Whole School Geography Concept and Linked Skills Progression

At Elm Academy, as part of our Geography Medium Term Planning we ensure that pupils can remember more and learn more by weaving **Key Concepts and Linked Skills** throughout our units of learning so that children have time to practise, discuss, reflect and revisit knowledge. Enquiry is essential to develop pupils' Geographical thinking and is therefore embedded throughout the units in our curriculum. In turn, pupils develop the skills to apply that knowledge in a range of contexts. We carefully follow the National Curriculum and ensure learning is progressive and sequential; giving pupils the opportunity to build on and apply previous knowledge in all units before developing further skills.

Key Skills

Locate & Name – Where are the places we are learning about and what are they called?
Describe – What is this place like? How can I help someone else understand this?
Compare – How are these different processes impacting different places?
Plot – Can I show the relationship between two things?
Measure & Observe – How can I see how much things are changing?
Explain – What is the impact of the Geographical changes?

Key Concepts and Linked Skills

Key Concept	Linked Skill	Explanation
Place	Locate & Name Describe Measure & Observe	Having a 'sense of place' – simply put, what is the place like? Having the locational knowledge to describe where there are – which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication) the specific key human and physical aspects of a place created by a shared human experience (what are 'The Potteries' like?) We also have to consider the sustainability of places.
Space	Locate & Name Describe Compare Plot	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.
Scale	Compare Locate & Name Measure & Observe	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 is also national and international scales.
Environment	Compare Plot Describe Explain	This considers how we use the natural world and how people have the ability to change it. The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
Interconnections	Locate & Name Compare Describe Measure & Observe Explain	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.
Physical & human Processes	Explain Describe Compare	Looking at how events can change the physical and human world. Physical process – an event or sequence of events that occur naturally due to the power of the planet. Human process - things created/affected by people. These processes would not occur without human involvement.
Fieldwork	Compare Measure & Observe Describe Explain	Giving pupils the skills to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Pupils to have the opportunity to apply prior learning and enquire about further learning through these opportunities.

Geography Curriculum Themes

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	I am Super	Toys	Twisted Tales	Stone Age to Iron Age	Greeks	Space Rocks	World War 2
Autumn 2	All Around the World	All About the Weather	Walking with Dinosaurs	Airports	Road Trip USA	Terrible Tudors	
Spring 1	Room on the Broom	Great Fire of London	Sensational Safari	The Iron Man	Romans	Victorians	Darwin's Delights
Spring 2	All Creatures Great and Small	Farms	Unsinkable	Ancient Egypt	Bottoms, Burps and Bile	Rivers and Mountains	
Summer 1	Once Upon a Time	In Our Garden	The Lady with the Lamp	Ancient Mayans	Invaders and Raiders	Brilliant Britain	Tomorrow's World
Summer 2	Splish Splash	Pirates	Commotion in the Ocean	Rocks and Volcanoes	Blue Abyss	World War 1	Blood Heart

Key concept	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Place	Key places in our local area **Autumn 1** Where do I live? Town, Country etc. **Autumn 2** Map Stick Man's journey **Spring 1** Where do I think these Fairy tales are set? Why? **Summer 1**	My local weather **Every term – weather diary** Discuss weather in a different country **Autumn 2** Identify features of our local environment **Spring 2** Name the town and country we live in **Spring 2** Identify places on a map **Spring 2** Create a map of our school grounds **Summer 1**	Name and locate the countries of the UK **Autumn 1** Locate the equator, north/south poles & Kenya **Spring 1** Locate and compare the five oceans and 7 continents **Summer 2**	Locate and name main countries and cities in UK **Autumn 2** Locate European countries **Autumn 2** Identify key features of a coast **Spring 1** Locate, describe & understand volcanoes and earthquakes **Summer 2** Longitude & latitude **Summer 2**	Locate and name US States **Autumn 2** Locate & understand significance of tropics of Cancer and Capricorn **Spring 2** Where does food come from? **Spring 2** Locate seas around the world & discuss characteristics **Summer 2** Compare water distribution **Summer 2**	Use 6 figure grid references **Autumn 1** Aerial images to find landmarks **Autumn 1** Location of mountain ranges **Spring 2** Locate hills and mountains of the UK **Spring 2** Location of rivers **Summer 1** Identify and describe geographical features of the UK **Summer 1** Locate counties of the UK **Summer 1**	Different land use across Britain **Autumn 2** Biomes & vegetation belts **Spring 2** Layers of a rainforest **Spring 2** Research county town **Summer 2** Identify land uses in county town **Summer 2** Undertake fieldwork in county town **Summer 2**
Space	Map Stick Man's journey **Spring 1** How can we support living things? Can we design a space to support them grow? **Spring 2** Could these fairy tales have happened somewhere else? E.g. desert or north pole. Why/why not? **Summer 1**	How does the weather change way of life and the human geography of places? **Autumn 2** Compare town vs countryside **Spring 2** Create own map of school for minibeast hunt then follow **Summer 1**	Identify characteristics of 4 countries in the UK & their capital cities **Autumn 1** Aerial photos to identify landmarks **Autumn 1** Compare Kenya & UK **Spring 1**	Locate and name main countries and cities in UK **Autumn 2** Locate European cities and their key features **Autumn 2** Use 4-point grid references to describe where something is located **Spring 1** Locate, describe & understand volcanoes and earthquakes **Summer 2**	Describe the different US landscapes **Autumn 2** USA natural phenomena **Autumn 2** Uses of the sea **Summer 2**	Use 6 figure grid references **Autumn 1** Similarities & differences between UK and Russia **Autumn 1** Time Zones **Autumn 1** Location of mountain ranges **Spring 2** Mountain climates **Spring 2** Identify and describe geographical features of the UK **Summer 1** Locate counties of the UK **Summer 1**	Land use in our local area **Autumn 2** Different land use across Britain **Autumn 2** Understand how coal and gas are used to produce electricity and how electricity is distributed **Autumn 2** Biomes & vegetation belts **Spring 2** Layers of a rainforest **Spring 2** Rainforests under threat **Spring 2**
Scale	How are places different to where I live? **Autumn 2** Bug hunt in local area – create a map of where the bugs are located **Spring 2**	Discuss weather in a different country **Autumn 2** Explore maps and plans **Summer 1** Use 4-point compass directions **Summer 1**	Name and locate the countries of the UK **Autumn 1** Compass directions to describe route **Autumn 1** Locate the equator, north/south poles & Australia **Spring 1** Locate and compare the five oceans and 7 continents **Summer 2**	Locate European countries **Autumn 2** Use 4 point grid references to describe where something is located **Spring 1** Identify features of an effective map **Spring 1** Locate, describe & understand volcanoes and earthquakes **Summer 2** Longitude & latitude **Summer 2**	Locate North America **Autumn 2** Create a map to show where food originates from **Spring 2** How different climates affects food **Spring 2** Locate seas across the world **Summer 2** Compare water distribution **Summer 2**	Use 6 figure grid references **Autumn 1** Aerial images to find landmarks **Autumn 1** Location of mountain ranges **Spring 2** Locate hills and mountains of the UK **Spring 2** Why are British towns and cities located where they are? **Summer 1**	Name clean, renewable sources of energy **Autumn 2** Biomes & vegetation belts **Spring 2** Layers of a rainforest **Spring 2**
Environment	Key places in our local area **Autumn 1** What can we put in our environment/ how can we change it to support creatures? **Spring 2**	My local weather **Every term – weather diary** Discuss weather in a different country **Autumn 2** Identify human and physical features and features of a UK farm	Aerial photos to identify landmarks **Autumn 1** Compare Kenya & UK **Spring 1** Locate and compare the five oceans and 7 continents **Summer 2**	Locate and name main countries and cities in UK **Autumn 2** Locate European cities and their key features **Autumn 2** Use 4 point grid references to describe where something is located	Identify and describe different US landscapes and climates **Autumn 2** USA National Parks **Autumn 2** How different climates affects food production **Spring 2** Uses of the sea	Location of mountain ranges **Spring 2** Impact of tourism **Spring 2** Understand hills and mountains of the UK **Spring 2** How are rivers formed? **Summer 1**	Different land use across Britain **Autumn 2** Name clean, renewable sources of energy **Autumn 2** Understand how coal and gas are used to produce electricity and how electricity is distributed **Autumn 2**

		Spring 2 Create a plan of the classroom **Summer 1** Create own map of school for minibeast hunt then follow **Summer 1**		**Spring 1** Identify key features of a coast and how they are formed **Spring 1**	**Summer 2** Compare water distribution **Summer 2**	Why are British towns and cities located where they are? **Summer 1**	How rainforest land is used **Spring 2** Rainforests under threat **Spring 2**
Interconnections	What countries are similar/different to England, why? **Autumn 2**	Discuss weather in a different country **Autumn 2** Compare a farm to our local area **Spring 2** Compare different maps, globes, plans etc **Summer 1**	Identify characteristics of 4 countries in the UK & their capital cities **Autumn 1** Aerial photos to identify landmarks **Autumn 1** Compare Kenya & UK **Spring 1** Locate and compare the five oceans and 7 continents **Summer 2**	Locate and compare European countries to the UK **Autumn 2** Describe the effect of coastal erosion **Spring 1** Locate, describe & understand volcanoes and earthquakes **Summer 2** How and why volcanoes erupt and earthquakes occur **Summer 2**	Identify and describe different US landscapes and climates **Autumn 2** Compare US and UK National Parks **Autumn 2** The role of trade in food production **Spring 2** Explain the water cycle **Summer 2** Compare water distribution **Summer 2**	Similarities & differences between UK and Russia **Autumn 1** Time Zones **Autumn 1** Impact of tourism **Spring 2**	Different land use across Britain **Autumn 2** Understand how coal and gas are used to produce electricity and how electricity is distributed **Autumn 2** Name clean, renewable sources of energy **Autumn 2** How rainforest land is used **Spring 2** Rainforests under threat **Spring 2** Research county town **Summer 2** Identify land uses in county town **Summer 2** Undertake fieldwork in county town **Summer 2**
Physical & human Processes	How is my town different to a town in Africa, France and China? **Autumn 2**	My local weather **Every term – weather diary** Features of a UK farm **Spring 2**	Identify characteristics of 4 countries in the UK & their capital cities **Autumn 1** Compare Mombasa (Kenya) to Bournemouth **Spring 1**	Describe how coastal features are formed **Spring 1** Describe the effect of coastal erosion **Spring 1** How and why volcanoes erupt and earthquakes occur **Summer 2**	How different climates affects food production **Spring 2** Explain the water cycle **Summer 2** Uses of the sea **Summer 2** Compare water distribution **Summer 2** Impact of dams **Summer 2** Effects of pollution on the ocean **Summer 2**	Similarities & differences between UK and Russia **Autumn 1** Aerial images to find landmarks **Autumn 1** Which planet life could survive on **Autumn 1** Mountain climates **Spring 2** Impact of tourism **Spring 2** How are rivers formed? **Summer 1**	Different land use across Britain and how it has changed since WW2 **Autumn 2** Understand how coal and gas are used to produce electricity and how electricity is distributed **Autumn 2** Name clean, renewable sources of energy **Autumn 2** Layers of a rainforest **Spring 2** How rainforest land is used **Spring 2** Rainforests under threat **Spring 2** Impact of tourism on county town **Summer 2**
Fieldwork	Bug hunt in local area – create a map of where the bugs are located **Spring 2** Child initiated learning opportunities throughout the year	My local weather **Every term – weather diary** Sketch human and physical features in our local environment **Spring 2** Create a plan of the classroom **Summer 1**	Compass directions (N, S, E, W) and positional language **Autumn 1** Oceanarium visit **Summer 2**	Use Compass points (N, S, E, W) **Autumn 2** Sketch the coastline in Swanage and identify the key features Look at how erosion effects the coastline **Spring 1** Create own volcano and seismometer	8-point compass directions **Autumn 2** Beach clean/survey **Summer 2**	Gather data about environment/space of different planets on trip to Planetarium **Autumn 1** Trip to Stour Valley to conduct a river survey **Summer 1**	Survey of local area land use. Record on a graph **Autumn 2** **Field study of county town** Summer 2

		Create a map of the school grounds **Summer 1**		**Summer 2**			