

Geographical Substantive knowledge and concepts at Chorley St Marys Catholic Primary and Nursery

Geography Substantive Knowledge and Concepts:					
Locational knowledge <small>(Place, Space, Scale)</small>	Earth Systems	Environment	Diversity	Sustainability	Interconnection
Geography Disciplinary Knowledge:					
Map skills	Fieldwork	Similarities and Differences	Research and Enquiry	Cause and Consequence	
Concept lens		Explanation	Concept connections		
Locational Knowledge	Place	Having a 'sense of place' - simply put, what is the place like? Having the locational knowledge to describe where there are - which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication) the specific key human and physical aspects of a place created by a shared human experience, alongside considering the sustainability of places.	R - School grounds China and Chorley The zoo Under the sea Y1- UK countries and capitals School grounds Y2 - Hot and cold places Small area of UK - Chorley Continents and Oceans Small area of a non-European country Y3- Chorley and the surrounding area Mountains Y4 - European Region Rivers Y5 -		
	Space	How natural and man-made places fit together in the jigsaw of the world. We need to look at the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes. The concept of space considers how the environmental and human characteristics of places are influenced by their location, but also how the effects of location and distance from other places on people are being reduced by improvements in transport and communication technologies.			
	Scale	This is about understanding the pig picture as well as our experiences in day to day life. The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. If we are studying climate - how do we examine climate on a personal, local and global scale? Scale is influential in how we represent what we see or			

		experience. Scale might be personal or local, regional or global. There is also national and international scales.	UK South America and Amazon Basin Y6 - World's key countries and N America Coasts - linked to my region
Earth Systems		The earth is a complex, dynamic system that includes an atmosphere, hydrosphere, biosphere, and geosphere. These components interact and influence each other, creating the conditions for life on our planet. This resource includes notes on the atmosphere, biosphere, geosphere and hydrosphere.	R - Weather and seasons Y1 - Weather and seasons Y3 - Volcanos and earthquakes Mountains Y4- Rivers Y5 - Climate zones and world trade
Environment		This considers how we use the natural world and how people have the ability to change it. The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.	R - School grounds Under the sea Y1 - School grounds Y2 - Hot and cold places Continents and Oceans Y3 - Volcanos and earthquakes Mountains Y4 - Food and farming Rivers

		<p>Y5 - South America and Amazon Basin</p> <p>Y6 - Coasts - linked to my region</p>
Diversity	<p>Geography is fundamentally concerned with the diversity of people and places on the planet. It is important to explore this with pupils in geography, not to 'show them' the world but to explore it using geographical enquiry, focusing on how people and places are represented in different ways.</p>	<p>R - Christmas around the world China and Chorley The zoo</p> <p>Y2 - Continents and Oceans Small area of a non-European country</p> <p>Y4 - European Region</p> <p>Y6 - World's key countries and N America</p>
Sustainability	<p>'Sustainability' is so closely linked with 'sustainable development' that the two terms can be indistinguishable. Where the difference lies, according to the United Nations, is that sustainability is a long-term goal or vision, while sustainable development refers to practical ways of achieving this goal - for example, through sustainable coastal and ocean management schemes, sustainable rebranding and tourism strategies, or the sustainable production and consumption of goods. Three dimensions of sustainability are widely recognised - society, environment and economy. Sustainability is thus an overarching way of thinking about the future in which environmental, societal and economic goals become balanced in the pursuit of improved wellbeing.</p>	<p>R - Under the sea</p> <p>Y1- School grounds</p> <p>Y2 - Small area of UK - Chorley</p> <p>Y3 - Chorley and the surrounding area Volcanos and earthquakes</p> <p>Y4 - Food and farming Rivers</p> <p>Y5 - UK South America and Amazon Basin Climate zones and world trade</p>

		Y6 - Coasts - linked to my region
Interconnection	<p>No object of geographical study can be viewed in isolation. We need to look at the impact of people, places or processes. We can also examine diversity in this concept: people around the world have different experiences and ways of life but we also have an impact on each other. Interconnections explore how people and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.</p>	R - China and Chorley Y2 - Continents and Oceans Y3 - Volcanos and earthquakes Y4 - Food and farming Y5 - South America and Amazon Basin Climate zones and world trade Y6 - Coasts - linked to my region