

Subject Specific Concepts and the reasons for our choices

Subject: Geography

Within our Geography curriculum two distinct types of knowledge are taught:

- **Substantive Knowledge:** This includes; place, space, scale, human impact, Interdependence and interconnectedness, human processes, physical processes, communities, movement and settlements, environmental impact and sustainability.
- **Disciplinary Knowledge:** interwoven with a strand of substantive knowledge so that children develop the habits of thinking geographically.

Key skills which are developed throughout the entire Geography Curriculum:

- Map reading.
- Fieldwork.
- Vocabulary acquisition.

Concept	Why learn about this concept?	Year group studied
<p align="center">Place</p> <p>Disciplinary Knowledge</p> <p>Data analysis</p> <p>Fieldwork</p> <p>Geographical resources</p> <p>Human features & landmarks</p> <p>Maps</p> <p>Physical features</p> <p>Position</p> <p>World, settlements, space & land use</p> <p>Significant places</p>	<p>Place as a concept develops understanding of the physical and human characteristics of places. Understanding a place relates to the opinion and meaning that people attach to a location. We may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. As a concept it examines the uniqueness of a space and questions what is specific about this area. Place scrutinises the <i>diversity</i>, sustainability and intangibles of an area although these are often personal and subjective.</p> <p>Place knowledge is a Repton key concept because we believe children should be able to describe places that are important to them, including within their local area, and make comparisons with similar and contrasting locations.</p>	<p>EYFS</p> <p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
<p align="center">Space</p> <p>Disciplinary Knowledge</p> <p>Data analysis</p> <p>Fieldwork</p> <p>Geographical resources</p> <p>Human features & landmarks</p> <p>Maps</p> <p>Physical features</p> <p>Position</p> <p>World, settlements, space & land use</p> <p>Significant places</p>	<p>This is how natural and man-made places fit together in the jigsaw of the world. We need to look at the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes. The concept of space considers how the environmental and human characteristics of places are influenced by their location, but also how the effects of location and distance from other places on people are being reduced by improvements in transport and communication technologies.</p> <p>Space is a Repton key concept because we believe that our children should be able to understand the significance of location and the human role in ensuring improvements continue to be made in order to have a positive impact on the world.</p>	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>

<p>Scale</p> <p>Disciplinary Knowledge</p> <p>Data analysis</p> <p>Geographical resources</p> <p>Maps</p> <p>Physical features</p> <p>Position</p>	<p>This is about understanding the big picture as well as our experiences in day to day life. The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. If we are studying climate – how do we examine climate on a personal, local and global scale? Scale is influential in how we represent what we see or experience. Scale might be personal or local, regional or global. There are also national and international scales.</p> <p>Scale is a Repton key concept because we believe that our children should understand the small parts of the bigger picture. They should understand the impact they can have on the wider world.</p>	<p>EYFS</p> <p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
<p>Human impact, Interdependence and interconnectedness</p> <p>Disciplinary Knowledge</p> <p>Data analysis</p> <p>Fieldwork</p> <p>Geographical resources</p> <p>Human features & landmarks</p> <p>Maps</p> <p>Physical features</p> <p>Position</p> <p>World, settlements, space & land use</p> <p>Significant places</p>	<p>No object of geographical study can be viewed in isolation. We need to look at the impact of people, places or processes. We can also examine diversity in this concept: people around the world have different experiences and ways of life but we also have an impact on each other. Interconnections explore how people and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.</p>	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
<p>Human processes</p> <p>Disciplinary Knowledge</p> <p>Data analysis</p> <p>Fieldwork</p> <p>Geographical resources</p> <p>Human features & landmarks</p> <p>Maps</p> <p>Physical features</p> <p>Position</p> <p>World, settlements, space & land use</p> <p>Significant places</p>	<p>The geographical concept of human processes looks at man-made processes. Human processes can be defined in terms of how human involvement has affected the world.</p> <p>Human processes is a Repton key concept because we believe children should develop an understanding of how these events and activities can lead to changes within the places, landscapes and societies within the world. Human processes can have an impact on the physical processes.</p>	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
<p>Physical processes</p> <p>Disciplinary Knowledge</p> <p>Data analysis</p> <p>Fieldwork</p> <p>Geographical resources</p> <p>Human features & landmarks</p> <p>Maps</p>	<p>The geographical concept of physical processes looks at natural processes. A physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.</p> <p>Physical processes is a Repton key concept because we believe children should develop an understanding of how these events and activities can lead to changes within the places, landscapes and societies within the world. Children should also be taught about the relationship between human and physical processes.</p>	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>

<p>Physical features</p> <p>Position</p> <p>World, settlements, space & land use</p> <p>Significant places</p>		
<p>Communities, movement and settlements</p> <p>Disciplinary Knowledge</p> <p>Data analysis</p> <p>Fieldwork</p> <p>Geographical resources</p> <p>Human features & landmarks</p> <p>Maps</p> <p>Physical features</p> <p>Position</p> <p>World, settlements, space & land use</p> <p>Significant places</p>	<p>The concept of communities, movement and settlements looks at how the dimensions of the environment are related. The concept requires us to explore human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources, awareness of similarities and differences between environments, places, people and cultures to help develop our understanding of different societies and economies. It will also examine how people settle and move into and from areas for various reasons. Movement is a significant consideration in how land is changed over time. Where movement is referred to, distance, direction, the processes bringing about movement and the regularity and volume of movement all need to be considered.</p> <p>Communities, movement and settlements is a Repton key concept because we believe children should develop an understanding of different societies and economies, and the similarities and differences between them, building an appreciation of people's beliefs and attitudes and the influence that they may have on social, environmental, economic and political issues. We believe children should understand how these factors can have a significant impact on how land is changed over time, how it can influence environmental change and the movement of people as a result.</p>	<p>EYFS</p> <p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
<p>Environmental impact and sustainability</p> <p>Disciplinary Knowledge</p> <p>Data analysis</p> <p>Fieldwork</p> <p>Geographical resources</p> <p>Human features & landmarks</p> <p>Maps</p> <p>Physical features</p> <p>Position</p> <p>World, settlements, space & land use</p> <p>Significant places</p>	<p>The concept of Environmental impact and sustainability builds knowledge and inquisitiveness about the natural world and our surroundings and allows us to think about how people affect the world and have the ability to change it. We learn about the environment as something which maintains and enhances life.</p> <p>Environmental impact and sustainability is a Repton key concept because we believe children should develop an understanding of the natural world in relation to change, systems, biodiversity, living and non-living elements, interconnections, sustainability and various processes. If our children are our future, it is essential that they develop an environmental understanding so that they can build a sustainable future.</p>	<p>EYFS</p> <p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>