Geography

Progression of geographical concepts — mixed-age

© Copyright Kapow Primary 2022

Introduction

The Ofsted research review series: geography (2022) explains that:

> **'concepts are important in geography as they draw out the links between processes and ideas. To develop their understanding of each of these concepts, pupils need to learn the range of relevant knowledge and skills. It is from this knowledge and development of these skills that pupils gain a more abstract appreciation of the subject. Therefore, it is critical that the content of the curriculum is broken down into component parts (or chunks) that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation.'**

The specific knowledge and skills that pupils will learn when through the Kapow Primary mixed-age curriculum are detailed in our Geography: Progression of pupil knowledge and skills document — mixed-age.

This is an accompanying document and outlines the conceptual understanding that we would expect pupils to have of key geographical concepts, at different points in their primary school journey. Please note that this does not mean that pupils are able to articulate these concepts in the language used in this document: it is to support teachers' understanding of how these concepts build through our scheme. Page 13 onwards shows which units help pupils to develop this conceptual understanding. However, it is important to note that pupils need to see these concepts in different contexts to gain a strong conceptual understanding, and covering one unit alone will not be enough.

Key	
In this unit, we would expect pupils to develop their understanding of this concept further.	✔
In this unit, we would expect pupils to significantly develop their understanding of this concept.	✔

This document is regularly updated to reflect changes in our content and the most recent version can always be found here. This version was created on 12.12.23.

Copyright: While we encourage you to share this document within your school community, please ensure that it is only uploaded to your school website if it is password protected.

Why these geographical concepts?

The Ofsted research review series: geography (2022) acknowledges that there has been many differing opinions on what constitutes key geographical concepts in the geography community over the years. However, it highlights the importance of pupils understanding the following concepts:

- **Place**
- **Space**
- **Scale**
- **Interdependence**
- **Physical and human processes**
- **Environmental impact**
- **Sustainable development**
- **Cultural awareness**
- **Cultural diversity**

At Kapow Primary, we have chosen not to label these concepts as either substantive or disciplinary concepts as the research review has not done this, nor does there seem to be an accepted view in the geography community as to whether subject-specific concepts class as disciplinary concepts or whether disciplinary concepts refer specifically to those which are concerned with how expert practitioners work and think.

© Copyright Kapow Primary 2022

Geographical concepts

Place

Place signifies more than a geographical location, it encompasses distinctive features, landscape, community and diversity.

Features of a place make it distinct, including both physical and human features.
Landscape and surrounding environment also play a part, whether it's a cityscape or countryside near or far.
Communities are often created when people are connected by their shared experiences of a place.
Diversity refers to the fact that no two places are exactly alike. Places are unique, from the way they make us feel, to their size, type and location.

Understanding and forming an imagination of a 'place' means looking at all these different characteristics together.

Space

Space acts as a foundation for ideas like location, distribution, pattern, interaction, and distance.

Location refers to where something is, whether that's a mountain or a city.
Distribution is about how things are spread out across a space, while pattern refers to how these distributions repeat or vary.
Interaction examines how different elements, such as information, goods and people, within a space relate to and influence each other.
Distance is about how far apart things are within that space.

Pupils learn that these concepts can be observed in various physical and human geographical features like landforms, urban areas, and political systems.

Therefore, understanding 'space' involves examining these features and the relationships between them.

© Copyright Kapow Primary 2022

Geographical concepts

Scale

Scale can refer to the size or level of geography, from local to national, international and global. Pupils make links between geographical issues and processes at these different scales.
Scale also helps us understand how different geographical concepts are interconnected at various levels.

Interdependence

Interdependence is a key idea, highlighting how everything, including people, places, environments, and processes, are linked together in numerous ways. Pupils gain an understanding that changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.

Physical and human processes

Physical and human processes involve understanding the natural and societal influences that shape our world. Physical processes include natural phenomena like weather patterns and landform development. Human processes encompass activities such as urban growth and farming that have a profound impact on our surroundings. Pupils learn that the two types of processes are interlinked and influence the other.

Environmental impact and sustainable development

Environmental impact and sustainable development explore the relationship between humans and the Earth. Pupils examine how human activities affect ecosystems and lead to environmental changes, both locally and globally. They look at the importance of using resources sustainably to balance our current needs with those of future generations.

Cultural awareness and diversity

Cultural awareness and diversity help pupils to understand the world's rich array of physical and human characteristics. These concepts encourage exploration and comparison of similarities and differences between various cultures and identities, deepening understanding of our global community. In addition, they shed light on critical perspectives such as decolonising, and young people's geographies, fostering a more inclusive and diverse understanding of the world around us as well as appreciating different values and attitudes and their influence on geographical issues.

© Copyright Kapow Primary 2022

EYFS

Pupils build understanding that:

- Places have names to help people describe where they are.
- Places can be different sizes and types.

Key stage 1

Pupils build understanding that:

- A place is more than just a location, it is about how it looks, what is there and how it makes you feel.
- A place has different features that make it unique.
- Landscape and surrounding environment are important parts of a place.
- No two places are exactly alike.

Lower key stage 2

Pupils build understanding that:

- A 'place' encompasses distinctive features, landscape, community, and diversity.
- A 'place' is shaped by various factors including culture and shared experiences.
- As individuals, they are part of the process of shaping the place where they live.
- People's shared experiences of a place can help people to connect as a community.
- Places are interconnected, influencing and being influenced by other places.

Upper key stage 2

Pupils build understanding that:

- Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment.
- Factors such as socio-economic influences, historical context, and environmental impact can influence a place.
- The significance of different places may vary from person to person.

© Copyright Kapow Primary 2022

EYFS

Pupils build understanding that:

- Things can be distributed or spread out across a space in different ways.

Key stage 1

Pupils build understanding that:

- Patterns can be seen in the way features are distributed within a space.
- How far apart features are in a space can be compared and contrasted.

Lower key stage 2

Pupils build understanding that:

- The concept of space can be observed in various physical and human geographical features like landforms and urban areas.
- 'Space' is linked to ideas like location, distribution, pattern, interaction and distance.
- Elements, such as information, goods and people, within a space relate to and influence each other.

Upper key stage 2

Pupils build understanding that:

- 'Space' involves examining features and the relationships between them.
- Pattern, within the concept of 'space', refers to how distributions of things repeat or vary.
- That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.

© Copyright Kapow Primary 2022

EYFS	Key stage 1
Pupils build understanding that: • Some places are bigger than others.	**Pupils build understanding that:** • Some features of an environment are bigger or smaller than others. • People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent). • Maps are small - scale representations of a place.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Scale can refer to local, national, international and global. • Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution. • Different geographical concepts and processes can be observed, interconnected and understood at these different scales.	**Pupils build understanding that:** • Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns. • Geographers examine features and the relationships between them at different scales, depending on their intended outcome. • The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues. • When discussing and debating geographical issues the issue of scale is relevant to stakeholders.

© Copyright Kapow Primary 2022

Interdependence

EYFS	Key stage 1
Pupils build understanding that: • Aspects of our world are connected.	**Pupils build understanding that:** • Features and people are connected and rely on each other. • People, places, environments and processes are connected and can affect each other.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Changes or events in one location can affect another, regardless of distance. • Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place. • Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance.	**Pupils build understanding that:** • More complex interdependencies exist, such as how the economy of one place can affect another. • Interdependence shapes our world, such as how trade connects different countries.

© Copyright Kapow Primary 2022

Physical and human processes

EYFS	Key stage 1
Pupils build understanding that: • The physical environment changes over time.	**Pupils build understanding that:** • Humans can have an impact on our surroundings. • Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Physical changes and human influences like urban growth can change the landscape of an area. • Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss.	**Pupils build understanding that:** • Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels. • There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.

© Copyright Kapow Primary 2022

EYFS	Key stage 1
Pupils build understanding that: • Taking care of our environment is important and there are ways we can help do this.	**Pupils build understanding that:** • Human activities can impact the environment in many ways and there are things we can do to care for the world around us. • Human activities can have a positive or negative impact on the environment.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally. • It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling. • The impact of human activities on ecosystems and the environment may have long-term effects.	**Pupils build understanding that:** • There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources. • There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability.

© Copyright Kapow Primary 2022

EYFS	Key stage 1
Pupils build understanding that: • People have different daily practices and ways of life.	**Pupils build understanding that:** • There are many similarities and differences between the ways of life of people in different places. • That similarities and differences between environments can contribute to cultural diversity.

Lower key stage 2	Upper key stage 2
Pupils build understanding that: • They are part of a local, national and global community. • There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment.	**Pupils build understanding that:** • That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics. • Different perspectives can provide different ways of understanding and interpreting the world.

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	EYFS: Reception		
		Exploring maps	Outdoor adventures	TBC- coming soon!
Place	• Places have names to help people describe where they are.	✔		
	• Places can be different sizes and types.	✔		
Space	• Things can be distributed or spread out across a space in different ways.	✔	✔	
Scale	• Some places are bigger than others.			
Interdependence	• Aspects of our world are connected.	✔	✔	
Physical and human processes	• The physical environment changes over time.	✔	✔	
Environmental impact and sustainable development	• Taking care of our environment is important and there are ways we can help do this.		✔	
Cultural awareness and diversity	• People have different daily practices and ways of life.			

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	Year 1/2 Cycle A			Year 1/2 Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Place	• A place is more than just a location, it is about how it looks, what is there and how it makes you feel.	✔	✔		✔		
	• A place has different features that make it unique.	✔			✔		✔
	• Landscape and surrounding environment are important parts of a place.			✔		✔	
	• No two places are exactly alike.			✔		✔	
Space	• Patterns can be seen in the way features are distributed within a space.	✔			✔		✔
	• How far apart features are in a space can be compared and contrasted.					✔	

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	Year 1/2 Cycle A			Year 1/2 Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Scale	• Some features of an environment are bigger or smaller than others.	✔			✔		✔
	• People can be described as living in a number of different places, all of different scales (e.g their house, their street, their town, their country, their continent).	✔			✔		
	• Maps are small - scale representations of a place.			✔		✔	✔
Interdependence	• Features and people are connected and rely on each other.	✔	✔		✔		✔
	• People, places, environments and processes are connected and can affect each other.			✔		✔	

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	Year 1/2 Cycle A			Year 1/2 Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Physical and human processes	• Humans can have an impact on our surroundings.	✔			✔		✔
	• Simple physical changes and human influences are happening in their local environment, such as changes in the weather and activities in their community.			✔			
Environmental impact and sustainable development	• Human activities can impact the environment in many ways and there are things we can do to care for the world around us.	✔					
	• Human activities can have a positive or negative impact on the environment.	✔					
Cultural awareness and diversity	• There are many similarities and differences between the ways of life of people in different places.						✔
	• That similarities and differences between environments can contribute to cultural diversity.			✔		✔	

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Place	• A 'place' encompasses distinctive features, landscape, community and diversity.	✔	✔	✔	✔	✔	
	• A 'place' is shaped by various factors including culture and shared experiences.		✔	✔	✔		
	• As individuals, they are part of the process of shaping the place where they live.		✔			✔	✔
	• People's shared experiences of a place can help people to connect as a community.	✔	✔	✔	✔		
	• Places are interconnected, influencing and being influenced by other places.		✔	✔		✔	✔
Space	• The concept of space can be observed in various physical and human geographical features like landforms and urban areas.	✔	✔		✔	✔	✔
	• 'Space' is linked to ideas like location, distribution, pattern, interaction and distance.	✔		✔	✔	✔	✔
	• Elements, such as information, goods and people, within a space relate to and influence each other.			✔		✔	✔

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Scale	• Scale can refer to local, national, international and global.	✔	✔	✔	✔	✔	✔
	• Local issues, such as litter in their school, can be connected to larger regional, national, or global issues, such as waste management and pollution.		✔	✔			
	• Different geographical concepts and processes can be observed, interconnected and understood at these different scales.	✔	✔	✔		✔	✔
Interdependence	• Changes or events in one location can affect another, regardless of distance.	✔	✔	✔			
	• Simple cause and effect relationships exist, such as how weather in one place can affect what people do in another place.		✔	✔		✔	
	• Interdependence shapes our local area, for example, farmers rely on the land to grow food that locals rely on for sustenance.		✔	✔		✔	✔

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Physical and human processes	• Physical changes and human influences like urban growth can change the landscape of an area.	✔	✔	✔	✔	✔	✔
	• Physical changes and human influences can impact the wider world around them, such as how urban growth can lead to environmental challenges like pollution and habitat loss.	✔	✔	✔			
Environmental impact and sustainable development	• Human activities can have a significant impact on ecosystems and cause environmental changes, both locally and globally.		✔	✔			
	• It is important to use resources sustainably. This might involve learning about simple examples of sustainable practices, such as recycling.	✔	✔	✔			✔
	• The impact of human activities on ecosystems and the environment may have long-term effects.		✔	✔			
Cultural awareness and diversity	• They are part of a local, national and global community.		✔	✔	✔	✔	✔
	• There are different values and attitudes shaped by our personal and local environments that affects our viewpoints on geographical issues and the way we interact with our environment.	✔	✔	✔			✔

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	Year 5/6 Cycle A			Year 5/6 Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Place	• Places can change over time due to various factors such as human activity and natural processes, and these can have changes on the community and environment.	✔	✔	✔	✔	✔	✔
	• Factors such as socio-economic influences, historical context, and environmental impact can influence a place.	✔	✔		✔	✔	✔
	• The significance of different places may vary from person to person.	✔	✔		✔		
Space	• 'Space' involves examining features and the relationships between them.	✔	✔	✔		✔	
	• Pattern, within the concept of 'space', refers to how distributions of things repeat or vary.		✔	✔		✔	
	• That distributions of human features can occur in a pattern and that this is intentional and influenced by physical, historical and socio-economic factors.	✔	✔	✔			✔
Scale	• Links can be made between geographical processes at these different scales. For example, they might explore how a local weather event is part of larger global climate patterns.		✔	✔	✔	✔	
	• Geographers examine features and the relationships between them at different scales, depending on their intended outcome.		✔	✔		✔	✔

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	Year 5/6 Cycle A			Year 5/6 Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Scale	• The concept of 'scale' can be applied to real-world contexts, making connections between their geographical knowledge and current events or global issues.		✔	✔	✔	✔	
	• When discussing and debating geographical issues the issue of scale is relevant to stakeholders.		✔	✔		✔	
Interdependence	• More complex interdependencies exist, such as how the economy of one place can affect another.	✔		✔	✔	✔	
	• Interdependence shapes our world, such as how trade connects different countries.			✔	✔	✔	
Physical and human processes	• Physical and human processes are interconnected on a more global scale, for example, how climate change (a physical process) is influenced by human activities like burning fossil fuels.	✔	✔	✔	✔	✔	✔
	• There are ways humans, both individually and collectively can address the negative impact of human processes on the physical environment.		✔	✔		✔	

© Copyright Kapow Primary 2022

Geographical concept	Pupils build understanding that:	Year 5/6 Cycle A			Year 5/6 Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Environmental impact and sustainable development	• There are more complex concepts related to sustainability, such as the impact of overconsumption on the environment and the concept of renewable resources.		✔	✔	✔	✔	
	• There are different strategies for sustainable resource use and the role of different stakeholders (individuals, communities, governments, etc.) in promoting sustainability.		✔	✔	✔	✔	
Cultural awareness and diversity	• That the world is made up of diverse cultures and identities, each with its own unique physical and human characteristics.	✔	✔		✔	✔	
	• Different perspectives can provide different ways of understanding and interpreting the world.		✔	✔	✔	✔	✔

© Copyright Kapow Primary 2022

Date	Update

© Copyright Kapow Primary 2022