

Place Knowledge	Human & Physical Geography	Locational Knowledge	Geographical Skills & Fieldwork
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Prior KS1 Knowledge	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.	Know world's seven continents and five oceans. Know the four countries and capital cities of the United Kingdom and its surrounding seas.	Seasonal and daily weather patterns Use basic geographical vocabulary.	Use world maps, atlases and globes, simple compass directions, aerial photographs, simple fieldwork and observational skills.
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Year 3	OS Map Skills and Fieldwork	Study Counties & Regions of the United Kingdom (United Kingdom Study)	Study KS2 Fieldwork and Map Skills: Physical & Human Geography (Map and Fieldwork Skills using Human & Physical Geography)		
	<ol style="list-style-type: none"> What is an Ordnance Survey (OS) map? How does scale change the way we describe a place? What's the area like just beyond the school? What's the area like beyond our region? 	<ol style="list-style-type: none"> Remember countries and capital cities of the United Kingdom What are regions and counties in the UK? Name and locate cities and counties of the UK Identify geographical regions by physical and human landmarks of Scotland and England Identify geographical regions by physical and human landmarks of Wales and Northern Ireland What are the topological patterns of the UK? What can I see here? Summarise, present and explain regions, counties, cities and landmarks of the UK. 	<ol style="list-style-type: none"> What are the 8 points on the compass? Where are the physical and human features located in this place? What physical features can you identify in the U.K? 		
Year 4	Study of the Water Cycle (The Water Cycle)	Study of Latitude & Longitude (Latitude and Longitude)	Map Skills: Environmental regions of Europe, Russia, North and South America (Study the Environmental Regions of Europe, Russia, North and South America)	Study of Rivers (Introduce Rivers)	
	<ol style="list-style-type: none"> What is the water cycle? How does the water cycle work? What affects the water cycle? 	<ol style="list-style-type: none"> What are lines of latitude? What are lines of longitude? How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? What are time zones and how do they affect us? How does day and night occur? Locate Greece and Egypt using geographical skills. 	<ol style="list-style-type: none"> What are environmental regions? Europe: What are the major environmental regions? Russia: What are the major environmental regions? North America: What are the major environmental regions? South America: What are the major environmental regions? 	<ol style="list-style-type: none"> What are the features of a river? What are the features of a river? What's our local river? What features can we see? Where did it come from and where does it flow? 	

Year 5	Map Skills Introduce 4 and 6 Figure Grid References		Study the Location of Countries of the World including Biomes and Environmental Regions (Locate World Countries, Biomes and Vegetation Belts)		OS Map Skills & Fieldwork			
	<ol style="list-style-type: none"> Why do we need latitude and longitude? What are 4 and 6 figure grid references and how do we use them? How can I precisely describe locations, landmarks and places as a geographer? 		<ol style="list-style-type: none"> Where would you find some of the major countries of the world? Where would you find some of the major cities of the world? What is a biome? How do biomes change across the world? What are the human characteristics that define Europe, North and South America? What are physical characteristics that define Europe, North and South America? 		<ol style="list-style-type: none"> Remember: what are OS maps and how do we use them? What are four and six figure grid references? What are contour lines? What does the land look in my local area? What is the land like in a contrasting locality? Structured Explanative Assessment Task. 			
Year 6	Study & Compare Places: Region in the UK, Europe & North America (Comparison of a Region of the UK, Europe and North America)		Study Physical Processes: Earthquakes, Mountains & Volcanoes		Orienteering: Map & Fieldwork Skills (Orienteering, Map Skills and Navigation)		Human & Physical Geography: Economic, Settlement & Trade Links (Settlements, Land Use and Economic Activity)	
	<ol style="list-style-type: none"> Where is the Lake District and what is it like? How was the Lake District formed? Poland: where can you find the Tatra mountains? What are the Tatra mountains like? The Caribbean and Jamaica: what do we know? What's the terrain like? What is similar and what is different between the Lake District, Tatra mountains and the Caribbean? 		<ol style="list-style-type: none"> What makes up the layers of planet Earth? What are tectonic plates and where do you find them? How do tectonic plates move and what happens? What causes an earthquake and what's the effect? How are mountains formed? How do volcanoes work? 		<ol style="list-style-type: none"> Remember: what are 4 and 6 figure grid references? How do we use them? What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls? How do I navigate a simple outdoor course using controls? Matala: how do I navigate multiple outdoor courses using controls? How do I plan and set up an orienteering course? 		<ol style="list-style-type: none"> What are settlements and where are they found? Do settlements have a pattern? Do people, their movement and economic activity have patterns? 	

Substantive Knowledge- this is the subject knowledge and explicit vocabulary used to learn about the content.

SUBSTANTIVE CONCEPTS IN GEOGRAPHY			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> Location – where a place actually is found. It helps us describe and remember where places are. Name and locate locations Use absolute positioning system 	<ul style="list-style-type: none"> Place – what a location is like. Describe the human and/or physical geography as well as the personal and 	<ul style="list-style-type: none"> Human Geography - The interactions between people, places and the environment. The built environment. Effect of migration and settlement. The effect on the landscape and environment. Physical Geography - The natural shaping of the surface of the Earth as well as the physical process that create the environment. The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography. 	<ul style="list-style-type: none"> Skills and Fieldwork - Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it. The collecting of information about people, places and the environment.

Disciplinary Knowledge – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically.

DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
<ul style="list-style-type: none"> Place - Key idea is that place is its location and what it means to people. Places are influenced and shaped by the people who live there (ideas, emotions and beliefs). Space - Location on the Earth's surface defined by latitude and longitude. Space is more general and does not have meaning. 	<ul style="list-style-type: none"> Scale - To get a better understanding of locality compared to globality. Gives pupils a sense of Zooming in and zooming out. Connection - How local places are connected when you Zoom in, and how they are connected to the wider locality when you Zoom out focusing on region / county / country / global. Relational perspectives – (there is more than one way of living). Understanding the culture and 'the way people do things around here'. 	<ul style="list-style-type: none"> Physical and human geography - An appreciation of how places evolve and are shaped by physical or human geography. Past - How have physical processes and people influenced this place? Present - How are physical processes and / or people influencing this place? Future - What could this place be like in the future, given the influences by physical processes or people? 	<ul style="list-style-type: none"> Environment - What is the environment like? Draws upon human and physical geography to help explain 'how did it get like that?' Makes us think about our ethical consumer habits and choices made about environmental impact. Sustainability - An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution. What it means to be a responsible citizen, embracing global dimensions within a local setting. 	<ul style="list-style-type: none"> Culture - The way people have done or do things around here. The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time. An understanding and respect for ethnicity and diversity through knowing more about other cultures and people. Diversity - The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection. The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine... Regional inequality For example, how Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting of the city and wider communities