

Summerseat Steps in Learning - Geography

Class One	Class Two A	Class Two B	Class Three A	Class Three B	Class Four A	Class Four B
Geographical Skills (Steps in Skills)						
Enquiry and Investigation						
<p>I can ask questions about places.</p> <p>I can comment and ask questions about familiar places/other places, and about familiar/other people.</p>	<ul style="list-style-type: none"> ▪ 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. <p>Recognise differences between their own and others' lives.</p>	<ul style="list-style-type: none"> ▪ 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"> ▪ 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						
<p>I know that maps give information about places.</p> <p>I can draw a simple map or plan.</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 	<ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ 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 	<ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ 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 			

	<p>map, place in a story.</p> <ul style="list-style-type: none"> ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. ▪ 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. 	<p>correct place.</p> <ul style="list-style-type: none"> ▪ 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 ▪ Relate measurement on large scale maps to measurements outside. 	<p>on OS maps.</p> <ul style="list-style-type: none"> ▪ 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.
Fieldwork			
<p>I can use technology and IT equipment to make observations or find information about different locations and places.</p>	<ul style="list-style-type: none"> ▪ 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). ▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, 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"> ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, 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 charts and graphs.

Geography – (Steps in Knowledge)

Class One	Class Two A	Class Two B	Class Three A	Class Three B	Class Four A	Class Four B
Locational Knowledge						
I know I live in Summerseat (<i>Insert as appropriate</i>) near Bury in the England / UK	I know my address including my postcode. I can name and locate the countries and capital cities of the United Kingdom and their surrounding seas. I can identify some characteristics of the four countries that make up the United Kingdom. I can name and locate the names of the seven continents and five oceans.	I can name and locate the names of the seven continents and five oceans.	I know what is meant by tropics. I can identify the position and significance of Northern Hemisphere and Southern Hemisphere. Know the names of four countries and four cities from the Northern and Southern Hemisphere. I can locate the equator and know what physical things are there. 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.	Know the names of and locate at least 6 cities in the United Kingdom. Know where the main mountain regions are in the United Kingdom. Know, name and locate the main rivers in the United Kingdom. Know the names of and locate at least eight European countries. Name the Mediterranean countries and their capitals (at least 10)	Know what is meant by longitude, latitude and the tropics and the Arctic and Antarctic circle.	Know the names of and locate at least eight counties and 6 cities in the United Kingdom. I can compare physical features of the United Kingdom, including mountains and rivers on ordinance survey maps. Know what is meant by longitude, latitude and the tropics and the Arctic and Antarctic circle. Know the names of and locate a number of South or North American countries. Know about time zones and work out differences.
Place Knowledge						
I can look closely at similarities and	I can identify key features of my local	I can identify key features of a small	I can identify key features of the South	I can identify key features of Greece.		I can identify the key features of a region

differences between different places (familiar/other places), make simple comparisons.	area: Summerseat, Bury and Manchester. I can compare my local area to a small village in Uganda. I know the features of hot and cold places in the world.	seaside area of the United Kingdom. I can compare my local area to a contrasting non-European country (Australia).	American rainforest. I know features of deserts and jungles.	I can compare the United Kingdom to Greece.		in the United Kingdom (Maes-y-Nant - Wales) I can compare regions within North America.
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Human and Physical Geography

I know about features of different places, recognise and talk about the features in familiar/other places. I can talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.	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 feature is. I can identify the following physical features: forest, hill, mountain, sea, river, soil, vegetation, valley, beach. I can identify the following human features: village, town, city, farm, house, port, harbour.	I can identify seasonal and weather patterns in the United Kingdom. I am confident explaining what a human feature and physical feature is. I can identify the following physical features: ocean, season, weather, beach, cliff, coast, sea valley. I can identify the following human features: city, town, factory, office, shop, port, harbour.	Know what is meant by the terms biome and climate zone and name a specific biome. Label layers of a rainforest and know what deforestation is. (<i>vegetation belt</i>)	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 the world's highest mountains. Explain the features of a water cycle.	Know what causes an earthquake. Label the parts of a volcano. Know why most cities are located by a river. Know why industrial areas and ports are important. Know main differences between developed and third world countries.	
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