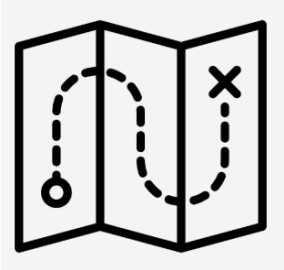


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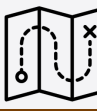
These 'Big Ideas' are the crucial knowledge and skills essential to pupils achieving and exceeding the expected standard in Geography. These 'Big Ideas' build progressively as pupils move throughout the school. When pupils encounter a 'Big Idea', they will revisit other units where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Below is a summary of the 'Big Ideas' for Geography.

	Big Ideas		
		Description	Units
	Place	Children study a variety of places, both real and imagined, exploring what is in them, what happens there, how they change, their character, and how people respond to them. They begin with the familiar and local, gradually widening their study to other regions and global localities. Through the study of physical processes, such as volcanoes, earthquakes, mountains, and biomes, children develop a deeper understanding of different environments and how places are connected, while continuing to build knowledge of their own locality.	
	Environment & Sustainability	Children learn about the environment, both locally and globally, and how human activity impacts it, as well as ways to manage and improve it. They begin by exploring their immediate surroundings and personal experiences, gradually widening their understanding to rivers, biomes, and global environmental issues, including pollution and climate change, while considering how people can reduce harm and protect the environment.	
	Space	Children learn about the location of places and how they relate to each other, gradually building a sense of space from familiar areas to global regions. Through studying themes such as rivers, volcanoes, earthquakes, and biomes, they develop understanding of where these features occur, how places are connected, and the significance of their positions in the world.	
	Scale	Children study places at different scales, from their immediate surroundings to local, regional, national, and global locations. They gradually expand their understanding from familiar sites to more distant regions, exploring physical processes and features to develop a deeper knowledge of places and how they compare and connect.	
	Interconnections	Children learn about connections between places at different scales, from local and regional links to global relationships. They explore how transport, trade, and human actions, including those affecting the environment, create interdependence between communities and regions around the world.	
	Cultural awareness & diversity	Children learn about diversity and culture, starting with their own families and local communities, and gradually exploring the traditions, lifestyles, and perspectives of people in other regions and around the world, while considering similarities, differences, and connections.	

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Disciplinary Knowledge			
<i>Working as a Geographer</i>			
			
Enquiry <i>Asking / Answering questions</i>	Observing	Fieldwork	Concluding

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SUBSTANTIVE KNOWLEDGE				DISCIPLINARY KNOWLEDGE	
Declarative Knowledge <i>Knowing 'what' - i.e the facts of Geography</i>				Working as a Geographer	
Locational Knowledge	Place Knowledge	Physical Geography	Human Geography		Enquiry <i>Asking and answering geographical enquiry questions.</i>
<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>		Observing <i>First hand and using secondary sources of information.</i>
Procedural knowledge <i>Geographical skills and fieldwork</i>					Fieldwork <i>Collecting data to answer a question using different fieldwork techniques.</i>
<i><u>How to</u> use maps and globes, how to collect and record data during field trips</i>					Concluding <i>Analysing data Communicating findings using maps, charts, graphs, diagrams and in writing.</i>
<i>Using & Interpreting maps</i>	<i>Position & direction</i>	<i>Symbols</i>	<i>Drawing maps</i>		

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EYFS	
Development matters : 3 & 4 year olds will be learning to;	Development matters: Children in reception will be learning to:
- 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. Maths - 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’.	- 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.
Early Learning goal - Understanding the world (End of Reception)	ELG: Past and Present
Children at the expected level of development will: People Culture and Communities - 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. The Natural World - 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.	

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Nursery						
Term	1	2	3	4	5	6
Unit / theme title						
DM objectives covered						

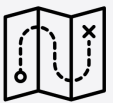
Reception						
Term	1	2	3	4	5	6
Unit / theme title						
DM objectives covered						

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Disciplinary Knowledge

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Enquiry 	Simple but stimulating questions Focusing on local scale, with some awareness of the wider world Supporting the formation of opinions around familiar places Examples of questions: - 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?	Clear and interesting questions to: - 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. Examples of questions: - 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	Purposeful questions to: - 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 Examples of questions: - 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?	Thought provoking questions to: - 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 Examples of questions: - 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?			

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Disciplinary Knowledge							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Observing 	Make simple observations about weather, plants, and animals.	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.		Record observations using drawings, charts, and basic annotations.	Make detailed observations of landscapes and land use. Identify changes in the environment over time through photographs and records.	Observe how human activities impact the environment and suggest improvements.	Use a range of sources, including satellite images, to observe and analyse features.
Fieldwork 	Use senses to explore the natural world and different environments.	Use simple fieldwork techniques such as looking and listening. Begin to use fieldwork tools such as tally charts and simple surveys. (Y2)	Carry out simple fieldwork studies in the local environment. Use basic equipment such as compasses and measuring tools.	Use fieldwork techniques such as sketch maps and data collection.	Conduct geographical investigations using surveys, interviews, and digital tools. Use advanced fieldwork techniques such as measuring distances and elevations.		Plan and conduct independent geographical investigations.
Concluding 	Engage in discussions about places they have visited.			Compare and contrast different locations through observation.	Draw conclusions from collected data and observations.	Analyse geographical patterns using maps and collected data.	Draw conclusions based on systematic fieldwork and research. Present findings using graphs, reports, and digital presentations.

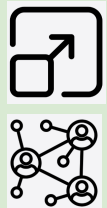
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Substantive Knowledge

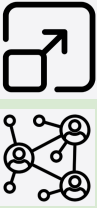
Big Idea	Thread	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Place Scale Interconnections   	<i>Using & Interpreting maps</i> Procedural knowledge Geographic al skills and fieldwork	I can talk about my journey to school and identify key features on the route.	I can follow a route on a prepared map I can begin to recognise simple features on maps such as buildings, roads and fields.	I can begin to use an Infant Atlas to locate places. I can find information on aerial photographs. I can begin to recognise simple features on maps such as buildings, roads and fields.	I can begin to use a Junior atlas, map and globe I can begin to locate photos of features on a map	I can use an atlas, map and globe I can locate photos of features on a map	I can use a map to follow a route, saying what can be seen. I can use index and contents page of an atlas	I can follow a route on 1:50 000 Ordnance Survey map I can describe and interpret relief features. I can relate maps to each other and to vertical aerial photographs.

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Substantive Knowledge

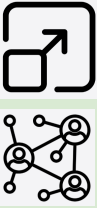
Big Idea	Thread	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Scale Interconnections 	<i>Position & direction</i> Procedural knowledge Geographical skills and fieldwork	Model precise vocabulary to describe movement and directionality, and encourage children to use it. DM (PD)	I am beginning to use directional vocabulary. I am beginning to use N, S, E, W in playground games.	Use directional language to describe the location of features and routes on a map I can say which direction N, S, E, W is, for example, using a compass in the playground.	I can begin to follow directions using the 8 compass points. I can begin to use 4-figure grid references to locate features. E.g 0524 Identify squares on a map using letter/number coordinates. E.g A3	I can give directions using the 8 compass points I can use 4-figure grid references to locate features. E.g 0524	I can confidently use 4 figure grid references to locate features. I can use latitude and longitude in an atlas or globe.	I can use 4 figure and 6 figure coordinates to locate features. I can follow a route on 1:50 000 Ordnance Survey map I can describe and interpret relief features. (contour lines)

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Substantive Knowledge								
Big Idea	Thread	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Scale Interconnections 	Symbols Procedural knowledge Geographical skills and fieldwork		I can use my own symbols on maps I know that symbols mean something on maps. I am beginning to realise why maps need a key.	I can use symbols on maps (class agreed symbols). I can find a given Ordnance Survey symbol on a map with support.	I can begin to use standard symbols on my maps. I can find a given Ordnance Survey symbol on a map	I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.	I can use agreed and Ordnance Survey symbols. I can use standard OS symbols	I know 1:50.000 symbols and atlas symbols. I can identify OS symbols and map conventions.

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Substantive Knowledge

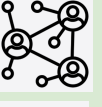
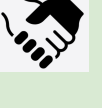
Big Idea	Thread	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Scale Interconnections 	Drawing maps Procedural knowledge Geographical skills and fieldwork	Draw information from a simple map. Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. DM	I can draw a simple map from my own knowledge e.g route from home to school	I can draw a simple sketch map of the centre of my town / local centre.	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. I can begin to make a map of small areas with features in correct places.	I can make a map of a short route in my immediate local area with features in correct order based on an OS Map. I can make a map of a small area with features in the correct places. I can draw a field sketch.	I can make sketch maps of an area using symbols and key based on an OS Map showing a summary of different land use.	

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Substantive Knowledge

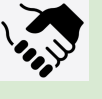
Big Idea	Thread	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Place Space Scale Interconnections 	Locational Knowledge	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's 7 continents and 5 oceans Locate the north and south poles and the equator e.g Kenya, (Africa) or Chembakolli, (India) [non-European study]	Consolidate world locational knowledge from Y2. Locate the tectonic plates. Locate the country studied as the 'region in a Contrasting European study' e.g Italy	Locate the country studied in a region in North or South America e.g Brazil Locate : UK & World Rivers	Name and locate counties and cities of the United Kingdom and geographical regions Locate : UK & World Mountains Through the studying of <i>Biomes</i>: 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).	Deepen world Geography knowledge by studying how the UK is linked to the wider world. 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.

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Place Environment & Sustainability Space Scale Interconnections Cultural awareness & diversity      	Place Knowledge	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.	Learn key features of the 4 countries and capital cities of the United Kingdom. Learn key features of a small area of a non-European country e.g Nairobi, Kenya	Learn key features of the world's 7 continents and 5 oceans. Learn key features of hot and cold places around the world. Learn key features of a small area of a non-European country e.g Nairobi, Kenya Begin to learn key features of the north and south poles and the equator	Learn key features of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics, Arctic and Antarctic circle Learn key features of a region in a European country e.g Northern Italy.	Learn key features of Brazil, South America	Learn key features of the county and surrounding counties in the South-East / South-West Learn key features of biomes around the world	Learn key features of additional countries, not previously studied and consolidate knowledge of previously studied localities.
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Substantive Knowledge

Big Idea	Thread	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Place Environment & Sustainability Space Scale Interconnections Cultural awareness & diversity      	Human Geography	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.	To know where we live Name some places in and around the school Ask relevant questions about my town Name key places in our local area (church, shops, houses, park) Recognise human features in the local area Describe our area using pictures and words Look at photos, videos and maps to recognise features of an area Use observational skills to study the geography of my school and its surrounding area	Describe my personal observations from visits to local landmarks in Gloucester Explain the features of an area I visit using appropriate human geography vocabulary Compare the local human environment (my town) with a study of a non-European region e.g India – Chembakolli	Understand geographical similarities and differences through the study of human geography of a region in a European country. e.g Italy, Europe Understand the impact of volcano eruptions and earthquakes on humans living nearby.	Understand geographical similarities and differences through the study of human geography of a region in a South American Country, e.g Brazil. Understand the impact of flooding and describe ways that flooding can be reduced. Understand the impact of deforestation e.g on the indigenous people of the Amazon	Understand the effect of tourism on mountainous areas in the UK and the world Describe and understand key aspects of settlements and land use Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom - South-East / South-West Local Study – my town and surrounding area.	Through the study of connections, build up additional locational knowledge of countries of the world and how they are connected to us. Describe and understand economic activity including trade links and the distribution of natural resources including energy, food, minerals and water Explain the effect of climate on a region and on people's lives. Suggest ways to improve places I study. Explain how humans affect/alter their environments over time.

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Substantive Knowledge								
Big Idea	Thread	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			Compare the local human environment (my town) with a study of a non-European region e.g Kenya - Nairobi					Explain how humans can act to sustain their environment.

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Substantive Knowledge

Big Idea	Thread	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Place Environment & Sustainability Space Scale Interconnections     	Physical Geography	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.	Use observational skills to study the geography of my school and its surrounding area Recognise physical features in the local area Recognise key physical features in the United Kingdom. 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 Compare the local physical environment (my town) with a study of a non European region e.g Kenya - Nairobi	Explain the features of an area I visit using appropriate physical geography vocabulary Compare the local physical environment (my town) with a study of a non European region e.g India – Chembakolli	Understand geographical similarities and differences through the study of physical geography of a region in a European country. e.g Northern Italy, Europe Describe and understand key aspects of the physical process of volcanoes and earthquakes.	Recognise physical features of the local area including topography Understand geographical similarities and differences through the study of physical geography of a region in the Americas e.g Brazil. Describe and understand key physical aspects of rivers, focussing on a major river near me. e.g Seven, Thames Describe and understand the key physical features of a tropical rainforest.	Describe and understand the key features and types of mountains in the UK and world. Describe and understand key aspects of physical geography for vegetation belts, climate zones and biomes	Understand what Climate change is, its current physical effect on countries across the globe and future physical predicted effects. Understand that energy can be produced by renewable and non-renewable methods. All energy production has an impact on the physical environment.

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Possible sequence of units to meet the statutory requirements of the National Curriculum.

	Autumn	Spring	Summer
Y1	What makes your area a good place to live? LOCAL STUDY - immediate local area	What is so great about the United Kingdom?	What is the weather like in the UK?
Y2	What do you need to know about 'our town' to be a tour guide? LOCAL STUDY - city / town	How is the earth similar and different? (including climate)	What is it like to live in...? [non-European country]
Y3	What has changed in our local area? LOCAL STUDY	How do volcanoes erupt and earthquakes take place? How do they affect people?	What's it like to live in...? [region of Europe]
Y4	Why do people visit... in our local area? LOCAL STUDY	What's special about rivers?	Why are rainforests important? [South America region]
Y5	<i>How is land used in our town?</i> Settlement & Landuse LOCAL STUDY	The UK and World Mountains Where can you find the highest mountains?	Climate zones : What are they and why do they matter?
Y6	How could my local area be improved? LOCAL STUDY	Where does my food and energy come from?	What is the impact of climate change?

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Statutory areas to study from the National Curriculum

KS1 - *summary*

Pupils develop basic knowledge of the world, the UK, and their local area. They learn simple geographical vocabulary and begin using maps, observations, and fieldwork to understand places.

They learn to:

- **Locational knowledge:**
 - Name and locate the 7 continents and 5 oceans.
 - Identify the 4 countries of the UK, their capital cities, and surrounding seas.
- **Place knowledge:**
 - Compare a small area of the UK with a contrasting small area in a non-European country.
- **Human and physical geography:**
 - Describe daily and seasonal weather patterns in the UK.
 - Identify hot and cold world regions in relation to the Equator and the Poles.
 - Use basic vocabulary for physical features (e.g., beach, mountain, river) and human features (e.g., city, village, farm).
- **Geographical skills and fieldwork:**
 - Use maps, atlases, and globes to identify places.
 - Use simple compass directions and directional language.
 - Interpret aerial photos, create simple maps, and use basic map symbols.
 - Observe and investigate their school and surrounding environment.

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KS2 - summary

Pupils broaden their geographical understanding beyond the local area to include the UK, Europe, and the Americas. They deepen their knowledge of significant human and physical features and develop more advanced mapping and fieldwork skills.

They learn to:

- **Locational knowledge:**

- Use maps to locate countries in Europe (including Russia) and North and South America, focusing on physical and human features.
- Name and locate UK counties, cities, regions, and key topographical features, and understand how these have changed over time.
- Understand the significance of latitude, longitude, the Equator, hemispheres, tropics, polar circles, the Prime Meridian and time zones.

- **Place knowledge:**

- Compare regions in the UK, Europe, and North or South America, examining similarities and differences in human and physical geography.

- **Human and physical geography:**

- Describe key physical processes (climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle).
- Understand human geography, including settlements, land use, economic activity, trade, and distribution of natural resources.

- **Geographical skills and fieldwork:**

- Use maps, atlases, globes and digital mapping tools.
- Apply the 8 compass points, 4- and 6-figure grid references, symbols and keys, including Ordnance Survey maps.
- Conduct fieldwork using observations, measurements and recordings, presenting findings through maps, plans, graphs and digital tools.

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