



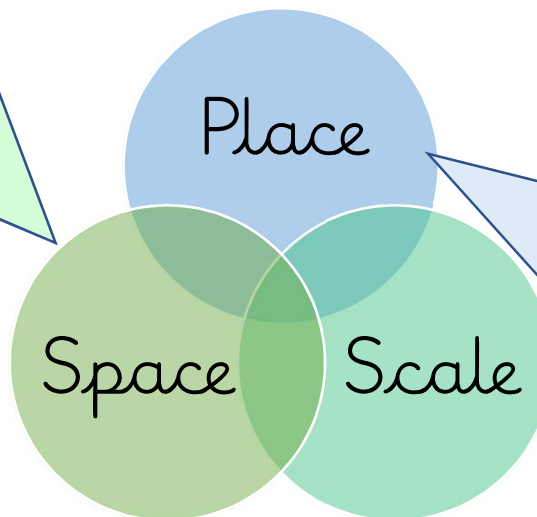
## Core Concepts in Geography at Shap

*"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."* -President Barack Obama

Our core concepts in geography are the 'big ideas' that lie at the heart of geography as a discipline. We want our children not to see geography as an accumulation of more and more 'content' and 'facts' so core concepts and threshold concepts provide a lens through which our children can understand the subject and view the world.

Core concepts are considered 'big' to show their importance to geography and give the subject unity and cohesion. These core concepts are always present in every part of a child's geography learning and develop as they move through the school on their geography learning journey.

Where is this place?  
Locate  
Identify any spatial patterns, such as land use, flooding, socio-economic...  
How is the space structured, organised and managed for different purposes?  
How does it connect to other places?  
How can it be mapped?  
What is unique about its location?  
How is it perceived?



What is it like there? Describe & explain.  
Name and recognise  
What kind of features does it have?

- Human i.e. Population, economy, cultures, buildings, recreational...
- physical i.e. climate, landforms, soils, vegetation, water...

How and why is it changing?  
What do people do here?  
How do I feel about it?  
How does it compare to other places?

How does my view of this place change when I zoom in or out?  
How and why are places connected at different scales?  
How do local decisions and events have global consequences?



## Threshold Concepts in Geography at Shap

In comparison to core concepts, threshold concepts are like a lens that children view certain elements of their geography journey through. Threshold concepts are more abstract than the core concepts and can therefore transform children's understanding and appreciation of the subject and their view of the world. Once a child understands the threshold concept, the child has permanently crossed into a more profound understanding, one that empowers them to connect prior and new knowledge in more sophisticated ways (Meyers and Land, 2003).

The threshold concepts in our geography curriculum have been chosen carefully to connect the particular needs and interests of our children in Shap, with current geography curriculum research, particularly the work of; Lambert, (2007). Taylor (2008), and Gregory & Lewin (2021).

Environment	Environmental Impact	Cultural Awareness	Interconnections	Geographical Techniques	Communicating Geography
<ul style="list-style-type: none"><li>• Physical and human features and processes</li><li>• Actions and features</li><li>• Change</li></ul>	<ul style="list-style-type: none"><li>• Interactions</li><li>• Change</li><li>• Usage</li><li>• Sustainability</li><li>• Effects</li><li>• Response</li></ul>	<ul style="list-style-type: none"><li>• diversity</li><li>• disparity</li><li>• connections</li><li>• social identity</li><li>• values</li></ul>	<ul style="list-style-type: none"><li>• links between features, places, events and people</li><li>• Reason and hypothesise between 2 places, processes etc</li></ul>	<ul style="list-style-type: none"><li>• use a range of different types and scales of maps</li><li>• fieldwork techniques</li><li>• design and use questionnaires and Likert scales</li><li>• observe, compare and contrast different sources</li><li>• measure</li><li>• collect, analyse and interpret sources</li></ul>	<ul style="list-style-type: none"><li>• drama</li><li>• film</li><li>• photographs</li><li>• digital maps</li><li>• digital media such as blogs and tweets</li><li>• diagrams</li><li>• graphs</li><li>• infographics</li><li>• sketches</li><li>• hand-drawn map</li><li>• written explanations</li></ul>