Geography Progression Document – Starcross Primary School

Endpoints and expectations

We will use the benchmarking expectations in 'A Progression Framework for Geography' produced by the Geographical Association, to help plan an engaging and challenging key stage that provides opportunities for pupils to make progress. We will assess three aspects of achievement in Geography:

- **Contextual world knowledge of locations, places and geographical features.**
- **Understanding of the conditions, processes and interactions that explains features, distribution patterns and changes over time and spare.**
- **Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.**

By the end of EYFS:
Understanding the world **ELG: People, Culture and Communities** Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

ELG: The Natural World
Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matters.

Contextual knowledge of locations, places and geographical features

- Demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts

By the end of Key Stage 1 (expectations by age 7) children will:	**By the end of Lower KS2** (expectations by age 9) children will:	**By the end of Upper KS2** (expectations by age 11) children will:
Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including global significant physical and human features and places in the news.

Understanding of the conditions, processes and interactions that explains features, distribution patterns and changes over time and space

- Extend from familiar and concrete to the unfamiliar and abstract
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.
- Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs

By the end of Key Stage 1 (expectations by age 7) children will:	**By the end of Lower KS2** (expectations by age 9) children will:	**By the end of Upper KS2** (expectations by age 11) children will:
Show understanding by describing the places and features they study using simple geographical vocabulary, identify some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more skilled to comparing places and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns and the processes that lead to change. They show some understanding of the links between places, people and environments.

Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information		
Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information		
By the end of Key Stage 1 (expectations by age 7) children will:	**By the end of Lower KS2** (expectations by age 9) children will:	**By the end of Upper KS2** (expectations by age 11) children will:
Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and atlases. They can express and explain their opinions, and recognise why others may have different points of view.

Knowledge, Skills and Understanding Break Down for Geography

Early Years Foundation Stage

The statements that applicable to the development of children's geographical understanding and knowledge are drawn from Understanding the World and The Natural World, where children are guided to make sense of their physical world and their community, and Mathematics, where children's positional language and descriptions of routes and locations is progressed.

Knowledge, Skills and Understanding Break Down for Geography
Foundation Stage
• All children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. • All children know about similarities and difference between themselves and others, and among families, communities and traditions. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. • All year children will explore the natural world around them, making observations. They will recognise some environments that are different to the one in which they live. They will understand important processes and changes like the seasons and weather. • Geography in the EYFS focuses on the development of Understanding the World. In the EYFS, children are given opportunities throughout the year within their continuous provision to explore, ask and answer questions about the immediate environment, local area, school grounds, family, local community, seasons and weather. They will talk about members of their immediate family and community. • In the EYFS, understanding of the world is developed through the year and revisited in line wit children's interest and learning needs. Planning is flexible and where links can be made to the wider world, discussion of space, place and people they will be. • All children will be introduced to the wider world around them through key teaching of space, place and people and through further exploration, begin to offer thoughts and ideas and recognise similarities and differences between life in their country and life in other countries. • All children will be given opportunities to develop understanding of key skills such as early map reading and develop their own journey maps that encourage key geographical vocabulary.

Locational Knowledge

Locational Knowledge		
KS1	**LKS2**	**UKS2**
Building on the EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. ***KS1 Geography National Curriculum*** *Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.* Children can: • Name and locate the world's seven continents and five oceans • Name, local and identify characteristics of the four countries and capital cities of the United Kingdom and its surroundings seas • Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia,	Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. ***KS2 Geography National Curriculum*** *Pupils should extend their knowledge and understand beyond their local area to include the United Kingdom and Europe, North and South America.* *Children can develop contextual knowledge of the location of globally significant places (e.g. India).* *Children can develop their understanding, recognising and identifying key physical and human geographical features (e.g. rivers).* Children can: • Locate the world's countries, using maps to focus on environmental regions and key physical and human characteristics; • Name and locate counties and cities of the United Kingdom,	Children begin to explore South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. ***KS2 Geography National Curriculum*** *Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places.* *Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.* Children can: • Use maps to locate the world's countries with a focus on Eastern Europe and South America,

Australasia, North America, South America, Antarctica.	identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; ● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones; ● Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● Name and locate countries and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time ● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and use longitude and latitude to find locations on the map ● Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key

Place Knowledge

Place Knowledge		
KS1	**LKS2**	**UKS2**
Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. ***KS1 Geography National Curriculum***	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills or comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. ***KS2 Geography National Curriculum***	Children develop their analytical skilsl by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: • Compare the UK wit a contrasting country in the world (Kenya and India) • Compare a local city/town in the UK with the contrasting city/town in a different country (Somalia) • Use key vocabulary to demonstrate knowledge and understanding in this strand: compare, capital city, country, population, weather, similarities, differences, farming, culture, Africa, Somalia, Mogadishu, river, desert, volcano.	*Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.* Children can: ● Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom (Exeter and London) ● Explore similarities and differences, comparing the human geography of a region of the UK and a region of Italy or India for example. ● Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom (Dartmoor) and Ecuador ● Explore similarities and differences comparing the physical geography of a region of the UK and a region of India and Italy. ● Use key vocabulary to demonstrate knowledge and understanding in this strand: physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	independent research, asking and answering questions. ***KS2 Geography National Curriculum*** *Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.* Children can: ● Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of North America (California) and South America (Peru). ● Understanding geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country (Scandinavia focus - Arctic) ● Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources, Amazon rainforest, retail, leisure, housing, business, industrial, agricultural.

Human and Physical Geography

Human and Physical Geography		
KS1	**LKS2**	**UKS2**
Building on EYFS knowledge of how environments may vary. Children begin to learn about the human features of geography. ***KS1 Geography National Curriculum*** *Children will understand key human and physical and human geographical features of the world. They identify seasonal and daily weather patterns.* Children can: ● identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; ● use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; ● use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They begin to understand the impact of humans on the earth. ***KS2 Geography National Curriculum*** *Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.* *Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.* Children can describe and understand key aspects of: ● physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; ● human geography, including: types of settlement and land use; ● use key vocabulary to demonstrate knowledge and understanding in this	Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. ***KS2 Geography National Curriculum*** *Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.* Children can describe and understand key aspects of:

	strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	• physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; • human geography, including: types of settlement and land use, economic activity including trade links California and Peru, and the distribution of natural resources including energy, food, minerals and water; • use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Geographical Skills and Fieldwork

Geographical Skills and Fieldwork		
KS1	**LKS2**	**UKS2**
Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.	Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes

KS1 Geography National Curriculum *Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.* Children can: ● use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; ● use simple compass directions and locational and directional to describe the location of features and routes on a map; ● devise a simple map; and use and construct basic symbols in a key; ● use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; ● use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical	features. ***KS2 Geography National Curriculum*** *Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs.* Children can: ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; ● use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; ● use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; ● use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	of human features over time, for example trade patterns. ***KS2 Geography National Curriculum*** *Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time*. Children can: ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features; ● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; ● use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; ● use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Key concepts in Geography

Location knowledge	This includes understanding and knowing the following: The 7 continents of the world. The major oceans and seas. Lines of latitude and longitude. The equator and what lies to the north and south of it and the climates relating to these areas
Place knowledge	This will include knowing information about specific towns, cities, and countries in Europe and the rest of the world
Human features	Human features in Geography are parts of the world's land and seascapes that have been shaped by people. These include: settlements, trade, economic activity and the consequences of human actions such as pollution and CO2 emissions.
Physical features	Physical features in Geography are parts of the world's land and seascapes that have been formed naturally. These include: rivers, lakes, deserts and mountains.
Skills and fieldwork	Using maps (digital and paper), symbols, aerial photographs, globes and compasses to identify locations, characteristics, features and distances between contrasting locations. Conducting investigations to discover more about specific geographical features of an area.

Breakdown of Skills from National Curriculum, linked with Cornerstones Curriculum

Cornerstones Project

National Curriculum Programme of Study

	Locational knowledge	Place Knowledge	Human and physical Geography	Geographical Skills and Fieldwork
Year 1	Our Wonderful World Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four	Our Wonderful World Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a	Our Wonderful World Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the	Our Wonderful World Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and

	countries and capital cities of the UK and its surrounding seas. Bright Lights, Big City Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas	small area in a contrasting non-European country. Bright Lights, Big City Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country	Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Bright Lights, Big City Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Bright Lights, Big City Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and

				construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. School Days (History project) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Year 2	Let's Explore the World Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Coastline Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Let's Explore the World Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Coastline	Let's Explore the World Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Coastline Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human	Let's Explore the World Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a

			features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Coastline Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Uses of Materials (Science project) Use simple fieldwork and observational skills to study the

				geography of their school and its grounds and the key human and physical features of its surrounding environment. Magnificent Monarchs (History project) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Year 3	Our Planet, Our World Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			
Year 4	Interconnected World Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			
Year 5	Investigating Our World Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and			

	time zones (including day and night).			
Year 6	Our Changing World Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Frozen Kingdoms Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			

Second Order concepts

Place	The location of where a place is defined by where it is on the Earth. However, the concept of place means much more than just where it is. It is about the place of belonging and having an attachment to that place, which could be highly personal and subjective. Knowledge about place is key to geography and weaves through all the other concepts we will be developing.
Space	Topological space: how the features in a space are arranged and connect to each other.
Scale	The ratio of a distance on Earth compared to the same distance on a map.
Interdependence	This relates to how much what occurs in one place will impact either positively or negatively on that place: people, places or countries who support and need each other.

Physical and human processes	The natural and human events that happen in a place that either maintain equilibrium or create change.
Environmental impact	How does change effect the place where people, animals and plants interact with each other.
Sustainable development	This is how a place can balance the needs of the people living there whilst maintaining the biodiversity of that place (all living things that live in that area including plants and animals).
Cultural awareness	Exploring ideas of race, ethnicity and equality and examining differences and inequalities caused by a range of factors in today's world from COVID-19 to climate change.
Cultural diversity	The variety and uniqueness of the cultural aspects of a place.
Location	Exactly where a place is in the world.
Scale	The size of a place including at local, regional, national and global level where comparisons can be made.
Distribution	The arrangement of the physical features of a place across the surface which can include both natural and human elements.
Change	How a place can change over time depending on the natural or human interactions.
Interaction	How the human and physical elements of a place effect or impact on each other.

These concepts are what drive geographers to ask questions and carry out investigations. These concepts provide the framework to shape an enquiry whereas the substantive concepts, (which are the subject specific development from the National Curriculum), determine the focus.

Assessing Geography

- At Starcross Primary School, each unit of work is assessed with a final assessment piece.
- Children are assessed continually throughout each topic, with the teacher giving feedback through marking and verbal feedback.
- Formative assessment is carried out by the class teacher who will assess work against geography objectives in the national curriculum.
- This process is supported by the end of phase statements in the National Curriculum 2014.
- The subject leader will monitor the teaching, learning and assessment of Geography.
- Parents receive assessment information regarding Geography in yearly reports.