Geography Key Concepts	Questions	Your ideas of how and where you cover these. Which images/ maps or words could you use for each year group?
1. Place	What makes up a place? What is in places and what happens there? How and why have places changed and developed over time? Do we prefer places to stay the same or evolve?	**Year 1** Locational knowledge of the school grounds and features of the school grounds (classroom, playground etc) and jobs in school. Locational knowledge of their house and local park and understand simple human and physical features of their locality. **Year 2** Locational knowledge of the local area – local park and local area, litter picking and impact on the environment. **Year 3** local area – map work for town and understanding local workplaces (progression from Year 1) Investigate places beyond their locality (Skara Brae) and develop a wider knowledge of places in the UK (Stone Age sites, rivers in the UK and wider world) Know some globally significant human and physical features (effects physical features like rivers and mountains have on human features like houses, roads and bridges) **Year 4** Comparing local area to area of similar size in SA How does location effect what is in places? The World Came to My Place Today Joe Readman Compare patterns and processes using observations aand maps. **Year 5** Coastal areas, compass location Mapping changes in our local area – make detailed comparisons of now and then to understand why features and places change. Understand the global significance of human and physical features –comparisons. **Year 6** Mapping changes in use of natural resources and how this has changed places over time. Detailed comparison of places to understand global significance of human and physical features and how they've changed overtime. Here We Are Oliver Jeffers EYFS and KS1

2. Space	What is the impact of humans on space and why things are in a certain area? What are the patterns they form and the networks connecting them? What is the formal layout of the natural and the human environment and why has it been created in that way?	**Year 1** How the school grounds are organised and have changed over time (changes to the school building and changes to the school's outdoor space.) Understand jobs in the school. Form simple conclusions about why school space is used as it is. **Year 2** Draw comparisons on their locality to other local places – house, school, park in relation to each other and use simple reasoning to give an explanation. Form simple conclusions about why local area space is used as it is. How climate effects the types of animals that live in different continents **Year 3** Investigating the local area – why was Levenshulme Baths closed and Arcadia built on Stockport Road? Understand what jobs / industries are in the local area and why? Investigate transport links and understand how jobs are affected by these (transport links to Levenshulme). **Year 4** Investigating the school grounds How does sound effect our local area? Zoom in to locality and out to town in different continent. Children will understand that what is in the place impacts how we use the space. How people are affected by volcanoes / location of tectonic plates. **Year 5** How the local area has changed over time. Children will give detailed reasoning and comparisons about how a place is used, including population. Understand the impact of significant things on the news and the effect this has on space – development of Media City and the move of the BBC from London to Manchester. **Year 6** Sustainable living and natural resources – how does space effect this distribution of oil around the world Countries and travel between them (Brexit) Resources / trade in different areas Difference between urban and rural areas, looking at amenities, road networks etc Children will have an understanding of the economy and the use of the physical spaces through mapping out the zones of a location.

3. Scale	When comparing, very small sites to local, regional, national, continental and oceanic areas: What relationships can be identified? What patterns and connections can be recognised? What predications can be made based on environmental and place processes?	**Year 1** Understand their place within their locality and use simple maps to support this. World Map books – scale can understand size of other places compared to UK. **Year 2** Children will understand the similarities and differences of a town of similar size to Levenshulme on a different continent. They will begin to draw similarities and differences and how place and space can impact this. **Year 3** Children will understand their place within the UK and continent. They will use a range of maps to support their understanding of this and the scale of place compared to others. **Year 4** Children will understand their place within the UK and other continents (South America). They will begin to draw similairites and differences of a town of similar scale in South America to that of Levenshulme and how place and space impacts. **Year 5** Compare Niagra Falls Region in North America to the Lake District in the UK. Use OS maps to compare **Year 6** Understand how local events have global impacts and global events have local impacts. E.g. Suez Canal Crisis 2021. Local impacts of global warming. Map Zone Map Skills Looking Down Steve Jenkins – picture book to understand the idea of scale and zooming in – whole school.
4. Environment (physical and human processes)	Thinking out the Earth's land and oceanic surface, geology and atmosphere: What are the natural and human actions affecting the world? What are the processes that create and change natural, built, modified and social	**Year 1** Pupils will identify physical features of the school grounds and immediate area. Pupils will begin to understand the different cultures that make up their school. **Year 2** Pupils will identify physical features of the local area and understand the effect human actions can have on their local environment Pupils will understand what is meant by push and pull factors when looking at local area comparison study. Children will begin have an understanding of similarities and differences in culture. **Year 3** Children will gain a deep er understanding of push and pull factors to the area and the impact of this when

	environments? Can we predict and plan what might happen in our future?	looking at settlement in the Stone Age – Iron Age and local area settlement in Levenshulme. And will understand how environments change over time. River Bollin Quarry Bank Mill Study **Year 4** Children will gain an understanding of how physical environmental factors such as locations of volcanoes and tectonic plates can affect the human processes in those areas. **Year 5** Native American People, former states of the US Using local areas – Hollingworth Lake making comparisons Windermere Children will investigate erosions and hazards on the environment when studying Coasts and The Vikings **Year 6** Children will understand the relevance of significant events in the new e.g. plastic pollution and make prediction on what our future could look like with and without change. Children will partake in reasoning and debating when looking at protecting our environment and the need to produce renewable energy. Link with COP 26
5. Interconnections	What are the nature and significance of links between features, places, events and people? Can pupils recognise and appreciate interdependence locally, regionally or globally? Can pupils tell if it is ecological or socially generated? How import is it to maintain, modify or break interconnections?	**Year 1** Children will form simple connections between people and places and places and places. E.g. in our Around the World unit, people understand the interconnections between farm, food and distribution or the journey of cacao. The World Came To My Place by Jo Readman **Year 3** Children will develop an understanding of environmental and human processes of places and demonstrate simple understanding of how these affect people/ place. The River Nile and Ancient Egypt. **Year 4** The meaning of Fairtrade and why Fairtrade products differ in price to other products. Fairtrade symbols on familiar packaging for discussion. Distribution of resources **Year 5** what are the main trades in USA and how do they relate to geography – natural resources, rivers etc. What are the positive and negative impacts of human processes on the environment? Year 6

		What are the positive and negative impacts of human processes on the environment? Use of natural resources verses the development of renewable energy sources. Effect of Brexit on trade and distribution of workforces.
6. Environmental impact & sustainability	What are the concerns the interactions between the natural and human environments and their effects on each other? What has / is changing and what are the consequences? How are environments, places, lives being managed and cared for? Consider the responsible and exploitative uses of Earth's resources alongside responses to the degrading of natural and modified environments and damage to people's lives. How can we improve people's futures and Earth and what are the ethics of doing so?	**Year 1** Pupils will understand what we and other living creatures need to support our lives a.nd where these are when looking at our Around The World unit **Year 2** Pupils will understand what we and other living creatures need to support our lives and what resources are available in different parts of the world to do this. **Year 3** Pupils will understand how environments support our and living creatures' lives. Global warming **Year 4** Children will gain an understanding of stainability and what the human and physical impact of this is when looking at the Amazon and Palm oil Buddy's Rainforest Rescue by Ellie Jackson The Great Kapok Tree by Lynne Cherry **Year 5** Children will gain an understanding of sustainable and unstainable ways of life. **Year 6** Children will understand and form an opinion of their role in a sustainable future. Renewable energy ,sources recycling and their impact. Hunters Icy adventure – climate change
7. Cultural awareness and diversity	"encompasses local and global diversity and the disparities in and of people's lives and communities and their connections to the natural world. It encompasses social	**Year 1** Mirror By Jeannie Baker – a day in the life of two boys in different localities. Pupils draw similarities and differences and realise families are essentially the same despite two very differing places. Pupils compare to own place. Wabi Sabi by Mark Reibstein and Ed Young **Year 2** Masai Mara in Kenya compared to Levenshulme – similarities and difference in children's daily routines, place etc.

	and cultural interests and the dynamics in shared, common and different ways in which people use environmental resources, adapt places, interact and value and modify or conserve their local and national cultures, places and identities.”	**Year 3** Sami People – indigenous people of Norway – links to Stone Age **Year 4** Compare lives of people living in South America (zoom into localities not whole continent) Mirror By Jeannie Baker – relevant and deepening discussion opportunities built on from year 1. **Year 5** Comparing own culture to that of those learnt through the Empires unit. Draw on similairites and differences Ramadan Moon The Lotus Seed by Sherry Garland and Tatsuro Kiuchi Oranges in No Man’s Land by Elizabeth Laird **Year 6** Develop an understanding of pupils culture and identity compared to those in different parts of Europe during World at War unit and Live Simply. Understand how people have used resources.