# Ellison Key concepts

At Ellison Primary Academy the children learn through a concept-based curriculum allowing them to learn beyond solely the topic facts. Concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. As part of our conceptual curriculum we involve the use of specific key questions which focus upon factual, conceptual and debatable content. Concepts are returned to throughout the year groups to ensure children have a clear understanding of them and enabling them to be held within their long-term memory.

Please find below are a list of concepts that the children at Ellison Primary academy focus upon in Geography and our reasoning behind their choice.

| Concept | Why learn about this concept? | Year group studied (though may be referred to within other year groups). |
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| Location | 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 geographers 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. | Year 1<br>Year 2<br>Year 3<br>Year 4<br>Year 5<br>Year 6 |
| Place | 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. | Year 1<br>Year 2<br>Year 3<br>Year 4<br>Year 5<br>Year 6 |
| Human and Physical processes | The geographical concept of physical and human processes looks at natural and man-made. 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. The concept will develop an understanding of how these events and activities can lead to changes within the places, landscapes and societies of the world. | Year 1<br>Year 2<br>Year 3<br>Year 4<br>Year 5<br>Year 6 |

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| Communities and Settlements | Previously we have developed an understanding of the concepts, space, location and human and physical processes. We now start to look at how the dimensions of the environment are related. The concept also requires us to explore human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources. It will also examine how people settle and move into and from areas for various reasons. Together these factors can have a significant impact in how land is changes over time and influence environmental change. | Year 1<br>Year 4<br>Year 5 |
| Spatial interactions | The concept of spatial interactions studies the flows, movements or exchanges that link places together. Interactions like migration can lead to two places becoming interdependent upon each other. It looks at how an incident in one area can have an effect on a different area and become interconnected. Examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions. | Year 4<br>Year 5<br>Year 6 |
| Environment | The concept of environment ponders about the natural world and how people effect the world and have the ability to change it. The environment maintains and enhances life. The concept will develop an understanding of the natural world in relation to change, systems, biodiversity, living and non-living elements, interconnections, sustainability and various processes. | Year 2<br>Year 5 |
| Scale | Scale can be defined as the size of something. Scale as a concept can then be categorised into two different subsections. 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. The scale of a map influences how it can be used and is described in terms of ratio, a small-scale map may have a scale of 1:16 000 000. The other use of scale is observational. These are the descriptive size-based units which geographers divide the world to study places, regions and phenomena. This descriptive use of scale use will refer to local, national, international, global and regional. | Year 5 |
| Movement | The concept of movement involves a change in location of people, products, ideas and elements, this can be through travel or flow. 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. Movement can be represented in different ways graphically; colour and lines are usually used to show the date of spread and arrows can show the distance and direction of movement. | Year 5 |

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| Cultural understanding and diversity | Cultural understanding and diversity as a concept shows appreciation and awareness of similarities and differences between environments, places, people and cultures to help develop our understanding of different societies and economies. By developing an understanding of these similarities and differences we can build an appreciation of people's beliefs and attitudes and the influence that they may have on social, environmental, economic and political issues. It also gives a platform for the children to develop justification for their own values and attitudes. | Year 6 |