



# St. Gregory's Catholic Primary School

*Together, in Jesus, we Love, Learn, Create and Celebrate!*



*'Nurturing and cherishing creation is a command God gives not only at the beginning of history, but to each of us. It is part of his plan; it means causing the world to grow responsibly, transforming it so that it may be a garden, a habitable place for everyone.'*

*Pope Francis, World Environment Day*



This is an overview of the key knowledge children will accumulate as they progress in Geography at St. Gregory's. Further steps in knowledge acquisition, as well as links between topics and knowledge, can be found in our Medium-Term Plans, Unit Rationales and Knowledge Organisers.

## **Substantive Concepts in Geography**

Place, Space, Location, Climate, Landscape, Migration, Interconnection, Trade, Transport, Change, Conflict, Tourism, Diversity, Land form, Biodiversity, Tradition, Environmental Change, Fieldwork, Sustainability, Climate Change, Inequality

## **Substantive Concepts and Disciplinary Knowledge in Geography**

Children will learn about key geographical concepts and, over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will gain an insight into the way geography experts think, developing understanding of what geographers do, what they look for and what they may say about a place. Our Spatial Sense units explicitly teach geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more.

## **Substantive (Key) Knowledge in Geography**

The knowledge children will gain has been carefully specified, ordered coherently, and builds over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in. The knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum, they will know more and understand more about their local area, the UK, Europe and the World. , leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

## **Disciplinary Knowledge in Geography** – Geographers' studies, and use of and thoughts about

Maps	Cartography	Connection	Interconnection	Diversity
Place	Space	Location	Change	Rivers
Data	Landform	Human	Physical	

## EYFS – Nursery Class Summary of Geography

<u>Nursery Class</u>	Autumn 1 <u>All About Me</u>	Autumn 2 <u>Journeys</u>	Spring 1 <u>Dinosaurs</u>	Spring 2 <u>Growing and Changing</u>	Summer 1 <u>Animals and their Babies</u>	Summer 2 <u>Heroes and Adventurers</u>
<u>Understanding the World</u>	Where I live Where I was born Where my family live (close by or far away) People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police)	Types of transport; walk, bus, car, bicycle, scooter, taxi, train, plane, helicopter.  People; bus driver, car driver, taxi driver, train driver, pilot, astronaut.  How do we travel to: school, the shops, the beach, another country, the moon?  Maps help us to find out where we need to go. We can plan routes on a map.	Dinosaur bones have been found all around the world, particularly in North America, China and Argentina. (Locate on map of world)  In England, many fossils have been found in Dorset along the Jurassic Coastline. (Locate on map of England)  Understand that fossils are left over parts of animals or plants that lived a very long time ago. People who learn about and search for dinosaurs and fossils are called Palaeontologists.	Farming; what do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we can eat?  What kinds of plants grow in other countries? Where do bananas grow? Where do oranges grow?	Animals in England; farm animals, woodland animals, wild animals, arctic and antarctic animals. Learn that different animals live in different habitats, compare and contrast.  Wild animals that live in other countries around the world: Tiger: India Mountain Gorilla: Africa Lion: Africa Rhino: Africa Panda: China Polar Bear: The Arctic	Some people live in very cold places on earth. (Link to the Inuit showing Shackleton how to survive in the cold) They use special things to help them survive, e.g. using animal hides and furs for clothing and footwear  In some places around the world, not all children can go to school. Link to the UN Rights of the Child.  Develop understanding that people work hard for their achievements, persevering, overcoming obstacles and pursuing their dream.
<u>People, Culture and Communities</u>						

<b><u>Festivals and Celebrations</u></b>	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Fireworks/Bonfire Night Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mother's Day St Patrick's Day Easter Baisakhi	St George's Day May Day	Father's Day Ramadan Eid ul Fitr
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## EYFS – Reception Class Summary of Geography

<b><u>Reception Class</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b><u>All About Me</u></b>	<b><u>Transport: Past and Present</u></b>	<b><u>Space</u></b>	<b><u>Growing and Changing</u></b>	<b><u>Kings and Queens</u></b>	<b><u>Stories from the Past</u></b>	
<b><u>Understanding the World</u></b>	<p>Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.</p>	<p>Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p>Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p>	<p>The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle.  Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more.  The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Locate the places that feature in the key stories chosen for this topic.  Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>
<b><u>People, Culture and Communities</u></b>						

<b><u>Festivals and Celebrations</u></b>	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi	St George's Day May Day Ramadan	Father's Day Eid ul Fitr Summer Solstice
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Year Group	Key (Substantive) Knowledge and Skills	Substantive Concepts	Disciplinary Knowledge & Understanding	Assessment Outcome
<b><u>Year 1</u></b>	<p><b><u>Spatial Sense</u></b>            To know that an aerial view means to look at something from above.            To understand that maps tell us the location of different places.            To describe location.            To know that compass points can be used to show direction.            To know what makes a good map.</p>	Place and Space	Maps <i>(tells information about a place)</i>	To be able to draw a map.
	<p><b><u>The United Kingdom</u></b>            To understand that the United Kingdom is a union of four countries.            To know that Scotland is one of the countries in the United Kingdom.            To know that Wales is one of the countries in the United Kingdom.            To recognise Northern Ireland as one of the countries in the United Kingdom.            To recognise England as the country in which we live.</p>	Place and Location	Connection	To understand that the United Kingdom is a union of four countries: England, Scotland, Northern Ireland and Wales, and describe each.
	<p><b><u>Seven Continents</u></b>            To know that continents are very large areas of land.            To know that there are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia and Antarctica.            To know that oceans are large areas of water.            To know that there are five oceans on Earth: Pacific, Atlantic, Indian, Southern and Arctic.            To identify the poles and the equator.            To know that the continents are diverse.            To recognise Europe as one of the world's seven continents.</p>	Location, Climate and Landscape	Interconnection Diversity	To identify continents and oceans of the world.

Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge & Understanding	Assessment Outcome
<b><u>Year 2</u></b>	<p><b><u>Spatial Sense</u></b>            To know what is located on the site of my school.            To know that maps show us information about a location.            To recognise and locate physical and human features of the local area.            To know how to use a map to plan a route.            To identify locations on a globe or world map.</p>	Location	Maps Cartography <i>(to create based on surroundings)</i>	To devise a map of the local area.
	<p><b><u>The British Isles</u></b>            To know that the British Isles are a group of islands which include Britain and Ireland.            To know that England is one country in the British Isles.            To recognise Scotland as a country of the British Isles.            To know Wales is one of the countries in the British Isles.            To recognise Ireland as one of the countries in the British Isles.</p>	Place and Space	Place <i>(geographers describe place)</i>	To name and describe the countries of the British Isles.
	<p><b><u>Northern Europe</u></b>            To identify countries in Northern Europe.            To identify physical and human features of northern Europe.            To describe the climate in northern Europe.            To know that some animals in northern Europe migrate.            To know that Roald Amundsen was an explorer who reached the South Pole.</p>	Location, Migration and Climate	Connection	To be able to locate and describe northern Europe.

Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge & Understanding	Assessment Outcome
<b><u>Year 3</u></b>	<b><u>Spatial Sense</u></b> To know that a compass shows us direction. To know that symbols give us information about locations on a map. To know grid references help us to locate places on a map. To identify physical similarities and differences between two locations. To identify similarities and differences in human features of two places.	Location	Maps <i>(to interpret place features)</i>	To compare and contrast two locations.
	<b><u>Settlements</u></b> To know a settlement is a place where people live. To know that there are different types of settlements. To compare and contrast rural and urban areas. To examine population density. To identify the reasons for the location of settlements.	Place and Space	Maps <i>(to communicate information)</i>	To know what a settlement is and be able to name and describe different settlements
	<b><u>Rivers</u></b> To know that a river is a flowing body of water that begins at a source and journeys to the sea. To know and identify features of major rivers in Europe. To know and identify major rivers in Africa. To know and identify major rivers in Asia. To know and identify rivers in North America, South America and Australia.	Interconnection, Trade and Transport	River Study <i>(to learn about habitats, behaviour and human impact)</i>	To name, locate and describe major rivers in the world and how humans are connected to them.
	<b><u>UK Geography: The South West</u></b> To identify the region of South West England. To know that some coastal areas of the South West experience erosion. To know that tourism is important in South West England. To know that the climate of the South West helps farmers to grow crops and farm animals. To know that the South West has changed over time.	Climate, Change and Interconnection	Place <i>(how geographers describe place)</i> Connection <i>(people and place)</i>	To recall what a geographer would say about the South West of England.
	<b><u>Western Europe</u></b> To know the names of countries located in Western Europe. To know that Western Europe has a temperate climate. To know that trade means buying and selling goods. To locate and describe France. To find and interpret information to compare two cities.	Location, Trade and Climate	Diversity <i>(of landscape)</i>	Compare and contrast London and Paris.

	<p><b>Asia – China and India</b></p> <p>To know that India and China are both countries in the continent of Asia.</p> <p>To know that India's landscape is diverse.</p> <p>To know and recognise physical and human features of China.</p> <p>To know that the Indus and Ganges Rivers are important Indian Rivers.</p> <p>To know that The Great Wall of China was built to defend China.</p> <p>To know that many of the world's ancient civilizations started near a river.</p>	<p>Location, Interconnection and Diversity</p>	<p>Using knowledge from one context in another</p>	<p>To be able to compare and contrast the geography of India and China.</p>
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Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge & Understanding	Assessment Outcome
<b><u>Year 4</u></b>	<b><u>Spatial Sense</u></b> To recognise geographical tools on a globe. To know that scale tells us the distance between places on a map. To know how to use four figure grid references to locate places on a map. To know key features of the local area. To that our local area has changed over time.	Location	Maps <i>(how they're used)</i>	To be able to describe changes to Lydiat over time.
	<b><u>Mediterranean Europe</u></b> To know that Mediterranean Europe is located in southern Europe. To know that the Mediterranean climate is warm and dry in the summer and cool and wet in the winter. To know that the warm, dry climate in Mediterranean Europe allows olives and other fruits to grow. To know that there are many mountain ranges in Europe. To know that Athens and Venice are settlements in Mediterranean Europe.	Place, Space, Climate and Trade	Maps <i>(to communicate information and represent the world around us)</i>	To be able to describe and understand key physical and human features of Mediterranean Europe.
	<b><u>Eastern Europe</u></b> To locate Eastern Europe on a map. To describe the climate of Eastern Europe. To locate and describe physical features of eastern Europe. To compare and contrast an Eastern European country to the UK. To know there is conflict between Russia and Ukraine in Eastern Europe.	Interconnection, Climate and Conflict.	Location <i>(and its impact on climate, environment and trade)</i>	To be able to describe and understand key features of eastern Europe.
	<b><u>UK Geography: Northern Ireland</u></b> To identify the key features of Northern Ireland. To know that Northern Ireland is a popular tourist destination. To know that Northern Ireland and the Republic of Ireland are two countries. To know that the Giant's Causeway is made of rock columns. To know that the Marble Arch Caves are a physical feature of Northern Ireland.	Location and Landscape	Change and Interconnection	To be able to recall geographical features of Northern Ireland.
	<b><u>UK Geography: London and the South East</u></b> To identify the region of South Eastern England on a map of the UK. To know that the River Thames has played an important role in the history of London. To know that Canterbury is a historical city in the South East of England. To know that Brighton is a seaside town in the South of England. To identify key features of Dover.	Location, Trade and Tourism	Change over time	To recall what a geographer would say about London and the South East of England.

	<p><b>Asia – Japan</b></p> <p>To locate Japan on a map of the world. To know that air masses from land and from sea create a varied climate in Japan. To recognise physical geographical features of Japan. To know Tokyo and Kyoto are important cities in Japan. To understand that in the past, Japan had a feudal system.</p>	Place and Diversity	Using knowledge from one context in another	To be able to describe Japan's diverse human and physical geography.
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Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge & Understanding	Assessment Outcome
<b><u>Year 5</u></b>	<p><b><u>Spatial Sense</u></b>            To know that that cartographers draw imaginary lines to divide the world into sections.            To know there are Eastern and Western hemispheres.            To know how to use coordinates to locate places on a map.            To know that scale is a way of representing a large area on a small map.            To interpret relief maps.</p>	Place and Space	Cartography <i>(to communicate information and represent the world around us)</i>	To be able to read and understand how to use a range of maps.
	<p><b><u>Mountains</u></b>            To know that a mountain is a large landform that rises high above the land around it.            To know that the Alps are a mountain range in Europe that crosses into several countries.            To know that Mount Everest, in the Himalayas, is the world’s tallest mountain.            To know that North and South America have three main mountain ranges.            To know that the Ethiopian Highlands and Mount Kilimanjaro are in Africa.</p>	Location, Landforms, Interconnection	Natural Landform	To be able to recall features and diversity of mountains and mountain ranges on Earth.
	<p><b><u>UK Geography: East Anglia, The Midlands, Yorkshire and Humberside</u></b>            To know that East Anglia is a region of the UK that is very flat.            To know that the marshland in East Anglia was drained leaving fertile land to grow crops.            To know that Birmingham is a large city in the Midlands.            To know that Yorkshire is a large area to the North of England.            To know that the Ribblehead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside.</p>	Interconnection and Landscape	Human and Physical geography of varying regions	To recall what a geographer would say about the landscape in England (relevant to East Anglia, The Midlands, Yorkshire and Humberside).
	<p><b><u>Australia</u></b>            To know that Australia is a large, diverse country in the Southern Hemisphere.            To know that Captain James Cook was a British explorer who travelled to Australia in 1770.            To know that Canberra is the Capital City of Australia and several major settlements are located along the South East coast.            To know that different biomes are found in Australia.            To know that Australia’s biodiversity is under threat.</p>	Location and Biodiversity	Interconnection and Diversity	To show understanding of place, space and environment in the context of Australia.
	<p><b><u>New Zealand and the South Pacific</u></b>            To know that New Zealand is located in the South Pacific Ocean.</p>	Location, Tradition and Environmental Change	Changes over time	To be able to recall geographical features of

	<p>To know that the Maori were the first people to live in New Zealand.</p> <p>To know that New Zealand experiences earthquakes because it is located on a plate boundary.</p> <p>To know that New Zealand's climate means it is home to a wide range of plants and animals.</p> <p>To know that many small islands are located in the Pacific Ocean.</p>			<p>New Zealand and the South Pacific Islands.</p>
	<p><b>Local Study</b></p> <p>To know that local councillors are elected to represent the views of local residents.</p> <p>To know that a sketch map is a simple map drawn from memory.</p> <p>To know that geographers think about problems in local areas and suggest ways they can be solved.</p> <p>To know that data can be collected and recorded to give us information about an issue.</p> <p>To know that a graph is a mathematical drawing that shows information using lines, shapes and colours.</p>	<p>Location and Fieldwork</p>	<p>Data collection, use and communication of findings and ideas</p>	<p>To be able to use knowledge from fieldwork to explain an important local issue.</p>

Year Group	Knowledge and Skills	Substantive Knowledge	Disciplinary Knowledge & Understanding	Assessment Outcome
<b><u>Year 6</u></b>	<p><b><u>Spatial Sense</u></b>            To know that lines of longitude and latitude divide the world into sections.            To know that the Arctic and Antarctic circles are regions close to the Earth's Poles.            To know that the world is divided into 24 hourly time zones.            To know that map projection is a method that involves representing our round Earth on a flat piece of paper.            To know that maps can help us to understand data about places, people and the environment.</p>	Place and Space	Maps <i>(to explain the world around us)</i>	To be able to recall and use knowledge of world maps to describe how life for people around the globe is very different.
	<p><b><u>British Geographical Issues</u></b>            To know that the air in many UK cities contains pollution that is harmful to people, plants and animals.            To know that climate change causes more frequent and severe flooding in the UK.            To know that, in UK, we produce waste from our homes, businesses and industry; managing this waste is a challenge.            To know that litter is waste left in open, public spaces; it can cause environmental damage.            To understand how our local area responds to the challenge of a local environmental challenge.</p>	Sustainability and Climate Change	Maps and Data <i>(to communicate issues that are important to our understanding of the environment)</i>	To explain some of the environmental challenges we face in Britain (option to consider issues in local context) including data and maps.
	<p><b><u>North America</u></b>            To know that North America is a continent; the countries of Canada, USA and Mexico (and other countries) are located there.            To know that North America is a large continent with many contrasting biomes.            To know that North America's rivers are important sources of fresh water, act as transport routes, and are a source of water for irrigation.            To know that Urbanisation in North America's cities can create problems such as pressure on services and pressure on the environment.            To compare and contrast Anchorage with another UK city.</p>	Interconnection and Landscape	Human and Physical geography, communicated to help understanding	To be able to explain why a geographer might state that North America is a large and diverse continent.
	<p><b><u>South America</u></b>            To know that South America is a continent located in the Western Hemisphere, the countries within it include Brazil, Chile and Argentina.            To know that the Incan Empire was located in South America, despite the challenging geography of the area            To know that the Andes mountains have varied terrain including deserts, lakes,</p>	Location and Biodiversity	Interconnection and Diversity	To be able to describe the human and physical features of South America.

	<p>forests and volcanoes.</p> <p>To know that farming and energy production are important to Brazil's economy.</p> <p>To know that deforestation is a major threat to biodiversity in the Amazon Rainforest.</p>			
	<p><b>Africa</b></p> <p>To know that Africa is a diverse continent.</p> <p>To know that Ancient African Empires traded gold and salt across the Sahara Desert.</p> <p>To know that desertification is a process that changes productive land into desert.</p> <p>To know that food security is when people have access to affordable, nutritious food.</p> <p>To know that Kenya is a diverse African country with varied environments.</p>	Trade, Place and Space	Using and applying knowledge of how geographers work	To be able to recall knowledge to show understanding of issues faced by some African countries, including desertification and food security.
	<p><b>Globalisation</b></p> <p>To know that globalisation is a process of interaction among people, companies and governments around the world.</p> <p>To know that economic globalisation can create wealth but can also lead to exploitation.</p> <p>To know that political globalisation has led to governments cooperating with one another.</p> <p>To know that globalisation has spread ideas and culture around the world.</p> <p>To know that there are advantages and disadvantages of globalisation.</p>	Interconnection and Inequality	Data <i>(using to inform understanding)</i>	To be able to explain how globalisation has changed the world.