## Geography – Key Concepts Progression:

This document outlines the key concepts that drive our Geography curriculum.

| Key Concept | Related ideas | Summary | Description |
|---|---|---|---|
| **Place**  | Local, regions | Understanding what places are like, how they differ, how they change, and how they are perceived by people. | The concept of place refers to the characteristics of a particular location on the Earth's surface. At Deighton Gates, this concept also incorporates the ideas of locality (Wetherby) and regions (Yorkshire).<br><br>The concept of place is important in geography because it helps pupils to understand how different locations are unique and how they contribute to the diversity of the Earth's surface. By studying a place, pupils gain insights into the ways that people interact with their environment and with each other. Geographers use a variety of tools and methods to study the concept of place, including maps, field observations, interviews, and surveys. They also use concepts like sense of place and place identity to explore the emotional and cultural meanings that people attach to particular locations. |
| **Space**  | Location | Understanding where things are located, how they are arranged, and the patterns and connections between them. | The concept of space and location is important because it helps pupils to understand the spatial relationships between different places and features on the Earth's surface<br><br>There are two types of location within this Place concept: absolute location and relative location. *Absolute location* refers to the exact position of a place on the Earth's surface, typically expressed using latitude and longitude coordinates. Together, these coordinates provide a precise location for any point on the Earth's surface. *Relative location*, refers to the position of a place in relation to other places or features on the Earth's surface. This can be described using directions, distances, or landmarks. |
| **Scale**  | | Understanding geography at different levels, from local to global, and how these scales interact. | The concept of scale refers to understanding geography at different levels, from local to global, and how these levels are connected. Pupils learn to consider how geographical features, patterns and issues can be viewed at different scales, such as within their local area (Wetherby), the wider region (Yorkshire), the United Kingdom, or globally.<br><br>Understanding scale is important in geography because it helps pupils to recognise that the same place or issue can be understood in different ways depending on how “zoomed in” or “zoomed out” they are. By learning about scale, pupils develop an awareness of how local actions can have wider impacts, and how global processes influence people and places at a local level. |

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|---|---|---|---|
| **Connection**  | Environmental, globalisation | Understanding how humans and physical environments interact and depend on one another. | The concept of connection refers to relationships and interactions between places and people across space and time: including transportation and communication networks, economic and political systems, and cultural and social exchanges. Pupils study connections to better understand how different parts of the world link together and how these links affect human and environmental systems. By analysing these connections, pupils can gain insights into the causes and consequences of global issues such as climate change, migration, and economic inequality.<br><br>The concept of connection is an important part of geography because it helps pupils to understand the complex relationships between people and places, and how these relationships are changing over time. |
| **Processes**  | Human, physical | Understanding how natural and human processes shape the Earth's features and how they change over time. | The concept of processes focuses on the natural and human actions that shape the Earth's physical and human features over time. This includes physical processes such as weather, erosion, the water cycle and tectonic activity, alongside human processes such as settlement, trade, industry and land use.<br><br>The concept of processes is important because it helps pupils to understand how and why places change. By studying these processes, pupils can begin to explain patterns they see in the world, such as why rivers flood, why cities grow, or how environments are affected by human activity. This understanding supports pupils in thinking critically about how the world works and how it may continue to change in the future. |

**Concept-Led Progression:** This table shows how each core geographical concept is deliberately developed across the curriculum. Pupils revisit concepts in different contexts to deepen their understanding over time.

| Concept | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Place** | • Around the World<br>• Life in the City | • Where do I live?<br>• Arctic | • European Neighbours<br>• India | • Countries of the World | • Grand Canyon | • Our Local Area<br>• South America<br>• Scandinavia |
| **Space** | • Around the World | • Where do I live?<br>• Map Makers | • European Neighbours | • Countries of the World | | • Scandinavia |
| **Scale** | • Around the World | • Where do I Live?<br>• Map Makers | • European Neighbours<br>• India<br>• Rainforest | • Countries of the World | • Grand Canyon<br>• Water World | • South America<br>• Scandinavia |
| **Connection** | | • Map Makers<br>• Arctic | • Rainforest<br>• India | • Earning a Living<br>• Volcanoes | • Grand Canyon<br>• Water World<br>Extreme Earth | • South America<br>• Our Local Area |
| **Processes** | • Four Seasons<br>• Life in the City | | • Rainforest<br>• India | • Volcanoes<br>• Earning a Living | • Grand Canyon<br>• Extreme Earth | |

**Unit-Led Progression:** This table identifies the key geographical concepts that are prioritised within each unit. Focusing on one or two concepts ensures depth of understanding rather than superficial coverage.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 1** | **Four Seasons**<br><br>Processes, Connection<br><br>Explores physical processes through understanding seasonal weather patterns. | | **Around the World**<br><br>Place, Space<br><br>Develops locational knowledge and global place awareness across continents. | | | **Life in the City**<br><br>Place, Processes<br><br>Examines human and physical features and how they shape urban environments. |
| **Year 2** | **Where Do I Live?**<br><br>Place, Scale<br><br>Deepens understanding of place and scale from local to national and global. | | **Let's Go to the Arctic**<br><br>Place, Connection<br><br>Explores physical environment and human adaptation in a contrasting polar region. | | **Map Makers**<br><br>Space, Scale<br><br>Develops spatial thinking through mapping, direction and representation. | |
| **Year 3** | **Rainforest**<br><br>Processes, Connection<br><br>Explores environment and interconnection through ecosystems and sustainability. | | **European Neighbours**<br><br>Space, Scale<br><br>Builds regional place knowledge and comparison within a continent. | | **India**<br><br>Place, Processes<br><br>Examines climate, physical processes and diversity within a contrasting country. | |
| **Year 4** | | | **Volcanoes**<br><br>Processes, Connection<br><br>Explains physical processes and their impact on landscapes and people. | **Countries of the World**<br><br>Space, Scale<br><br>Strengthens locational knowledge and global spatial awareness. | **Earning a Living**<br><br>Connection, Processes<br><br>Explores human processes and economic interdependence. | |
| **Year 5** | | **Grand Canyon**<br><br>Processes, Scale<br><br>Investigates physical processes such as erosion and landscape formation. | **Water World**<br><br>Connection, Processes<br><br>Explores the water cycle and environmental interconnection. | | **Extreme Earth**<br><br>Processes, Connection<br><br>Examines extreme physical processes and their impacts. | |

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|---|---|---|---|---|---|---|
| **Year 6** | | **Local Area**<br><br>Place, Connection<br><br>Applies geographical understanding to local place and land use. | | **South America**<br><br>Place, Space<br><br>Develops regional study linking place, scale and interconnection. | | **Scandinavia**<br><br>Place, Space<br><br>Compares regions to understand physical and human diversity and climate. |