At Owston Park Primary Academy, our Geography curriculum is organised around the key substantive concepts of Natural Phenomena, Climate, Place, Human Impact and Sustainability. These concepts provide a framework through which pupils develop a coherent understanding of the world, making connections between places, environments and geographical processes studied throughout the curriculum. Pupils explore how natural processes shape the Earth's surface, how climate influences environments and human activity, how places develop unique characteristics, how people interact with and change their surroundings, and how environments can be managed sustainably. These concepts are carefully sequenced, revisited and deepened over time, enabling pupils to build secure and connected geographical knowledge.

Alongside this, pupils develop their disciplinary knowledge through Location Knowledge, Place Knowledge, Human and Physical Geography, and Geographical Skills and Fieldwork, learning to think and work as geographers by investigating places, interpreting maps and data, observing environments, conducting fieldwork and communicating geographical understanding.

Our Geography Concepts



Natural Phenomenon:
How natural processes shape the Earth and influence people and places.



Climate:
How weather, climate and biomes vary across the world and influence environments.



Place:
How locations differ and how their physical and human characteristics create unique identities.



Human Impact:
How people use, change and develop places and environments.



Sustainability:
How human actions affect the environment and how resources can be managed responsibly.

Knowledge Progression – Geography

	Key Concepts Covered	Vocabulary	Substantive Knowledge	Disciplinary Knowledge
EYFS				
Y1	**Place; Climate; Human Impact**	aerial view, atlas, Belfast, capital city, Cardiff, city, continent, direction, Doncaster, Edinburgh, England, equator, key, landmark, local, map, Northern Ireland, ocean, parliament, physical feature, river, route, Scotland, Skellow, skyscraper, town, United Kingdom, vegetation, village, Wales, weather	Children know that they live in Skellow, which is part of Doncaster, England and the United Kingdom. They understand that places contain both human and physical features and that maps, symbols and directions help us identify and navigate locations. They know that the United Kingdom is made up of four countries, each with its own capital city, and can compare villages, towns and cities. They understand that the world is made up of seven continents and five oceans and know that climate varies across the world in relation to the Equator. They recognise that places can be compared by examining their human and physical features and understand that different places around the world have unique characteristics.	Identify familiar places and locate them on simple maps. Use maps, aerial photographs, atlases and globes to locate places and recognise features. Describe locations using simple geographical vocabulary and directional language. Identify and compare human and physical features in different places. Observe and investigate the local area through simple fieldwork and communicate geographical understanding using maps, photographs and discussion.
Y2	**Place; Climate; Human Impact; Sustainability**	beach, cave, cliff, climate, compass, continent, direction, discovered, equator, erosion, hill, human feature, landscape, navigate, North Pole, ocean, physical feature, pollution, position, river, sand dunes, settlement, South Pole, source, tourism, treacherous, uninhabitable, United Kingdom, voyage	Children understand that the world is made up of seven continents and five oceans, each with different climates, landscapes and environments. They know that the Equator and the North and South Poles influence temperature and climate and understand why places such as Antarctica are difficult for humans to inhabit. They know that physical features influence where people build settlements and how land is used, recognising the relationship between natural resources and human activity. They understand that places can be compared by examining their human and physical features and can contrast coastal and inland locations. They know that human activities such as tourism, development and	Use maps, globes and atlases to locate continents, oceans and significant places. Use compass directions and geographical vocabulary to describe location and position. Identify and compare human and physical features in contrasting locations. Collect information through observations, aerial photographs and simple fieldwork. Communicate geographical understanding through maps, keys, diagrams, comparisons and discussion.

			pollution can have both positive and negative impacts on environments.	
Y3	**Natural Phenomena; Climate; Place; Human Impact; Sustainability**	agriculture, Amazon Basin, architecture, biodiversity, canopy, climate, coastal, compass points, continent, deforestation, desert, desertification, drought, dune, ecosystem, emergent, erosion, export, flooding, habitat, harbour, hostile, human features, indigenous, interdependent, island, landscape, mountain, natural resources, peninsula, physical features, plantation, preservation, rainforest, river, seafaring, sustainable, tourism, tourist, trade, tropical, vegetation, village	Children understand that physical and human geography interact to shape places over time. They know that climate, landscape, natural resources and physical features influence how people live, work and travel. They understand that Greece and South Yorkshire have different physical and human characteristics and can explain how these differences affect settlement, trade, transport and tourism. They know that rainforests are biodiverse ecosystems which support plants, animals and people and understand how deforestation affects habitats, biodiversity, climate and communities. They understand that deserts are distinctive biomes shaped by low rainfall, climate and physical processes such as weathering and erosion. They know that people adapt to living in challenging environments and understand how human activity can contribute to environmental issues such as deforestation and desertification.	Use maps, atlases, aerial photographs and digital mapping to locate and compare places. Use the eight points of a compass and begin to use four- and six-figure grid references. Compare regions using human and physical geographical characteristics. Interpret a range of geographical sources including maps, photographs and diagrams. Explain connections between people, places and environments and communicate findings using geographical vocabulary and fieldwork evidence.
Y4	**Natural Phenomena; Climate; Place; Human Impact; Sustainability**	active, Alps, ash, bank, basin, border, capital city, confluence, continent, country, crater, crust, culture, delta, deposit, dormant, earthquake, eruption,	Children understand that geographical processes shape landscapes and influence how people live and work. They know that Europe is made up of many countries with different physical and human characteristics and understand how geography has influenced trade, transport, settlement and conflict. They understand that tectonic plate movement causes volcanoes and	Use maps, atlases and digital mapping to locate countries, regions and physical features with increasing accuracy. Use grid references, compass points and geographical vocabulary confidently. Interpret a range of geographical sources, including maps, photographs,

		erode, estuary, extinct, floodplain, gorge, import, lava, magma, mantle, meander, mouth, plate boundary, port, pyroclastic flow, riverbed, Ring of Fire, route, source, supply, tectonic plate, tourism, trade, tributary, valley, Vatican City, vent, volcano, Western Front	earthquakes and know how these natural phenomena affect people and environments. They recognise why people choose to live in hazardous areas despite the risks and benefits associated with them. They understand that rivers are dynamic systems which shape landscapes through erosion and deposition and are closely connected to the water cycle. They know that rivers and other natural resources have influenced human settlement, transport, industry and economic development throughout history. They recognise that human activity can affect natural environments and understand the importance of protecting and managing these environments sustainably.	charts and diagrams, to explain geographical patterns and processes. Explain relationships between physical and human geography and use fieldwork evidence to compare places and environments. Communicate geographical understanding using appropriate terminology, maps and written explanations.
Y5	Climate; Place; Human Impact; Sustainability	bargaining, biome, climate, climate zone, commerce, commercial, continent, degrees, economy, equator, export, fertile crescent, geography, Greenwich, gridlines, hemisphere, human geography, import, industrial, irrigation, latitude, longitude, manufacture, Middle East, natural resources, physical geography, Prime Meridian, resource, residential, river, rural, settlement, time zone,	Children understand that geography helps explain how people and places are connected across the world. They know that climate, latitude, longitude and physical geography influence how and where people live. They understand that Iraq's rivers, climate and natural resources have supported settlement, trade and civilisation for thousands of years and continue to shape life today. They know that trade links countries together and that natural resources, climate and transport routes influence imports and exports. They understand that human activity can create geographical opportunities and challenges and recognise that trade, resource use and economic activity can have social, environmental and ethical consequences. They understand the importance of sustainability and fairness in an increasingly interconnected world.	Use a range of maps, atlases, globes and digital mapping tools confidently to investigate places and geographical patterns. Use latitude, longitude, grid references and compass directions accurately to locate places and describe position. Interpret geographical data, including climate graphs, maps and population information, to identify patterns and relationships. Compare places using human and physical geography and explain how geographical factors influence people's lives. Communicate geographical understanding through maps, diagrams, graphs, fieldwork and reasoned explanations.

		trade, trade routes, tropics, urban		
Y6	**Natural Phenomena; Climate; Place; Human Impact; Sustainability**	adaptation, aftershock, biome, biomass, carbon footprint, canyon, climate, earthquake, economy, epicentre, export, fossil fuel, geothermal energy, hemisphere, hurricane, hydroelectricity, import, landscape, landmark, latitude, longitude, mineral, mountain range, natural resource, non-renewable energy, plateau, population density, prairie, renewable energy, Richter scale, seismic waves, settlement, sustainability, tectonic plates, terrain, tidal energy, time zone, topography, trade, tropic, tsunami, vegetation, vortex, wave energy, wind power	Children understand that geographical factors shape how people live, work and interact across the world. They know that climate, landscape, resources and location influence settlement, trade and economic activity. They understand that North and South America contain diverse environments and can compare the physical and human geography of the USA and the UK. They know that tectonic plate movement and climatic conditions create natural hazards such as earthquakes, volcanoes, hurricanes and tsunamis and understand how these affect people, environments and economies. They recognise that natural resources are distributed unevenly across the world and that countries depend on trade to access the resources they need. They understand that human activity affects the environment and that sustainable use of resources is essential for future generations.	Use maps, atlases, globes, GIS and digital mapping confidently to locate, analyse and compare places. Use latitude, longitude, grid references and geographical data accurately to investigate patterns and relationships. Interpret a range of geographical evidence including climate graphs, thematic maps, satellite imagery and fieldwork data. Explain complex interactions between physical and human geography and evaluate how geographical processes affect people and environments. Communicate geographical understanding through maps, reports, fieldwork, data analysis and reasoned geographical explanations.

Concept development over time

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Key Focus	 Natural Phenomenon	 Climate	 Place	 Human Impact	 Sustainability
EYFS					
Y1 – Local Area Study			Understanding Skellow, Doncaster and the local area through maps, landmarks and fieldwork.	Exploring Human and physical features in the local area and how places change over time.	
Y1 – London			The UK's countries, capital cities, settlements and landmarks.	Understanding how people shape cities through transport, buildings, tourism and services.	
Y1 – Africa	The Equator, weather and differences in climate.	Comparing Africa with the UK and understanding geographical diversity.	Comparing Africa with the UK.	Comparing human features, settlements and ways of life in different places.	Challenging stereotypes and developing awareness of global environments.
Y2 – Continents & Oceans	Exploring glaciers, ice sheets and physical features of Antarctica.	The Equator, poles, climate zones and why	Understanding the world's continents,	Learning how explorers and researchers	Introduction to climate change and human

		some places are hot or cold.	oceans and Antarctica as a unique location.	interact with extreme environments.	impact on polar environments.
Y2 – Physical & Human Features	Understanding how hills, rivers and other physical features shape landscapes.		Understanding settlements and how places develop.	How humans choose locations and use land, resources and environments.	Understanding how human activity changes landscapes over time
Y2 – Seasides	Coastal processes, cliffs, caves, beaches, erosion and sand dunes.	Exploring seasonal weather patterns and how weather affects coastal areas.	Comparing Filey with Doncaster and recognising similarities and differences between places.	Understanding tourism and how people use seaside locations.	Pollution, litter and caring for coastal environments.
Y3 – Deforestation	Understanding rainforests as distinctive natural environments.	Exploring tropical rainforest climates and their influence on biodiversity.	Understanding the Amazon Basin as a unique geographical region.	How farming, mining and resource extraction change environments.	Conservation, eco-tourism, sustainable products and reducing deforestation.
Y3 – Greece	Exploring earthquakes, droughts and other natural hazards.	How climate influences lifestyles, settlements and industries.	Comparing Greece and South Yorkshire.	Understanding trade, transport, tourism and natural resources.	Considering how environments support tourism and economic activity.
Y3 – Deserts	Weathering, erosion, desert landforms and environmental processes.	Biomes, rainfall, latitude and desert climates.	Understanding the location and characteristics of major deserts around the world.	Exploring how people adapt to extreme environments and use natural resources.	Desertification, climate change and protecting vulnerable environments.
Y4 – Europe	Physical geography such as rivers, landforms and weather influenced	Considering how weather and physical conditions affected life and conflict during WWI.	Europe's countries, capital cities, borders and regional characteristics.	How geography influences trade, transport, settlement, conflict and food supplies.	Understanding how resources and transport networks affect societies over time.

	historical events and human activity.				
Y4 – Volcanoes	Tectonic plates, earthquakes, volcanoes and geological processes.	Exploring how climate varies across Italy and influences lifestyles and tourism.	Comparing Italy and the UK.	Understanding tourism, settlement and economic activity in volcanic regions.	Considering the advantages and risks of living near volcanoes.
Y4 – Rivers	Erosion, deposition, river formation and the water cycle.	Understanding the role of precipitation and the water cycle in shaping river systems.	Understanding the River Don and river systems around the world.	Settlement, transport, farming, industry and energy.	River pollution, flooding and caring for waterways.
Y5 – Doncaster Local Study	Understanding how physical features such as the River Don and natural resources have influenced development.		Doncaster as a place study, comparing urban and rural areas and exploring how places change over time.	Land use, industry, mining, transport links, settlement patterns and population change.	Understanding how communities adapt as industries change and considering future development.
Y5 – Iraq	Understanding rivers, deserts and natural resources which shape Iraq's landscape.	Exploring Iraq's climate and its influence on settlement and farming.	Iraq as a contrasting place study, including Baghdad, the Middle East and the Fertile Crescent.	How rivers, trade, resources and settlement shape people's lives.	Investigating water shortages, environmental damage and climate change.
Y5 – Trade	Understanding how natural resources influence economic activity and global trade.	Understanding how climate affects crops, resources and economic opportunities across the Caribbean and other world regions.	Locating places using latitude, longitude, hemispheres and global mapping skills whilst exploring the Caribbean as a distinctive region.	Trade, imports, exports, industry, settlement and global interdependence.	Fairtrade, inequality and the environmental and social impacts of global trade.

Y6 – UK vs USA	Exploring mountain ranges, rivers, canyons and major physical landscapes.	Climate zones, latitude and climatic variation across the Americas.	Comparing the physical and human geography of the UK and USA.	Understanding settlement, trade, land use and economic activity.	Considering how geography influences resource use and development.
Y6 – Extreme Earth	Climate zones, biomes and the causes of extreme weather.	Understanding where hazards occur and why some places are more vulnerable.	Exploring how disasters affect people, communities and economies.	Considering preparedness, resilience and reducing risk.	Climate zones, biomes and the causes of extreme weather.
Y6 – Natural Resources	Understanding the geographical distribution of resources.	Considering how climate affects resource availability and energy production.	Understanding how access to resources varies globally.	Resource use, trade and energy production.	Renewable energy, carbon footprints and sustainable resource management.