



Summerseat Steps in Learning - Geography				
Nursery	Reception	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Geographical Skills (Steps in Skills) Bold (National Curriculum)				
Enquiry and Investigation				
<ul style="list-style-type: none"> ▪Talk about what they see, using new vocabulary heard in discussions and texts (fiction and non-fiction). 	<ul style="list-style-type: none"> ▪Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> ▪Interpret a range of sources of geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length. ▪Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪Investigate through observation and description. ▪Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> ▪Interpret a range of sources of geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length. ▪Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes ▪Make comparisons with their own lives and their own situation. ▪Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> ▪Interpret a range of sources of geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length. ▪Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪Make predictions and test simple hypotheses about people and places.
Mapping				
<ul style="list-style-type: none"> ▪Describe a familiar route. ▪Discuss routes and locations, 	<ul style="list-style-type: none"> ▪Draw information from a simple map. 	<ul style="list-style-type: none"> ▪Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in Key Stage One. ▪Interpret a range of sources including maps, diagrams, globes, 	<ul style="list-style-type: none"> ▪Interpret a range of sources including maps, diagrams, globes, aerial photographs and GIS. ▪Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. 	<ul style="list-style-type: none"> ▪Interpret a range of sources including maps, diagrams, globes, aerial photographs and GIS. ▪Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪Relate different maps to each other and



<p>using words like 'in front of' and 'behind'</p>		<p>aerial photographs and GIS.</p> <ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know which direction is North on an OS map. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean 	<ul style="list-style-type: none"> ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances 	<p>to aerial photos.</p> <ul style="list-style-type: none"> ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans.
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		<p>something on maps.</p> <ul style="list-style-type: none"> ▪ Find a given OS symbol on a map with support ▪ Begin to realise why maps need a key. ▪ Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> ▪ Relate measurement on large scale maps to measurements outside. 	
Fieldwork				
<ul style="list-style-type: none"> ▪ Describe their immediate environment by discussing what they can see. 	<ul style="list-style-type: none"> ▪ Explore the natural world around them. ▪ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<ul style="list-style-type: none"> ▪ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ▪ Use simple compass directions (NSEW) to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> ▪ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. ▪ Use the eight points of a compass, four figure grid references, symbols and key (including OS) to build their knowledge of the United Kingdom and wider world. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> ▪ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. ▪ Use the eight points of a compass, four and six figure grid references, symbols and key (including OS) to build their knowledge of the United Kingdom and wider world. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, plans, graphs and cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including



		<ul style="list-style-type: none">▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards, to describe the location of features and routes on a map.▪ Use locational and directional▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.		charts and graphs.
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Geography – (Steps in Knowledge)

Nursery	Reception	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
Locational Knowledge							
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>I know I live in Summerseat near Bury in the England / UK.</p> <p>Know that there are different countries in the world.</p> <p>ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-</p>	<p>I know my address including my postcode.</p> <p>I can name and locate the countries and capital cities of the United Kingdom and their surrounding seas.</p> <p>I can identify some characteristics of the four countries that make up the United Kingdom. I can name the seas</p>	<p>I can name and locate the names of the seven continents and five oceans.</p> <p>I can name the seas that surround the United Kingdom.</p>	<p>I know what is meant by tropics.</p> <p>I can identify the position and significance of Northern Hemisphere and Southern Hemisphere.</p> <p>Know the names of four countries and four cities from the Northern and Southern Hemisphere.</p> <p>I can locate the equator and know what physical things are there.</p>	<p>Know the names of and locate at least 6 cities in the United Kingdom.</p> <p>Know where the main mountain regions are in the United Kingdom.</p> <p>Know, name and locate the main rivers in the United Kingdom.</p> <p>Know the names of and locate at least eight European countries (and name and locate Russia).</p> <p>Name and locate Russia.</p> <p>Name and locate the Mediterranean</p>	<p>Identify the position and significance of longitude, latitude and the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle.</p>	<p>Know the names of and locate at least eight counties and 6 cities in the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts, rivers) and land use patterns: and understand how some of these aspects have</p>



	<p>fiction texts and maps</p>	<p>that surround the United Kingdom. I can name and locate the names of the seven continents and five oceans.</p>		<p>Know the names of and locate at least eight major capital cities across the world. I Know the names of and can locate some of the world's deserts.</p>	<p>countries and their capitals (at least 10).</p>	<p>changed over time. I can compare physical features of the United Kingdom, including mountains and rivers on ordinance survey maps. Identify the position and significance of longitude, latitude and the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle. Know the names of and locate a number of South or North American countries. Identify the position and</p>
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							significance of the Prime/Greenwich Meridian and time zones (including day and night).
Place Knowledge							
<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>ELG - Explain</p>	<p>I can identify key features of my local area: Summerseat, Bury and Manchester.</p> <p>I can compare my local area to a small village in Uganda.</p> <p>I know the features of hot and cold places in the world.</p>	<p>I can identify key features of a small seaside area of the United Kingdom (Blackpool).</p> <p>I can compare my local area to a contrasting non-European country (Australia - Port Douglas).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in South America (small region in Brazil – Yanomami Tribe).</p> <p>I can identify key features of the South American rainforest.</p> <p>I know features of deserts and</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in Greece (Santorini, Skiathos or Mykonos).</p> <p>I can compare the United Kingdom to Greece.</p>		<p>Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom (The Lake District-Grasmere).</p> <p>I can identify the key features of a region in the United Kingdom (The Lake District-Grasmere).</p> <p>Understand</p>



	<p>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.</p>			<p>jungles.</p>			<p>geographical similarities and differences through the study of human and physical geography of a region in the North America (Florida – Orlando).</p>
Human and Physical Geography							
<p>▪Continue developing positive attitudes about the differences between people. (Notice differences is earlier).</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>	<p>I can locate hot and cold areas of the world in relation to the equator and the North and South poles. I am confident explaining what a human feature and physical</p>	<p>I can identify seasonal and weather patterns in the United Kingdom. I am confident explaining what a human feature and physical feature is.</p>	<p>Know what is meant by the terms biome and climate zone and name, describe and understand a specific biome and climate zone. Describe and understand a</p>	<p>Describe and understand rivers and mountains. Know and label the main features of a river. Know the name of and locate some of the world's longest rivers. Know the names of and locate some of</p>	<p>Describe and understand earthquakes and volcanoes. Know what causes an earthquake. Label the parts of a volcano. Describe and understand the key</p>	<p>The Lake District - Describe and understand key aspects of: Physical geography, including: vegetation belts, rivers, mountains. Human geography,</p>



<p>▪Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>texts and – when appropriate – maps.</p> <p>ELG - 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</p>	<p>feature is.</p> <p>I can identify the following physical features: forest, hill, mountain, sea, river, soil, vegetation, valley, beach.</p> <p>I can identify the following human features: village, town, city, farm, house, port, harbour.</p>	<p>I can identify the following physical features: ocean, season, weather, beach, cliff, coast, sea valley.</p> <p>I can identify the following human features: city, town, factory, office, shop, port, harbour.</p>	<p>vegetational belt (Amazon Rainforest).</p> <p>Label layers of a rainforest and know what deforestation is. (<i>vegetation belt</i>)</p>	<p>the world's highest mountains.</p> <p>Explain the features of the water cycle.</p> <p>I can identify key human and physical features of Greece.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: <u>climate zones</u> • human geography, including: types of settlement and land use and economic activity. <p>I know that people across the world</p>	<p>aspects of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (trade).</p> <p>Know why most cities are located by a river.</p> <p>Know why industrial areas and ports are important.</p> <p>Know main differences between developed and third world countries.</p>	<p>including: types of settlement and land use, economic activity.</p> <p>North America - Concentrate on the key aspects such as climate, economic activity, environmental management and sustainability.</p> <p>Develop contextual knowledge of the location of globally significant places (seven wonders of the world) – both terrestrial and marine – including their defining physical and human</p>
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					experience different weather patterns to our own.		characteristics.
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