


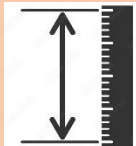


# Progression of Key Concepts: Geography

Concept	Year Group	
<b>Place</b>  	F1	Children will begin to understand what a village is and that we live in a village. Children will begin to understand the concept of a country as a place that is larger than a village and that the world is made up of lots of countries.
	F2	Children will embed their understanding of what a village is and that we live in a village. Children will further their understanding of the concept of a country as a place that is larger than a village and that the world is made up of lots of countries.
	Y1	To understand that places can be marked on a map and that they are different / the same around the world.
	Y2	To understand that different people feel a sense of belonging to different places and think about the reasons for this.
	Y3	Understand how the UK is split in different ways: 4 countries of the UK. cities in the UK, counties in the UK and consider similarities / differences.
	Y4	Describe the physical and human characteristics of locations (8 major cities). Consider the terms outsider / insider.
	Y5	Explore a <i>sense of place</i> and the impact of globalisation on our exposure to more cultures, languages, music, food and ideas.
	Y6	Clearly describe the physical and human characteristics of multiple locations on Earth. Explore different types of maps e.g. political, monetary, etc.
<b>Connections</b>  	F1	Children will understand that we can connect with other countries by travelling to see them using different forms of transport. Children know that we can find out about other countries e.g. the weather by looking in books.
	F2	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	Y1	To understand that people in the UK can connect with other places around the world and explore how we can do this.
	Y2	To understand how we can make connections with different places we have belonged to if we move around.
	Y3	Understand how the UK is connected through rail links, road links etc. (human geography) Knowing that the UK is a country in Europe and look at transport links and physical links e.g. seas, rivers etc.
	Y4	To understand that people settle near rivers because it has helped us reach other locations easily.
	Y5	Explore the concept of a global village - i.e. the shrinking of the world into a village with electronic media.
	Y6	To understand time zones and their impact on trade. E.g. stock exchange. Explore when not to make connections - e.g. social media networks.
<b>Changes</b>  	F1	Children will begin to understand that what they do can change the environment they are in
	F2	Understand some important processes and changes in the natural world around them, including the seasons.
	Y1	Identify and explain how the seasons change and affect the weather in the UK and how that is different in contrasting locations.
	Y2	To understand how human and physical geography have changed places people belong to.
	Y3	Understand the changes caused by earthquakes and volcanoes (physical geography) and how that impacts on human geography e.g. where we build settlements.
	Y4	To understand how humans have changed the earth's surface by settling near rivers.
	Y5	Understand what deforestation is and its impact. Explore the impact of global changes on our natural and cultural environment.
	Y6	Identify geographical regions, topographical features and land-use patterns - understanding how aspects may have changed over time. Explore migration - reasons for it - impact on culture/society. Explore Political, Environmental, Economic and Social themes.
<b>Scale</b>  	F1	Children will begin to explore an understanding of how big school is and how big Ravenshead is in comparison to the rest of the country by talking about this when they go on local visits.
	F2	Children will know the village, road and city which Abbey Gates is in.
	Y1	To understand that we live in a village which is smaller than a town or city and that when looking at a map, locations are marked in a small space when life sized is much bigger in comparison.
	Y2	To understand that there are differences in scale when comparing a range of villages, towns and cities (e.g. comparing the scale of a Non-European city with a local city).
	Y3	Understand the relationship between the distance on a map between town to city to county to region to country to continent in comparison to the distance in real life.
	Y4	Begin to explore and understand the terms local, regional, national and global.
	Y5	To understand the distance on a map always has a constant ratio with distance on the ground.
	Y6	Children consider how their actions can make a difference on different scales and act upon this. Explore how industry works on different scales and how this has changed over time.