PUCKLECHURCH CE VC PRIMARY SCHOOL

Geography Handbook 2026-2027

Intent

Our geography curriculum intends to support our pedagogical principles by:

For our learners at Pucklechurch, geography will…	
Nurture social and emotional growth	The geography curriculum at Pucklechurch will help to produce effective contributors, who can participate responsibly in political, economic, social and cultural life and have developed informed, ethical views of complex issues.
Promote metacognition	Children will learn what it is to be a geographer and through this they will experience subject specific thinking and problem solving and relate this to themselves as learners now and in the future.
Champion inclusiveness and celebrate differences	Our geography curriculum will study different places enabling the children to consider similarities and differences between different cultures. They will gain an understanding as to how the physical features of a place contribute to cultural identity.
Raise aspirations	Through studying geography at Pucklechurch, the children will understand that their actions can have a positive impact on future generations. They will learn about the wider world and have ambitions to travel to the places studied. They will experience what it means to be a geographer and the associated skills.

To enable the realisation of our intent, as specified in our Curriculum and Pedagogy Guide, we aim to achieve this by creating knowledgeable learners.

Building Knowledge

Key Concepts

Our geography curriculum has been influenced by three key concepts that we revisit throughout the primary phase to allow children to make connections and links to previous learning and build conceptual understanding. These concepts are:

Location

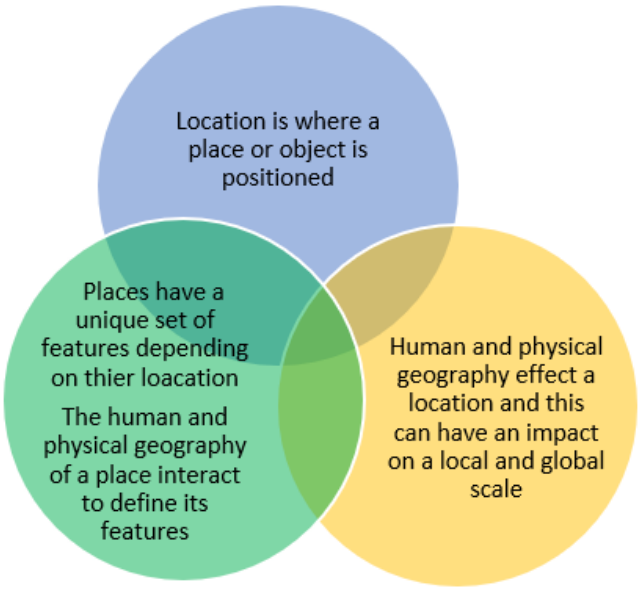
Place

Change

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Making connections through….		
Concept	**Key Questions**	**Drivers**
Location	Where is the region located on the map? Where is it in relation to our country/continent? Where it is in relation to other places previously studied? What countries/continents boarder it? What continent is it in? What oceans and seas is it near? Is it in the Northern or Southern hemisphere? How close to equator is it? How does the location effective the physical features including climate within this region?	Locational knowledge in geography is important as it forms the foundation of geographical knowledge and understanding. It will provide pupils with a reference point to place all subsequent geographical learning. A firm grounding in the basics of local, national and world geography contributes to a contextual understanding of place as children begin to understand how the position of a place effects both its human and physical features. Global locational knowledge also contributes to students' relational understanding of global connectivity and deepens their understanding of their role as global citizens.
Place	What are some of the key physical features of this place? How was the land used here now and in the past? How do these contribute to the functioning of society? What kinds of economic activity happens here? What are some of the key manmade features of this place? What are the main exports of this place? Why would people visit this place? What are the differences and similarities of this place to others that we have studied?	Through studying different places children will develop a deeper understanding of the natural, built and social environment. Children will understand the forces at work in shaping places, both now and in the past. Through comparative studies of places children will be able to recognise the differences in cultures, economies, landscapes and environments across the world and will be able to explore the links between them. These studies will encourage children to respect different religions, races and cultures further developing their understanding of the World and their place within it.
Change	What is the cause of the changes? Are these changes a result of physical or human geography? Are these changes permanent or temporary? What are the effects of these changes on the world we live in? How will the change effect future generations? How do we not compromise future generations?	Studies of this nature are important as they allow the children to understand how basic physical systems affect everyday life and how everyday life can affect physical systems. Environmental change can occur over both short and long-time frames, and both timescales have interrelationships with human activities. From here, they will be able to make sensible judgements in their roles as global citizens about matters involving relationships between the physical environment and society.

Each of our chosen concepts help to form our big ideas of geography. We share one of these big Ideas with the children at the start of each session to encourage children to make conscious connections between their learning and activate schema.



Mapping Substantive Knowledge

The children will learn the names and locations of continents, countries and cities from across the World. The children in Year 1 will begin by focusing on the location of our school and their homes within Patchway and then England. The children will then learn the locations of the four countries and capital cities of the United Kingdom. In Year 2, the children will begin to focus on the seven continents and five oceans and understand how the location of a place effects its climate. In Key Stage 2, the children will begin to locate an increasing number of countries from within these continents and describe their locations using lines of longitude and latitude and in relation to the seven seas. The children will continue to study how location effects the climate and geographical features of these places. The children will then begin to focus on the location of some major cities from across the World and their physical and human landmarks and know and describe where they are located within the places studied.

Each Year, the children will study a place behind the location in more depth. In order to make these studies more relevant or real to the children, the chosen places are linked to their historical or scientific learning and in line with their locational knowledge. The studies may also be a pre cursor to subsequent historical studies enabling children to explore how the geography of a place has impacted on historical events. They will look at human and physical features of each place studied and as they move to lower KS2 they will look in more depth at the re occurring themes of trade, climate and tourism in each of the places studied. In Upper KS2 they will also look at the land use, topography and landscape of each place and the links between these. These places will be from a range of continents so the children can compare and contrast their knowledge of different places of the world.

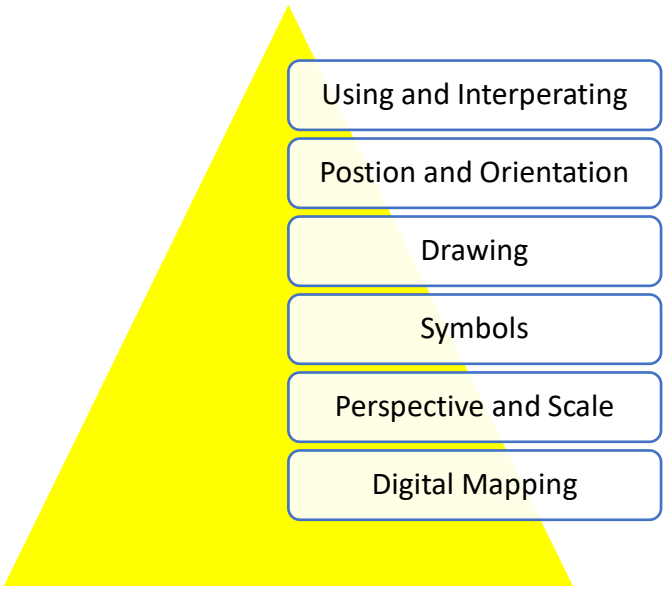
Each class will study a feature of physical geography, outlined in the National Curriculum. The features that are studied will all be geographical features that can change over time. Through these studies children will learn that change is a normal process. It occurs at varying rates, at different times and in

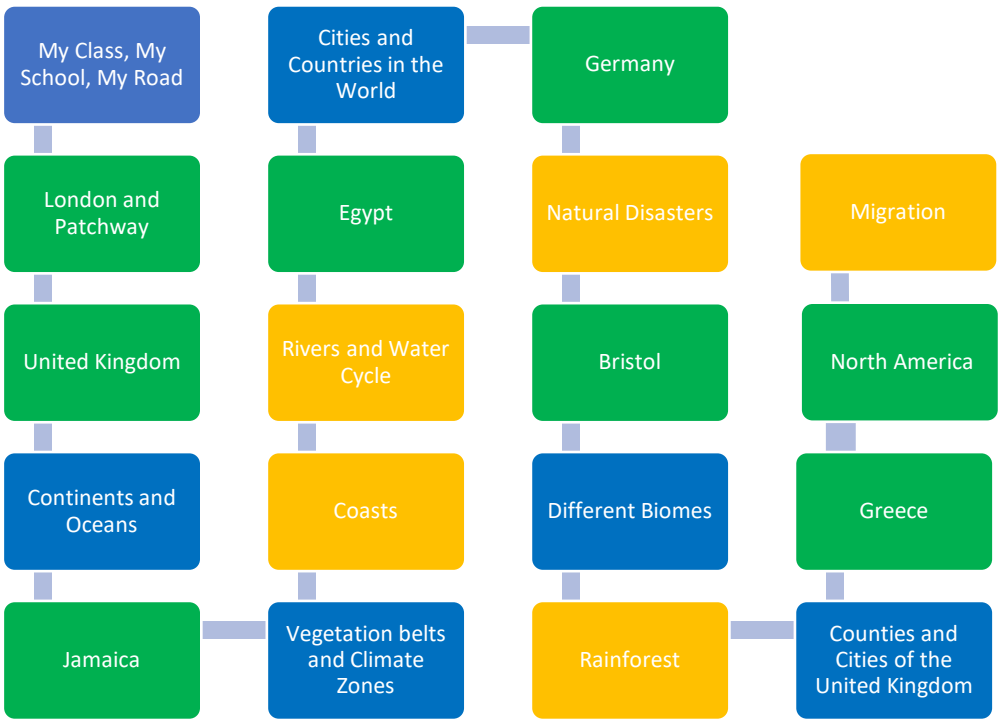
different places. Some changes are predictable, recurrent or cyclic, while others are unpredictable or erratic. Some changes are natural whilst other changes are the result of human interaction. This will end in a study of the migration of people and the different reasons for this.

Mapping

The use and study of maps is central to geographical learning and understanding. Maps are important in: showing what is where; developing spatial awareness and thinking; informing directions; representing the features and layout of the world (both local and global); recognising the different features of a landscape and in exploring patterns. Children should encounter many types of maps - from aerial views and picture maps to topographical and ordnance survey maps. As a result, we integrate map-work into all of our geographical units of work to support the understanding of our key geographical concepts. We have created a progression of knowledge within mapping to ensure that there is a depth of coverage that ensures the children are proficient in using and drawing the different types of maps.







Geography journey at Pucklechurch

Building Disciplinary Knowledge

To be successful geogrpahers children need to use thier exsisting substantive knowledge to learn disciplinary knowledge through the process of classroom enquiry. Careful sequencing of lessons, will ensure children have accquired the relevant substantive knowledge to successfully engage within an enquiry session, where the teaching focus can be on the acquisition and application of disciplinary knowledge.



In order for children to acquire the disciplinary knowledge of the subject, we have designed an enquiry process than encourages the practical application of this knowledge. The enquiry process has been split into four different areas and the disciplinary knowledge that children need to acquire in each area has been mapped out to ensure it is progressive across the phases.

Each part of this process carries equal importance and children need to experience all of the areas with similar frequencey to ensure they aquire the knowledge of what it means to be a geographer.

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Enquiry Focus	KS1	Lower KS2	Upper KS2
Observe, measure and record Use field work to observe, measure and record human and physical features and processes of the world	Geographers draw simple maps to represent a place Geographers use photos and videos to record what has been seen or heard Geographers label diagrams, photos and maps using geographical vocabulary Geographers use different equipment to help them to identify patterns	Geographers draw sketch maps of a local area that indicates key features and uses symbols and a key Geographers draw annotated sketches from observations Geographers select views of interest to a geographical question to photograph Geographers record findings from field trips in simple tables, tallies and graphs	Geographers draw sketch maps of an area (through descriptions) that indicates key features and uses symbols and a key Geographers add a range of annotation labels and text (digitally) to help explain features and places Geographers makes judgements about the best angle/ viewpoint when taking a picture Geographers make careful measurements and input them into different analysis tools i.e. table, tally, graphs. Geographers use sketches and diagrams to describe and explain geographical process
Using, interpreting and analysing Interpret a range of sources to help draw geographical conclusions	Geographers use directional vocabulary to talk about where something is Geographers use 4 compass points when talking about relational location Geographers uses a range of geographical sources to answer geographical questions Geographers use Atlases and globes to locate specific places Geographers use ariel photographs to look at places in more detail Geographers recognise features on maps such as buildings, roads and rivers Geographers use ordnance survey and simple route maps to help them plot routes Geographers use symbols on maps to indicate different things; church, school, library, police station, fire station and hospital all have specific symbols Geographers use simple keys to help them identify where places are located Geographers use postcodes or names on digital technologies to find specific locations; routes and journey times in the locality Geographers use digital technologies to zoom in and out of maps depending on the detail they need to see	Geographers use 8 compass points when talking about relational location Geographers using lines of longitude and latitude to explain where something is Geographers use a range of geographical sources to make geographical inferences, comparisons and predictions about places and change Geographers use index and contents pages in Atlas to help them to study areas of interest Geographers use theme maps to study physical (climate) and human (castles) features of certain places Geographers use scale bars to estimate distance from location to location and the length of physical features Geographers use and make maps of a short route Geographers use the zoom function on digital technologies to explore places and locations at different scales Geographers can use grid references in the search function to help them locate different places Geographers use the measurement tool on digital technologies to compare the size of different areas	Geographers use 8 compass points when talking about relational location Geographers four and six figure coordinates to explain and locate where features are Geographers use a range of geographical sources to make geographical inferences, comparisons and predictions about places and change and explain findings and trends Geographers use and interpret topographical maps for information Geographers use and interpret thematic maps (i.e., health, population, political. Landscape) for specific purposes Geographers study maps with different projections Geographers use digital technology to accurately measure area and liner size of specific locations and features
Research Learners engage in independent research, collating evidence from a range of sources to answer questions.	Geographers ask people questions to help them answer geographical questions Geographers use websites to help them find out about specific places	Geographers carry out small surveys to help them answer geographical questions Geographers use the internet and text books to help them answer specific geographical questions	Geographers select appropriate methods for data collection in order to help the answer geographical questions Geographers use maps and digital technologies to research factual information about locations and features
Communicating and Concluding Learners summarise and present their findings	Geographers present messages using discussions/ drawing / posters/ dramas and videos Geographers suggest a change the people need to make to improve a place	Geographers present information as a brochure, report, animation Geographers use diagrams to explain geographical processes Geographers present information to an audience to make a change	Geographers know how to describe height and slopes using maps and photographs Geographers present finding through self-selected representations paying careful attention to their audience Geographers evaluate the effectiveness of their communication to change and influence others positively
Sources	Ariel Photographs, Atlases [KS1], Globes, Photographs- Google Earth, Google Maps, Ordnance survey maps, Weather apps	Ariel photographs, Atlases [KS2], Globes, Google Earth, Google Maps, Road and Street Maps, Tourist Brochures, Digi maps, Climate maps and graphs	Ariel photographs, Atlases [KS2], Globes, Google Earth, Google Maps, Road and Street Maps, Tourist Brochures, Digi maps, Climate maps and graphs, Thematic maps, Topographical maps, different projection maps

Progression of Disciplinary Knowledge

For each unit, we have mapped in disciplinary activities that support the substantive knowledge taught and ensures that there is an opporunity for a practical application of specific disciplinary knowledge.

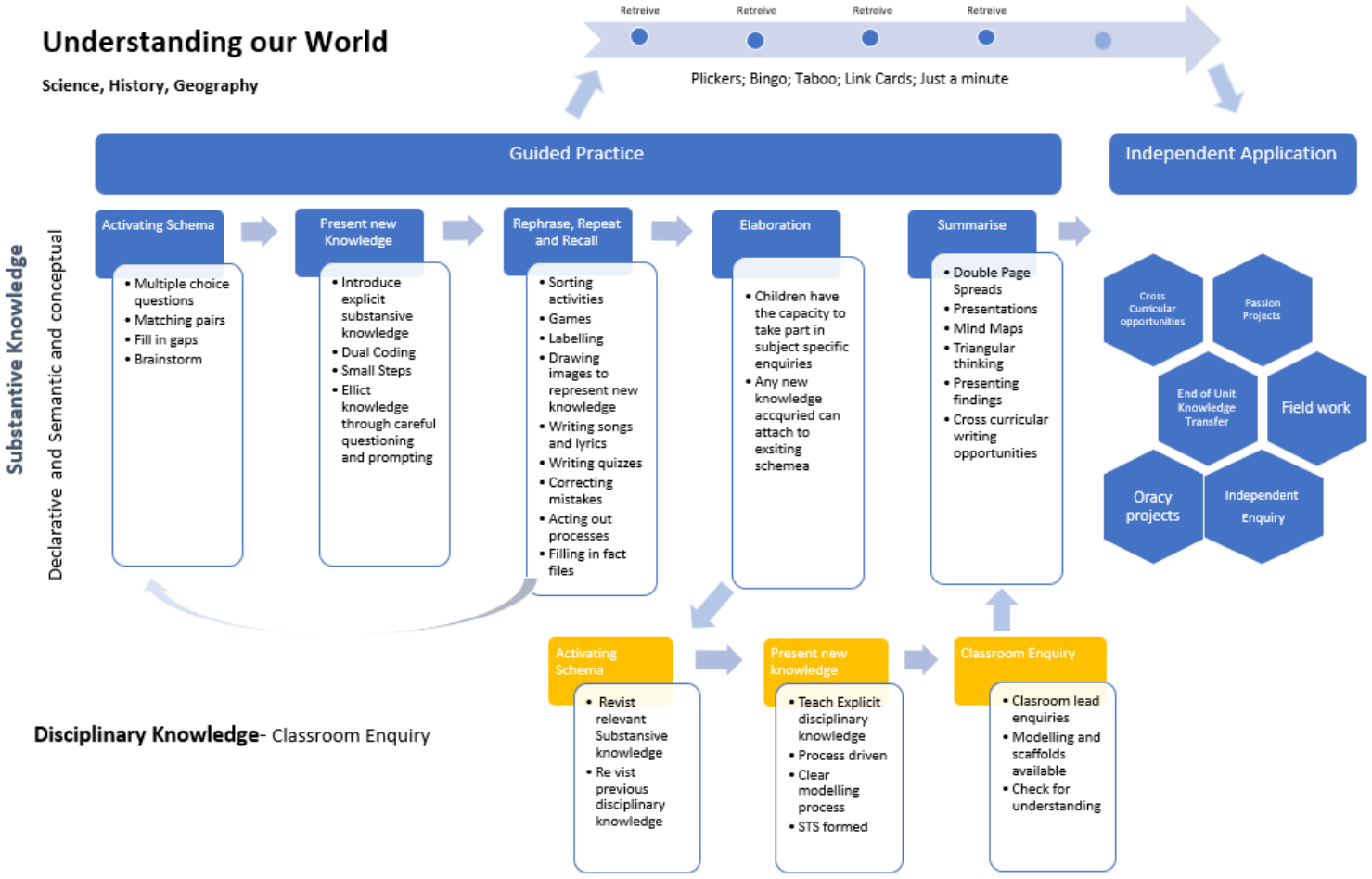
Unit 11- Navigation		
Line of Enquiry	**Activity**	**Disciplinary Knowledge**
Observe, measure and record		
Using, Interpreting and analysing	**Where am I....?** Children are presented with a number of tables and graphs that depict the climate i.e. rainfall, hours of sunlight and average temperature. Using their existing knowledge children use the weather patterns- to predict what climate zone the place is in and therefore what country this could belong to. **Where are the different climate zones?** Use thematic maps to observe the positions of climate zones and the varying weather patterns common to these areas. Children can explain what they have found out and pose any geographical questions that their observations have raised. **Where in the world is.....?** Use atlases (index and contents) and globes to locate specific countries and cities across the world and use lines of Longitude and latitude to talk about these countries' locations more specifically.	Geographers use a range of geographical sources to make geographical inferences, comparisons and predictions about places Geographers use theme maps to study physical features of certain places Geographers use lines of longitude and latitude to explain where something is
Research	**What is it like in.....? Part 1** Children research some of the cities located to find out why tourists may want to go there, what is the climate like, what human features are attractions, what physical features are attractions? Children use the scale to work out how far away this place is from Bristol. Then children research how long would it take to fly there and how much would this cost? Would it be possible to be get there by boat?	Geographers use the internet to help them find answers to geographical questions
Communicating and Concluding	**What is it like in.....? Part 2** Children present their findings to the rest of the class to share what they have found out.	Geographers present information as a report

Unit 11- Disciplinary Activities

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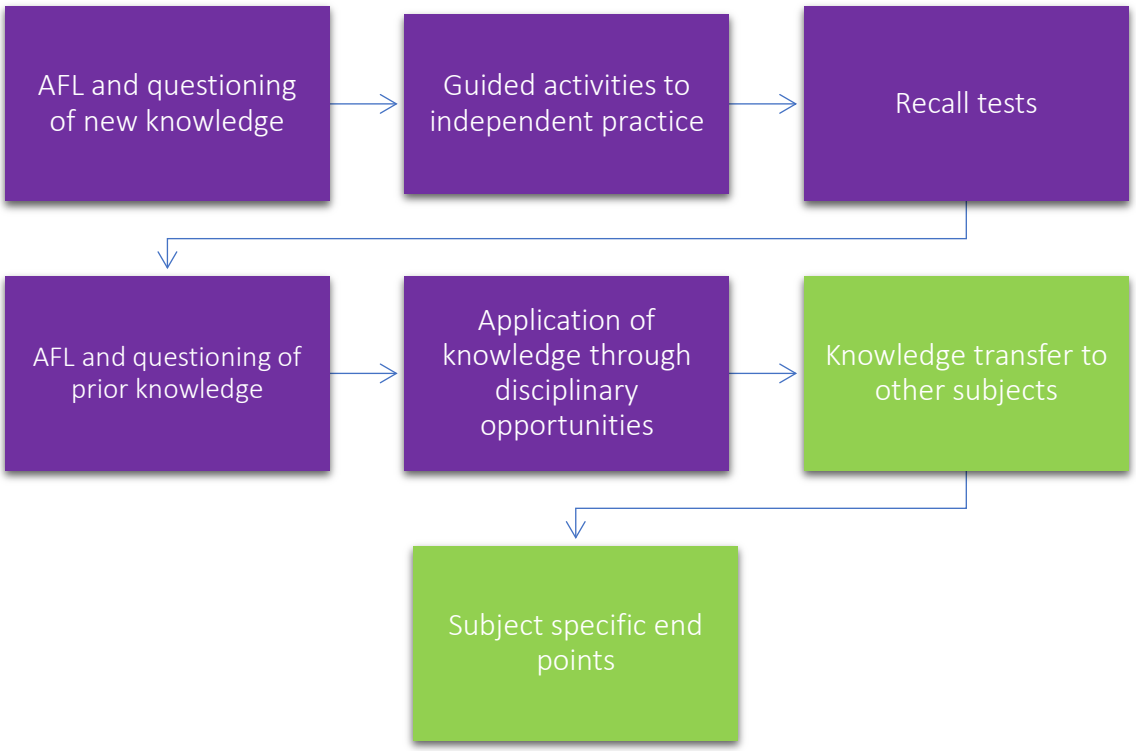
Knowledge Teaching Sequence

It is important that the children get the opportunity to explore notions more independently, find patterns and rules and develop original ideas. At the end of each unit, the children will have the opportunity to showcase their knowledge in the end of unit Knowledge Transfer. These projects also act as a platform for children to pursue areas of the curriculum in an extended fashion through projects that encourage them to practice higher order skills such as articulation, collaboration, organisation and reasoning. These projects will make links to the real world and by taking part in them the children will develop their confidence and aspiration. Therefore, opportunities for this kind of work needs to be sequenced and structured well so that new learning builds on secure foundations. Once the learners have accquired core subject knowledge both substantive and disciplinary, they will be able to utiliste this to successfully take part in this independent application. To ensure this is done, geogrpahy follows this lesson sequence. More information on this sequence can be found in our Pedagogy and Curriculum Guide.



Assessment of knowledge

Ongoing assessment of substantive knowledge is an essential component of the geography curriculum. This enables the teacher to ensure that all children will obtain the knowledge needed for them to perform the desirable cognitive skills outlined in our pedagogical principles. We have built in several opportunities for informal and formal assessment of the substantive and disciplinary knowledge obtained. More information on this process can be found in our Pedagogy and Curriculum Guide.



Subject specific end points

In geography we have developed assessment points at the end of each phase. These are a set of statements that the teachers can use to assess individual learners against in each subject. These statements have been written to assess how the children use their substantive knowledge to demonstrate an understanding of the subject specific concepts of location, place and change and how they use their mapping knowledge and disciplinary knowledge to help them behave like a geographer.

Year	Substantive and Disciplinary Knowledge
Year 1	Children can name and locate the four countries in the United Kingdom and their capitals. Children can name and locate the fours seas that surrounded the United Kingdom. Children know the differences between towns, cities, rural and coastal areas and they can name and compare some of the human and physical features of each of these places. Children know that people may visit places to see famous landmarks (London) or to enjoy physical features (Beaches in Lyme Regis) Children can work confidently with aerial photographs and large-scale street maps. They will know how to find information on these and can recognise simple features on maps such as buildings, roads and rivers. Children can use this knowledge to follow a route on and even draw their own simple maps. They will know how to add simple information to maps for example, labels and titles. Children will be able to present geographical messages using discussion/drawing/posters/drama/videos

Example of End point documentation (Year 1)