CONCEPTUAL UNDERSTANDING – PROGRESSION OVER TIME - GEOGRAPHY								
-	What does it look like in?							
CONCEPT	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
		High Green Boggarts	Chocolate	Westwood Country Park	Extreme Earth	Five Rivers	Under the Canopy	
PLACE	local street? This focuse:	' – simply put, what is the son how we create a sens also have to consider the sold the differences in the places they know: woodland, field, roads. Know that they live in High Green, in England, in the UK.	e of place (patterns, beha					
	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.							
SPACE	Begin to understated there are different areas in and around High Green: woodland, fields, roads, housing, shops.	Begin to understand natural & man-made. Know that Sheffield is city and understand the range of transport links to and from the city: bus, train, tram, car.	Know that Cocoa is the main crop of Ghana. Understand how cocoa is transported around the world.	Be able to talk about how the landscape has changed over time due to human actions. Be able to compare and contrast land use related to wildlife and the environment.	Understand the impact of living close to an active volcano or tectonic plate (Ring of fire/Vesuvius) Begin to understand how technology is supporting early detection of major events to prevent disaster: floods, tsunamis, volcanoes/earth quake.	Understand why & how industries were first developed around rivers. Build on prior knowledge of flooding – understand how river management can help to minimise the impact of flooding on residential and business areas.	Be able to talk about deforestation and the impact on wildlife and habitats. Understand why rainforests are important globally and need to be preserved.	
SCALE	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.							

	Understand scale at a personal and local level: how we can keep our school/local parks & woodland free from litter for the good of everyone and wildlife.	Understand at a local level based on High Green and Sheffield. Can talk about how different land use locally, impacts on the landscape: football grounds, country park, new housing.	Begin to understand how we fit into a global picture. Can talk about how transporting of cocoa around the world can have negative and positive impact.	Begin to understand how human activity has changed the local landscape: industrial to recreational. Can talk about the positive impact of National Parks: know there are, and can locate 15 National Parks in the UK.	Understand and can talk about how major environmental events can impact at a local, regional and global level: volcano eruption affecting air travel.	Understand how the five local rivers cross county boundaries and are impacted at a national level. Can talk about the journey of the River Don from its source to joining the Ouse and on to the estuary.	Understand the micro climate of the rainforest and compare it to the global impact of deforestation on the world's climate.	
	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.							
ENVIRONMENT	Understand the different ways in which we use our environment. Understand that we can have an impact on the soil habitats and wildlife.	Be able to talk about the different habitats and how humans can have a negative impact: litter. Can talk about possible solutions to litter and recycling.	Be able to compare and contrast the different environments – Ghana and High Green: land use, population, climate.	Be able to talk about environmental issues related to land use over time and predict possible what if scenarios. What if local mines were still in use today? How might this impact on culture, population, transport links, local amenities?	Beginning to understand the difference between geological and geomorphic events.	Understand the impact of pollution along the whole length of the river Don. Can talk about the changes over time to the River Don, from industrial levels of pollution today's healthy fish stock.	Can talk about the environmental damage that has been caused by deforestation: at a local and global level.	
PYSICAL & HUMAN PROCESSES	=	an change the physical and caffected by people. These Understand and can talk about what we need to do to ensure local habitats are maintained and not spoilt.		process – an event or sequ	=	Consider the benefits and negative impact of creating new reservoirs: Derwent Valley on farming, communities, landscape, demand for water.	Build on prior knowledge of Ghana and can talk about the impact of deforestation. Can talk about COP26 and the deal to end and reverse deforestation by 2030.	

	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.							
INTER-CONNECTIONS	Understand that we all have our part to play in a positive and negative way. Can talk about steps we can take to help the environment: switching off lights to save energy, picking up litter, walking to school.	Understand the different micro habitats: hedgerow, woodland, streams and that they all rely on each other to be sustainable. Be able to talk about a connections chain to show how each habitat/animal relies on others: flowers for insects, insects for birds, small mammals to be protected from predators.	Be able to talk about and show through a chain events diagram, how the worlds demand for goods has impacted on Ghana: its land use, economy, communities – it all starting with demand for goods. Consider what goods have a negative impact on the environment: plastic and think about things we can do to reduce demand.	Can talk about the need for legislation to protect the environment and know about the Act of Parliament 1949 which established national Parks across the UK. Can talk about the impact of the famous 1932 'mass trespass' on Kinder Scout.	Consider population growth in and around vulnerable areas across the world. Cities built in earthquake regions, housing estates built on flood plains – leading to rise in technological responses.	Consider cause and consequence – story of the river Don. Talk about its future and what is needed to be done now to ensure sustainability and health of the river.	Consider our role (demand for goods) has played a part in global deforestation.	
CURRICULAR LINKS	AUTUMN	History – Castles. Norman Invasion – map work	History – map of the village. Change of land use over time from the building of the school – 1843 to today.	History – Map work – Romans & Ancient Greeks. Settlement in Britain	History – Map work – Anglo-Saxon & Vikings. Settlement in Britain.	History – Map work – WW2 – countries. Ocean blockades.	Otzi – map work – location of discovery. Route taken. Climate at the time.	
	SPRING	Boggarts – local area	Chocolate	Westwood Country Park	Extreme Earth	History – development of industrial Sheffield	Rainforests	
CURRI	SUMMER	Orienteering	Orienteering	Orienteering	Orienteering	Orienteering	Orienteering Map work – route taken by the Titanic. Sea conditions. Weather patterns.	