

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 knowledge, locational knowledge, human, physical and environmental knowledge, and geographical skills.
- Disciplinary Knowledge: Taught alongside and between each 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
Location knowledge	<p>Location as a concept can be explained in terms of a designated area, a locality such as a town, city or country. It can be defined as a human settlement or archaeological site. Location is used as a geographer's tool of description. Also studied is a place's 'absolute location', its precise and fixed place on Earth, regularly referred to in terms of latitude and longitude. Whereas 'relative location' will allow the involvement and opportunity to compare position in relation to differing landmarks or places. On maps we use scale to determine the size relationship between the reality of something on the Earth's surface and the size it is represented on a map.</p> <p>Location knowledge is a Repton key concept because we believe children should be aware of their location within the World, identifying where they are in relation to different countries.</p>	EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Place knowledge	<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 diversity, 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>	EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Human and physical processes	<p>The geographical concept of physical and human processes looks at natural and man-made 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. Human processes could therefore be defined in terms of how human involvement has affected the world.</p> <p>Human and Physical processes is a Repton key concept because we believe children should develop an understanding of how these events and activities, both physical and man-made, can lead to changes within the places, landscapes and societies within the world.</p>	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Communities, movement and settlements	<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</p>	Year 1 Year 4 Year 5

	<p>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>	
Environment	<p>The concept of Environment 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>Environment 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>	Year 2 Year 5