

# Geographical Concepts

## Map skills

decoding	constructing	analysing distributions & relationships	route-finding	interpreting
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## Fieldwork

observe	measure	record	Present
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## Similarities and Differences

places, localities, regions	human & physical
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## Significance

places	features
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## Cause and Consequence

Understanding the effect of humans and nature on landscapes and settlements

## Continuity and change

How and why physical and human features have changed over time

## Responsibility

human behaviour	climate change	sustainability
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## Communication (Oracy)

geographical terms	processes & trends	present & interpret data
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## Enquiry

observe & collect	interpret data	draw conclusions	Present findings
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# Substantive Concepts

## Place

Location	Locale	Sense of Place
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## Scale

Local	National	International
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## Environmental Impact

pollution	global warming & climate change	deforestation & mining	glaciation
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## Interdependence

Economy	Trade
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## Physical & Human Processes

Natural					Man-made		
biomes	climate	bodies of water	tectonics	topography	settlements	roads & bridges	buildings

## Cultural Diversity

language	religion	Indigenous people	Ethnicity
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# Geographical Concepts

Place

Scale

Environmental  
impact

Interdependence

Physical  
& human  
processes

Cultural  
diversity

**Place** - describes the physical and human characteristics of any location on Earth

**Scale** - rural to urban, national to international or from a local to global context.

**Environment** - the world, including plants and animals, that surrounds us and the conditions we live in

**Interdependence** - means that what happens in one place increasingly has impacts on other places. If a natural disaster or conflict impacts negatively on a host country for migrants, then the value of remittances sent to their home (source) countries may be reduced.

**Physical & human processes** – things that you can see all around you. Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. Human features are things like houses, roads and bridges.

**Cultural diversity** - A society's culture include its social institutions like its political structure. One country can be made up of people from many different cultures and one cultural group can exist in more than one country.

# How children's understanding of Place develops

Place		
Location	Locale	Sense of Place

REC

In EYFS, children are introduced to the concept of place by exploring the world around them. They are encouraged to ask and answer questions about the environments around them and to investigate plants and animals they may see in their outdoor area. Through RE they will also focus on places that are particularly special to them and their families.

Y1

Children begin to understand that there are different types of settlements. They learn about the school locality of St. Just and know that it is a small town in Cornwall. Children know what the UK looks like on a map and are able to locate it. Pupils begin explore atlases and know that they can be used to locate places. Pupils know that the Arctic circle is in the northern most part of the world and explore why it is colder near the poles and hotter near the equator. Children make comparisons between St. Just and the Arctic.

Y2

Children build on their knowledge of settlements from year 1. They learn about their local area and how and why it has changed over time. They will build their own maps of St Just and label them with a key. Children can locate and label the countries and capital cities of the UK. They can describe what a continent is and where they are on a world map. They can use the 8 points of a compass to describe movement around the world. Children will use aerial maps to locate UK and St Just. Children will learn what the equator is and where it is on a world map.

Children will compare human and physical features of a non- European country (Australia) to the UK and then compare a specific area in Australia with St Just.

Y3

Maps: Children know what earth looks like from space, the 7 continents, about maps of the world and closer locality.

Volcanoes: Children know that Mount Etna is located in **Sicily** and is one of the largest volcanoes on Earth. Using knowledge of how to use an atlas and map reading, locate Sicily and Mount Etna on a map.

Rivers: Identify the five oceans: **Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean**. Know that the UK is surrounded by: **The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean**.

Know the five longest rivers in the UK: **Severn** (354km) **Thames** (346km) **Trent** (298km) **Great Ouse** (230km) **Wye** (215km)

Know that the main river through the South West of England is The River Severn (354km). Plot these 6 rivers on a map of the UK. Know the five longest rivers in the world: **Nile** (6700km) **Africa Amazon** (6400km) **South America Yangtze** (6300km) **Asia Mississippi-Missouri** (6000km) **North America Yenisei-Angara-Selenga** (5500km) **Europe/Asia**

Know the names and locations of the seven continents: **Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica**. Use knowledge of continents to plot these rivers on a map of the world.

Y4

**Iceland:** Children learn that Iceland is a European island country located in the North Atlantic Ocean/. Iceland has a high latitude, located just outside the Arctic Circle. Iceland covers an area of 102,775 sq. km. It is the 17th largest European country. About 360,400 people live in Iceland – it has the sparsest population density in Europe. The capital city of Iceland is Reykjavik. About two-thirds of the population of Iceland live in Reykjavik and its surrounding suburbs. Iceland has many geysers, lava fields & glaciers.

**Rainforests:** Children learn that rainforests are located within the tropics and have one season. Children learn that the Amazon rainforest is located in nine South American countries with 60% in Brazil.

**Cornwall:** Children learn about the mining landscape of their locality within Cornwall. They use maps to locate mines in their locale and further afield throughout Cornwall.

Y5

**Polar regions:** Children learn that the Polar regions are the top and bottom of earth. They are characterized by extremely cold temperatures, heavy glaciation wherever there is sufficient precipitation to form permanent ice, short and still cold summers, and extreme variations in daylight hours, with twenty-four hours of daylight in summer, and complete darkness at mid-winter.

**Greek and Hebridean Islands:** Children learn that Greece is a mountainous country with the longest coastline in Europe filled with two smaller peninsulas and thousands of islands. The **Hebrides** are a Scottish archipelago off the west coast of the Scottish mainland. The islands fall into two main groups, based on their proximity to the mainland: Inner and Outer Hebrides.

**National Parks:** There are 15 National Parks across the United Kingdom, National Parks are an area of the countryside that is protected by law. The laws are in place to: make sure the history, land and wildlife of the area are protected. improve the area.

Y6

**Galapagos Islands:** Children know that the **Galapagos Islands** (where Darwin made many of his observations) are located 1000km (800 miles) off the coast of **Ecuador, South America**; that the Galapagos Islands are located in the **Pacific Ocean**; locate the Galapagos Islands on a map; that the Galapagos Islands are located on the **Equator**, that the Galapagos Islands have a warm climate due to their proximity to the equator, that the Galapagos **archipelago** is made up of 14 large islands, 7 smaller islands and over 100 rocks and islets that an **archipelago** is a collection or group of islands.

Understand that **Central America** and **Mexico** are located in south **North America**.

# How children's understanding of Scale develops

Scale		
Local	National	International

REC

In the EYFS Geography begins with the children looking at the importance of the world immediately around them.  
 Personal place (home, school etc.)  
 Local area (town)  
 Start to look at the globe - Around the world  
 Comparing something the children can see and experience at a local level (for example weather) and looking at patterns nationally and globally

Y1

Y2

7 continents on a world map and what they are.  
 Locate the equator and the countries that it runs through.  
 Look at Australia and how it compares to the UK. Human and Physical features of Australia, what it's territories are.

Y3

**Maps:** Children will know about global maps, as well as maps in the local area  
**Rivers:** Know the five longest rivers in the UK: **Severn** (354km) **Thames** (346km) **Trent** (298km) **Great Ouse** (230km) **Wye** (215km)  
 Know that the main river through the South West of England is The River Severn (354km).  
 Plot these 6 rivers on a map of the UK. Know the five longest rivers in the world: **Nile** (6700km) **Africa Amazon** (6400km) **South America Yangtze** (6300km) **Asia Mississippi-Missouri** (6000km) **North America Yenisei-Angara-Selenga** (5500km) **Europe/Asia**.  
 Know the names and locations of the seven continents: **Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica**. Use knowledge of continents to plot these rivers on a map of the world.

Y4

**Iceland:** Children recall what they learnt in Y1 about the location of the equator and where the polar regions are located. Children learn that the earth is divided into the northern and southern hemispheres. Children learn the main lines of latitude (Equator, Tropic of Cancer & Capricorn, Arctic and Antarctic circles) Children learn that Iceland is part of Europe, specifically northern Europe.  
**Rainforests:** Children learn that the Amazon is the world's largest rainforest and is located in South America. Children learn that the Amazon cover nine countries.  
**Cornwall:** Children learn why Cornwall has a mining landscape.

Y5

**Polar Regions:** Discuss towering icebergs, expansive icy horizons.  
**Greek Islands:** Santorini towering cliffs. **Hebridean:** A scale that transitions from remote rural communities to vibrant urban centres.  
**National Parks:** Lake District: Captures essence of both local charm and global appeal as its scale transcends boundaries, from its rural villages to urban centres. Vast mountains and expansive lakes – make scale comparisons with other mountains and lakes. Dartmoor: Moorlands and towering tors showcase the immense scale of nature. Discuss vast open spaces.

Y6

**Central America & Mexico:** Children know that there are 7 continents and identify them on a map of the world: **Europe, North America, South America, Africa, Asia, Oceania and Antarctica**; that North America is a continent made up of 23 countries; Central America is the name given to a collection of countries in North America: **Panama, Costa Rica, Nicaragua, Honduras, El Salvador, Guatemala, and Belize**, that **Mexico** is a country in North America.

# How children's understanding of Environmental impact develops

Environmental Impact			
Pollution	Global warming & climate change	Deforestation, mining, logging & burning	Glaciation

REC

Y1

Y2

Y3

**Volcanoes:** Children know and understand the environmental impact of volcanoes, tsunamis, earthquakes etc... on the environment.

**Rivers:** Children understand environmental damage that can be done to rivers that effects eco systems and the seas and oceans.

Y4

**Rainforests:** Children learn the impact that threats to the Amazon, such as deforestation, logging, mining and burning. have on a rainforest environment and the indigenous peoples lives who inhabit it. Children learn that Carbon is a **greenhouse gas**, which means it traps heat from the sun in our atmosphere and makes the temperature around the world hotter. This is called **global warming**. Therefore, we need to plant more trees and stop cutting them down. Children learn that trees absorb carbon dioxide in our atmosphere to keep the Earth from getting too hot and causing **droughts** and melting ice in the polar regions. Children learn that indigenous people look after their land in an environmentally-friendly way.

Y5

**Polar regions:** harsh and unforgiving conditions. Polar bears, arctic foxes, hardy mosses and lichens. These icy realms demonstrate the adaptability of species to survive in extreme and ever-changing conditions.

**Greek or Hebridean islands?** Greek Islands: Flora and fauna that flourish in the Mediterranean climate. Olive groves, cypres trees, wildflowers, dolphins, sea turtles, various bird species. Hebridean islands: animal and plant life that resiliently adapt to the rugged conditions. Heather-clad moors, woodlands, coastal cliffs, red deer, otters, seabirds and seals.

**National parks:** Lake District: red deer, rare orchids, wildflowers, ecosystem thrives in the temperature climate and diverse habitats. Dartmoor: Flora and fauna, heather-covered moors, woodlands, rushing rivers, ponies, rare bird species, diverse plant life.

Y6

**Galapagos Islands and** - Children know that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.

**Central America and Mexico** – Children know that farming can have a negative impact on the local environment; that in desert regions farm animals are eating all the grass and shrubs, which is destroying the habitats of the wild animals. Know that rainforests have been chopped down, to make room to grow crops; that, although farming has negative implications for the environment, many poor people are reliant on farming for their livelihoods. Governments in Mexico and Central America are trying to support people to farm in a way which will protect the land.

# How children's understanding of Interdependence develops

## Interdependence

Economy

Trade

REC

In EYFS, children are encouraged to explore their local area and the key roles within it. They begin to understand the importance of people and places working together. We draw a large focus on interdependence within the Summer Term, when we look at the jobs that people do within our local community.

Y1

Y2

**Australia:** What is a settlement? Why might the aboriginal people have settled here? How might they have traded goods?

Y3

Y4

**Iceland:** Children learn that Iceland is an island nation in the north Atlantic Ocean and its economy is small and vulnerable to trends in the world economy. In history, children learn that Iceland was an important trading centre for the Vikings. Children learn that the main trading partner of Iceland is the EU and its member countries. Children learn that Iceland has a number of natural resources, for example arable land, livestock, fish and geothermal energy.

Y5

**Polar Regions:** melting ice due to climate change can lead to increased coastal erosion and the risk of icebergs. In the Antarctic, occasional volcanic activity and glacial outbursts can pose localised hazards.

**Greek or Hebridean Islands?** Greek Islands: Relatively rare, but can experience events such as earthquakes, wildfires and severe storms. Could impact the travel and tourism industry, as potential visitors may reconsider their plans due to safety concerns. Hebridean islands: Severe storms and coastal erosion can cause damage to infrastructure, disrupt transportation, and pose risks to local communities. Highlight the vulnerability of island ecosystems.

**National Parks:** Less prone to extreme natural disasters. However, they can still experience occasional weather-related events such as storms, flooding, and landslides. These can cause local disruptions and require emergency response efforts to ensure visitor safety and protect the ecosystems within the parks.

Y6

**Central America and Mexico:** Children know that **Trade** is the activity of buying, selling, or exchanging **goods** or services between people, firms, or countries; that the Mayans traded amongst themselves because each city state did not have all the **resources** necessary for everyday life; that they traded scraps of gold and copper metals and they bought and sold finished crafts such as jewellery, clothing, weapons and tools. Understand that Mayans traded between cities trekking through the forests to reach their destination that Mayans began to make **paved** paths through some parts of the forest to make trade easier. Know that any **goods** were **exported** to Mexico where the Aztec people had settled; that the sea was the easiest way for Maya traders to transport goods - they travelled in large wooden canoes around the coast; understand that the Maya didn't have **currency** such as coins and banknotes like we do, so swapped one thing for another or sometimes used **cocoabeans** like money as they were valuable understand that in modern day, people living in these regions still trade goods, understand that they utilize the fertile soil to grow crops, which they sell to the wider world; understand that we still use trade in modern day, although it has become more sophisticated and goods are sold for money.

# How children's understanding of Physical & human processes develops

## Physical & Human Processes

Natural					Man-made		
biomes	climate	bodies of water	tectonics	topography	settlements	roads & bridges	buildings

REC

Children learn about their immediate locality so they learn about places around our school and grounds. They talk about the features of their own immediate physical environment and how environments might vary from one another. They learn about familiar features such as houses, farms and shops building on their everyday experiences.

Y1

Children learn the difference between physical and human features and can identify them in the school locality of St. Just. They use this knowledge to help them compare the similarities and differences between St. Just and the Arctic.

Y2

Children learn the difference between physical and human features (built on from year 1) and identify and locate them on a map of Australia and UK. Children will compare them and discuss reasons for their development.

Y3

**Maps:** Children know what physical and human features look like on a map. **Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

**Human Features:** Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.

**Volcanoes:** Children understand physical features around the site of Mount Etna. **Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

**Rivers:** Children understand the physical features around a river. **Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Y4

**Iceland:** Children know Iceland is in the northern Atlantic Ocean. The terrain of Iceland is mostly plateaus, however there are also mountain ranges dotted across the island. The island is also deeply indented by ice fields, bays and fjords. Iceland is cold, but relatively mild when considering its latitude. It is warmed by the currents of the Atlantic Ocean. In Reykjavik, the temperature ranges from about 1°C in winter to around 11°C in summer. The highest point in Iceland is Hvannadalshnúkur at 2,110m high. The longest river in Iceland is the Thjorsa River at 230km long. The Northern Lights are a natural phenomenon that can be seen from Iceland. Iceland is divided into 8 different regions. Most people live in the southern regions. The northern regions are extremely cold and sparse. Children know Iceland's history has been one of survival. Since Vikings first populated the area around the 9th Century, it has faced several human and natural challenges. It retains a Scandinavian-type culture and thriving tourism industry.

**Rainforests:** Children know rainforests are a type of biome, along with desert, tundra, grasslands, savannahs. Children know that a rainforest is a type of biome where it is always hot, humid and wet. Children know that the Amazon is the world's second longest river (6,400 km) after the Nile. Children know that the city of Manaus is located within the heart of the Amazon rainforest.

**Cornwall:** Children know that Cornwall is surrounded by granite cliffs and has a temperate climate

Y5

**Polar regions:** Arctic – covered by water and most of that water is frozen, mountainous islands, fjords, icebergs and glaciers. Antarctic – mountains, seas, valleys, icebergs, volcanoes. Arctic – home to 4 million people, the Arctic experiences extreme cold in winter, making outdoor activities perilous without proper gear. Harsh weather complicates travel and heating homes is costly without trees. Mining, oil/gas extraction, and fishing are significant industries. Antarctic – uninhabited due to extreme cold, scientists intermittently research ice and wildlife. Tourists occasionally visit during summer, but there are no permanent settlements.

**Greek and Hebridean Islands Greece,** located further south and closer to the equator, enjoys warmer climate compared to the UK. Divided into mainland, islands, and Peloponnese peninsular. Rugged mountains, forests, and lakes. Thousands of islands adorn the Aegean, Mediterranean, and Ionian Seas, attracting millions of tourists. Greece boasts Europe's longest coastline and notable mountain ranges. **Hebridean Islands** – coastal cliffs and sea stacks, beaches, mountainous terrain, machair, lochs and freshwater lochans, peat bogs.

**National Parks: Lake District** – Uplands formed during glacial period. Scafell Pike as the highest peak. Over 14 lakes formed by deep glacial valleys. Seathwaite gets most rainfall in England, creating large lakes. Climate change leads to extreme weather impacting woodlands, plants, peat, and lake levels. **Dartmoor** – Wild upland moorland in Devon. Vast, open moorlands with high tors. Largest and highest upland in southern Britain, with strong winds, high rainfall. Extensive footpaths and bridleways. Rich reserve for rare plants, animals, lichens, butterflies, insects, and diverse bird species. (Human Features): **Lake District** – Relies on tourism with 16 million visitors engaging in outdoor activities. Tourism supports local economy but poses challenges like parking, housing affordability, and impact on local businesses. **Dartmoor** – Popular tourist destination due to unspoiled scenery, wildlife, various activities like walking, cycling, camping. Tourism benefits local economy, protecting nature, creating jobs.

Y6

**Mexico and Central America - Climate:** Children know that Mexico and Central America are located near to the Equator, which influences their climate; that Central America and Mexico have an overall humid, tropical climate with distinct dry and rainy seasons throughout the region. **Biomes:** Children know that Mexico and Central America are made up of **tropical rainforest** and **desert biomes**. **Rainforest:** Tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to half of the world's plants and animals. Orangutans, parrots, and the poison dart frog are some of the many rainforest animals. **Desert:** these biomes are also near the Equator and are very dry and are very hot. Not many plants and animals can live here. Deserts are the driest biome. Cacti one type of plant that can survive the dry conditions. Rattlesnakes, lizards and owls are some of the animals of this biome.



# How children's understanding of Cultural diversity develops

## Cultural Diversity

Language

Religion

Indigenous people

Ethnicity

REC

Understanding of Cultural Diversity is taught through all areas of learning within the EYFS. Beginning by looking at our own families within the autumn term, children begin to discuss similarities and differences within the classroom. Children are exposed to different cultures through high quality texts throughout the year, as well as focuses on specific cultures within our curriculum when studying celebrations such as Lunar New Year, Diwali etc.

Y1

When making comparisons with the Arctic, children will learn about Inuit people and consider the similarities and differences in our ways of life.

Y2

Children learn that the Aboriginal people were the indigenous people of Australia before white European settlers arrived in 18<sup>th</sup> century.

Y3

Y4

**Iceland:** Children learn Iceland's history has been one of survival. Since Vikings first populated the area around the 9th Century, it has faced several human and natural challenges. It retains a Scandinavian-type culture and thriving tourism industry. Children will learn the population speak Icelandic.

**Rainforests:** Children learn there are roughly 400 indigenous tribes that live in the Amazon rainforest. Children learn the Amazon region is home to nearly 50 million people and the most widely spoken language is Portuguese, followed closely by Spanish.

**Cornwall:** Children learn that 97% of Cornwall's population is 'white' British. They learn that the overwhelming majority of people in Cornwall identify as Christian.

Y5

**Polar Regions:** Indigenous peoples, such as the Inuit in the Arctic and the Sami in the Arctic and Subarctic, have rich cultural traditions, including languages, arts and knowledge of the land. Arctic council play a role in promoting cooperation and addressing shared challenges, including environmental protection and sustainable development.

**Greek or Hebridean islands?** Greek islands: Long history of different civilisations and influences that has shaped Greek society and diverse identity. Parliamentary republic, it has democratic political system that values citizen participation and political dialogue. Multiparty system with different parties representing a range of ideologies and perspectives. Hebridean islands: Exhibit a unique cultural diversity, deeply rooted in their Gaelic heritage and historical influences. Mix of traditions including language, music, storytelling and folklore. Political framework of Scotland and United Kingdom.

**National Parks:** Combination of national, regional and local authorities. National Parks Authorities and local councils play a role in managing and conserving the parks while considering the interests of local communities and

Y6

**Mexico and Central America:** To know that the Mayans lived on the continent of **North America**, that the Mayan civilisation spanned over several North American countries: **Mexico, Belize, Guatemala, Honduras and El Salvador**. Know the locations of and plot these Mayan cities on a map: **Chichen Itza, Tikal**; that Mayan towns and cities developed as travellers **settled** where food and water were plentiful; that water was needed for drinking and a source of food from the fish living in the rivers, so early settlements often occurred near **sources** of food and water; that there were many **volcanoes** in this area which provide very **fertile** soil for growing crops. Understand that these **natural resources** are still used in modern day; that settlements change over time, depending on the needs of people. Know that in Mayan times settlements were basic with: huts, temples and monuments; that in Mayan times, settlements developed in areas with natural resources that were beneficial to farming. Know that in Mayan times land was used to farm crops.

	Place	Scale	Environmental impact	Interdependence	Physical & human processes	Cultural diversity
EYFS	✓	✓		✓	✓	✓
Y1	✓				✓	✓
Y2	✓	✓		✓	✓	✓
Y3	✓	✓	✓		✓	
Y4	✓	✓	✓	✓	✓	✓
Y5	✓	✓	✓	✓	✓	✓
Y6	✓	✓	✓	✓	✓	✓