Geography Curriculum at St Charles



ELG: Understanding of the World

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.

National Curriculum Programme of Study Coverage: Key Stage 1

Pupils should be taught about:		Cycle A		Cycle B			
	UK and British Isle Advent 2	China Lent 1	Animals of the World Pentecost 2	Frozen Kingdom Advent 2	Street Detectives Lent 2	Seasides Pentecost 1	
Locational Knowledge							
name and locate the world's seven continents and five oceans;							
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.							
Place Knowledge							
understand geographical similarities and differences through studying the human and physical							
geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.							
Human and Physical Knowledge							
identify seasonal and daily weather patterns in the United Kingdom							
Identify the location of hot and cold areas of the world in relation to the Equator and the North and							
South Poles;							
use basic geographical vocabulary to refer to:							
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,							
valley, vegetation, season and weather;							
Use basic geographical vocabulary to refer to:							
key human features, including: city, town, village, factory, farm,							
house, office, port, harbour and shop.							
Geographical Skills and Fieldwork							
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the							
countries, continents and oceans studied at this key stage;							
use simple compass directions (North, South, East and West) and locational and directional language							
[for example, near and far; left and right], to describe the location of features and routes on a map							
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical							
features;							
devise a simple map; and use and construct basic symbols in a key;							
use simple fieldwork and observational skills to study the geography of their school and its grounds and							
the key human and physical features of its surrounding environment.							

National Curriculum Programme of Study Coverage: Key Stage 2

		Cycle A	1	Cycle B			Cycle C		Cycle D		
Pupils should be taught about:	Our Europ ean Neigh bours	Rainfo rests	Natura I Resour ces	Countr ies of the World	Angry Earth	UK	Rivers	North Ameri ca	Mou ntain s and Coast s	Measha m Local Area	Where does our food come from?
Locational Knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their											
identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time											
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)											
Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom											
and a region in a European country,											
and a region within North or South America											
Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle											
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water											
Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied											
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world											
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies											

Key Substantive and Disciplinary Knowledge

Substantive knowledge – the 'stuff' or 'substance' - knowledge about the past – This is based on the National Curriculum / Early Years Framework and identified on each unit medium term plans as knowledge goals

Disciplinary knowledge – knowledge about how geographers investigate the world around them: it is an insight into he ways Geography experts think.

Geography First Order (substantive) Concepts

First-order concepts can be thought of as the labels we give to the 'stuff' of geography. This is the knowledge that the pupils need to learn..

These geographical 'first order' concepts run as strands through our geography curriculum and are studied through different geographical examples across different units of work., The National Curriculum in Geography has a focus on the following 4 forms of geographical knowledge.

See planned coverage in the table above.

Concept	Definition
Locational Knowledge	To locate and navigate. Knowing 'where's where'. Locating places and features and knowing where one is in relation to another.
Place Knowledge	Place is a physical area that can be located (found on a map) and that has a personal meaning, attachment or distinct identity.
Human and Physical Knowledge	Geographical phenomena, human and natural, that are central to the interest of a geographer. Knowing why a phenomenon occurs and the impacts that it has.
Geographical Skills and Fieldwork	Geographical skills are the knowledge necessary to carry out fieldwork (collect, represent, and interpret spatial information). Using maps and globes and collecting first hand evidence.

Second-order Disciplinary concepts

These concepts shape the key questions and order, organise and structure geographical knowledge. The 'second-order' or process/ procedural concepts shape the way in which the 'stuff' or 'substance' (substantive knowledge) is understood. The following areas of conceptual understanding build a rich geographical understanding of the first order concepts. They are seen as a means of categorising geographical knowledge of natural and human phenomena. They are also described as to be used as a 'facilitating tool' that is 'fundamental to structuring and supporting how people learn geography'.

place	A specific location on the earth's surface, or in the atmosphere, where a particular physical or human process took place.
space	A set of ordered locations; a place, or action, or process of placing someone or something in a particular position.
scale	A comparative form of size.
interdependence	Making links between what happens in one place with its impact on another place.
physical and human	Physical processes:
processes	The natural forces that change the earth's physical features- including forces that build up and wear down the earth's surface. Human processes: The relationships between human communities, cultures, economies, and their interactions with the environment; the patterns of human activity over spaces and places.
environmental impact	The degree to which human interaction affects or impacts on the environment.
cultural awareness	The cultural values, practices, discursive and material expressions and artefacts of people, and how cultures are distributed over space, how places and identities are produced, how people make sense of places and build senses of place, and how people produce and communicate knowledge and meaning.

KS1 Second Order Disciplinary Concepts	UK and British Isles	China	Animals of the World	Frozen Kingdom	Street Detectives	Seasides
place						
space						
scale						
interdependence						
physical and human processes						
environmental impact						
cultural awareness						

KS2 Second Order Disciplinary Concepts	Our Europe an Neighb ours	Rainfor ests	Natural Resour ces	Countr ies of the world	Angry Earth	UK	Rivers	North Americ a	Mount ains and Coast	Our Local Area	Where does food come from?
place											
space											
scale											
interdependence											
physical and human processes											
environmental impact											
cultural awareness											