of the world's most significant physical features. Explain how physical features have formed, why they are significant and how they can change.

Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can:

describe and understand key aspects of:

- physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling,

SUBJECT CONCEPT - PHYSICAL GEOGRAPHY

Small Steps — “I know”

MILESTONE 3

Upper Key Stage 2

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. Children also learn about the different types of mountains.

KS2 Geography National Curriculum

Children will locate a range of the world's most significant physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how human and physical features are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can:

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain.

SUBJECT CONCEPT - GEOGRAPHICAL SKILLS AND FIELDWORK

Small Steps — “I can”

MILESTONE 1

Key Stage 1

Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

KS1 Geography National Curriculum

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- use simple compass directions and locational and directional 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 fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;
- use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

SUBJECT CONCEPT - GEOGRAPHICAL SKILLS AND FIELDWORK

Small Steps — “I can”

MILESTONE 2

Lower Key Stage 2

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

KS2 Geography National Curriculum

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

SUBJECT CONCEPT - GEOGRAPHICAL SKILLS AND FIELDWORK

Small Steps — “I can”

MILESTONE 3

Upper Key Stage 2

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

KS2 Geography National Curriculum

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.