

Geography '6 Big Ideas'

Place	Environment & Sustainability	Space
<p>Children study a variety of places including imagined as well as real. They consider what is in places and what happens there, ways places change and develop, their character and what they are like, how we respond to places, whether we prefer them to stay the same or evolve.</p> <p>Children study place starting with the known and local before moving wider. In KS1 children study their locality, gradually moving out wider. They go on to study the United Kingdom before moving onto study world localities such as Nigeria.</p> <p>Through the study of physical processes such as mountains in LKS2, volcanoes and earthquakes in UKS2, the children widen their understanding of place. They deepen their understanding of particular regions such as a region of Poland, and also deepen their understanding of their locality.</p> <p>Through the study of physical processes, Biomes, children in LKS2 find out about a range of world regions. In UKS2 children learn about additional places such as Brazil in South America.</p>	<p>Children learn about the environment, locally and globally and how humans impact on this environment. They also learn about how humans seek to manage and improve their environment.</p> <p>In EYFS children talk about their own environment, sometimes using story books and consider how they can look after it better.</p> <p>In KS1 through the study of the local area children consider their immediate environment around the school and wider into Gloucester centre. They think about what it is like to live in this area, how we feel about green spaces near us and how we can maintain them, for example putting litter in a bin.</p> <p>In LKS2 children study themes such as Rivers. They understand how rivers can become polluted and the effect that this has on the environment and people who use the river. They go on to find about the impact on humans of physical processes such as earthquakes and volcanoes in UKS2.</p> <p>In LKS2 children study Biomes. They learn how humans have damaged biomes and what can be done to mitigate this. They go on to study a specific unit 'What is Climate change' in UKS2 finding out specifically about what they can do to reduce the impact of this on the world.</p>	<p>Children learn about where places are located and how they are located in relation to each other. When children learn about specific themes such as volcanoes and earthquakes they also learn where the places where these phenomena occur are, gradually building up a greater understanding of place and space.</p> <p>In KS1 the children learn about where the countries of the UK are located in relation to each other, as well as the capital cities and seas surrounding the UK. When learning about a non-European locality the children are shown where these locations are using a globe and world map, whilst also making reference back to previous locations studied. This helps build up a picture of 'space' and where places are in relation to each other.</p> <p>In LKS2 whilst learning about the location of UK and major world river children begin to build up a picture of where these are located and also which regions and continents these can be found in.</p> <p>In LKS2 children make connections where the Biomes are located in the world and the significance of this for example desert biomes can be found close to the Equator, tropical biomes can be found close to the tropics.</p> <p>In UKS2 children learn about how places are connected particularly learning about the road infrastructure connecting Gloucester with the south of England. They also learn about how food and energy is transported from one place to another.</p>

--	--	--

Scale	Interconnections	Cultural awareness and diversity
<p>Children study places from very small sites for example their home and school to local, their suburb and the city of Gloucester. They go on to study regional areas, national areas, locations found in different continents.</p> <p>In EYFS children learn about their school and homes.</p> <p>In KS1 children widen their understanding by looking at local streets, central Gloucester as well as the features of the UK. They also study Nigeria as well as other contrasting locations through the unit 'How is the earth similar and different?'</p> <p>In LKS2 the children zoom in to particular regions of the world in order to find out more about physical processes there, for example a region in Poland.</p> <p>In U/LKS2 the children continue to zoom in on particular regions and areas of the world in order to find out more about physical processes and phenomena.</p>	<p>In KS1 the children learn that far off places such as Nigeria is linked to the UK only by air travel or sea.</p> <p>In UKS2 the children broaden their UK geography understanding of how Gloucestershire borders on its neighbouring counties, connected by both road and rail.</p> <p>Children in LKS2 learn about a region of Poland, understanding how it is connected to the rest of mainland Europe.</p> <p>In UKS2 the children understand how their actions in relation to climate change can have a direct impact in their own country and the rest of the world.</p> <p>Later in UKS2 the children learn about trade links and where our food comes from, further understanding their connections within the UK and wider world. They also find out about where their parents come from showing how we are connected much wider.</p>	<p>In EYFS children learn about diversity through stories and discussions about their own families.</p> <p>In KS1 the children learn about the UK and some of the traditions and culture found within the countries that make up the UK. They consider how these are similar and different. Many of our children's heritage originates in Eastern Europe, Africa, Asia and the middle east. The children have the opportunity to learn about the special features from countries in these continents.</p> <p>In LKS2 through the study of Rivers, children learn about the culture of the people who live around these rivers. Through the study of a region of Poland and also a study of earthquakes and volcanoes and mountains children also learn about the culture of the people who live in these places.</p> <p>In UKS2 through the study of the Amazon the children learn about the indigenous people who live there. They go on to learn about how they themselves are connected wider through their own families.</p>

SUBSTANTIVE KNOWLEDGE				DISCIPLINARY KNOWLEDGE
<p align="center">Declarative Knowledge Knowing 'what' - i.e the facts of Geography</p>				<p><i>Asking and answering geographical enquiry questions.</i></p> <p align="center">~</p> <p align="center"><i>Collecting data</i></p> <p align="center"><i>Analysing data</i></p> <p align="center"><i>Communicating through maps, charts, graphs, diagrams and in writing.</i></p>
Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	
<i>e.g name and locate places</i>	<i>Learn key information about localities</i>	<i>Learn key features and processes taking place</i>	<i>Learn key features and processes taking place</i>	
<p>Procedural knowledge Geographical skills and fieldwork</p>				
<p><i>How to use maps and globes, how to collect and record data during field trips</i></p>				

	Development Matters 3 & 4-year-olds will be learning to	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
UtW	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. • Use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<p>People Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons.
Maths	<ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. 		

Disciplinary Knowledge

Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Simple but stimulating questions</p> <p>Focusing on local scale, with some awareness of the wider world</p> <p>Supporting the formation of opinions around familiar places</p> <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● Where am I? ● What is this place like? ● What can I see, hear, smell and touch? ● What kinds of features are here/there? ● How do I feel about it? 	<p>Clear and interesting questions to:</p> <ul style="list-style-type: none"> ● Describe the local area. ● Compare and develop knowledge of the wider world ● Notice distinctive human and physical features. ● Stimulate opinions ● Recognise change over time/space. <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● What kinds of features are here... why are they where there are? ● What are people doing here? Does that ever change? ● How does this place remind me of/compare to other places? ● How am I connected to 	<p>Purposeful questions to:</p> <ul style="list-style-type: none"> ● Widen knowledge of a range of places and the features and patterns that link them. ● Explore human and physical processes ● Recognise connections ● Compare and contrast place, space and scale ● Recognise Cause and effect <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● Does the way we use a space change it? ● Why and how are any decisions made? ● What physical/human processes are at work here? What patterns result? ● What will this place be like in the future? 	<p>Thought provoking questions to:</p> <ul style="list-style-type: none"> ● Appraise multiple scales and locations ● Describe and explain processes and patterns ● Investigate why similarities/differences exist ● Explain interdependence and impact ● Enable multiple perspectives ● Consider bias based on economic, historical, political, cultural, social, natural influences <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● How do processes shape this place/space? ● Why do these same processes not occur elsewhere? ● How are we dependent on the choices/actions made by others? ● What might/should it be like in the future? ● Whose opinion is right...why? 			

Investigating & Observing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Use senses to explore the natural world and different environments. ● Make simple observations about weather, plants, and animals. ● Engage in discussions about places they have visited. ● Begin to ask simple questions about their surroundings. 	<ul style="list-style-type: none"> ● Observe and describe simple human and physical features in the local area. ● Observe seasonal changes and describe differences in weather patterns. ● Use pictures, books, and firsthand experiences to explore places. ● Use photographs and maps to identify key features of a place. ● Use simple fieldwork techniques such as looking and listening. ● Begin to use fieldwork tools such as tally charts and simple surveys. (Y2) 	<p>Y3</p> <ul style="list-style-type: none"> ● Carry out simple fieldwork studies in the local environment. ● Use basic equipment such as compasses and measuring tools. ● Record observations using drawings, charts, and basic annotations. ● Compare and contrast different locations through observation. <p>Y4</p> <ul style="list-style-type: none"> ● Use fieldwork techniques such as sketch maps and data collection. ● Make detailed observations of landscapes and land use. ● Identify changes in the environment over time through photographs and records. ● Draw conclusions from collected data and observations. 			<p>Y5</p> <ul style="list-style-type: none"> ● Conduct geographical investigations using surveys, interviews, and digital tools. ● Observe how human activities impact the environment and suggest improvements. ● Use advanced fieldwork techniques such as measuring distances and elevations. ● Analyse geographical patterns using maps and collected data. <p>Y6</p> <ul style="list-style-type: none"> ● Plan and conduct independent geographical investigations. ● Use a range of sources, including satellite images, to observe and analyse features. ● Draw conclusions based on systematic fieldwork and research. ● Present findings using graphs, reports, and digital presentations. 	

Substantive Knowledge

Procedural knowledge Geographical skills and fieldwork

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can talk about my journey to school and identify key features on the route.</p>	<p>I can follow a route on a prepared map</p> <p>I can begin to recognise simple features on maps such as buildings, roads and fields.</p>	<p>I can begin to use an Infant Atlas to locate places.</p> <p>I can find information on aerial photographs.</p> <p>I can begin to recognise simple features on maps such as buildings, roads and fields.</p>	<p>I can begin to use a Junior atlas, map and globe</p> <p>I can begin to locate photos of features on a map</p>	<p>I can use an atlas, map and globe</p> <p>I can locate photos of features on a map</p>	<p>I can use a map to follow a route, saying what can be seen.</p> <p>I can use index and contents page of an atlas</p>	<p>I can follow a route on 1:50 000 Ordnance Survey map</p> <p>I can describe and interpret relief features.</p> <p>I can relate maps to each other and to vertical aerial photographs.</p>

Substantive Knowledge
Procedural knowledge
Geographical skills and fieldwork

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Model precise vocabulary to describe movement and directionality, and encourage children to use it. DM (PD)</p>	<p>I am beginning to use directional vocabulary.</p> <p>I am beginning to use N, S, E, W in playground games.</p>	<p>Use directional language to describe the location of features and routes on a map</p> <p>I can say which direction N, S, E,W is, for example, using a compass in the playground.</p>	<p>I can begin to follow directions using the 8 compass points.</p> <p>I can begin to use 4- figure grid references to locate features. E.g 0524</p> <p>Identify squares on a map using letter/number coordinates. E.g A3</p>	<p>I can give directions using the 8 compass points</p> <p>I can use 4- figure grid references to locate features. E.g 0524</p>	<p>I can confidently use 4 figure grid references to locate features.</p> <p>I can use latitude and longitude in an atlas or globe.</p>	<p>I can use 4 figure and 6 figure coordinates to locate features.</p> <p>I can follow a route on 1:50 000 Ordnance Survey map</p> <p>I can describe and interpret relief features. (contour lines)</p>
		<p>I can use my own symbols on maps</p> <p>I know that symbols mean something on maps.</p> <p>I am beginning to realise why maps need a key.</p>	<p>I can use symbols on maps (class agreed symbols).</p> <p>I can find a given Ordnance Survey symbol on a map with support.</p>	<p>I can begin to use standard symbols on my maps.</p> <p>I can find a given Ordnance Survey symbol on a map</p>	<p>I can give maps a key with standard symbols.</p> <p>I can use some Ordnance Survey style symbols.</p>	<p>I can use agreed and Ordnance Survey symbols.</p> <p>I can use standard OS symbols</p>	<p>I know 1:50.000 symbols and atlas symbols.</p> <p>I can identify OS symbols and map conventions.</p>

Substantive Knowledge

Procedural knowledge Geographical skills and fieldwork

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Draw information from a simple map.</p> <p>Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. DM</p> <p>To be able to draw information from a simple map. NW</p>	<p>I can draw a simple map from my own knowledge e.g route from home to school</p>	<p>I can draw a simple sketch map of the centre of Gloucester.</p>	<p>I can begin to make and a map of a short route in my immediate local area with features in correct order based on an OS Map.</p> <p>I can begin to make a map of small areas with features in correct places.</p>	<p>I can make a map of a short route in my immediate local area with features in correct order based on an OS Map.</p> <p>I can make a map of a small area with features in the correct places.</p> <p>I can draw a field sketch.</p>	<p>I can make sketch maps of an area using symbols and key based on an OS Map showing a summary of different land use.</p>	

Substantive Knowledge

Declarative knowledge

Locational Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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.</p> <p>To know that they live in Gloucester, which is in England. PC&C</p> <p>To know that there are different countries in the world. PC&C pre-school</p>	<p>Name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Locate the north and south poles and the equator</p> <p>A range of countries that are representative of the class/school in terms of their families heritage.</p>	<p>Consolidate world locational knowledge from Y2.</p> <p>Locate : Czech Republic, Europe (Contrasting European study)</p> <p>Locate : Brazil, South America</p>	<p>Locate: UK & World Rivers</p> <p>Locate the tectonic plates.</p>	<p>Name and locate counties and cities of the United Kingdom and geographical regions</p> <p>Locate: UK & World Mountains</p> <p>Through the studying of Biomes: 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 (including day and night).</p>	<p><i>Deepen world Geography knowledge by studying how the UK is linked to the wider world (food & energy)</i></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, their countries and major cities.</p>

Substantive Knowledge

Declarative knowledge

Place Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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.</p> <p>To understand and be accepting of people's differences. PC&C Know there are different countries in the world. PC&C</p>	<p>Learn key features of the 4 countries and capital cities of the United Kingdom.</p>	<p>Learn key features of the world's 7 continents and 5 oceans.</p> <p>Learn key features of hot and cold places around the world.</p> <p>Learn key features from Nigeria.</p> <p>Begin to learn key features of the north and south poles and the equator</p>	<p>Learn key features of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics, Arctic and Antarctic circle</p> <p>Learn key features of a region in Czech Republic</p>	<p>Locate Robinswood Hill and learn about its key features.</p> <p>Understanding where rivers are located, how they flow and the landforms they create.</p>	<p>Learn key features of the county and surrounding counties in the South-West</p> <p>Learn key features of Brazil, South America</p> <p>Learn key features of biomes around the world.</p> <p>Locate mountainous regions and tallest mountains in the UK and in the world.</p>	<p>Learn key features of additional countries, not previously studied and consolidate knowledge of previously studied localities.</p>

Substantive Knowledge

Declarative knowledge

Human Geography

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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>To be able to talk about my family and people in the community and their roles. PC&C</p> <p>To begin to understand and talk about differences in lives in different countries. PC&C To explore our own and our local environment. PC&C To be able to describe different environments. NW To be able to describe another environment. NW</p> <p>To be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p>	<p>To know where we live</p> <p>Name some places in and around the school</p> <p>Ask relevant questions about my town</p> <p>Name key places in our local area (church, shops, houses, park)</p> <p>Recognise human features in the local area</p> <p>Describe our area using pictures and words</p> <p>Look at photos, videos and maps to recognise features of an area</p> <p>Use observational skills to study the geography of my school and its surrounding area</p>	<p>Describe my personal observations from visits to local landmarks in Gloucester</p> <p>Explain the features of an area I visit using appropriate human geographical vocabulary</p> <p>Compare the local human environment (Gloucester) with a study of a non-European region Nigeria.</p>	<p>Local Study – Gloucester and surround area.</p> <p>Understand features of the local area and how it is changing.</p> <p>Understand geographical similarities and differences through the study of human geography of a region in a South American Country, Brazil.</p> <p>Understand the impact of deforestation on the indigenous people of the Amazon</p> <p>Understand geographical similarities and differences through the study of human geography of a region in a European country. Czech Republic</p>	<p>Understand the effect of tourism on mountainous areas in the UK and the world</p> <p>Understand the impact of flooding and describe ways that flooding can be reduced.</p> <p>Understand the impact of volcano eruptions and earthquakes on humans living nearby.</p>	<p>Describe and understand key aspects of settlements and land use</p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom - South-West</p> <p>understand why biomes are significant and how they influence where people live, the crops they can grow and how they interact with their environment.</p>	<p>Through the study of connections, build up additional locational knowledge of countries of the world and how they are connected to us.</p> <p>Describe and understand economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Suggest ways to improve places I study.</p> <p>Explain the effect of climate on a region and on people's lives.</p> <p>Explain how humans affect/alter their environments over time. Explain how humans can act to sustain their environment.</p>

Substantive Knowledge

Declarative knowledge

Physical Geography

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know some features of different outdoor environments (e.g. park, woods). NW Preschool</p> <p>To know that there are different countries of the world and talk about differences. PC&C preschool</p> <p>To know that in Summer the weather gets warmer & be able to talk about appropriate clothing & sun safety. NW preschool</p>	<p>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>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>To be able to talk about what I can see outside using a wide range of vocabulary. NW</p> <p>To be able to talk about the area I live in, including the weather etc. NW</p> <p>To begin to explore different features of the natural world. NW</p> <p>To describe my own environment and local area. PC&C</p> <p>To talk about the weather linked to seasonal change. NW</p> <p>To be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. NW PC&C</p>	<p>Use observational skills to study the geography of my school and its surrounding area</p> <p>Recognise physical features in the local area</p> <p>Recognise key physical features in the United Kingdom.</p> <p>Compare the local physical environment (Gloucester) with physical features in other countries.</p>	<p>Explain the features of an area I visit using appropriate physical geography vocabulary</p> <p>Compare the local physical environment (Gloucester) with a study of a non European region Nigeria.</p> <p>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</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in a European country.</p>	<p>Recognise physical features of the local area including topography (local Robinswood Hill)</p> <p>Describe and understand key physical aspects of rivers, focussing on the River Severn</p> <p>Describe and understand key aspects of the physical process of volcanoes and earthquakes.</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in a South American Country, Brazil.</p> <p>Describe and understand the key physical features of a tropical rainforest.</p> <p>Describe and understand key aspects of physical geography for vegetation belts, climate zones and biomes</p> <p>Describe and understand the key features and types of mountains in the UK and world.</p>	<p>Understand that energy can be produced by renewable and non-renewable methods. All energy production has an impact on the physical environment.</p> <p>Understand what Climate change is, its current physical effect on countries across the globe and future physical predicted effects.</p>

Units overview						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N						
R						
1						
	What makes the UK a great place to live?		What makes Barton a great place to live?		What are the amazing wonders in the countries we come from?	
2						
	How is the world different or similar?		Contrasting Non European (Nigeria)		What do you need to know about Gloucester to become a tour guide?	
3						
	What has changed in our local area?		South America: why does the Amazon matter?		Europe (Northern Italy)	
4						
	Why do people visit Robinswood Hill in Gloucester?		Rivers: What's special about them?		How do volcanoes erupt and earthquakes take place? How do they affect people?	
5						
	Where can you find the highest mountains?		What are Biomes and how are they important?		How is land used in Gloucester and the South-West?	
6						
	Why should the A417 be improved		What is climate change?		Where does my food and energy come from?	