

Geography Concept Mapping

In this document, the substantive and disciplinary concepts covered in our geography curriculum are mapped out so teachers can see where concepts have been encountered by children throughout the entire curriculum. Substantive concepts are those concerned with the subject matter of geography – the substance, or content, about which students are learning. Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

The substantive concepts covered in the PKC geography curriculum are: **place, space, location, climate, landscape, migration, interconnection, trade, transport, climate change, diversity, conflict, tourism, landforms, biodiversity, tradition, environmental change, fieldwork, sustainability, inequality.**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery/Pre-School	<p style="text-align: center;"><u>All About Me</u></p> <p>Children to know about where they live, what is important for them to recognise or understand about their local area. This leads on to children learning about people who help within our local communities. Children will finish this unit by thinking about the changing seasons.</p> <p>Children recognise that families are people who are connected.</p> <p>Children know the name of their school or nursery setting. Children know the name of the place they live.</p> <p>Children know where they live. Children can describe where they live using words such as near and far to describe the local area.</p> <p>Children think about how places are represented on a map</p>	<p style="text-align: center;"><u>Journeys</u></p> <p>This unit has been designed to introduce nursery children to the concept of travel. Associated with this is lots of foundational knowledge about places, similarities and differences, locational and positional language, transport, and lots of knowledge about the local area the children live in. Finally, children will think about journeys to the coldest places on earth. They will learn that the North Pole and the South Pole are very cold and travelling there is very difficult.</p> <p>Children know where their school is located and begin to think about their local area.</p> <p>Children can describe their local area from first hand observation.</p>	<p style="text-align: center;"><u>Dinosaurs</u></p> <p>This unit focuses more on The Natural World (Science) and Past and Present (History) elements of Understanding the World</p>	<p style="text-align: center;"><u>Growing and Changing</u></p> <p>Children will learn that we have seasons on earth. Children will look at leaves, noticing their shape, colour and patterns.</p> <p style="text-align: center;">Children can look for patterns in the natural world through observing, measuring, comparing, sorting, contrasting, and explaining.</p>	<p style="text-align: center;"><u>Animals and their Babies</u></p> <p>Children can identify a woodland habitat. Children can name and describe some of the animals who live in a woodland habitat.</p> <p>Children understand that people can harm woodland habitats. Children know that woodland habitats must be protected.</p> <p>Children look at maps and understand that many different animals live around the world.</p>	<p style="text-align: center;"><u>Heroes and Adventurers</u></p> <p>Ernest Shackleton was an explorer who led expeditions to some of Earth's coldest places. Children will learn more about him in Reception and knowledge of the Arctic and Antarctic will support their understanding of the Seven Continents in Year 1.</p> <p>Children recognise that the North and South Pole are very cold. Children can talk about some of the challenges of exploring in very cold places.</p> <p>Children will know there are mountains around the world and Mount Everest is Earth's highest mountain.</p>

<p>Reception</p>	<p><u>All About Me</u></p> <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?</p> <p>Community; this means the people who feature in our lives, our school is an important part of our community.</p> <p>Children will then learn about the place where they live.</p> <p>Children will finish this unit by thinking about the changing seasons</p>	<p><u>Transport Past and Present</u></p> <p>How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p> <p>This is a good opportunity to introduce maps and globes, talk about different places around the world that the children have links with and introduce new places.</p> <p>Children will think about how things are moved around the world on cargo ships. This will help children to build an understanding of trade in KS1 and KS2.</p> <p>The next area of knowledge children will look at in this unit is the challenge of transport to some of Earth's coldest places. They will learn about Earnest Shackleton and his travel to Antarctica</p>	<p><u>Space</u></p> <p>This unit focuses more on The Natural World (Science) and Past and Present (History) elements of Understanding the World</p>	<p><u>Growing and Changing</u></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.</p> <p>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>Children will learn that we have four seasons on earth.</p>	<p><u>Kings and Queens</u></p> <p>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 are from.</p> <p>Children will be able to recognise Westminster Abbey and locate it on a map.</p>	<p><u>Stories from the Past</u></p> <p>Children will know that the Anansi stories were first told in West Africa.</p> <p>Locate the places that feature in the key stories chosen for this topic.</p>
<p>Y1</p>	<p><u>Spatial Sense</u></p> <p>The key substantive concepts focused on in this unit are place and space.</p> <p>The key disciplinary understanding in this unit is that maps tell us information about places.</p>		<p><u>The UK</u></p> <p>The key substantive concepts focused on in this unit are place as they identify locations around the UK.</p> <p>The key disciplinary understanding in this unit is that children begin to understand how places are connected.</p>		<p><u>Seven Continents</u></p> <p>Key substantive concepts focused on in this unit are location, climate and landscape.</p> <p>Key disciplinary concepts focused on are interconnection and diversity.</p>	
<p>Y2</p>	<p><u>Spatial Sense</u></p> <p>The key substantive concept focused on in this unit is location.</p>		<p><u>The British Isles</u></p> <p>The key substantive concepts focused on in this unit include place and space.</p> <p>The key disciplinary understanding in this unit is that geographers describe places.</p>		<p><u>Northern Europe</u></p> <p>Key substantive concepts focused on in this unit are location, migration and climate.</p> <p>A key disciplinary concept focused on within this unit is connection.</p>	

	The key disciplinary understanding in this unit focusses on cartographers and how they create maps based on the world around us.					
Y3	<p><u>Spatial Sense</u></p> <p>The key substantive concept focused on in this unit is location.</p> <p>The key disciplinary understanding in this unit focusses on maps and how we know what is located within a place.</p>	<p><u>Settlements</u></p> <p>The key substantive concepts focused on in this unit include place and space.</p> <p>The key disciplinary understanding in this unit is that geographers use maps to communicate information.</p>	<p><u>Rivers</u></p> <p>The key substantive concepts focused on in this unit include interconnection, trade and transport.</p> <p>The key disciplinary understanding in this unit is that geographers study rivers to find out more about what lives in them, how they behave and the impact of human activities on them.</p>	<p><u>UK Geography: The South West</u></p> <p>The key substantive concepts focused on in this unit include climate, change and interconnection.</p> <p>The key disciplinary understanding in this unit is that geographers describe places and look at how people and places are connected.</p>	<p><u>Western Europe</u></p> <p>Key substantive concepts focused on in this unit are location, trade and climate.</p> <p>A key disciplinary concept focused on within this unit is diversity.</p>	<p><u>Asia- China and India</u></p> <p>Key substantive concepts focused on in this unit are location, interconnection and diversity.</p> <p>Key disciplinary understanding that is forming within this unit includes children doing the following to understand how geographers think: use what they know from one context in another</p>
Y4	<p><u>Spatial Sense</u></p> <p>The key substantive concept focused on in this unit is location.</p> <p>The key disciplinary understanding in this unit focusses on maps, how we use them and what information they can give us about locations</p>	<p><u>Mediterranean Europe</u></p> <p>The key substantive concepts focused on in this unit include place, space, climate and trade.</p> <p>The key disciplinary understanding in this unit is that geographers use maps to communicate information and to represent the world around us.</p>	<p><u>Eastern Europe</u></p> <p>The key substantive concepts focused on in this unit include interconnection, climate and conflict.</p> <p>The key disciplinary understanding in this unit is that geographers are interested in the location of countries and how that impacts their climate, the environment and how the country trades.</p>	<p><u>UK Geography: Northern Ireland</u></p> <p>Key substantive concepts focused on in this unit are location and landscape.</p> <p>Key disciplinary concepts focused on are change and interconnection.</p>	<p><u>UK Geography: London and the South East</u></p> <p>Key substantive concepts focused on in this unit are location, trade and tourism.</p> <p>A key disciplinary concept focused on within this unit is change over time.</p>	<p><u>Asia – Japan</u></p> <p>Key substantive concepts focused on in this unit are place and diversity.</p> <p>Key disciplinary understanding that is forming within this unit includes children doing the following to understand how geographers think: use what they know from one context in another</p>
Y5	<p><u>Spatial Sense</u></p> <p>The key substantive concepts focused on in</p>	<p><u>Mountains</u></p> <p>The key substantive concepts in this unit include location,</p>	<p><u>UK Geography: East Anglia, The Midlands, Yorkshire and Humberside</u></p>	<p><u>Australia</u></p> <p>Key substantive concepts focused on in this unit are location and biodiversity.</p>	<p><u>New Zealand and the South Pacific</u></p> <p>Key substantive concepts focused on in this unit</p>	<p><u>Local Study</u></p> <p>Key substantive concepts focused on in this unit are location and fieldwork.</p>

	<p>this unit are place and space.</p> <p>The key disciplinary understanding in this unit focusses on cartography and how maps give us information about the world around us.</p>	<p>landforms, interconnection.</p> <p>The key disciplinary understanding in this unit focusses on geographers and how they study natural landforms</p>	<p>The key substantive concepts focused on in this unit include interconnection and landscape.</p> <p>The key disciplinary understanding in this unit is that geographers look at the human and physical geography of regions of the world.</p>	<p>Key disciplinary concepts focused on are interconnection and diversity.</p>	<p>are location, tradition and environmental change.</p> <p>A key disciplinary concept focused on within this unit is change over time.</p>	<p>Key disciplinary understanding that is forming within this unit includes children thinking about why and how geographers collect data and what they do with it once they've collected it. This helps children to see why fieldwork is important to geographers and how they communicate their findings and ideas.</p>
Y6	<p><u>Spatial Sense</u></p> <p>The key substantive concepts focused on in this unit are place and space.</p> <p>The key disciplinary understanding in this unit focusses on how geographers use maps to explain the world around us.</p>	<p><u>British Geographical Issues</u></p> <p>The key substantive concepts focused on in this unit include sustainability and climate change.</p> <p>The key disciplinary understanding in this unit is that geographers use maps and data to communicate issues that are important to our understanding of the environment.</p>	<p><u>North America</u></p> <p>The key substantive concepts focused on in this unit include interconnection and landscape.</p> <p>The key disciplinary understanding in this unit is that geographers look at the human and physical geography of regions of the world and communicate their knowledge to help us understand the world around us.</p>	<p><u>South America</u></p> <p>Key substantive concepts focused on in this unit are location and biodiversity.</p> <p>Key disciplinary concepts focused on are interconnection and diversity.</p>	<p><u>Africa</u></p> <p>This unit goes beyond National Curriculum requirements as Africa features more specifically later in the National Curriculum in KS3. This unit has been written to ensure that primary pupils leave KS2 with some understanding of African Geography that will prepare them for their future learning</p> <p>Key substantive concepts focused on in this unit is knowledge of trade. Pupils will study desertification and its impact on farming, agriculture, weather and climate.</p> <p>Key disciplinary understanding is</p>	<p><u>Globalisation</u></p> <p>Key substantive concepts focused on in this unit are interconnection and inequality.</p> <p>Key disciplinary understanding that is forming within this unit includes how geographers use data from around the world to inform their understanding.</p>

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