



Substantive Concepts

The Substantive Concepts are the subject knowledge and explicit vocabulary used about the past. The 6 Substantive Concepts below are the suggested vehicle to connect the substantive knowledge.

Locational Knowledge	Locational knowledge is the foundation upon which geographical understanding is built. It may be gathered from the information in maps and globes. It is important for children to have locational knowledge so that they have a firm grounding in the basics of local, national and world geography.
Place Knowledge	This concerns what a place is like. Children must gain an understanding of their local area and areas around the world.

Human and Physical Geography	Human and physical features are things that you can see all around you. Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. Human features are things like houses, roads and bridges. They have been built by people.
Geographical Skills	Geographical skills are defined by the way we examine our surrounding world, interpret data, and present data. These skills can be broken down into different categories, such as cartographic, graphical, numerical, and statistical.

Planning Overview

Cycle 1	EYFS/Y1	Y2	Y3/4	Y5/6
Autumn	Homes Old and New	The Victorians	Savage Stone Age Metal Madness	Oh Mummy!
Topic	Comparison of homes from the past to now	Victorian schools and Victorian Christmas	Stone Age to Iron Age	Ancient Egypt
Key Learning				
Spring	Mary Jones and the Bibles	Castles and Kingdoms		The Trans-Atlantic Slave Trade The Land of the Rising Sun
Topic	Mary Jones and the Bibles	English kings and queens, castles		The Trans-Atlantic Slave Trade Country study of Japan
Key Learning				
Summer	Kings and Queens; Queen Victoria's Oak Transport Past and Present	Let's Go Down Under	Radical Romans	Potions and Plagues
Topic	A Special Oak; Queen Victoria's tree Transport	Exploration and Discovery	The Romans	Medicine and Disease/The Plague
Key Learning				

Cycle 2	EYFS/Y1	Y2	Y3/4	Y5/6
Autumn	On The Farm	London's Burning!	Vicious Vikings	Tragedy at Sea/The Space Race
Topic	Old farming methods; horses, carts and windmills	The Great Fire of London The Gunpowder Plot	The Vikings	The Titanic Space exploration
Key Learning	Understand that farms are located in the countryside , away from towns and cities, and identify features like fields, barns, and animals.	Understand the location of London , its position on the River Thames, and how the city's layout influenced the spread of the fire. Locate the Houses of Parliament , and understand their significance in the political geography of Great Britain.	Locate Scandinavia (Norway, Sweden, Denmark) and understand how its physical geography (fjords, coastline) influenced Viking exploration and settlement across Europe.	Locate Southampton and New York and understand their connection across the North Atlantic Ocean . Identify USA and USSR on a world map and explain why launch sites were chosen based on geography.
Spring	Mary Jones and the Bibles	First Stop Pencombe/Adventure Awaits	Incredible India	Battles, Blackouts and Bravery
Topic	Mary Jones and the Bibles	Local history of our school Exploration	Country study of India	World War II
Key Learning		Identify the routes of major explorers and the continents they connected, understanding how exploration expanded global knowledge and trade.	Identify India's position in Asia , its major physical features (Himalayas, Ganges River), and understand how its climate and resources shaped human activity.	Locate the major countries involved in the war and understand how their positions across continents influenced global conflict.
Summer	Queen Victoria's Oak Pirate and Sailing Ships	The Lady and the Lamp Galapagos	The GREATEST Britain	Rumble in the Jungle/The World Before GPS!
Topic	A Special Oak; Queen Victoria's tree Pirates and sailing ships	Florence Nightingale Charles Darwin and the Beagle	Queen Elizabeth II	Rainforests and country study of Brazil The Mappa Mundi
Key Learning		Locate Britain, Crimea, and Scutari to understand the geographical context of the Crimean War and Nightingale's work. Locate the Galápagos Islands and understand their position, linking physical geography to biodiversity.	Locate Great Britain within Europe , recognize its surrounding seas, and understand how its island geography influenced trade, defence, and cultural connections.	Know the global distribution of tropical rainforests, and link this to climate. Understand that medieval maps placed Jerusalem at the center and East at the top, showing cultural and religious influence on geography.

End points

By the end of EYFS, children will:

Pupils will begin to understand how they are part of their own locality, which is part of the bigger world. They will begin to develop their geographical knowledge by exploring features of our school and nursery, using maps to investigate different places to compare and contrast different environments. They will learn about different people and communities.

By the end of KS1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of KS2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Key Vocabulary

Substantive Concept	EYFS Progressive Vocabulary	KS1 Progressive Vocabulary	LKS2 Progressive Vocabulary	UKS2 Progressive Vocabulary
Locational Knowledge	land, sea, under, over, forwards, backwards,	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 Pacific, Atlantic, Indian, Southern, Arctic Oceans	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, city, town, village, megacity	atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key
Place Knowledge	countries, Pencombe, Pencombe Primary School, Hereford, home, school	South America, London, capital city, compare, China, Asia, country, population, Weather, similarities, differences, farming, culture	physical features, human features, landscape, population, density, land use, retail, leisure, housing, business, industrial, agricultural, commercial, residential, green spaces	altitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources
Human and Physical Geography	bus station, port, train station, airport, bike station, tram station, tube station, train, travel, transport, hot, cold, house, street, village, town	factory, farm, house, office, port, harbour, river, canal, church, shop	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, filter, pollution, settlement, settler, site, shelter	environmental disaster, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, tourism, positive, negative, economic, social, environmental
Geographical Skills	destination, map, route	compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, position, route, journey, changes, tally chart, pictogram, human, physical	sketch map, map, aerial view, annotation, landmark, distance, key, symbol, land use, population, coordinates, compass, 8-point, direction, North, North-East, East, South, South-East, West, North West, South West	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, compass

Substantive Concepts							
Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Recognise some similarities and differences between different places and communities in this country, drawing on my experiences and what has been read in class. Explain 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.	Name and locate the four countries making up the British Isles, with their capital cities. Name the surrounding seas of the United Kingdom. Talk about the main features of each of the four countries that make up the United Kingdom.	Locate and name the 7 continents on a World Map. Locate and label the 5 oceans. Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate ? on a map and its key places Antarctica or Arctic explorers?	Revise on world map: - Continents - UK 4 countries and characteristics - UK capital cities - Seas surrounding the UK 5 oceans - Counties and cities of the UK Locate geographical regions (temperate, tropical and subtropical zones) Identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns. Explain how some of these aspects have changed over time. Name and locate some countries of Europe or the wider world. Share my own views about locations.	Locate counties and cities in UK. Name and locate countries of Europe. Locate the location of India in comparison to other countries. Name and locate: - Equator - Northern Hemisphere - Southern Hemisphere - the Tropics of Cancer and Capricorn - Arctic and Antarctic Circles - date and time zones Recap and locate geographical regions (temperate, tropical and subtropical zones) Identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns. Explain how some of these aspects have changed over time.	Understand the location and significance of major oceans and continents. Explore the Titanic's route from Southampton to New York identifying the Atlantic Ocean, surrounding continents, and key ports. Discuss why the North Atlantic was chosen and its geographical challenges (icebergs, cold currents). Locate countries involved in the Space Race and understanding their global positions. Identify the USA and USSR on a world map, explore their latitudes/longitudes, and discuss why certain launch sites were chosen based on geography (proximity to the equator, climate, open space). Locate the Allied and Axis powers on a world map. Identify key geographical features that shaped events: English Channel (invasion barrier and D-Day crossing) Mediterranean Sea (control for supply routes) Understand where tropical rainforests are located around the world. Link rainforest locations to climate zones and physical geography. Understand that maps reflect cultural and historical perspectives on location: - East at the top - Jerusalem at the centre Identify and compare major regions and landmark: Rome, Jerusalem, and rivers such as the Nile, then compare their positions to modern maps. Locate the triangular trade route linking Europe, West Africa and the Americas, identifying important locations such as Liverpool, Bristol, Ghana, Jamaica and the Caribbean.	
Place Knowledge		Recognise similarities and differences between Pencombe and a contrasting place in the UK.	Compare geographical regions and their identifying human and physical characteristics. Identify the main physical and human	Compare geographical regions and their identifying human and physical characteristics.	Understand some of the reasons for geographical similarities and differences between countries.	Understand what makes certain places unique and important: - The Titanic: Southampton (UK) as a major port city and New York as a global hub. - The Space Race: Cape Canaveral (USA) and Baikonur Cosmodrome (Kazakhstan) as launch sites.	

		Recognise the similarities and difference between Hereford and another city. Talk about people and places within my local environment. Talk about people and places beyond my local environment. Compare and contrast polar regions Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.	characteristics of the countries of Europe. Describe geographical similarities and differences between a region in the United Kingdom and one in a European country. Describe how the locality of the school has changed over time. Compare key information of ? and compare with the human and physical geography of the UK.	Explain how some of these aspects have changed over time. Identify the main physical and human characteristics of the countries of Europe and some regions of the world. Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.	Explain how locations around the world are changing and explain some of the reasons for change. Begin to understand and explain geographical diversity across the world.	• WW2: Normandy (France) and Berlin (Germany) as historically significant places. • The Mappa Mundi: Jerusalem as the medieval centre of the world. Understand how places are linked through historical events, trade, transport, and culture. • The Titanic: Transatlantic link between Europe and North America. • The Space Race: Global competition between USA and USSR. • WW2: Alliances and conflicts connecting continents. • The Mappa Mundi: Medieval understanding of interconnected continents (Europe, Asia, Africa). Explore the size, biodiversity, climate, and role in the global ecosystem of rainforests. Discuss human activity (indigenous communities, deforestation, conservation efforts).
Human and Physical Geography		Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? E.g. Comparing and Contrasting a farm with the seaside. <u>Physical</u> Identify land use around the school beach, coast, forest, hill, mountain, sea, river, weather. <u>Human</u> City, town, village, house, and shop.	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? Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles. Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.	Ask and answer geographical questions about the physical and human characteristics of a location. <u>Physical</u> Describe key aspects and compare physical geography in the UK and an area in a European country • Climate zones • Biomes • Rivers • Mountainous areas • Weather and season • Landscape • Habitats and animal species	Ask and answer geographical questions about the physical and human characteristics of a location. <u>Physical</u> Describe key aspects of physical geography • Biomes • Rivers • Mountainous areas • volcanoes and earthquakes • Landscapes • Weather and season <u>Human</u> Describe key aspects and compare human	<u>Physical Geography</u> <i>To understand how physical processes shape landscapes and environments.</i> • Ancient Egypt: The River Nile and annual flooding supporting settlement and agriculture. • Japan: Earthquakes, volcanoes, and tectonic activity shaping the landscape. • Rainforests: Climate, water cycle, and biodiversity creating unique ecosystems. • The Titanic: The North Atlantic Ocean environment, icebergs. • The Space Race: Geographical factors influencing launch site locations (e.g. Cape Canaveral). • WW2: The impact of terrain, coastlines, and natural barriers on military campaigns (e.g. Normandy beaches).

		<u>Weather, Climate, Seasonal Events</u> Identify seasonal and daily weather patterns in the United Kingdom.	<u>Physical</u> Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather. <u>Human</u> City, town, village, factory, farm, house, office, port, harbour and shop. Begin to look at tourism and trade Explore famous landmarks in the UK. <u>Weather, Climate, Seasonal Events</u> Identify hot and cold areas of the world in relation to the Equator and the North and South poles. Polar regions Antarctica and deserts. Links with Australia and deserts and ? and the equator.	<u>Human</u> Describe key aspects and compare human geography in the UK and an area in a European country • Settlements • land use of UK and area in ? • Population • Culture • Economy • Supply of food • Trade links <u>Weather, Climate, Seasonal Events</u> Investigate different types of extreme weather and how this can affect both rural and urban areas.	geography in the UK and an area in a European country • Settlements • Land use • Population • Culture • Economy • Supply of food and its trade <u>Weather, Climate, Seasonal Events</u> Volcanoes The Water Cycle Distribution of natural resources such as water.	• Mappa Mundi: Medieval understanding of continents, seas, and physical features of the world. <i>To explore how climate and natural environments influence human activity.</i> • Ancient Egypt: Farming and settlement dependent on the Nile valley. • Japan: Adaptations to natural hazards such as earthquakes and tsunamis. • Rainforests: Indigenous communities living within tropical environments. • Atlantic Slave Trade: Trade routes affected by prevailing winds and ocean currents. • The Titanic: Weather and ocean conditions affecting transatlantic travel. <u>Human Geography</u> <i>To understand how trade, transport, and economic activity connect places globally.</i> • Ancient Egypt: Trade links along the Nile and with neighbouring civilisations. • Atlantic Slave Trade: Triangular trade connecting Europe, Africa, and the Americas. • The Space Race: Competition and collaboration between nations during the Cold War. • WW2: Wartime alliances, supply routes, and movement of people across continents. • Mappa Mundi: Medieval trade routes linking Europe, Asia, and Africa. • Atlantic Slave Trade: Triangular trade connecting Europe, Africa, and the Americas. <i>To understand how human actions and decisions change places over time.</i> • Ancient Egypt: Development of settlements and modification of the Nile landscape. • Atlantic Slave Trade: Impact of migration, colonisation, and population movement. • Rainforests: Deforestation, conservation, and sustainable land use. • The Space Race: Technological advances influencing places and economies. • Atlantic Slave Trade: Forced migration, population change, and long-term
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						economic and cultural impacts across three continents.
Geographical Skills		<u>Directions</u> Use directional language to describe the location of features and routes on a map: near, far, left and right. <u>Fieldwork</u> Use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area. Look at reasons for sunny and shaded places around school. <u>Map Skills</u> Use maps, atlases, globes and Google Earth to locate countries and cities. Follow maps around the school and local area-library. Use a map to identify places in the UK. Use aerial images to recognise landmarks and basic physical features. Use a simple key to recognise physical and human features on a map. Create a simple map of my local environment.	<u>Directions</u> <u>Revise</u> directional language to describe the location of features and routes on a map: near, far, left and right. Use simple compass directions (North, South, East, West) <u>Fieldwork</u> Use fieldwork to observe, measure and record human and physical features in the local area. <u>Map Skills</u> Use maps, atlases, globes and Google Earth to locate countries and cities studied. Use aerial images and plan perspectives to recognise landmarks and basic physical geography. Device a simple map and construct basic symbols in a key. Use simple grid reference (A1, B1)	<u>Directions</u> 8-point compass 2 figure grid reference <u>Fieldwork</u> Find a location in your local town- sketch maps, plans, graphs or take photographs of the area and label the physical and human features. Example: an area of a park that contains footpaths, pond etc. <u>Map Skills</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Create maps of locations identifying some features using a key. Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. Use a physical map of the UK to locate main river and mountains.	<u>Directions</u> 8-point compass 4 figure grid references, symbols and keys to communicate to communicate knowledge of the UK and wider world. <u>Fieldwork</u> Understand the habits of the local community by conducting questionnaires Present findings and identify trends. Sketch maps, plans graphs and take photographs. <u>Map Skills</u> Use maps, atlases and digital mapping to locate countries and describe features? Use historical maps to identify how towns and cities have changed their land use over time Create maps of locations identifying some features using a key.	<u>Directions</u> 8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. <u>Fieldwork</u> Traffic Survey- sustainable transport, global issue. Use fieldwork to observe, measure and record and present results in a range of ways Use different types of field work (random and systematic) <u>Map Skills</u> Use maps, atlases and digital mapping to locate countries and describe features. Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location. Create maps of locations identifying patterns such as: land use, climate zones, population densities and height of land.