

# LONG-TERM SEQUENCE FOR GEOGRAPHY Year 1– Year 6

BIG IDEAS - SUBSTANTIVE CONCEPTS			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Understanding the world</b> <b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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.</p> <p><b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><a href="#">Continents, oceans, countries and capital cities of UK and seas</a></p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p>Location, Order Connection</p>	<p><a href="#">Local area study</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Order Environment, Culture Time, Pattern</p>	<p><a href="#">Local area study</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, place, map skills and fieldwork</p> <p><a href="#">UK Study</a></p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p>Location, Order Environment, Region Landscape</p>	<p><a href="#">Rivers</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Order, Proximity Region, Landscape, System</p> <p><b>PLACE KNOWLEDGE</b></p> <p>Location, Environment, Pattern</p> <p><a href="#">Latitude and longitude</a></p> <p><b>LOCATIONAL KNOWLEDGE</b></p> <p>Location, Position Diversity, Time</p>	<p><a href="#">World cities, biomes and environmental regions</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location Interdependence, Pattern Environment, Settlement Economic</p>	<p><a href="#">Comparison study of North America, Europe and UK</a></p> <p><b>PLACE KNOWLEDGE</b></p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>
	<p><a href="#">Hot and cold locations</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Environment Culture</p>	<p><a href="#">Comparison of a non-European location with small area of UK London and Nairobi</a></p> <p><b>PLACE KNOWLEDGE</b></p> <p>Location, Environment Culture, Connection</p>	<p><a href="#">Revisit Human and physical geography</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Place, Culture Connection, Interdependence</p>	<p><a href="#">Water cycle</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Environment, Connection Interaction, Landscape Process, Cycle</p>	<p><a href="#">4 and 6 figure grid references</a></p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location Absolute position Scale Settlement</p>	<p><a href="#">Settlements and relationships</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Proximity Landscape, Interdependence Lived space</p> <p><b>PLACE KNOWLEDGE</b></p> <p>Location, Connection Economic, Order Pattern, Remoteness</p>
	<p><a href="#">Local area map work skills</a></p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Environment, Patterns</p>	<p><a href="#">Local area map work skills and introduction to scale</a></p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Environment, Pattern, Similar</p>	<p><a href="#">OS maps and scale</a></p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity</p>	<p><a href="#">Revisit Rivers</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Location, Order, Proximity Region, Landscape, System</p>	<p><a href="#">OS maps and fieldwork</a></p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Scale, Proximity</p>	<p><a href="#">Physical processes</a></p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Time, Location, Process Connection, Environment System</p> <p><a href="#">Maps and orienteering</a></p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <p>Location, Proximity Scale, Connection, Pattern</p>

## SUGGESTED 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)
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**Substantive knowledge** - this is the subject knowledge and explicit vocabulary used to learn about the content.

We have defined substantive concepts that are the suggested vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea.

SUBSTANTIVE CONCEPTS IN GEOGRAPHY			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<p>Where a place is actually found.</p> <p style="text-align: center;"> </p> <p style="text-align: center;"><b>LOCATION</b></p> <p style="text-align: center;"> </p> <p>It helps us describe and remember where places are.</p> <p style="text-align: center;"> </p> <p>Name and locate locations. Use absolute positioning system.</p>	<p>What a location is like.</p> <p style="text-align: center;"> </p> <p style="text-align: center;"><b>PLACE</b></p> <p style="text-align: center;"> </p> <p>Describes the physical and / or human geography as well as the personal and cultural experience related to that place.</p>	<p>The interaction between people, places and the environment.</p> <p style="text-align: center;"> </p> <p style="text-align: center;"><b>HUMAN GEOGRAPHY</b></p> <p style="text-align: center;"> </p> <p>The built environment. Effect of migration and settlement. The effect on the landscape and environment.</p> <p>The natural shaping of the surface of the Earth as well as the physical process that create the environment.</p> <p style="text-align: center;"> </p> <p style="text-align: center;"><b>PHYSICAL GEOGRAPHY</b></p> <p style="text-align: center;"> </p> <p>The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography.</p>	<p>Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it.</p> <p style="text-align: center;"> </p> <p style="text-align: center;"><b>SKILLS AND FIELDWORK</b></p> <p style="text-align: center;"> </p> <p>The collecting of information about people, places and the environment.</p>



# GEOGRAPHICAL ENQUIRY



<b>Place and Space</b>	<b>Scale and Connection</b> (Relationship and interdependence)	<b>Physical and human geography</b>	<b>Environment and sustainability</b>	<b>Culture and diversity (Uniqueness)</b>
<p style="text-align: center;"><b>Place</b></p> <p style="text-align: center;"> </p> <p>Key idea is that place is its location and what it means to people.</p> <p style="text-align: center;"> </p> <p>Places are influenced and shaped by the people who live there (ideas, emotions and beliefs).</p> <p style="text-align: center;"><b>Space</b></p> <p style="text-align: center;"> </p> <p>Location on the Earth's surface defined by latitude and longitude.</p> <p style="text-align: center;"> </p> <p>Space is more general and does not have meaning.</p>	<p style="text-align: center;"><b>Scale</b></p> <p style="text-align: center;"> </p> <p>To get a better understanding of locality compared to globality. Gives pupils a sense of Zooming in and zooming out.</p> <p style="text-align: center;"><b>Connection</b></p> <p style="text-align: center;"> </p> <p>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.</p> <p style="text-align: center;"><b>Relational perspectives</b></p> <p style="text-align: center;"> </p> <p>There is more than one way of living – understanding the culture and ‘the way people do things around here’. For example, how people in Nairobi live with animals, such as lions, making incursion into the city. How the Yanomami tribes take only what they need from the rainforest and live sustainably with little impact.</p>	<p style="text-align: center;"><b>Physical and human geography</b></p> <p style="text-align: center;"> </p> <p>An appreciation of how places evolve and are shaped by physical or human geography.</p> <p style="text-align: center;"><b>PAST</b></p> <p>How have physical processes and people influenced this place?</p> <p style="text-align: center;"><b>PRESENT</b></p> <p>How are physical processes and /or people influencing this place?</p> <p style="text-align: center;"><b>FUTURE</b></p> <p>What could this place be like in the future, given the influences by physical processes or people?</p>	<p style="text-align: center;"><b>Environment</b></p> <p style="text-align: center;"> </p> <p>What is the environment like? Draws upon human and physical geography to help explain ‘how did it get like that?’</p> <p style="text-align: center;"> </p> <p>Makes us think about our ethical consumer habits and choices made about environmental impact.</p> <p style="text-align: center;"><b>Sustainability</b></p> <p style="text-align: center;"> </p> <p>An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution.</p> <p style="text-align: center;"> </p> <p>What it means to be a responsible citizen, embracing global dimensions within a local setting.</p>	<p style="text-align: center;"><b>Culture</b></p> <p style="text-align: center;"> </p> <p>The way people have done or do things around here.</p> <p style="text-align: center;"> </p> <p>The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time.</p> <p style="text-align: center;"> </p> <p>An understanding and respect for ethnicity and diversity through knowing more about other cultures and people.</p> <p style="text-align: center;"><b>Diversity</b></p> <p style="text-align: center;"> </p> <p>The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth, connection.</p> <p style="text-align: center;"> </p> <p>The difference between places from a physical perspective, such as climate, terrain, location (coastal or mountain), forest, desert, marine...</p> <p style="text-align: center;"><b>Regional inequality</b></p> <p style="text-align: center;"> </p> <p>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.</p>
<b>Where is this place? Why is it here and not there?</b>		<b>What is it like? How did it get like this? What could it be like in the future?</b>		

Geographical analysis is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.

Substantive concepts are the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum. They can include place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity. Concepts such as change through erosion are taught through explicit vocabulary instruction as well as through the direct content and context of the study