











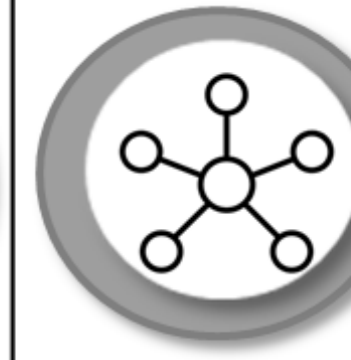


# Geography —Key Knowledge Overview

Year Group	Autumn Term	Spring Term	Summer Term
<b>Reception</b>	<p style="text-align: center;"><b><u>Me and my world</u></b></p> <ul style="list-style-type: none"> <li>Navigate around the classroom and outdoor areas. Explore the school grounds and observe seasonal change</li> <li>Use simple aerial maps to navigate around the classroom and school and locate objects or features familiar to them                             <ul style="list-style-type: none"> <li>Talk about places visited with family</li> </ul> </li> <li>Identify key features in our local community and locate on a simple map. Focussing on key places that are important to people in our community and exploring why they are important: e.g. church, post office, community garden and park.</li> </ul>	<p style="text-align: center;"><b><u>Ticket To Ride</u></b></p> <ul style="list-style-type: none"> <li>Use a globe to locate land and sea</li> <li>Use maps to locate where we live - locate the UK</li> <li>Find information from a simple map</li> <li>Visit Sence Valley to <i>'Bring in Spring'</i> and observe seasonal changes in our local environment</li> </ul>	<p style="text-align: center;"><b><u>Once Upon A Time</u></b></p> <ul style="list-style-type: none"> <li>Story Settings - Visit to Beaumanor Hall where children will explore the woodlands and forest areas, comparing features with traditional tales and their settings.</li> <li>Children will continue to explore the local environment and observe seasonal change.</li> </ul>
<b>Year 1</b>	<p style="text-align: center;"><b><u>What is beyond our school gate?</u></b></p> <p style="text-align: center;"><b><u>What is beyond Ibstock (within in the UK?)</u></b></p> <ul style="list-style-type: none"> <li>Know where we live - Ibstock.</li> <li>How to use a local map to find streets around and nearby our school.</li> <li>Know about physical and human features in and around our village: roads, houses, shops, parks, rivers.</li> <li>Know similarities and differences between different settlements - villages, towns and cities.                             <ul style="list-style-type: none"> <li>Hospitals, railway stations, airports may only be found in larger towns and cities.                                     <ul style="list-style-type: none"> <li><i>Fieldwork - local landmarks and road signs</i></li> </ul> </li> </ul> </li> </ul>		<p style="text-align: center;"><b><u>What is beyond our country?</u></b></p> <ul style="list-style-type: none"> <li>Use maps to locate the 4 countries of the UK, their capital cities and main seas.                             <ul style="list-style-type: none"> <li>Locate the equator, north and south pole on a map</li> </ul> </li> <li>Know that hotter countries like Egypt, Kenya and Brazil are nearer to the equator, unlike colder countries which are closer to the North and South Pole</li> <li>Know that the North and South Pole (Arctic and Antarctic) are at the top and bottom of the globe</li> <li>Know that summer is the hottest season in the UK and winter is the coolest</li> </ul>
<b>Concepts</b>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Physical and Human</b></p> 		<p><b>Place</b></p> <p><b>Location</b></p> 
<b>Year 2</b>	<p style="text-align: center;"><b><u>Why is London our capital city and how does it compare to Ibstock?</u></b></p> <ul style="list-style-type: none"> <li>Know what a capital city is and its importance</li> <li>Know some important features of London, such as Houses of Parliament, Buckingham Palace, Big Ben, River Thames, etc</li> <li>Identify similarities and differences between London and Ibstock -                             <ul style="list-style-type: none"> <li>Physical: rivers, parks, lakes, trees</li> <li>Human: Roads, bridges, buildings, transport (links to more local city of Leicester)</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Oceans and Continents (Africa)</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents and 5 oceans of the world</li> <li>Identify physical features of Africa: River Nile, mountain (Kilimanjaro), valley (Rift) and the savannahs of Kenya</li> <li>Understand why Kenyans worry about drought (lakes and rivers) - link back to Year 1 work on seasons and weather and make comparisons to our own locality</li> </ul>	<p style="text-align: center;"><b><u>Holidays and Tourism</u></b></p> <ul style="list-style-type: none"> <li>Comparison of 2 seaside resorts - 1 UK based and 1 non-UK</li> <li>Use maps to locate the nearest seaside resort - Skegness</li> <li>Know the key physical features associated with a seaside resort and compare with Ibstock</li> <li>Know about seaside human infrastructure: railways, airports, hotels, cafes, shops, life-boats and the purpose of these human features</li> <li>Know why people often visit the seaside for leisure purposes (History link to the Victorians)</li> </ul>
<b>Concepts</b>	<p><b>Place</b></p> <p><b>Human and Physical Geography</b></p> 	<p><b>Location and Place</b></p> <p><b>Physical Geography</b></p> 	<p><b>Human and Physical Geography</b></p> 
<b>Connecting Concepts</b>	<p><b>Field work and skills, Navigation, Conservation, Interconnections</b></p> 		

# Key Concepts in GEOGRAPHY

Through collaboration with subject leaders and DfE research, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics 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 key concepts for Geography.

Geography						
						
Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Navigation	Fieldwork Skills	Interconnections

# Key Concepts in GEOGRAPHY

*Pupils will develop an understanding of the physical processes that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge firstly of the local community, surrounding areas in our locality and further afield in the UK, followed by different regions of our planet.*



**Location Knowledge** Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.



**Human Geography** Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability. Pupils will begin to look at the impact of humans on climate.



**Physical Geography** Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.



**Place Knowledge** Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.



**Navigation** Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.



**Fieldwork Skills** Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data.



**Interconnections** Many links are made between different Geographical concepts and units of work. Pupils will find out how these concepts interconnect and how Geographic landscapes, settlements and infrastructure has changed throughout time. They will make meaningful links between History and Geography, building on what they already know and developing a deep-rooted, well-rounded and balanced understanding.