



GEOGRAPHY CONCEPT MAPPING

- The REMAT concept map has been developed inline with the Geography Ofsted Research Review 2023 and ‘A Framework for the school geography curriculum’ Geographical Association 2022.
- The **four key concepts**: space, place, earth systems and environment alongside the **five organising concepts** time, scale, diversity, interconnection and interpretation have been used to shape the REMAT curriculum to ensure breadth and depth.
- Significant **associated concepts** have then been identified that run through our curriculum to ensure progression.
- Whilst there is no expectation for pupils to know about these concepts, they offer a useful way for curriculum designers to ensure that the study of the content is geographical in nature.

CORE CONCEPTS

<p style="text-align: center;">PLACE</p> <p>Places is characterised as learners developing ‘a sense of place’, knowing the identify, character and diversity of a place. Zooming in and out to develop a deeper understanding.</p>	<p style="text-align: center;">SPACE</p> <p>This is knowing the human and physical geography of a place, such as landforms, urban areas and political systems. Ideas such as pattern, location, distribution and interaction are key.</p>	<p style="text-align: center;">EARTH SYSTEMS</p> <p>This is knowing about physical processes and cycles, as well as biological, chemical and physical changes of landforms, landscapes and environments.</p>	<p style="text-align: center;">ENVIRONMENT</p> <p>This looks at the interaction between human and physical geography. Key themes include ecosystems, environmental change, resources and sustainability.</p>
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ORGANISING CONCEPTS

<p style="text-align: center;">TIME</p> <p>This considers how human and physical geography is affected by the passing of time (past, present, future).</p>	<p style="text-align: center;">SCALE</p> <p>This considers the scale of a study from micro-macro (local, regional, national, international, global). It considers our ‘sense of place’ in which we zoom in and out of scales in order to make connections.</p>	<p style="text-align: center;">DIVERSITY</p> <p>This is looking a wide range of characteristics of the human and physical world (similarities, differences, comparisons, contract)</p>	<p style="text-align: center;">INTERCONNECTION</p> <p>This looks at how people, places, environments and spaces are connected to each other.</p>	<p style="text-align: center;">INTERPRETATION</p> <p>This is looking at how the physical geography and natural world is influenced by changing narratives, as attitudes to climate change.</p>
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ASSOCIATED CONCEPTS

<p style="text-align: center;">*Sustainability</p>	<p style="text-align: center;">Natural Resources (including food, imports, exports and trade)</p>	<p style="text-align: center;">Human and Physical interaction with the environment,</p>
<p style="text-align: center;">*Weather and Climate</p>	<p style="text-align: center;">Physical Processes</p>	<p style="text-align: center;">Extreme Environments</p>
<p style="text-align: center;">*Settlements</p>	<p style="text-align: center;">Population</p>	



Year Group	PLACE	SPACE	EARTH SYSTEMS	ENVIRONMENT
<p>Nursery</p>	<p>FOCUS: Immediate Environment, Community</p> <p>Develop a sense of self and identify when making simple observations about themselves and their family <i>(Me and my family).</i></p> <p>Develop a positive attitude towards myself and others 'differences' between how we celebrate. <i>(Me and my family).</i></p> <p>Develop a sense of place though role play - where food comes from in their community, greengrocer, shopkeeper. <i>(Food and Growing)</i></p> <p>Consider people who help us in their immediate environment and widen the scale to their community through first-hand experience, such as a police visit. <i>(People who help us)</i></p>	<p>Think about scale in terms of animals that live in your house or further away in a farm <i>(Down on the Farm).</i></p> <p>Create small world maps and identify features using positional language <i>(Continuous; Down on the Farm).</i></p>		<p>Make simple observations in their immediate environment with people and places. <i>(Continuous/ Me and my family).</i></p> <p>Develop a sense of responsibility for the environment: pets, farms, woodland <i>(Woodland/ Down on the Farm)</i></p> <p>How to take care of their immediate environment in the classroom. <i>(Continuous: Down on the Farm)</i></p> <p>Explore a range of environments through stories and topics, including the immediate weather. <i>(Continuous/ The sea)</i></p>
<p>Reception</p>	<p>FOCUS: Immediate Environment, Local Area, Community and experiences and zooming out to see their place in the world.</p> <p>Develop a sense of place when making simple observations about features their local environment. <i>(Me and my world).</i></p> <p>Gain first hand experiences in their local area to develop a sense of place, home and community (church visit) <i>(Me and my world).</i></p> <p>Develop a cultural awareness and personal identify when looking at how people from other countries celebrate (birthdays, Diwali, Chinese New Year).</p>	<p>Broaden their sense of scale from the immediate environment to the local area and then other countries when looking at homes. <i>(Me and my world, Journey's It's Cold Outside).</i></p> <p>Use their mapping and observations skills to compare and contrast the features in local seaside town to Liverpool, this links to their Year 2 topic. <i>(Journeys)</i></p>	<p>Explore patterns and changes in the weather and seasons though first-hand experiences and observations <i>(Continuous).</i></p> <p>Explore winter environments and the process of melting and freezing. <i>(Me and my world)</i></p>	<p>Use story mats and directional language to name features in a story environment <i>(Continuous / The Three Little Pigs).</i></p> <p>Consider the effect the seasons and weather has on the environment and the animals that live there . <i>(It's Cold Outside, In the Garden, Me and My World, Continuous)</i></p> <p>Consider how the environmental features and the weather of the UK and different from others places in the world. <i>(It's Cold Outside, Journeys)</i></p> <p>Interact with the environment through personal responses, such as artwork.</p>

	<p><i>(Let's Celebrate).</i></p> <p>Begin to develop a sense of place when looking at where they are on the world map and where people and places studied around the world. <i>(Journeys, It's Cold Outside, Continuous)</i></p> <p>Broaden their scale to look at feature in further away from the local area: Liverpool and a seaside towns <i>(Journeys)</i></p>			<p><i>(It's Cold Outside)</i></p> <p>Consider how humans use their environment and how this has changed over time in relation to transport. <i>(Transport (TPS) A long Time Ago)</i></p> <p>Consider environmental impact in their immediate environment when looking at habitats, plants and caring for immediate environment, inclining recycling <i>(The Garden)</i></p> <p>Interact with the environment through personal responses, such as artwork and music to compare their own lives to those who live in Kenya. <i>(Journeys)</i></p> <p>Understand we need to care for environments and plants. Clean up environments/habitats through provision <i>(Continuous / Woodland/ In the Garden).</i></p>
<p>Year 1 Local Area</p>	<p>Immediate Environment / Local Area</p> <p>Develop a sense of place through exploring their local area.</p> <p>Consider places that are near and far in a local context.</p>	<p>Consider the human and physical features available to their community.</p>		<p>Consider the human features in their local area and why they might have been built over time, such as the community needing a doctor.</p>
<p>Year 1 UK: Weather</p>	<p>Immediate Environment (weather) UK: home, countries and bodies of water surrounding the UK</p> <p>Deepen their sense of place and identity though looking at the local weather.</p>	<p>Develop a sense of space and scale from the personal to local then regional to locate themselves on the map in the context of the weather.</p>	<p>Explore the weather through first-hand observation and fieldwork techniques.</p>	<p>Gain a first-hand experience of environmental change through the weather.</p>

<p>Year 1 Hot and Cold Paces</p>	<p>UK/ World: Hot and cold places in relations to the equator, north and south Poles.</p> <p>Build a global sense of place and scale, learning where the UK is in relation to the hot and cold places in the world and the UK.</p> <p>Small scale studies of communities in hot and hot places in the world.</p>	<p>Consider the location and distribution of settlements in hot and cold places and the interaction with the physical geography of a place.</p>	<p>Children consider how people react and respond and to the climate of where they call home.</p>	<p>Explore how human and physical geography interact, considering how humans use and affect the physical geography of a place.</p> <p>Consider why very few people live in extremely hot/cold environments .</p>
<p>Year 2 Food</p>	<p>World: Countries, continents, Oceans</p> <p>UK: Countries and capitals</p> <p>Develop their sense of Scale when considering where food comes from:</p> <p>Local and the local Region including urban, rural and farms. Zooming out to the UK, World.</p>	<p>Consider the distribution of food and where it is located in relation to climate.</p> <p>Consider how human and physical geography are interconnected over places (why we buy food from abroad).</p>	<p>Consider how people interact with food sources and the impact of this (eg:overfishing).</p>	<p>Consider where our food is grown both locally, regionally and globally and how this is affected by climate.</p>
<p>Year 2 UK including Coasts.</p>	<p>UK Countries, capital, bodies of water, urban, rural, coastal</p> <p>Develop a sense of place when looking at the human and physical features of their local landscapes (coasts), first introduced in Reception.</p> <p>Develop a sense of identity and nation as they broaden their scale to look at their capital cities.</p>	<p>Use their mapping and fieldwork skills to compare and contrast the human and physical features in a range of local environments, including coasts.</p> <p>Consider the distribution of human and physical features in urban and rural areas (coasts, villages, cities)</p>	<p>Explore land formations, such as cliffs.</p>	<p>Consider how human and physical features interact to create a range of environments.</p>
<p>Year 2 Australia</p>	<p>Non- European Study Australia, World continents and oceans</p> <p>Develop a greater sense of their own identity as they broaden their scale to look at further away communities, making comparisons to home.</p> <p>Place narratives introduce cultural diversity and migration at an age-appropriate depth 'outback'.</p>	<p>Look at the distribution of human and physical features in Australia, with a focus on urban and rural areas.</p> <p>Consider the impact these distributions have on people's lives, such as health care 'outback'.</p> <p>Consider the location of settlements in extreme conditions, and the impact on local communities.</p>	<p>Consider how people react and respond and to bushfires and begin to understand climate.</p>	<p>Consider the interconnection between human and physical geography 'bushfires'.</p> <p>Consider the impact environmental changes can have on biodiversity 'bushfires', including people and animals being forced to move from place to place.</p>

<p>Year 3</p> <p>Villages Towns and Cities</p>	<p>World/UK: Human Geography Focus</p> <p>Comparisons between the UK, Europe and North America throughout.</p> <p>Understanding how the interaction between human and physical features change places over time, such as villages, towns and cities developing.</p>	<p>Consider the location and distribution of human population.</p>		<p>Consider how the interconnection between human and physical features creates different settlements and land use in them.</p>
<p>Year 3</p> <p>Mountains, Volcanoes and Earthquakes</p>	<p>World: Physical Geography focus including the pacific ring of fire.</p> <p>Consider case studies of people living in extreme environments.</p>	<p>Consider the location of settlements in extreme environments, and the impact on local communities.</p>	<p>Consider environmental changes over time (tectonic plates)</p> <p>Interconnection between earth processes (tectonic plates moving) and landform creation (fold mountains) and natural disasters.</p>	<p>Consider the interaction between human geography and physical geography when examining the impact of living near volcanoes through case studies.</p>
<p>Year 3</p> <p>Water and Weather</p>	<p>World: Physical Geography Focus (Mountains/water cycle)</p> <p>UK Focus: Weather Forecast</p> <p>Consider the distinctive physical geography of places studied.</p>	<p>Develop a sense of place and scale as they make connections between the weather in the UK and other places around the world.</p>	<p>Consider the water sources on the planet.</p> <p>Consider the process of the water cycle.</p>	
<p>Year 4</p> <p>Rivers</p>	<p>World including Russia as a European case study: Physical Geography Focus (Rivers)</p> <p>Consider the distinctive physical geography of places studied.</p> <p>Consider the interaction between human and physical geography at a local scale (Volga River / River Mersey)</p> <p>Consider how and why settlements form near rivers.</p>	<p>Consider how the flow and movement of a river can shape the landscape.</p>	<p>Consider the processes of decomposition, erosion and landforms.</p>	<p>Consider human and physical interaction, in relation to the positive and negatives impact of settlements forming near rivers.</p> <p>Consider how humans impact the environment, including pollution and fishing.</p>
<p>Year 4</p> <p>Migration</p>	<p>World: Human Geography Focus Migration</p> <p>Consider why people migrate and move from place to place, including case studies.</p> <p>Consider how culture and food is part of a person's identity and will migrate with the person.</p>	<p>Look for patterns in global migration and how human and physical geography affects the distributions found.</p>		<p>Consider the link between migration and environmental quality, such as living conditions, natural disasters and education and employment.</p>
<p>Year 4</p>	<p>UK comparison to a South America Country (Chile)</p>	<p>Interpret maps to consider the global distribution of natural resources.</p>	<p>Consider 'water' as a vital natural resource.</p>	<p>Consider the way humans use and benefit from natural resources and how this has changed over time.</p>

<p>Natural Resources</p>	<p>Consider how people respond to their environment and benefit from natural resources, including economic growth.</p> <p>Developed a sense of place and identify when looking at the natural resources of the UK.</p>	<p>Consider the interaction between the unique physical geography of Chile and the natural resources produced.</p> <p>Consider the importance of location in a globalised world exports</p> <p>Consider the interaction between population growth and use of natural resources.</p>	<p>Consider land use changes, as an increasing population uses more natural resources.</p>	<p>Consider the impact of using natural resources on the environment, including fossil fuels, climate change, pollution and sustainability.</p>
<p>Year 5</p> <p>Slums</p>	<p>World: Human Focus</p> <p>Case studies of life in the world's largest slums (Mumbai and Rio Janeriro)</p> <p>Consider the social and economic issues faced by those living in slums.</p> <p>Make personal responses to issues faced in other communities (slums)</p>	<p>Interpret maps, atlases and GIS to look at the distribution or world slums as one of the main world settlements.</p> <p>Consider the population density in slums drawing comparisons to their own locality.</p> <p>Consider the impact spacial distribution has on health and equality.</p>		<p>Consider how humans manage and impact upon environments.</p> <p>Examine case studies of countries and communities where economic prosperity, social justice and environmental justice differs.</p>
<p>Year 5</p> <p>Biomes</p>	<p>World: Physical Geography Focus : Biomes</p> <p>Deepen their sense of places when comparing their location in the world in the context of biomes.</p> <p>Consider the biodiversity of faraway environments. Make personal responses to persuade people to protect these environments.</p>	<p>Consider where the biomes are located and why.</p>	<p>Consider how and why the earth's tilt and degrees of latitude are responsible for the climate in the different world biomes.</p>	<p>Consider ecosystems and biodiversity in the world's biomes.</p> <p>Consider the environmental changes that are happening due to human and physical interactions.</p> <p>Consider the environmental impact of climate change on biomes and ecosystems.</p> <p>Consider the impact of using natural resources on the environment, including fossil fuels, climate change and sustainability.</p>
<p>Year 5</p> <p>Energy and Sustainability</p>	<p>World: countries, links to the UK comparisons to cities in Europe and North and South America.</p> <p>Consider energy use and sustainability in the UK to the rest of the world, developing a global sense of place.</p> <p>Develop personal responses to issues faced around sustainability and the use of natural resources.</p>	<p>Consider the interaction between population growth over time, the use of natural resources and sustainability.</p> <p>Children look at sustainability in a globalised world, considering the decision making of a global firm creating wind farms.</p> <p>Evaluate fossil fuel data world data to draw conclusions on sustainable energy use, in</p>	<p>Consider how land use has changed over time, in relation to the amount of natural resources needed for settlements.</p> <p>Consider a case study of environmental change over time in 'the green capital' of Curitiba in Brazil and Freiburg in Germany.</p>	<p>Consider the interaction between human and physical environment, including environmental change, land use and management.</p> <p>Consider sustainability as the interaction between people, the economics and the environment.</p> <p>Consider the impact of using natural resources on the environment, including</p>

	Consider the ways in which settlements can live sustainably through country case studies .	terms of renewable and non-renewable energy .		fossil fuels, climate change, pollution and sustainability. Consider how population distribution can cause environmental change over time , needing human management .
Year 6 Population	Compare population density in the UK to the rest of the world, developing a global sense of place. Deepen their sense of place as they learn about population in counties, cities and geographical regions of the UK . Consider case studies involving social and economic problems: the aging population of people in Japan .	Builds on knowledge of population density and distribution around the world using maps, graphs and GIS. Considers patterns in population growth over time using real world data. Considers the reasons for population changes over time in the UK. Interprets the distribution of population in terms of age and gender, including the when using a population pyramid.	Consider case studies, land use change and management to deal with a population crisis – focus on Japan. Consider the management and distribution of one of the world’s most important resources ‘food’ in feeding a growing world population.	Consider the human processes that have contributed to population change over time , such as an ageing population, health care and birth rate.
Year 6 Globalisation	World: Human Geography Consider real life case studies of the effect of globalisation on an international scale in terms of low wages and working conditions .	Interpret some of the reasons for globalisation and the human motivations behind this (profit) over time . Consider the distribution of transnational corporations around the globe and the increased global connections between people and places. Consider globalisations through food, technology and clothing , including trade, imports and exports . Consider how society is changing through increased globalisation and how transnational corporations can have advances and disadvantages .		Consider the environmental impact of fast fashion and how this is unsustainable . Develop a shared sense of responsibility for human actions .
Year 6 Local Fieldwork	Local Fieldwork Focus Deepen their sense of place , working geographically to conduct fieldwork in their own local area .	Consider the human motivation behind researching environmental processes . Consider how geographers gain a better understanding of place and space through fieldwork techniques and studying maps at a range of scales .	Consider how fieldwork helps humans find out about environmental processes .	Consider approaches to fieldwork and environmental management .

continue to priorities and focus on retrieval
learning is a change in the long term memory