

Lanercost Church of England Primary School

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Lanercost C of E School Geography Key Concepts

Geography is the study of where places are found, what they are like and the relationships between people and their environments.

The Key Geographical Concepts enable children become a little more expert as a geographer by Thinking Geographically.

The Geographical Association state, "Geography knowledge is rarely static. The subject is dynamic because the world, and our understanding of it, is continually changing. Yet some key geographical concepts are enduring and will be relevant in any geography curriculum past, present or future. So, when planning geography lessons or units of work ensure that... these key components are present to some extent."

The Four Substantive Concepts

This is the subject knowledge and explicit vocabulary used to learn about the content. We have defined substantive concepts that are used as a vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea.

<i>Human and Physical Geography</i>	human geography, such as resources, settlements and economic activity as well as key aspects of physical geography including rivers, mountains, volcanoes and climatic zones.
<i>Geographical skills and fieldwork</i>	Many geographical skills are in fact life skills which once mastered will help pupils live a fulfilling and successful life. The greatest impact is made when maps are read and made about the areas pupils are studying and can associate with: their local environment and regions studied under the 'zoom lens' above.
<i>Place Knowledge</i>	Understanding what a place is like, what happens there and how and why it is changing.
<i>Locational Knowledge</i>	The position of a place in relation to other places, on a map, global to local.

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These Four Concepts develop and deepen as children move through Lanercost from Early Years to Key Stage Two.

Location Knowledge	EYFS	KS1	KS2
General geographical knowledge, position and significance	Objectives from Development Matters: <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • 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. • Describe what they see, hear and feel whilst outside. Key Vocabulary Geographer • World • Ocean • Country • City • Town • Village • Place • Map • Season • Weather • Forest • Beach • Mountain • Planet • Space • Earth	North and South Poles Equator 4 Compass points N,S,E,W Locational language	Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones. 8 Compass points, 4 & 6 figure grid references
Global:		name and locate: Seven continents & five oceans	Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities.
UK:		Name, locate, identify: four countries and capitals of UK & surrounding seas.	Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time
Place knowledge		KS1	KS2
Compare and contrast	Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books	<i>Local scale</i> study UK & Non - European country	<i>Regional comparison</i> UK, European country, North or South America
Human and physical geography	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	KS1	KS2
Global	Example of this in EYFS: <ul style="list-style-type: none"> • Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...) • Exploring the school grounds to look at features of the environment. 	Identify hot and cold areas of the world in relation to equator and North and South Poles	Describe and understand key aspects of : Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.
UK		Identify seasonal and daily weather patterns	
SKILLS		KS1	KS2
	<ul style="list-style-type: none"> • Discussing where extended family members live on a map, including our EAL families place of birth. • Exploring Christmas traditions from around the world. • Features of cities, man-made vs natural (Naughty Bus link) • Learning London is the capital city • Naming features of the world around us (farms, beach, woodland etc) 	Identify places using maps, atlases, globes ² , aerial images and plan perspectives, make maps, devise basic symbols, Fieldwork, geographical vocabulary.	Fieldwork, locate and describe using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length.

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The Five Disciplinary Concepts

There are Five Disciplinary Concepts that support children to Think as Geographers:

Place and Space	Place - a construct that is defined in terms of what it is like, what happens there and how and why it is changing. Space - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.
Scale and Connection	Relationship and interdependence Scale - the 'zoom lens' that enables us to view places from global to local levels. Connection - the relationship between and interdependence on one another.
Physical and human geography	Human geography, such as resources, settlements and economic activity. Physical geography including rivers, mountains, volcanoes and climatic zones.
Environment and sustainability	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 means that a process, resource or state can be maintained at a certain level for as long as is needed. What it means to be a responsible citizen, embracing global dimensions within a local setting.
Culture and Diversity	The uniqueness of a place. The diversity of the people and animals and the relationship with a place and its culture .

Concepts in the Curriculum

Each topic includes the main Substantive and Disciplinary Concepts to be covered as well as a secondary Disciplinary Concept that can be woven in.

	Cycle A			Cycle B		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic Focus	Towns and Villages	Settlements around the world	Mountains	The United Kingdom	Biomes	Rivers
Key Concepts	Human and Physical Geography Geographical skills and fieldwork Place and Space Physical and Human Geography	Place Knowledge Culture and diversity Environment and Sustainability	Locational Knowledge Scale and Connection Physical and Human Geography	Place Knowledge Scale and Connection Physical and human geography	Locational Knowledge Culture and diversity Environment and sustainability	Human and Physical Geography Geographical skills and fieldwork Environment and sustainability Place and Space