Dunnington Primary School



Geography Long Term Plan

Geography Long Term Plan

Intent:

We aim to provide children with a broad study of geography that gives them a solid basis of knowledge on which to build as they move through our school and beyond. We aim to deliver lessons that are interesting and well sequenced so that, over time, children develop a broad knowledge of places both locally and further afield and an understanding of the physical and human aspects of the study of geography.

We want our children to build knowledge of Geography on a local, national and global scale, so that they may develop a sense of place but also an appreciation of the rich and diverse nature of environment, physical geography, and the varied impact of our human interactions with the world. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

We aim for our Geography Curriculum to provide:

• A strong focus on developing both geographical skills and knowledge.

• A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.

• A growing understanding of geographical concepts, terms and vocabulary.

• The development of fieldwork skills across each year group, supported by our 'REAL' curriculum experiences.

Our Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer.

Implementation

We have chosen to teach the geography curriculum using Kapow Geography as our main foundation. Kapow Primary's Geography scheme of work is aligned with those in the National curriculum and has a clear progression of skills and knowledge within the four NC Strands of Locational knowledge, Place knowledge, Human and physical geography, and Geographical skills and fieldwork across each year group. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their geography learning in Key stage 1. Geography is taught as a discrete subject and, as they move into Key Stage 2, children develop a growing awareness of the particular skills needed to become an effective geographer.

Geographical key concepts are woven across all units and ours is a ‘spiral curriculum’, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Overarching inquiry questions mean that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Primary units follow an enquiry cycle that supports teachers to ensure children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of audiences. Teachers are supported throughout the schemes of learning through subject knowledge videos and lessons are designed to incorporate a variety of practical, independent and group tasks, meaning that lessons are engaging to learners.

Impact

We aim to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical geography, and so pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3.

The impact of the learning is constantly monitored through both formative and summative assessment opportunities. Teachers assess understanding regularly against the learning intention, and the scheme provides guidance and resources to support teachers in assessing pupils. Retrieval activities, such as quizzes, help to reinforce and check children’s learning of key geographical knowledge, and opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Geography Long Term Plan – Overview

Geography is taught in half termly blocks, alternating with History

EYFS Cycle A and B	Weather Who lives in my house? Nature painting	Seasons Appropriate clothing Comparing where we live to where others live Where do I go to school?	Comparing UK and another country (Antarctica) Map making Our school from above What area do I live in?	Special places in my area How do I get to school? Map making Using Google maps	Beebots Natural and manmade Contrasting environments in the UK	Comparing UK and another country Comparing environments

Cycle A – KS1 and KS2

	Autumn Term	Spring Term	Summer Term
Year 1 and 2	**What is it like here?**	**What is the weather like in the UK?**	**What can you see at the coast?**
Year 3 and 4	**Who lives in Antarctica?**	**Why are rainforests important to us?**	**Where does our food come from?**
Year 5 and 6	**Why does population change?**	**Would you like to live in a desert?**	**Where does energy come from?**

Cycle B – KS1 and KS2

Cycle B	Autumn Term	Spring Term	Summer Term
Year 1 and 2	**Where am I? Where do I live?**	**Would you prefer to live in a hot or cold place?**	**What is it like to live in Shanghai?**
Year 3 and 4	**Why do people live near volcanoes?**	**Are all settlements the same?**	**What are rivers and how are they used?**
Year 5 and 6	**What is life like in the Alps?**	**Why do oceans matter?**	**Can I carry out an independent fieldwork enquiry?**

Blue Class – Geography Long Term Plan – Cycle A

	What is it like here?	What is the weather like in the UK?	What can you see at the coast?
Enquiry Question	What is it like here? Locating where we live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds.	What is the weather like in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	What can you see at the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. We will learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.
National Curriculum Links	English 'Pupils should be taught to: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. listen and respond appropriately to adults and their peers.'	English: Spoken language Science: Seasonal changes Maths: Geometry – position and direction Art and design	English: Spoken language Computing Maths: Statistics
Possible fieldwork opportunities	Following simple routes around the school grounds.	Weather station, possibly at local college or university.	Trip to the seaside
Possible end product	Draw a design to improve three areas of the playground using the results from the survey.	Design outfits for a range of weather conditions.	Present findings on how people use the local coast.

Yellow Class – Geography Long Term Plan – Cycle A			
	Who lives in Antarctica?	**Why are rainforests important to us?**	**Where does our food come from?**
Enquiry Question	Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.	Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon.	Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.
National Curriculum Links	Science: States of matter Mathematics: Geometry – position and direction, measurement English: Spoken language British values: Rule of law Computing History Physical education	English: Spoken language, writing Science: Plants, animals including humans, living things and their habitats Mathematics: Statistics British values: Mutual respect; Tolerance of those with different faiths and beliefs History Physical education	English: Spoken language, reading, writing – composition Science: Living things and their habitats, properties and changes of materials Mathematics: Measurement, statistics British values: Individual liberty, democracy Design and technology Computing
Possible fieldwork opportunities	Polar Regions VR Workshop	Carrying out fieldwork at a local forest area that is used by local people.	Local farm shop or food distribution centre or supermarket.
Possible End Product	Create presentation about a plan for an expedition.	Letter/presentation about the importance of conserving the rainforest.	Write an explanation about fair trade and food miles.

Green Class – Geography Long Term Plan – Cycle A

	Why does population change?	Would you live in a desert?	Where does energy come from?
Enquiry Question	Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.	Would you live in a desert? Exploring the biomes and learning about the physical features of a desert and how humans interact with this environment.	Where does energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.
National Curriculum Links	Mathematics: Statistics, number English: Spoken language, writing British values: Mutual respect, tolerance of those with different faiths and beliefs, individual liberty, democracy History Physical education Computing	English: Spoken language, writing – composition Science: evolution and inheritance, states of matter, earth and space, living things and their habitats Mathematics: number – number and place value, statistics Computing	Science: Earth and space English: Spoken language, reading Physical education RSE/PSHE
Possible fieldwork opportunities	Visit to local town undergoing aspects of observable change such as building or roads.	Local biome such as deciduous forest for l=comparison.	Local energy source plant, such as solar or wind farm.
Possible End Product	Create a digital map to plot and compare data collected.	Present the benefits and drawbacks of living in a desert environment.	Information leaflet about renewable energy.

Blue Class – Geography Long Term Plan – Cycle B			
	Where am I? Where do I live?	**Would you prefer to live in a hot or cold place?**	**What is it like to live in Shanghai?**
Enquiry Question	Where am I? Where do I live? Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating our own map using symbols to represent features and thinking about how places on the school grounds make them feel.	Would you prefer to live in a hot or cold place? We will be introduced to the concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.	What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. We will identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. We will compare the human and physical features of Shanghai to features in the local area and make a simple map using the data collected.
National Curriculum Links	English: Spoken language, reading – comprehension Music Computing	English 'Pupils should be taught to: maintain attention and participate actively in collaborative conversations, give well-structured descriptions, explanations and narratives for different purposes	Art and design English: Spoken language Maths: Geometry – position and direction
Possible fieldwork opportunities	Following simple routes around the school grounds.	Weather station, possibly at local college or university.	Local village to explore features of map for comparison.
Possible End Product	Describe to each other how places on the school grounds make them feel.	Writing about the weather using key vocabulary and explaining whether they live in a hot or cold place.	Describe similaries and differences between Shanghai and their locality.

Yellow Class – Geography Long Term Plan – Cycle B			
	Why do people live near volcanoes?	**Are all settlements the same?**	**What are rivers and how are they used?**
Enquiry Question	Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.	Are all settlements the same? Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.	What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.
National Curriculum Links	Science: States of matter, rocks, living things and their habitats, forces English: Spoken language, reading Art and design Computing Physical education	English: Spoken language P.E. History	English: Spoken language Science: States of matter Design and technology: Make P.E Art and design
Possible fieldwork opportunities	Visit to mountainous area to observe and record rock types	Visit to contrasting location – urban environment.	Visit to nature reserve with shallow river investigation opportunities.
Possible End Product	Report/presentation to explain what earthquakes are and where they occur.	Poster presentation comparing two locations.	Plan and deliver a verbal report on the health of a river and improvements needed.

Green Class – Geography Long Term Plan – Cycle B

	What is life like in the alps?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Enquiry Question	What is life like in the alps? Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	Why do oceans matter? Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.	Fieldwork Enquiry Observing,measuring, recording and presenting their own fieldwork study of the local area.
National Curriculum Links	Science: Rocks English: Spoken language, writing – composition British values: Mutual respect, individual liberty P.E RSE & PSHE	English: Writing – composition, spoken language Mathematics: Statistics Computing Physical education RSE/PSHE	British values: Democracy, rule of law, mutual respect, tolerance of those with different faiths and beliefs English: Writing – composition, spoken language Computing Physical education
Possible fieldwork opportunities	Local town to identify huma and physical features.	Nature reserve with water source for exploration.	Visit to local nature reserve or parkland environment.
Possible End Product	Description of life in the Alps.	Present data in charts and explain it to others.	Creating and presenting the outcome of the geographical enquiry question.

Progression Mapping

Geographical concepts

Place

Place signifies more than a geographical location, it encompasses distinctive features, landscape, community and diversity.

Features of a place make it distinct, including both physical and human features.
Landscape and surrounding environment also play a part, whether it's a cityscape or countryside near or far.
Communities are often created when people are connected by their shared experiences of a place.
Diversity refers to the fact that no two places are exactly alike. Places are unique, from the way they make us feel, to their size, type and location.

Understanding and forming an imagination of a 'place' means looking at all these different characteristics together.

Space

Space acts as a foundation for ideas like location, distribution, pattern, interaction, and distance.

Location refers to where something is, whether that's a mountain or a city.
Distribution is about how things are spread out across a space, while pattern refers to how these distributions repeat or vary.
Interaction examines how different elements, such as information, goods and people, within a space relate to and influence each other.
Distance is about how far apart things are within that space.

Pupils learn that these concepts can be observed in various physical and human geographical features like landforms, urban areas, and political systems.

Therefore, understanding 'space' involves examining these features and the relationships between them.

Geographical concepts

Scale

Scale can refer to the size or level of geography, from local to national, international and global. Pupils make links between geographical issues and processes at these different scales. Scale also helps us understand how different geographical concepts are interconnected at various levels.

Interdependence

Interdependence is a key idea, highlighting how everything, including people, places, environments, and processes, are linked together in numerous ways. Pupils gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.

Physical and human processes

Physical and human processes involve understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Pupils learn that the two types of processes are interlinked and influence the other.

Environmental impact and sustainable development

Environmental impact and sustainable development explore the relationship between humans and the Earth. Pupils examine how human activities affect ecosystems and lead to environmental changes, both locally and globally. They look at the importance of using resources sustainably to balance our current needs with those of future generations.

Cultural awareness and diversity

Cultural awareness and diversity help pupils to understand the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community. In addition, they shed light on critical perspectives such as decolonising, and young people's geographies, fostering a more inclusive and diverse understanding of the world around us as well as appreciating different values and attitudes and their influence on geographical issues.

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Progression of understanding

Place

EYFS

Pupils build understanding that:

- Places have names to help people describe where they are.
- Places can be different sizes and types.

Key stage 1

Pupils build understanding that:

- A place is more than just a location, it is about how it looks, what is there and how it makes you feel.
- A place has different features that make it unique.
- Landscape and surrounding environment are important parts of a place.
- No two places are exactly alike.

Lower key stage 2

Pupils build understanding that:

- A 'place' encompasses distinctive features, landscape, community, and diversity.
- A 'place' is shaped by various factors including culture and shared experiences.
- As individuals, they are part of the process of shaping the place where they live.
- People's shared experiences of a place can help people to connect as a community.
- Places are interconnected, influencing and being influenced by other places.

Upper key stage 2

Pupils build understanding that:

- Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment.
- Factors such as socio-economic influences, historical context, and environmental impact can influence a place.
- The significance of different places may vary from person to person.

Progression of understanding	Space

EYFS	Key stage 1
Pupils build understanding that: • Things can be distributed or spread out across a space in different ways.	**Pupils build understanding that:** • Patterns can be seen in the way features are distributed within a space. • How far apart features are in a space can be compared and contrasted.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • The concept of space can be observed in various physical and human geographical features like landforms and urban areas. • 'Space' is linked to ideas like location, distribution, pattern, interaction and distance. • Elements, such as information, goods and people, within a space relate to and influence each other.	**Pupils build understanding that:** • 'Space' involves examining features and the relationships between them. • Pattern, within the concept of 'space', refers to how distributions of things repeat or vary. • That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.

Progression of understanding	Scale

EYFS	Key stage 1
Pupils build understanding that: • Some places are bigger than others.	**Pupils build understanding that:** • Some features of an environment are bigger or smaller than others. • People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent). • Maps are small - scale representations of a place.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Scale can refer to local, national, international and global. • Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. • Different geographical concepts and processes can be observed, interconnected and understood at these different scales.	**Pupils build understanding that:** • Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns. • Geographers examine features and the relationships between them at different scales, depending on their intended outcome. • The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. • When discussing and debating geographical issues the issue of scale is relevant to stakeholders.

Progression of understanding	**Interdependence**

EYFS	Key stage 1
Pupils build understanding that: • Aspects of our world are connected.	**Pupils build understanding that:** • Features and people are connected and rely on each other. • People, places, environments and processes are connected and can affect each other.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Changes or events in one location can affect another, regardless of distance. • Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place. • Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance.	**Pupils build understanding that:** • More complex interdependencies exist, such as how the economy of one place can affect another. • Interdependence shapes our world, such as how trade connects different countries.

Progression of understanding

Physical and human processes

EYFS	Key stage 1
Pupils build understanding that: • The physical environment changes over time.	**Pupils build understanding that:** • Humans can have an impact on our surroundings. • Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Physical changes and human influences like urban growth can change the landscape of an area. • Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss.	**Pupils build understanding that:** • Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. • There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.

Progression of understanding

Environmental impact and sustainable development

EYFS

Pupils build understanding that:

- Taking care of our environment is important and there are ways we can help do this.

Key stage 1

Pupils build understanding that:

- Human activities can impact the environment in many ways and there are things we can do to care for the world around us.
- Human activities can have a positive or negative impact on the environment.

Lower key stage 2

Pupils build understanding that:

- Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally.
- It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling.
- The impact of human activities on ecosystems and the environment may have long-term effects.

Upper key stage 2

Pupils build understanding that:

- There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources.
- There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability.

Progression of understanding	**Cultural awareness and diversity**

EYFS	Key stage 1
Pupils build understanding that: • People have different daily practices and ways of life.	**Pupils build understanding that:** • There are many similarities and differences between the ways of life of people in different places. • That similarities and differences between environments can contribute to cultural diversity.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • They are part of a local, national and global community. • There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment.	**Pupils build understanding that:** • That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics. • Different perspectives can provide different ways of understanding and interpreting the world.

Progression of understanding	Key stage 1

Geographical concept	Pupils build understanding that:	EYFS: Reception		
		Exploring maps	Outdoor adventures	Around the world
Place	• Places have names to help people describe where they are.	✔		✔
	• Places can be different sizes and types.	✔		✔
Space	• Things can be distributed or spread out across a space in different ways.	✔	✔	✔
Scale	• Some places are bigger than others.			✔
Interdependence	• Aspects of our world are connected.	✔	✔	
Physical and human processes	• The physical environment changes over time.	✔	✔	
Environmental impact and sustainable development	• Taking care of our environment is important and there are ways we can help do this.		✔	
Cultural awareness and diversity	• People have different daily practices and ways of life.			✔

Progression of understanding

Key stage 1

Geographical concept	Pupils build understanding that:	Year 1/2 Cycle A			Year 1/2 Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Place	• A place is more than just a location, it is about how it looks, what is there and how it makes you feel.	✔	✔		✔		
	• A place has different features that make it unique.	✔			✔		✔
	• Landscape and surrounding environment are important parts of a place.			✔		✔	
	• No two places are exactly alike.			✔		✔	
Space	• Patterns can be seen in the way features are distributed within a space.	✔			✔		✔
	• How far apart features are in a space can be compared and contrasted.					✔	

Progression of understanding

Key stage 1

Geographical concept	Pupils build understanding that:	Year 1/2 Cycle A			Year 1/2 Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Scale	• Some features of an environment are bigger or smaller than others.	✔			✔		✔
	• People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent).	✔			✔		
	• Maps are small - scale representations of a place.			✔		✔	✔
Interdependence	• Features and people are connected and rely on each other.	✔	✔		✔		✔
	• People, places, environments and processes are connected and can affect each other.			✔		✔	

Progression of understanding

Key stage 1

Geographical concept	Pupils build understanding that:	Year 1/2 Cycle A			Year 1/2 Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Physical and human processes	• Humans can have an impact on our surroundings.	✔			✔		✔
	• Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.			✔			
Environmental impact and sustainable development	• Human activities can impact the environment in many ways and there are things we can do to care for the world around us.	✔					
	• Human activities can have a positive or negative impact on the environment.	✔					
Cultural awareness and diversity	• There are many similarities and differences between the ways of life of people in different places.						✔
	• That similarities and differences between environments can contribute to cultural diversity.			✔		✔	

Progression of understanding	Lower key stage 2

Geographical concept	Pupils build understanding that:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Place	• A 'place' encompasses distinctive features, landscape, community and diversity.	✔	✔	✔	✔	✔	
	• A 'place' is shaped by various factors including culture and shared experiences.		✔	✔	✔		
	• As individuals, they are part of the process of shaping the place where they live.		✔			✔	✔
	• People's shared experiences of a place can help people to connect as a community.	✔	✔	✔	✔		
	• Places are interconnected, influencing and being influenced by other places.		✔	✔		✔	✔
Space	• The concept of space can be observed in various physical and human geographical features like landforms and urban areas.	✔	✔		✔	✔	✔
	• 'Space' is linked to ideas like location, distribution, pattern, interaction and distance.	✔		✔	✔	✔	✔
	• Elements, such as information, goods and people, within a space relate to and influence each other.			✔		✔	✔

Progression of understanding

Lower key stage 2

Geographical concept	Pupils build understanding that:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Scale	• Scale can refer to local, national, international and global.	✔	✔	✔	✔	✔	✔
	• Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution.		✔	✔			
	• Different geographical concepts and processes can be observed, interconnected and understood at these different scales.	✔	✔	✔		✔	✔
Interdependence	• Changes or events in one location can affect another, regardless of distance.	✔	✔	✔			
	• Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place.		✔	✔		✔	
	• Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance.		✔	✔		✔	✔

Progression of understanding

Lower key stage 2

Geographical concept	Pupils build understanding that:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Physical and human processes	• Physical changes and human influences like urban growth can change the landscape of an area.	✔	✔	✔	✔	✔	✔
	• Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss.	✔	✔	✔			
Environmental impact and sustainable development	• Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally.		✔	✔			
	• It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling.	✔	✔	✔			✔
	• The impact of human activities on ecosystems and the environment may have long-term effects.		✔	✔			
Cultural awareness and diversity	• They are part of a local, national and global community.		✔	✔	✔	✔	✔
	• There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment.	✔	✔	✔			✔

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Progression of understanding

Upper key stage 2

Geographical concept	Pupils build understanding that:	Year 5/6 Cycle A			Year 5/6 Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Place	• Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment.	✔	✔	✔	✔	✔	✔
	• Factors such as socio-economic influences, historical context, and environmental impact can influence a place.	✔	✔		✔	✔	✔
	• The significance of different places may vary from person to person.	✔	✔		✔		
Space	• 'Space' involves examining features and the relationships between them.	✔	✔	✔		✔	
	• Pattern, within the concept of 'space', refers to how distributions of things repeat or vary.		✔	✔		✔	
	• That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.	✔	✔	✔			✔
Scale	• Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns.		✔	✔	✔	✔	
	• Geographers examine features and the relationships between them at different scales, depending on their intended outcome.		✔	✔		✔	✔

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Progression of understanding	**Upper key stage 2**

Geographical concept	Pupils build understanding that:	Year 5/6 Cycle A			Year 5/6 Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Scale	• The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues.		✔	✔	✔	✔	
	• When discussing and debating geographical issues the issue of scale is relevant to stakeholders.		✔	✔		✔	
Interdependence	• More complex interdependencies exist, such as how the economy of one place can affect another.	✔		✔	✔	✔	
	• Interdependence shapes our world, such as how trade connects different countries.			✔	✔	✔	
Physical and human processes	• Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels.	✔	✔	✔	✔	✔	✔
	• There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.		✔	✔		✔	

Progression of understanding	Upper key stage 2

Geographical concept	Pupils build understanding that:	Year 5/6 Cycle A			Year 5/6 Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Environmental impact and sustainable development	• There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources.		✔	✔	✔	✔	
	• There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability.		✔	✔	✔	✔	
Cultural awareness and diversity	• That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics.	✔	✔		✔	✔	
	• Different perspectives can provide different ways of understanding and interpreting the world.		✔	✔	✔	✔	✔