

Overview - Geography Concepts

Concept

Why is it important for our pupils?

How does it progress from EYFS to Year 6.

Place, Space and Scale



Place - locational knowledge - where is a given place positioned in the world?

Space - how is the area used, lived in and structured based on its location and environment?

Scale - how can the area be examined at different spatial levels (personal, local, regional, national and global)?

Studying geography provides children with an awareness of place and space in the world at a range of scales.

At Great Chart Primary School, children learn how the world is mapped out and the locations of its continents, oceans, countries and most prominent physical and human features. It is important that they know where the UK and their locality is positioned in relation to the rest of the world. Their knowledge should extend beyond the UK, with a focus on Europe and North and South America, although the position of all continents is explored.

- In EYFS, children learn where they live in the UK and our position in the world. They are introduced to maps.
- Year 1 - the location of the 4 countries of the UK, capital cities and surrounding seas are learned, including our position in the UK, Europe and globally; formal introduction to maps and positional language. Alternative location studied: Kenya.
- Year 2 - continents and oceans are explored and the Equator and Polar regions are introduced. A variety of maps at large-scale used along with introduction to the 4 compass points and basic coordinates. Alternative location studied: China.

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Map reading involves decoding, interpreting, comprehending and analysing the world in order to learn vital life skills. These include understanding where they are in the world and being able to find their way to other places as well as recognising the features and aspects of varying landscapes.

Children should understand how areas are used and lived in based upon their location and environment. Studying areas at different scales cultivates children's spatial awareness and allows them to develop an accurate representation of the world.

- Year 3 - world boundaries are identified with a focus on Europe. Map work using basic coordinates and OS symbols to find locations.
- Year 4 - in-depth exploration of European locations and an introduction to North America using maps at different scales; final major lines of latitude studied.
- Year 5 - the world's major physical features are examined with an emphasis on North America; lines of latitude and longitude explained. OS maps, symbols and scales explored and 8 compass points used. 4 figure grid referencing used.
- Year 6 - an in-depth discovery of South America, using a range of maps at different scales and a deeper exploration of time zones. 6 figure grid referencing introduced.

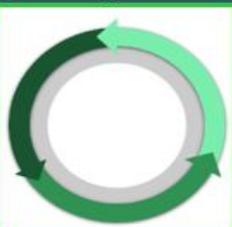
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Human Impact and Interdependence



The difference between physical, human and political geography.

Interdependence - how humans impact the world and are impacted by their environment.

Sustainable development - how can we live in harmony with our surroundings?

Children should recognise that the world, and its organisms, including humans, are interdependent and are impacted and influenced by one another.

They should understand that the world is divided up through its physical features, such as mountain ranges, seas and oceans, and as a consequence of human organisation, for example, world boundaries and country names.

Through the comparison of historical maps, the concept of landscape changing over time, as a result of both physical and human events should be appreciated.

Children should also learn how land is used by humans for settlement, farming and natural resources and how people across the world connect through trade.

It is critical that children understand how humans can impact the world in both a positive and negative way and the significance of sustainable development to ensure our survival on the planet.

- EYFS - children investigate and explore how people interact with the world.
- Year 1 - the difference between physical and human geography is introduced. Children begin to make comparisons between the way humans live in contrasting locations.
- Year 2 - children explore different human geographical concepts in more depth looking at, and comparing, landmarks in contrasting locations. Children begin to consider how the land is used in different parts of the world and how people adapt to seasonal change. Children are introduced to the concepts of importing and exporting goods.

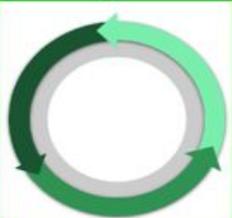
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- Year 3 - the difference between human and physical geography continues to be discussed the impact humans are having on the planet in terms of pollution is explored with a focus on the use and disposal of plastics including reducing, re-using and recycling. Children learn what a natural resource is and explore how humans use fossil fuels and renewable energy. Land usage is also studied and the changing landscape over time with a focus on the impact of the Roman Empire on both Britain and the rest of the world.
- Year 4 - children examine the varying physical and human features of our locality and of countries across Europe (landmarks, population) and compare the landscape across time using historical maps. Local amenities are studied and data from the community is gathered to uncover opinions on the vicinity.

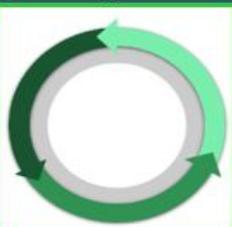
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- Year 4 - how humans have developed knowledge to tackle extreme weather events (measuring, predicting and protecting) with a focus on North America. How have humans impacted global warming, the effects on The Arctic and human interventions to overcome these issues.
- Year 5 - the rise and fall of the British Empire and its impact on Britain and the rest of the world. An in-depth study is conducted of North America and how humans have impacted both the landscape and environment both positively and negatively. Children also explore mountains and rivers and look at how these landscapes impact humans and vice versa, for example, why settlements develop around rivers and river pollution.

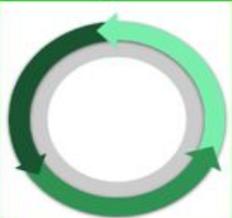
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- Year 5 - How is the Earth divided up? Children discuss the differences between natural divisions and those created by humans - including continents, countries, borders, biomes, time zones, tectonic plates etc. Biomes are studied in detail and how and why people live in and adapt to different biomes.
- Year 6 - children compare the landscapes and climates of South America and Britain and how people live differently within those areas as a result of these differences. How is the tourist industry impacted by this and how does it affect countries/areas that attract high levels of tourists? A focus on The Andes and where people live in these mountainous regions. How does location affect agriculture and trade in South America? What is the impact of this on the environment i.e. deforestation?

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Culture and Diversity



Culture - exploring differences in cultures from around the world and a local level.

How do humans live in their distinct environments?

Diversity - celebrating differences amongst the people of the world.

It is important that children are aware of the diversity of people and cultures both around the world and within their own communities.

Differences in the way humans live in and relate to their environments should be explored and an appreciation of why people view the world differently, as a consequence of this, should be learned.

Difference should be celebrated with a recognition for the positive contributions every society makes to the planet. Inclusion, acceptance and tolerance are actively taught concepts and discrimination clearly defined and eliminated.

- EYFS - children investigate and explore how people interact with the world.
- Year 1 - children study the lives and culture of the people in Kenya, with a focus on the Maasai Tribe and their clothes and jewellery. They draw comparisons with their own lives.
- Year 2 - the culture, activities and traditions of China are explored to include language, currency, food and schooling. Diversity is discussed through comparisons between Beijing and London.
- Year 3 - Roman Britain - changing cultures as a result of invasion and opposition to those changes in the shape of Boudicca.
- Year 4 - how do different countries develop an identity? Looking at differences in culture across European locations including flags, language, currency and cuisine. How does this compare to our culture?

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- Year 5 - how have British attitudes towards Empire changed over time? Culture and diversity across the spread of North America is discussed including that of the Native American Indians (population, culture, food, language and music). Children compare river and mountain cultures and look at differences in people's lives between The Himalayas, The Ganges and The Thames.
- Year 6 - children compare and contrast varying cultures in South America with the UK and conduct an in-depth study of how people live in their distinct environment depending upon the region, climate, trade and environmental pressures.