

# 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
<b>Locational Knowledge</b> 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.						
<b>Place Knowledge</b> 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.						
<b>Human and Physical Knowledge</b> 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.						
<b>Geographical Skills and Fieldwork</b> 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.						



## 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 the 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
<b>Locational Knowledge</b>	To locate and navigate. Knowing ‘where’s where’. Locating places and features and knowing where one is in relation to another.
<b>Place Knowledge</b>	Place is a physical area that can be located (found on a map) and that has a personal meaning, attachment or distinct identity.
<b>Human and Physical Knowledge</b>	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.
<b>Geographical Skills and Fieldwork</b>	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'.

<b>place</b>	A specific location on the earth's surface, or in the atmosphere, where a particular physical or human process took place.
<b>space</b>	A set of ordered locations; a place, or action, or process of placing someone or something in a particular position.
<b>scale</b>	A comparative form of size.
<b>interdependence</b>	Making links between what happens in one place with its impact on another place.
<b>physical and human processes</b>	Physical 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.
<b>environmental impact</b>	The degree to which human interaction affects or impacts on the environment.
<b>cultural awareness</b>	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.

