

Parkside Geography Overview

Place Knowledge	Human & Physical Geography	Locational Knowledge	Geographical Skills & Fieldwork
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	Autumn term		Spring term		Summer term	
EYFS	Understanding the World (People, Culture & Communities)					
	To know about and describe our immediate environments	To recognise some similarities and differences between life in this country and life in other countries (Antarctica)	To recognise some similarities and differences between life in this country and life in other countries (China)	To know about the lives of other people and different roles in society	To recognise some similarities and differences between life in this country and life in other countries Draw information from a simple map (Kenya & Sydney)	To know about our planet and the changes that occur.
Fieldwork Enquiry	Autumn walk Observing seasonal changes		Winter walk to the park Observing seasonal changes	Spring walk around the garden/playground Observing seasonal changes	Simple maps, journeys within our local area and setting. Exploring differences between different places we have visited (Forest/beach/school playground)	Collecting natural materials and observing habitats for animals in our environment
Year 1	Continents & Oceans	Hot & Cold Locations	The United Kingdom		Mapping & Fieldwork	
	Location, Order, Environment, Culture, Time, Pattern		Location, Environment, Patterns		Location, Order, Connection	
	Study continents and oceans To know the 7 continents of the world To know the 5 oceans of the world Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles To locate the equator To know and identify where is hot and cold on the Earth and talk about what they are like. To locate the North and South Poles and talk about what are they like		Study countries and capital cities of the United Kingdom. To know the four countries of the United Kingdom To know the capital cities of the United Kingdom To know the seas that surround the United Kingdom?		Study imaginary and real maps. Take part in simple fieldwork. Local area To what a map is (use Digi maps as a option) To know how do to make an imaginary map To know how to make a real map and show what a place is like To introduce human and physical features	
Year 1 Curriculum links	Geography: Continents & Oceans Science: Seasons		Geography: Continents & Oceans Core book: The big book of the UK		Maths: Position and direction Core Book: Bear hunt Visit: Journeys, Barrow Park	
Fieldwork Enquiry						
Year 2	Comparison Between Barrow & a non-European country		Amazon Rainforest (Trust Enrichment unit)		Local Area study	Fieldwork
	Location, Order, Connection		Location, Environment, Culture, Connection		Location, Environment, Pattern, Similar	
	Study human and physical geography of a small area of United Kingdom, and of a contrasting non-European country. To locate London, UK and know what it is like To locate Nairobi, Kenya and know what it is like To know how London and Nairobi are similar.		Yanomami – Study human and physical geography of a small area of United Kingdom, and of a contrasting non-European country.		Study geography in the local area To know how to describe place using physical and human features To know how to show what a place is like on a map	Study fieldwork and map skills. Local area To know what are human features are. To know what are physical features .

	To know how London and Nairobi are different To know the human and physical features of Nairobi			To know how to use the scale of map tell us what an area is like (our local area)	To know what human and physical features our local area has
Year 2 Curriculum links	History: The Great Fire of London			History: Furness Abbey Art: Sketch work of local place	PE: OAA Visit: Barrow Parks
Fieldwork Enquiry	Enquiry:				
Year 3	Counties & Regions of the UK	Human & Physical Features of the UK	Fieldwork and Map Skills	OS Map skills and Fieldwork	
	Location, Culture, Interdependence	Location, Connection, Process	Location, Scale, Proximity	Location, Order, Environment, Region, Landscape	
	Study counties and regions of the United Kingdom To know and locate cities and counties of the UK To identify geographical regions by physical and human landmarks of Scotland and England To identify geographical regions by physical and human landmarks of Wales and Northern Ireland To know what the topological patterns of the UK are		Develop fieldwork and map skills using an 8 point compass. Local area To know the 8 points on the compass To know where human and physical features are located in the place of study To identify physical features in the U.K?	Local Area Study of The Lake District Gummers Howe - Lake District To know what is an Ordnance Survey (OS) map To know how scale changes the way we describe a place To know what the area is like just beyond the school To know what the area is like beyond our region	
Year 3 Curriculum links	Computing: Using digital maps		PE: OAA Visit: Gummers Howe to find human and physical features	PE: OAA Visit: Barrow Parks	
Fieldwork Enquiry	Enquiry: What features does this area have? Location: Local walk and Digimaps of local area Data collection: photographs, tally charts				
Year 4	Water Cycle		Latitude & Longitude	Map Skills	Rivers
	Environment, Connection, Interaction, Landscape, Process, Cycle		Location, Position, Diversity, Time	Location, Scale, Proximity	Environment, Connection, Interaction, Landscape, Process, Cycle
	Develop an understanding of how the water cycle works and its influences. Lake District To know what the water cycle is To know how the water cycle works To know what affects the water cycle		Use latitude and longitude to find exact locations around the world. Know what time zones are and how they affect us. To know the lines of latitude To know the lines of longitude To know how the lines of latitude and longitude tell us what a location is like To know how to find exact locations around the world To know what time zones are and how they affect us To know how day and night occurs	Learn about the features of a river and explore a local river, including human and physical geography. Lake District To know the features of a river To know and name a local river To identify what features can we see at a local river To know where the river came from and where it flows	
Year 4 Curriculum links	Science: States of Matter Animals including Humans (pollution)		Maths: Time	Geography: Longitude & Latitude Visit to Local river	
Fieldwork Enquiry	Enquiry – How to the water cycle effect the place that you live? Location – Digimaps of local area (Barrow and surround areas) Data Collection – Annotation and critical thinking of how the water cycle effects our local area.				
Year 5	Biomes & Environmental Regions	Biomes & Environmental Regions (Revisit)	Finding Precise Locations- Map Skills	OS Maps & Fieldwork	

	Location, Connection, Economic, Order, Pattern, Remoteness	Location, Interdependence, Pattern, Environment, Settlement, Economic	Location, Absolute position, Scale, Settlement	
	<p>Explore climate zones, biomes and environmental regions in countries & cities of the world.</p> <p>To know where would you find some of the major countries of the world</p> <p>To know where would you find some of the major cities of the world</p> <p>To know what a biome is</p> <p>To know how biomes change across the world</p> <p>To know what the human characteristics are that define Europe, North and South America</p> <p>To know what the physical characteristics are that define Europe, North and South America</p>	<p>Develop understanding of 4 and 6 figure grid reference and use them.</p> <p>Barrow Park</p> <p>To know why we need latitude and longitude.</p> <p>To know what 4 and 6 figure grid references are and how we use them</p> <p>To precisely describe locations, landmarks and places as a geographer</p>	<p>Explore contour lines, contrasting locations and grid references.</p> <p>Lake District – Gummars Howe</p> <p>To know what four and six figure grid references are</p> <p>To know what contour lines are</p> <p>To describe what the land look in my local area</p> <p>To describe what the land is like in a contrasting locality</p>	
Year 5 Curriculum links	Science: Living things and their Habitats French: Le monde (Countries surrounding France)	P.E: OAA Fieldtrip: Finding precise locations, Barrow Park	French: Le monde (points of a compass) Visits: Waterpark Residential Fieldtrip: Use OS maps to navigate their way around Gummars Howe/Hoad	
Fieldwork Enquiry				
Year 6	North America, Europe & UK	Earthquakes, Mountains & Volcanoes	Orienteering	Settlements
	Location, Connection, Economic, Order, Pattern, Remoteness	Time, Location, Process, Connection, Environment, System	Location, Proximity, Scale, Connection, Pattern	Location, Proximity, Landscape, Interdependence, Lived space
	<p>Similarities & differences between the Lake District, Tatra mountains and the Caribbean.</p> <p>The Lake District – Gummars Howe</p> <p>To know where the Lake District is and what it is like</p> <p>To know how was the Lake District was formed?</p> <p>Poland: To know where can you find the Tatra mountains and what they are like</p> <p>The Caribbean and Jamaica: To discuss what do we know. To know what the terrain is like</p> <p>To know what is similar and what is different between the Lake District, Tatra mountains and the Caribbean</p>	<p>Investigate earthquakes, mountains and volcanoes.</p> <p>To know what makes up the layers of planet Earth</p> <p>To what tectonic plates are and where you find them</p> <p>To know how tectonic plates move and what happens</p> <p>To know what causes an earthquake and what's the effect</p> <p>To know how mountains formed</p> <p>To know how volcanoes work</p>	<p>Map and Fieldwork Skills</p> <p>Local area</p> <p>To know what orienteering is and how to orientate a map</p> <p>To know how to navigate a simple indoor course using controls</p> <p>To know how to navigate a simple outdoor course using controls</p> <p>To know how to navigate multiple outdoor courses using controls</p> <p>To know how to plan and set up an orienteering course</p>	<p>Study economic, settlement and trade links.</p> <p>To know what settlements are and where they are found</p> <p>To know if settlements have a pattern</p> <p>To know if people, their movement and economic activity have patterns</p>
Year 6 Curriculum links	Visit – Lake District	Literacy – Non chronological report linked to geog	PE: Outdoor & Adventurous Activity – Map Reading, Directions French: Le Monde – Maps & Compass Points	Visits: London Residential Trip History: Windrush generation and migration
Fieldwork Enquiry				

Key: **Disciplinary Knowledge** Places visited and revisited

KS1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2 - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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.

Procedural Knowledge is embedded throughout our curriculum by visiting and re-visiting skills time and time again so that children know how to do something such as using a compass.

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

SUBSTANTIVE CONCEPTS IN GEOGRAPHY (the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum)			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
The place where a particular point or object exists. Locational knowledge is the foundation upon which geographical understanding is built. It may be gleaned from the information in maps and globes. It is important for students to have locational knowledge so that they have a firm grounding in the basics of local, national and world geography.	The emphasis in place knowledge should be on exploring localities, developing an understanding of place as a locale and its links with other places, appreciating what a sense of place might include. Understanding the geographical similarities and differences through the study of human and physical geography.	Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics. Human geography looks at the impact and behaviour of people and how they relate to the physical world.	Geographic skills provide the necessary tools and techniques for us to think geographically. They are central to geography's distinctive approach to understanding Earth's physical and human patterns and processes. Geography fieldwork is very much 'hands on'; when students are involved in fieldwork enquiries they are collecting primary data; formulating questions to investigate; seeking answers to their questions; and communicating their findings.

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)