



Substantive Concepts – these are the concepts that give a subject substance or content

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit throughout their time at St James' First. Our substantive concepts are:

	Place and Locational Knowledge		Human and Physical Geographical Knowledge		
	UK	The World	Climate	Natural (physical) Features and processes	Human Features
EYFS	Local area, countries, seas and capitals	countries, seas and capitals Hot and cold places	Weather	Our school environment	Houses, shops
KS1	Local Area countries, seas and capitals	Continents and oceans Features of Non-European countries	Seasons Weather Equator	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation	city, town, village, factory, farm, house, office, port, harbour and shop
LKS2	Local Area Counties, rivers, major cities	European countries South American and Northern American countries	Weather and (some) climate zones	Earthquakes (tectonic plates and fault lines) Volcanoes Mountains Valleys Rivers	Settlements and Urbanisation Landmarks Sustainability



Second Order Concepts – Shape the Enquiry

<p>Environment</p> <p>The surroundings of a place in which a person, animal or plant lives and interacts.</p>	<p>Location</p> <p>The precise site, position, or situation of a place.</p>	<p>Scale</p> <p>The size or extent of the area of the place e.g. local, regional, national, international, or global.</p>	<p>Distribution</p> <p>The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.</p>	<p>Processes</p> <p>The natural or human events and actions occurring in a place that maintain equilibrium or cause change.</p>
<p>Change</p> <p>The alteration or modification of places over time as a result of natural and/or human processes.</p>	<p>Interaction</p> <p>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.</p>	<p>Interdependence</p> <p>The degree to which what happens in one place impacts positively or negatively on what happens in another.</p>	<p>Sustainability</p> <p>The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity enhanced.</p>	<p>Diversity</p> <p>The variety and distinctiveness of the physical and cultural composition of the society of a place.</p>

Disciplinary Knowledge: knowing how geographers establish knowledge through geographical enquiry

	Outcome	Exemplification
KS1	Recognise	Name and point out who or what something is e.g. a tree in the school grounds or a beach.
	Identify	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.



Describe	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or why some animals live where they do.
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. that some places along a coast are being eroded by the sea faster than others.
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. the three most significant factors about why houses in Kampong Ayer are built on stilts.
Categorise/Classify	Arrange information into groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of buying local food.
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Kampong Ayer
Recall	Remember and recount something learned or experienced e.g. what is the main geography of the local area: farming / fields with some retail and small businesses.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why competing demands make protecting turtle nesting grounds in Florida a complex task.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. why people choose to live in megacities
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain



LKS2	Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic
	Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. why or what should be done to reduce virtual water use by people in the UK.
	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why earthquakes are generally more hazardous to people around the world than volcanoes.
		Outline or sum up briefly the main points about something e.g. how Fairtrade works



Progression of Substantive Concepts

Substantive	EYFS	KS1	LKS2
<p>Location The precise site, position, or situation of a place.</p> <p>Scale The size or extent of the area of the place e.g. local, regional, national, international, or global.</p>	<ul style="list-style-type: none"> I know the name of the town where I live I know the names of some other places in the UK and some other countries in the world 	<ul style="list-style-type: none"> I can name, locate and identify characteristics of the four countries in the UK I can name and locate the and capital cities of the United Kingdom I can name and locate the surrounding seas of the UK on a map I can name and locate the village, nearest town on a map Know I live in Dorset in the South of England 	<ul style="list-style-type: none"> I locate major cities in the UK on a map I locate major UK rivers on a map I locate and describe where in the UK I live (8 compass points) I can name nearby counties to Dorset I can name and locate on a map the south coast, including Poole and Bournemouth I can locate the approximate location of where the school is.
	<ul style="list-style-type: none"> 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 can name and locate the seven continents and five oceans on a globe or atlas. 	<ul style="list-style-type: none"> I can locate countries in Europe including Russia 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. I can identify the lines of latitude on a world map.



<p>Environment The surroundings of a place in which a person, animal or plant lives and interacts.</p> <p>Distribution The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface</p> <p>Diversity The variety and distinctiveness of the physical and cultural composition of the society of a place.</p>	<ul style="list-style-type: none">• I talk about similarities and differences about 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 similarities and differences between different religious and cultural communities in this country• I talk about the lives of the people around them and their roles in society;	<ul style="list-style-type: none">• I know that the equator is an imaginary line that runs around the Earth• I know that countries closer to the equator are generally hotter and those that are further away are generally colder• I can identify and describe the physical and human geography of my local area.• I can describe the physical and human geography of a distant place.• I can identify and describe the geographical similarities and differences in human and physical features in U.K. and non-European country.	<ul style="list-style-type: none">• I recognise physical and human features of a range of environments• I can identify why volcanoes and earthquakes occur• I know that climate is weather over time• I can identify some climate zones biomes• I explain how natural disasters cause environmental change• I explain how land use and development can cause/prevent flooding• I explain how different organisations help conserve water• I understand the impact of deforestation on the rainforest• I explain how different organisations work to protect rainforests• I recognise how settlement can change how land is used
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Human and Physical Geography

Human and Physical Geography			
<p>Processes The natural or human events and actions occurring in a place that maintain equilibrium or cause change.</p> <p>Change The alteration or modification of places over time as a result of natural and/or human processes.</p> <p>Interaction 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.</p> <p>Interdependence The degree to which what happens in one place impacts positively or negatively on what happens in another</p> <p>Sustainability The extent to which a place can balance meeting the</p>	Physical Themes		
	<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 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 can describe the water cycle in sequence, using appropriate vocabulary.
Human Themes			
	<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 use basic geographical vocabulary when identifying human features (listed on each unit) Begin to learn sustainability, locally sourced food, and what it means to be environmentally friendly. 	<ul style="list-style-type: none"> I identify and sequence a range of settlement sizes from a village to a city. I describe the characteristics of settlements with different functions, e.g. coastal towns. I use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. 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



St James' First School

Geography

Progression Maps

<p>needs of its people with ensuring an ecological equilibrium is maintained and biodiversity (the variety of living things) enhanced.</p>			<p>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.</p>
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Geographical Skills and Fieldwork

**Map and Atlas Work
Fieldwork and Investigation**

- 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

- 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) and locational directions (Near and Far, Left and Right) 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

In addition to this, Y2 children will

- Locate places of study on a map, (a wider range of places than Y1 dues to more units of learning)
- I can construct basic symbols in a key for a map

Local area unit

Geographical skills (e.g. map work)

- I can use atlases, maps and globes and identify the equator, hemispheres and Tropics to research a location
- I can use aerial photos and a range of other sources (e.g. google earth) to observe human and physical features of a place (incl rivers)
- 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 make detailed field sketches
- 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 identify countries that sit across fault lines and make the connections between these and the likelihood of some natural disasters

Fieldwork

- I can gather information about a place drawing on maps, photos (and possible site visit).
- I can describe different points of view on an environmental issue affecting a locality

In addition to this, Y4 children will

- I can gather information about a place and use this to draw conclusions (e.g. impact of erosion on an area)

Local area unit



- I can represent buildings from an aerial view on a map, (with a more precise awareness of its shape).
Local area unit
- Have an awareness of scale, when representing things on a map. **Local area unit**

- To understand that scale tells us the distance between places on a map **Local area unit**
- To draw maps that show an understanding of scale and position **Local area unit**