



Subject Concept Map – Geography 2021 -2022



Year group	Key Geographical Composites			
	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
Year 1- Oak	*Our school is cool *My Country	*Our school is cool	*Our school is cool *Wonderful Weather	*Our school is cool *My Country
Year 2- Beech	*Contrasting Localities *Kenyan Village and Wigan *Beside the seaside	*Contrasting Localities *Kenyan Village and Wigan	*Beside the seaside	*Contrasting Localities *Kenyan Village and Wigan *Marvellous Mapping
Year 3 - Sycamore	*Villages, Towns and Cities * Mountains, Volcanoes and Earthquakes *Water, Weather and Climate		*Villages, Towns and Cities *Mountains, Volcanoes and Earthquakes *Water, Weather and Climate	
Year 4- Hazel	*Rivers *Migration *Natural Resources	*Natural Resources	*Rivers *Migration *Natural Resources	*Natural Resources
Year 5 - Maple	*Slums *Earths Biomes *Energy and Sustainability	*Energy and Sustainability	*Slums *Earths Biomes *Energy and Sustainability	*Slums *Earths Biomes
Year 6 – Chestnut	*Population *Globalisation	*Population	*Population *Globalisation	*Local Fieldwork

Key Geography Composites

Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
<p>Locational knowledge is the foundation upon which geographical understanding is built. It may be gleaned from the information in maps and globes. ... But learning 'locational' knowledge means more than simply memorising where places are or looking them up.</p>	<p>Place Knowledge is exploring localities and understanding the similarities and differences between places through the study of human and physical geography</p>	<p>Physical geography looks at the natural processes of the earth such as climate. Human geography looks at the impact and behaviour of people and how they relate to the physical world</p>	<p>Geographical skill provides the necessary tools and techniques for us to think geographically. They are central to Geographies distinctive approach to understanding earths physical and human patterns and processes Fieldwork is learning directly in the real world outside the classroom.</p>

Year group	Key Geography vocabulary		
Year 1- Oak	Our School is Cool Local area Aerial view Locate Address Aerial Plan Directions Map Map symbols Distance Compass points (North, South, East, West) Street Map	My Country Country Town Countryside Capital city Continent United Kingdom Landmark Sea	Wonderful Weather Weather Seasons Thermometer Temperature Observation Weather Forecast Changeable Climate
Year 2- Beech	Contrasting Localities Africa Village Mountain Hill Culture Town Continent Country Climate Physical Features Human Features Population Equator	Mapping Sketch Map Map Key Compass Rose Direction North, South, East, West Route Cartographer Transport Atlas	The Seaside Environments Coast Ocean Sea Ports Harbour Resort Tourist Rural Seaside Natural Man-made

<p>Year 3 - Sycamore</p>	<p>Villages, Towns and Cities</p> <p>Population Distribution Population density Settlement Village Town City Megacity Employment Leisure Advantage Disadvantage Hunter-gatherer Nomadic people Land use</p>	<p>Mountains, Volcanoes and Earthquakes</p> <p>Magma Tectonic plate Plate margin Mountain range Fold mountain Volcano Earthquake Tsunami</p>	<p>Water, Weather and Climate</p> <p>Weather Climate Atmosphere Evaporation Transpiration Condensation Precipitation Surface runoff Groundwater Lake Stream River Infiltration Temperature Air mass</p>
<p>Year 4- Hazel</p>	<p>Rivers</p> <p>River Landscape Lake Sea Ocean Source Mouth Erosion Transportation Sediment Deposition Riverbed River banks Landform Tributary Agriculture</p>	<p>Migration</p> <p>Migration Migrant Source country Host country Push factor Pull factor Economic migrant International migrant Employment Refugee Asylum seeker Persecution Climate change</p>	<p>Natural Resources</p> <p>Natural resources Exhaustible / non-renewable Consumption Abundance Scarcity Fossil fuels Renewable Extraction Mining</p>

<p>Year 5 - Maple</p>	<p>Slums Slum Settlement Densely populated Inhabitant Urbanisation Urban Rural Migration Push factors Pull factors Services Inequality Quality of life Standard of living</p>	<p>Biomes Biome Ecosystem Climate Deciduous Dormant Equator Fauna Flora Latitude Temperate Tropics Deforestation</p>	<p>Energy and Sustainability Sustainable Unsustainable Renewable energy Non-renewable energy Fossil fuels Pivotal Development Abode Economic Unprecedented Biodegradable Controversial Technology</p>
<p>Year 6 - Chestnut</p>	<p>Local Fieldwork Fieldwork Primary data Secondary data Quantitative data Qualitative data Analysis Conclusion Evaluation Accuracy Reliability Bias Correlation</p>	<p>Population Seven nutrients Healthy diet Nutritional deficiency Circulatory system Drug Medicine Addictive Symptoms Alcohol Nicotine</p>	<p>Globalisation Globalisation Imports Exports Trade International trade Politics Culture Cultural Technology Economy Economic Unsustainable GDP - Gross Domestic Product Revenue TNC - Transnational corporation:</p>

Year group	Geography Passport – Knowledge and Skills Progression		
<p>Year 1- Oak Components</p> <p>Knowledge</p>	<p>Our School is Cool</p> <p>I know the town that I live in I can name the four points of the compass I know what different map symbols mean I can talk about the differences between a map and an aerial photograph</p>	<p>My Country</p> <p>I can name the four countries in the United Kingdom I can name the country I live in I can name two features of a town/city I can name two features of the countryside I can name three key features/places found in my local area I can name the main seas found around the United Kingdom</p>	<p>Wonderful Weather</p> <p>I can you name four types off weather we see in the United Kingdom I can you name the four seasons of the year I can the weather symbols to show what type of weather they show.</p>
<p>Skills</p>	<p>Locational Knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</p> <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Human and physical Geography use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		

<p>Year 2- Beech Components</p> <p>Knowledge</p>	<p>Contrasting Localities</p> <p>I can name the continents of the world I know what continent the country of Kenya is in I know what continent I live in I know what season Christmas falls in Kenya I can name a mountain in Kenya I can name three differences between a Kenyan village and our home town of Wigan</p>	<p>Marvellous Mapping</p> <p>I Can name two different types of maps I can name two key features of a sketch map I can use a map to find the capital cities of England, Scotland, Wales and Northern Ireland. I can name four methods of transport that people could use to get around routes of Wigan. I can draw four map symbols I would find on a map</p>	<p>Beside the Seaside</p> <p>I can name the world's oceans I can name three seaside resorts in the UK I know where is our nearest seaside resort? I can name three differences between a seaside resort and our local area? I can name two physical features of a seaside resort I can name two man-made features of a seaside resort I can name three of the main British islands</p>
<p>Skills</p>	<p>Locational knowledge</p> <p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristic of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Geographical skills and fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Human and Physical Geography</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		

<p>Year 3 - Sycamore Components</p> <p>Knowledge</p>	<p>Villages, Towns and Cities</p> <p>I know where the world's people are I know what a settlement is</p> <p>I know what affects where people choose to live?</p> <p>I know how settlements are shaped I know what makes up a city</p> <p>I know how cities and villages are different places to live</p>	<p>Mountains, Volcanoes and Earthquakes</p> <p>I know what the earth is made of</p> <p>I know what fold mountains are</p> <p>I know how volcanoes are formed</p> <p>I know how an earthquake occurs</p> <p>I know what happens when a volcano erupts</p> <p>I know what happens when an earthquake occurs</p>	<p>Water, Weather and Climate</p> <p>I know where the Earth's water is</p> <p>I know what makes up the weather</p> <p>I know why it rains</p> <p>I understand why the UK has wild weather</p> <p>I know the reason for the seasons</p> <p>I know why the world's weather is changing</p>
<p>Skills</p>	<p>Locational Knowledge</p> <p>Name and locate cities in the UK, geographical regions and identifying human and physical characteristics</p> <p>Locate the world's countries, using maps to focus on Europe</p> <p>Use of maps to focus on Europe and north and south America</p> <p>Human and Physical Geography</p> <p>Human geography including types of settlement and land use, economic activity including trade links</p> <p>Physical geography including mountains, volcanoes and earthquakes</p> <p>Physical geography including: the water cycle</p>		

<p>Year 4- Hazel Components</p> <p>Knowledge</p>	<p>Rivers</p> <p>I know where the worlds rivers are</p> <p>I know how rivers shape the land</p> <p>I know what landforms a river can create</p> <p>I know why rivers are important to people</p> <p>I know what happens when a river floods</p>	<p>Migration</p> <p>I know what migration is</p> <p>I know how migrants vary</p> <p>I know how migration affect people and places</p> <p>I know what economic migration is</p> <p>I know what a refugee is</p> <p>I understand how climate change will affect migration</p>	<p>Natural Resources</p> <p>I know where the world's natural resources are</p> <p>I know how the use of natural resources has changed</p> <p>I know what resources Chile has</p> <p>I know what resources the UK has</p> <p>I understand how resource exploitation causes problems</p> <p>I understand the circular economy</p>
<p>Skills</p>	<p>Locational Knowledge</p> <p>Name and locate rivers and land-use patterns and understand how some of these aspects have changed over time</p> <p>Key physical and human characteristics, countries and major cities.</p> <p>Locate the worlds countries , using maps focus on Europe, and North and South America concentrate on environmental regions.</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through a study for human and physical geography including South America.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes to locate countries and describe features studies.</p> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of rivers.</p> <p>Describe and understand key aspects of the climate zones.</p> <p>Describe and understand key aspects of the distribution of national resources including energy, food, minerals</p>		

<p>Year 5 - Maple Components</p> <p>Knowledge</p>	<p>Slums</p> <p>I know what a slum is I know why slums develop I understand how Rochinha and Dharavi similar and different I know what challenges people face living in slums. I understand how life in the slums be improved I understand how crime be tackled in slums</p>	<p>Biomes</p> <p>I know what the Earth's biomes are I know what affects an ecosystem I know what the tundra is I know what the taiga is I know what the savanna is I know how biomes are being damaged</p>	<p>Energy and Sustainability</p> <p>I know and understand sustainability I know how we produce energy I know what is special about Curitiba I know where Freiburg is and how it is sustainable I know and understand what the future may hold</p>
<p>Skills</p>	<p>Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human and Physical Geography</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		

<p>Year 6 – Chestnut Components</p> <p>Knowledge</p>	<p>Local Fieldwork</p> <p>I know why we do fieldwork I know what tools geographers use I know how geographers collect data I know how geographers present their data I know what geographers do with their data</p>	<p>Population</p> <p>I know why people with different lifestyles need different diets I understand the effects different diets have on the environment I know what happens to the body during exercise I know what medicinal drug are I know what nicotine and alcohol are I understand how scientific knowledge has improved human health over time</p>	<p>Globalisation</p> <p>I understand what globalisation is I understand how globalisation has changed the way we communicate I know how globalisation can affect trade I know what globalisation has to do with fashion</p>
<p>Skills</p>	<p>Locational Knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Geographical Skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Human and Physical Geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		

