Geography Curriculum Framework

Intent:

The purpose of the Futura Learning Partnership geography intent is to provide a framework for high quality geography education across phases to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The aim is to ensure that pupils are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Pupils should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that pupils will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that way pupils

will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims:

Underpinning the intent are **key substantive and disciplinary concepts**

The **substantive knowledge** concepts:

Location **(L)**	Knowing where places are and having spatial awareness of different countries using maps of the world and other sources leading to a detailed understanding of their environmental regions, physical and human characteristics, countries and cities.
Place and space **(PS)**	Understanding the geographical similarities, differences and links between places and regions
Physical world **(PW)**	Understanding the processes that give rise to key physical features of the world, how they are interdependent and how they bring about spatial variation and change over time.
Human environment **(HE)**	Understanding the processes that give rise to key human features of the world, how they are interdependent and how they bring about spatial variation and change over time.
Interdependence and sustainability **(IS)**	The significant links between places, features, events and people. It examines the importance and impact of maintaining, modifying or breaking connections and the impact this has upon the long-term health of our planet, its people and environments.
Cultural understanding **(CU)**	Understanding the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

The 5 **disciplinary knowledge** concepts:

Globes, maps and atlases **(GMA)**	Developing the ability to utilise a range of geographical information sources to help to develop an extensive knowledge of a wide range of places, environments and features at a range of scales.
OS map skills **(OSM)**	To develop a range of OS map skills and to be able to use these with confidence to infer information about a place and apply this in context in the classroom and in the field.
Geographical information systems **(GIS)**	To confidently generate, interpret, and infer spatial patterns and trends from a range of sources of G.I.S
Geographical fieldwork **(F)**	To be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions.
Geographical literacy **(lit)**	Show competence in a range of intellectual and communication skills (oral and written) written, including the formulation of arguments which include elements of synthesis and evaluation of material. The ability to read for geographical meaning in text of an increasingly complex nature (vocabulary, vocabulary and context).
Geographical numeracy **(num)**	Numeracy (number and measurement)-solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables. There are many opportunities within geography for students to develop their numeracy skills.

Assessment statements on p33 and appendix of geographical vocabulary on p45

Geography and British Values Statement

The Department for Education has said: "We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs." Geography: learning to make a world of difference (February 2011):

'Geography education encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.' (111, p. 45) The 2013 Ofsted Geography subject-specific guidance states that outstanding achievement in geography is demonstrated by:

‘Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.’

Pupils and students learn about British Values through Geography lessons in the Futura Learning Partnership by exploring how places have been changed through human and physical processes. Geography helps pupils to understand the ways in which communities and societies are linked. It encourages children to gain an appreciation of the diversity of people’s backgrounds and to understand society better. This helps to encourage positive relationships and shared values including tolerance and harmony, and a respect for the rule of law whist developing a sense of self-worth Geography promotes understanding, tolerance and harmony within local and wider communities. These values are also encouraged and rewarded in our day-to-day teaching, showing that qualities such as tolerance, mutual respect, teamwork and resilience are valued as we aim to build students’ self-esteem. This includes respecting each other and following the rules, as well as adhering to the spirit of fair play when taking part in all our lesson and enrichment activities.

Early Years Foundation Stage.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children's learning in all areas.

Birth 2 Five Range 6 statements –

- Looks closely at similarities, differences, patterns and change in nature
- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

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.

Geography skills.

<table>
<tr>
<td rowspan="3">Locational Knowledge

Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Name the village and city the school is located in</td>
<td colspan="3">Geographical Skills and Fieldwork
Begin to use geographical skills, including first-hand observation, to enhance their locational awareness</td>
<td rowspan="3">Place Knowledge
Identify similarities and differences between places, drawing on my 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.</td>
<td rowspan="3">Manmade and Natural Geography

Model the vocabulary needed to name specific features of the natural world, both natural and manmade

Understand the effect of changing seasons on the natural world around me.</td>
</tr>
<tr>
<td>Collect, analyse, and communicate a range of data gathered through experiences of fieldwork.</td>
<td>Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs, and geographical information systems, such as, Google Earth.</td>
<td>Communicate geographical information in a variety of ways e.g. maps and drawings.</td>
</tr>
<tr>
<td colspan="3">Use and draw information from a simple map
Look at aerial views and comment on buildings, open space, roads, and other simple features</td>
</tr>
</table>

First-hand experiences and pupil knowledge offer:

Geography at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions, and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of geographical skills such as having an awareness of maps and globes and be exposed to images and information about the people and places around them. They will experience first-hand fieldwork and materials which they use to inspire learning.

The first-hand experiences and knowledge the children should be offered are: • Forest school experience. • First-hand discussions with children about their local area. • 'Welly Walks' in and around the local area. • Sharing experiences and visits from their own lives and of those around them. • Sharing stories, pictures, music, maps and globes, fact books and art from and about the world. • Exploring the school environment.
Vocabulary. - Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural

Key Stage 1 substantive and disciplinary knowledge

Substantive knowledge						
Place & Space	**Location**	**Physical world**	**Human environments**	**Interdependence and sustainability**	**Cultural understanding**	**Scale**
Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non-EU country.	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 surrounding seas.	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	Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	Begin to establish an understanding of the interaction between physical and human processes.	Begin to understand that people and places are culturally diverse.	Describe localities at a small scale, comparing other similar sized locations to their own local area.

Disciplinary knowledge					
Globes, maps and atlases	**Maps (OS maps)**	**GIS**	**Geographical fieldwork**	**Geographical literacy**	**Geographical numeracy**
Be able to describe local and/or small-scale geographical features. Use world maps, atlases and globes to investigate the world's continents and oceans. Countries and capitals of the UK Compare and contrast a small area of the UK with that of a non-European country Explore weather and climate in the UK and around the world	Devise a simple map and use and construct basic symbols in a key. Use simple grid references (B1 and A1) Use 4-point compass directions Use of aerial photos and plans	Use digital mapping to locate and describe the local area	Ask and answer geographical questions. Identify key features of a location (rural/urban) Use simple fieldwork and observational skills to study the geography of the school	Use basic vocabulary to refer to key physical and key human features. Use locational language of features and routes on a map. Be able to describe local and/or small-scale geographical features	Use simple grid references. Measure and record simple geographical information in tables, graphs and charts. Sort/categorise geographical features – e.g. land uses

KS1 suggested key topics

Years 1 and 2 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
How does the weather affect our lives?	To be able to identify daily and seasonal weather patterns To be able to Identify seasonal and daily weather patterns in the United Kingdom Use basic weather vocabulary	PW, PS, L, S, GMA	**Previous learning** • Understanding our world **Link to future learning KS2** • Wet and dry places • Climate change **Link to future learning - KS3** • Weather and climate **Link to future learning – KS4**

			• The challenge of natural hazards
Local Area e.g. **What is the Geography of where I live?**	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Develop knowledge of the human and physical geography of a small area of the United Kingdom (local focus) Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use basic geographical vocabulary to refer to key physical feature. 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 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 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.	HE, PS, OSM, GIS, F	**Previous learning** • Understanding the world: People and communities **Link to future learning KS2** • Geographical places-how is the local area changing? **Link to future learning - KS3** • Changing urban worlds **Link to future learning – KS4** • Urban issues and challenges
Contrasting locality **E.g. How does another place compare with where we live?**	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Mapping including keys, naming continents and oceans.	L, IS, PW, HE, GMA, CU, OSM	**Previous learning** • Understanding the world: People and communities **Link to future learning KS2** • The local area-how is it changing?

	Name and locate the world's seven continents and five oceans. Use basic geographical vocabulary to refer to key physical and human features.		• Countries and cities **Link to future learning - KS3** • Changing urban worlds • The UK and wider world **Link to future learning – KS4** • Urban issues and challenges • The changing economic world
Sustainability e.g. **Where does our food come from?**	To explore a geographical issue and understand the geographical factors that surround it. To begin to understand the impacts of humans on our planet. Map work and keys Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Compare and contrast a small area of the UK with that of an non-European country. 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. Explore weather and climate in the UK and around the world. Be able to describe local and/or small-scale geographical features.	IS, PW, HE, GMA	**Previous learning** • Understanding the world: people and communities **Link to future learning KS2** • Climate change • sustainability **Link to future learning - KS3** • The UK and the wider world • Environmental/global issues/future for our planet **Link to future learning – KS4** • The challenge of resource management • The changing economic world
Seaside **E.g. Why is it so much fun beside the sea?**	Naming continents and oceans Use basic geographical vocabulary to refer to key physical features at the coast Begin to explore processes that shape the landscape Geography Fieldwork Identifying physical features.	PW, OSM	**Previous learning** • Understanding our world **Link to future learning KS2** • Mountains, rivers **Link to future learning - KS3** • Coastal landscapes and management

	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.		**Link to future learning – KS4** • Physical landscapes in the UK
Hot and cold places **E.g. Why don't penguins need to fly?**	Identify and Compare Key Features of the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	PW, HE, L, S, GMA	**Previous learning** • Understanding our world **Link to future learning KS2** • Wet and dry places **Link to future learning - KS3** • Russia, The Arctic, Antarctica, The Middle east, Africa (biomes) • Ice/glaciers **Link to future learning – KS4** • The living world

Key Stage 2 substantive and disciplinary knowledge

Substantive knowledge							
	Place & Space	**Location**	**Physical world**	**Human environments**	**Interdependence and sustainability**	**Cultural understanding**	**Scale**

Key stage 2 lower	Understanding geographical similarities and differences through studying the human and physical geography of areas of the world including a locality in America.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics 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 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America	Describe and understand key features of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use simple geographical vocab to describe geographical features and how they change Can describe a river and mountain environment in the UK The child can describe the water cycle in sequence	Describe and understand key aspects of human geography including types of settlement and land use.	Establish an understanding of the interaction between physical and human processes.	Understand that people and places are culturally diverse.	Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other.
Upper KS2	Understanding geographical similarities and differences through studying the	Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and	Understand how climate and vegetation are connected in biomes, how plants and animals are adapted to	Describe and understand key aspects of human geography	Establish an understanding of the interaction between physical	Understand that people and places are culturally diverse and begin to	Describe places at all levels (local, national, international and global)

	human and physical geography of areas of the world including a region in a European country and North or South America.	understand how some of these aspects have changed over time time zones concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	their environment and how food production is influenced by climate. The child can describe and understand a range of key physical processes and the resulting physical landscapes. The child can understand how a mountain region was formed.	including economic activity, trade links, and the distribution of natural resources including energy, food and water.	and human processes. Begin to understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems.	understand that the ways they interact with each are affected by their perceptions of the human and physical environments.	comparing locations with their own location and with each other.

Disciplinary knowledge						
Year Group	**Globes, maps and atlases**	**Maps (OS maps)**	**GIS**	**Geographical fieldwork**	**Geographical literacy**	**Geographical numeracy**
Lower Key stage 2	Locate the world's countries with a focus on Europe and	Use the 8 points of a compass, 4 figure grid references,	Use digital/computer mapping to locate	Ask and answer geographical questions about	Describe key aspects of physical and key human features.	Use 4 figure grid references

	countries of interest to students Locate the world's countries with a focus on North and south America Changing features of the UK Geographic zones of the world	symbols and a key to communicate knowledge of the UK and wider world Use aerial photographs and plans	countries and describe countries and the local area	human and physical geography Identify key features of a location (rural/urban) Use simple fieldwork and observational skills to study the geography of the local area	Use locational language of features and routes on a map Use geographical vocabulary to describe local and/or small-scale geographical features as well as those on a wider global level	Measure, record and present geographical information in tables, graphs and charts Use and understand some numerical/comparative data Categorise geographical features – e.g. land uses
Upper Key Stage 2	Identify and describe the geographical significance of latitude and longitude Equator, hemispheres, Tropic of Cancer/Capricorn and Arctic and Antarctic Circles	Use the 8 points of a compass, 4 and 6 figure grid references, symbols and a key-OS maps standard-to communicate knowledge of the UK and the world	Using a wide range of resources to give detailed descriptions and opinions of characteristics features of locations including digital/computer mapping	Ask and answer geographical questions about human and physical geography Identify key features of a location (rural/urban) Use fieldwork and observational skills to study and record and present the geography of the local area including a river	Describe and understand key aspects of physical and human geography Use locational language of features and routes on a map Use precise geographical vocabulary to describe local and/or small-scale geographical features as well as those on a wider global level	Use 4 and 6 figure grid references Accurately draw and interpret a range of basic graphs and charts; perform basic data manipulations; interpret basic patterns and trends within numerical data and graphs in more detail Measure and record geographical data. Use and understand comparative data

Lower KS2 suggested key topics

Years 3 and 4 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Countries in Europe and North America Eg Beyond the Magic Kingdom -Florida	To be able to locate and describe the main human and physical features of the world's countries, especially those located in North America, Europe and South America. This unit will also use a range of rich geographical resources to explore the interconnections that exist between physical and human processes. Children will ask and answer geographical questions about the human and physical characteristics of a location, as well as explain views about locations, giving reasons. They will use maps, atlases, globes, digital mapping to locate countries and describe features and also use a range of resources to describe the key physical and human features of a location.	PS, L, HW, PW, S GMA, GIS	**Previous learning** • Location of continents and oceans • Geographical similarities and differences between UK and another non-EU country. • Use of simple geographical skills • Human and physical features **Link to future learning - KS3** • The features of place **Link to future learning – KS4** • The economic world
Earthquakes **(Physical Geography focus)**	To investigate the human and physical geography of a tectonically active area of the world using a range of geographical resources such as globes, maps, GIS and atlases. Use a range of resources to describe the key physical and human features of a location, as well as explain own views about locations, giving reasons.	PS, L, HE, S PW, HW GMA, GIS.	**Previous learning** • Describing landscape • Definitions of physical and human geography • Using simple geographical resources **Link to future learning - KS3** • Tectonic activity • Development **Link to future learning – KS4** • The challenge of natural hazards – tectonics
A local area study - how is our local area changing?	To use fieldwork to observe, measure, record and present the human and physical features in the local	PS, L, PW, HW	**Previous learning** • Simple fieldwork on school site KS1

	area. To explore how the local area has changed over time.	OSM, F	• Compass directions KS1 • Describing directions on a map KS1 • Aerial photographs KS1 **Link to future learning - KS3** • The geography of place and exploring the local area to the secondary school **Link to future learning – KS4** • Urban issues and challenges
(Countries and cities in the UK) **Countries in Europe and North America** **Human Geography focus - e.g. Megacities**	The intent of this unit is to be able to describe and understand key aspects of human geography focussing on types of settlement and land use. Pupils will use a range of geographical resources to describe the human and physical features of places and to start to explore how the physical and human geography of a place interact. This topic will also extend pupils locational knowledge by focusing on countries in Europe and North and South America. They will ask and answer geographical questions about the human and physical characteristics of a location, as well as explain own view about locations, giving reasons. Children will use maps, atlases, globes, digital mapping to locate countries and describe features.	PS, HE, S, PW, OSM GIS, GMA,	**Previous learning** • Build on the locating of the UK capitals, countries and seas at KS1. • Seasonal and daily weather patterns in the UK. **Link to future learning - KS3** • Local area study (broader scope than KS2) • Urbanisation • Population **Link to future learning – KS4** • Urban issues and challenges
Sustainability	To explore the impact that humans have on the world around them pupils will focus on the main environmental regions of the world (climate zones, biomes, vegetation belts) and locate these using lines of latitude and longitude (Equator, Northern and Southern Hemispheres, Tropics, Arctic and Antarctic circle and Prime Meridian). Students will also explore human	L, PW, HW, PS GIS, GMA	**Previous learning** • Key vocabulary such as two, village, factory, farm, forest, mountain, sea. **Link to future learning - KS3** • Development

	geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water and their sustainable use.		• Economy and trade, local area unit Russia, India, Africa and the Middle East • Tectonics **Link to future learning – KS4** • The changing economic world • The challenge of resource management
Geographical places **Wet and dry places** **e.g. rainforests and hot deserts.**	To extend pupils knowledge of the location and characteristics of a range of places around the world. This will involve naming and locating geographical and environmental areas using the world's main lines of latitude and longitude (Equator, Northern and Southern Hemispheres, Tropics, Arctic and Antarctic circle and Prime Meridian) and developing an understanding of Time zones, climate zones, biomes and vegetation belts. Pupils will be able to describe similarities and differences between places and their main characteristics.	L, PW GMA	**Previous learning** • Geographical similarities and differences between UK and another non-EU country. **Link to future learning - KS3** • Russia, India, Africa, Middle East units **Link to future learning – KS4** • Urban issues and challenges • The living world • Physical landscapes in the UK • The changing economic world • The challenge of natural hazards

Upper KS2 suggested key topics

Years 5 and 6 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Climate Change **E.g. How is climate change affecting the world?**	Establish an understanding of the interaction between physical and human processes. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. Look at the work of Greta Thunberg and the climate extinction protests	L, PS, IS GMA, GIS	**Previous learning** • Understanding our world • Climate change **Link to future learning KS3** • Climate change • Biomes • Weather and climate • Environmental/global issues/future for our planet **Link to future learning KS4** • The challenge of natural hazards • The living world
Volcanoes **E.g. How do volcanoes affect people's lives?**	To include structure, locations of earth's major volcanoes Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.	PW, CA, L, S GMA, GIS	**Previous learning** • Understanding our world • earthquakes **Link to future learning KS3** • Tectonic hazards **Link to future learning KS4** • The challenge of natural hazards
Why is Fairtrade fair? **Local area**	Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including	HE, IS, PS OSM, F	**Previous learning** • KS1 local area study/fieldwork • Lower KS2 how is our local changing?

	energy, food, minerals and water. Fairtrade system, countries, products, logo. Use fieldwork to observe, measure, record and present the human and physical features in the local area. To use a range of methods including sketch maps, plans and graphs, and digital technologies.		• Where does our food come from? **Link to future learning KS3** • Local area fieldwork at KS3 • The UK and wider world, globalisation **Link to future learning KS4** • Urban issues and challenges • The challenge of resource management • The economic world
Geographical Region of the UK eg. **Who are Britain's National Parks for?**	Name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Why are National Parks described as Britain's 'breathing spaces'? What else makes them important? Why do they welcome visitors? Local focus – why is protected land so important? The importance of farming. How are they looked after? Compare Exmoor/Dartmoor with Everglades in Florida. Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of	L, HE, PW, IS, S, PS OSM, GMA	**Previous learning** • Countries and cities in the UK • sustainability **Link to future learning KS3** • Forces that shape our physical landscapes • Ice, rivers • Coasts • UK economy **Link to future learning KS4** • Physical landscapes of the UK • Urban issues and challenges • The economic world

	the United Kingdom, a region in a European country and a region within North or South America.		
Mountains **E.g. Why are mountains so important?**	To include structure, locations of earth's major mountain ranges Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle	PW,	**Previous learning** • Physical landscapes-the seaside **Link to future learning KS3** • Climate change • Ice, rivers • Physical landscapes and processes **Link to future learning KS4** • Physical landscapes of the UK
Rivers **E.g. What is a river?**	**D**escribe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle	PW, PS OSM, GIS	**Previous learning** • Physical landscapes-the seaside **Link to future learning KS3** • Climate change • Ice, rivers • Physical landscapes and processes **Link to future learning KS4** • Physical landscapes of the UK

Key Stage 3 substantive and disciplinary knowledge

Key stage 3 substantive knowledge							
	Place & Space	**Location**	**Physical world**	**Human environments**	**Interdependence and sustainability**	**Cultural understanding**	**Scale**
Key Stage 3	Place- Similarities and differences between the human and physical geography of a region within Africa and within a region of Asia.	Africa, Russia, Asia (must include China and India), and the Middle East. Hot and Cold desert and one other environmental region (such as Savanna grasslands, tropical rainforests). Must include human and physical characteristics including major cities and the countries within the continent.	Geological timescales, plate tectonics, rocks, weathering and soils; weather and climate (change from the ice age to the present); glaciation, hydrology and coasts.	Population, urbanisation, globalisation and international development, economic activity (including primary, secondary, tertiary and quaternary sectors); use of natural resources (including, energy, water and food)	Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems.	People and places are culturally diverse and the ways they interact with each are affected by their perceptions of the human and physical environments.	Studying places at all scales including a world-wide perspective

Disciplinary knowledge						
Year Group	**Globes, maps and atlases**	**Maps (OS maps)**	**GIS**	**Geographical fieldwork**	**Geographical literacy**	**Geographical numeracy**
7	Pupils use simple globes, maps and atlases to conduct geographical investigations both in the classroom and in the field. Use of atlases and globe becomes increasingly global in scale.	Use and interpret OS maps. Use 4 figure grid references confidently and are increasing in confidence in the use of 6 figure grid references. Pupils use maps to interpret places and describe a locations landscape in the classroom and the field.	Pupils can use simple GIS to interpret geographical patterns and recognise its importance as a means of presenting data.	independently plan and collect primary and secondary data; accurately present results and findings using variety of techniques	Explain how human and physical processes and patterns interact/change over time; make connections to previous learning and wider knowledge/ subjects; consistently use geographical terminology and evidence.	Pupils can draw a range of more sophisticated graphical techniques and be able to interpret these graphs. Pupils' understanding of data will be demonstrated using simplistic statistical and numerical skills but with an increasing attempt to understand trends reflected in the data set.
8	Pupils use a wider range of resources in atlases to investigate geographical questions about a range of places at a global scale. They develop a more detailed and extensive framework of knowledge including globally significant physical and human	Pupils increase in confidence in interpreting map skills and are adept at using compass directions, 4 and six figure grid references, relief	Pupils can clearly demonstrate that they can interpret different types of GIS and utilises this information in their learning. Pupils understand the increasingly	High levels of independent investigation; reach valid conclusions drawing on multiple information sources;	Students will be able to comment on their geographical findings and will be able to construct an argument which is supported with evidence. Pupils will be able to use a	Pupils can construct and interpret more sophisticated data presentation techniques. Pupils can use statistical and numerical skills with increasing ease and attempt to

	features and geographical processes.	and scale. Students start to use OS maps with other geographical resources such as aerial and satellite photographs.	important role they play in presenting geographical information across different sectors of employment.	evaluate data collection methods and consistently reflect on best way to organise work	good range of geographical vocabulary appropriately and spelt correctly.	include more sophisticated analysis techniques such as percentage increase or decrease when analysing data.
9	Students have a detailed understanding of how to use globes, atlases and maps to develop an extensive knowledge and understanding of a wide range of places and environments and features at a range of scales from local to global.	Pupils continue to develop their use of maps in the classroom and in the field becoming more independent. Students become increasingly confident in using OS maps in conjunctions with other geographical resources such as aerial and satellite photographs.	Pupils increase in confidence and can use a wide various GIS's with growing confidence in their geographical investigations and a variety of contexts.	Consistently high levels of independent investigation and critical evaluation beyond set tasks; draw upon wide range of information to reach wide-ranging conclusions	Students can frame and discuss geographical ideas within their locational context using a wide ranging and detailed global knowledge. They are confident with using a range of specialist terms appropriately. Pupils can structure their geographical debates effectively and can use a wide range of geographical evidence to support their decisions	Pupils can recognise geographical patterns and interpret the trends using a range of statistical skills to help such as mean, mode and median. Pupils can describe the data using measures of central tendency and clearly identify anomalous values within the data set. From this, pupils are beginning to suggest reasons why these anomalies exist.

KS3 Suggested key topics

Years 7 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Earth's resources **E.g. What are the main environmental issues facing our planet? Is the earth running out of natural resources?**	To locate and explore significant issues facing our planet around natural resources. This unit acts as a general introduction to geography including the different spheres of Earth and how they are linked. Issues could include deforestation, plastics in the ocean, air pollution and Sustainability.	L, PS, IS, S GMA, GIS	**Previous learning-KS1/2** • Climate change • Sustainability • National parks • Wet and dry places **Future learning KS3** • Future of our planet • Africa, Asia, Middle east, Russia **Future learning-KS4** • The challenge of natural hazards • The living world • The challenge of resource management
Climate change **E.g. Climate change who is to blame.**	The aim of this unit is to explore the concept of climate change. Many students will be aware of this subject from the news and their studies at KS2. The aim of the unit is to build on this knowledge and help pupils to explore the context of climate change from the Quaternary period to the present day. Are humans to blame?	PS, PW, HE, IS GMA, GIS	**Previous learning-KS1/2** • Climate change • Sustainability **Future learning KS3** • Weather and climate, Ice, rivers, coasts • Africa, Asia, Middle east, Russia • Future of our planet **Future learning-KS4** • The challenge of natural hazards
The UK's economy and globalisation **E.g. How important is the UK in the wider world?**	Learning about economic activities and what they look like at different scales. Understanding the way that jobs can be arranged in groups and how these have changed over time. Understanding global trade and the UK's	HE, IS, PS, S GIS, F	**Previous learning-KS1/2** • Countries of Europe and North America • Local area studies **Future learning KS3**

	links/importance to wider world economy. Concept of globalisation. Opportunity for local fieldwork.		• Asia-India/China, Russia, Africa, middle east **Future learning-KS4** • The changing economic world • Urban issues and challenges
Changing urban worlds **E.g. Living in an increasingly urban world** **E.g. how are populations changing?**	To understand the concept of urbanisation – what is it, causes, consequences, local example of urbanisation locally and its impacts on people and places. Urbanisation on a global scale (megacities). Opportunity for local fieldwork-urban change and impact in Bristol/Bath. Population density and distribution (globally and in the UK). Push/pull factors, impacts of migration in the UK and internationally. Cultural understanding of the impacts of migration economically, socially and politically.	HE, IS, PS, S GIS, F	**Previous learning-KS1/2** • Countries and cities/megacities • Local area studies **Future learning KS3** • Asia-India/China, Russia, Africa, The Middle East **Future learning-KS4** • Urban issues and challenges • The changing economic world
Physical landscapes **E.g. what are the forces that shape our physical landscape?**	To investigate what the word landscape means and the forces that shape it. Processes of weathering and formation/importance of soils. Students will investigate the role that landscapes have on human activity. Formation of limestone landscapes. Economic importance-Quarrying and tourism. Opportunities for fieldwork.	PW, HE OSM, F	**Previous learning-KS1/2** • Seaside • Mountains • Rivers **Future learning KS3** • Ice on the land • Importance of rivers • Coasts **Future learning-KS4** • Physical landscapes in the UK

Years 8 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Weather and climate **E.g. How does weather climate affect us?**	To investigate the weather and climate of the UK. The factors that influence the UK's climate and the impact it has on people. Factors affecting global climate (global atmospheric circulation and weather systems) and extreme weather events.	PW, L, S GIS, F	**Previous learning** • Weather and seasons • Wet and dry places • Climate change **Future learning KS3** • Africa, Middle East, Russia/Arctic **Future learning-KS4** • The challenge of natural hazards
River landscapes **E.g. Why are rivers important?**	Building on knowledge of rivers from KS2 with a focus on how rivers change, why they are important and how they can be managed. Impacts of flooding and link to climate change. Recent local flooding event.	PW, IS OSM	**Previous learning** • What are rivers? • Why are mountains important? • Weather and climate • Climate change • Physical landscapes **Future learning-KS4** • Physical landscapes in the UK
Asia-India and China **E.g. How is development changing Asia?**	To build on knowledge of development and urban environments from KS2/Y7. Investigate and evaluate ways to measure development. Focus on Asia looking at impacts of flooding, population issues, megacities, trade and environmental degradation and protection. In depth investigation into shanty settlements/slums.	L, HE, PW, IS, CU GMA	**Previous learning** • Countries and cities • Megacities **Future learning KS3** • Africa, Middle East **Future learning-KS4** • The changing economic world • Urban issues and challenges • Physical landscapes in the UK
Ice on the land	Looking at the forces that shaped landscapes long ago	PW, IS	**Previous learning** • Weather and climate

E.g. Why are glaciers important?	in the UK, current human uses of these landscapes and the importance of glaciers in evidencing climate change. Ice ages and how they have shaped and changed the landscape in the UK.	OSM	• Climate change • Physical landscapes **Future learning KS3** • Russia/Arctic • Future of planet/Antarctica **Future learning-KS4** • Physical landscapes in the UK
Russia **E.g. Is the geography of Russia a curse or a benefit?**	Looking at the geography of Russia, understanding its diverse climate and physical landscapes, how the physical geography affects the human environment and the importance of Russia to the world. Investigating the Arctic. What can humans do to improve the future for our planet?	L, PS, PW, IS, CU GMA	**Previous learning** • Weather and climate • Climate change • Physical landscapes **Future learning KS3** • Future of planet/Antarctica **Future learning-KS4** • Physical landscapes in the UK • The living world • The changing economic world • Urban issues and challenges

Years 9 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Tectonic Hazards **E.g. can we ever know enough about tectonic hazards to live safely?**	Understanding the theory of plate tectonics and how science and technology have contributed to our knowledge, how volcanoes and earthquakes are linked to plate tectonics and the hazards they present to people, how scientists predict and governments and other organisations work to prevent these hazards having a significant impact on populations.	PW, IS GMA	**Previous learning** • Earthquakes • Volcanoes • Climate change **Future learning-KS4** • The challenge of natural hazards
Africa **E.g. What are the challenges and opportunities facing Africa?**	Understand the physical and human geography of Africa and its colonial history/colonial legacy and link to slave trade. Challenging stereotypes of Africa. The physical environmental-biomes (savannah and hot deserts). Investigating the challenges and opportunities of this continent- population challenges, development, urbanisation/megacities. Reducing the challenges of reducing the development gap.	L, HE, PW, CU GMA	**Previous learning** • Weather and climate • Global issues/resource management • Globalisation • Biomes KS2 **Future learning-KS4** • Physical landscapes in the UK • The living world • The changing economic world • Urban issues and challenges • The challenge of resource management
Middle East **E.g. Why is the Middle east an important world region?**	Understanding where the Middle East is, its physical and human geography, investigating conflict and controversy and the importance of this world region. Religion and culture, the importance of oil, Football world cup. Contrasting countries in the region.	L, HE, PW, CU	**Previous learning** • Weather and climate • Global issues/resource management • Globalisation • Natural resources • Biomes **Future learning-KS4**

			• The changing economic world • Urban issues and challenges • The challenge of resource management
Coasts **E.g. What happens when the land meets the sea?**	Understanding energy at the coastline and the physical processes responsible for the landscapes, understanding and evaluating coastal management strategies. Carrying out fieldwork using techniques to assess the costs and benefits of coastal sea defences. Opportunities for fieldwork.	PW, S	**Previous learning** • Seaside • sustainability • Rivers, ice, physical landscapes **Future learning-KS4** • Physical landscapes in the UK
The future of our planet	Returning to the important these of climate change and looking at the possible future for our planet through Antarctica case study	IS, L, S GMA, GIS	**Previous learning** • Climate change • Sustainability • Arctic/Russia • Countries/cities/location • Weather and climate • UK and wider world • Cold deserts **Future learning – KS4** • The challenge of natural hazards • Living world – cold environments

Key Stage 4

AQA Statement

Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

Futura statement

The KS4 curriculum is based on the AQA Geography GCSE specification. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. The curriculum is sequenced so that students build on and deepen their knowledge and understanding of the physical world around them, followed by learning that focusses on the human world. The links between the physical and human worlds feature throughout and skills are integrated across the curriculum. Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

Physical geography Living with the physical environment.	**The challenge of natural hazards**	**The living world**	**Physical landscapes in the UK**
	Tectonic hazards -Weather hazards -Climate change	Ecosystems and biomes -Tropical rainforests -Hot deserts	Coastal landscapes -River landscapes
KS3 link	Global issues/resources Y7/9	Global issues Y7/9	Physical landscapes Y7

	Climate Change Y7 Weather and climate Y8 Tectonics Y9	Russia Y8 Africa and Middle east Y9	Rivers/ice Y8 Coasts Y9
KS5 link	3.1.1.1 Water and carbon cycles as natural systems 3.1.5 Hazards	3.1.1.1 Water and carbon cycles as natural systems 3.2.4 Population and the environment	3.1.1.1 Water and carbon cycles as natural systems 3.1.3 Coastal systems and landscapes
Human Geography	**Urban issues and challenges**	**The changing economic world**	**The challenge of resource management**
	The Urban world/Rio -Urban change in the UK/Bristol -Sustainable urban development	The development Gap -NEE – Nigeria -Changing UK economy	Global resources and food, water and energy in the UK -Global water/food/energy management
KS3 link	Population Y7/8 Urban world Y7/8	Unequal world Y8/9 Africa Y9	Global issues Y7 Middle east Y9
KS5 link	3.2.2 Changing places	3.2.1 Global systems and global governance	3.2.4 Population and the environment 3.1.1.1 Water and carbon cycles as natural systems

Key Stage 5 – Statement

The KS5 curriculum is based on the AQA A Level specification. The curriculum is designed to excite students' minds, challenge perceptions and stimulate investigative and analytical skills. Topics of study balance both physical and human geography where students are encouraged to identify and analyse links between concepts and ideas. Through studying a wide range of places, processes and concepts students develop high level thinking skills such as synopticity and critical thinking. Over the course of two years students study topics in depth and through independent learning extend their knowledge and understanding beyond the classroom. Students build on their geographical investigation skills becoming independent through the planning and writing up of a geographical investigation. The A Level course content acts as a springboard into studying geography at degree level, whilst transferable skills such as teamwork, independence, creativity and communication provide a foundation for employment, apprenticeships and other level 3 courses.

Physical geography	**Water and carbon cycles**	**Hazards**	**Coastal systems and landscapes**
	-Systems -Global water cycle, balance and hydrographs -Carbon cycle stores, transfers, budget and changes -Water, carbon and climate change -Tropical rainforest case study -River catchment case study and field data	-Tectonics and volcanic and seismic activity -Impacts, response and management -Volcano case study and multi-hazard environment case study -Storm hazard nature, impacts and case study -Fires in nature and case study	-Systems -Energy -Sediment sources, cells and budgets -Mass movement -Processes and landforms -Sea level change -Coastal management -UK and India case studies
KS4 link	The challenge of natural hazards The living world	The challenge of natural hazards	Physical landscapes in the UK
Human Geography	**Changing places**	**Population and the environment**	**Global systems and governance**
	-The character of place -Representations and change -Local place study -Distant place study	-the relationship between the physical environment, particularly climate and soils and food production systems -food security -the relationship between the physical environment and human health -natural and migration population change -population ecology and the relationship between population and resources -global population futures-varying possible scenarios of future population growth	-Globalisation -Trade -Governance and commons -Antarctica
KS4 link	Urban issues and challenges	The economic world The challenge of resource management The living world	The economic world

Geographical fieldwork investigation based on an issue or question defined, developed and relating to a specification component.

Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.

Assessment

Futura Geography aims of assessment

The assessment of geography in the Futura Learning Partnership closely aligns with the following statement:

'If the purpose for learning is to score well on a test, we've lost sight of the real reason for learning' Jeannie Fulbright.

Assessment in geography departments across Futura is cumulative and aims to build on the knowledge, understanding and skills that have come before. The emphasis is mainly on regular day to day formative assessment which provides teachers with an accurate assessment of student's strengths and gaps in their knowledge and understanding. This information is then used to respond to pupil's individual need from lesson to lesson and guide pedagogy so that it both supports and challenges students as well as supporting staff in understanding how to improve their own classroom instruction. Students will be supported in self-assessing their own progress as well as developing their skills of self-reflection, independence and resilience. Formative assessment supports Futura geographers to become adept at thinking, speaking and writing geographically.

Periodically students will be expected to complete an assessed task which may take the form of:

- A geographical enquiry
- extended or shorter focused pieces of writing in a variety of different forms for a range of purposes
- analysis and interpretation of a variety of maps at different scales as well as other geographical data
- text annotation such as thought mapping, storyboards, concept mapping or timelines
- drawing of sketch maps, diagrams, field sketches

Periodic assessment provides students with the opportunity to demonstrate their synoptic thinking and demonstrate their skills as a geographer. It will allow pupils to make links between previous and current learning. The data gathered from these assessments will be used to inform teachers of a student's progress and planning their next steps in learning.

Students will complete a summative geography assessment twice per academic year. This information will help to inform teachers of student's achievement in relation to curriculum benchmarks and provide an opportunity to report on student progress to parents and carers as well as inform next steps to be taken in a student's geographical education.

Early Years Foundation Stage Assessment statement

Geography is principally incorporated into The Early Learning Goal for 'Understanding the World: The World' and 'People and Communities', but also comes through learning in other areas, such as 'Communication and Language' and 'Expressive Art and Design', as well as 'Characteristics of Effective Learning'. Assessment and feedback are on-going through regular observations, captured and recorded in the chosen system for each school (for example, an online platform like 'Tapestry'). At the end of the year, in the Foundation Stage Profile, teachers will report whether children have met the expectations for those areas.

KS1 and 2 Assessment statement

Timescale	**What**	**Purpose**
Annual	Subject leader to gather information relating to teacher assessment	Overview of children not meeting/meeting/working at greater depth against age-related expectations
End of unit/teaching block	Progress quizzes/end of unit reflection against knowledge organiser	End of unit discussions and reflection to gain information about understanding and address misconceptions. Students reflect on learning/progress. Quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS1 and 2 Assessment Aims

	Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Skills and Fieldwork**
KS1 pupils:	Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world	Know features of hot and cold places in the world Know where the equator, North Pole and South Pole are on a globe Know the main differences between a place in England and that of a small place in a non-European country	Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village.	Know which is N, E, S and W on a compass Know their address, including postcode Know and use the terminologies: left and right; below, next to

LKS2 pupils:	Know the names of and locate at least eight European countries Know the names of and locate at least eight major capital cities across the world Know the names of and locate at least eight counties and at least six cities in England Know the names of four countries from the southern and four from the northern hemisphere Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics' Know about time zones and work out differences	Know key differences between living in the UK and in a country in either North or South America	Know what causes an earthquake Explain the features of a water cycle Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is Know the names of and locate some of the world's deserts Know why industrial areas and ports are important Know main human and physical differences between developed and developing countries	Use maps to locate European countries and capitals Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Know and name the eight points of a compass Know how to plan a journey within the UK, using a road map Know how to use graphs to record features such as temperature or rainfall across the world

UKS2 pupils:	Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK Know the names of a number of European capitals	Know at least five differences between living in the UK and another country	Label the different parts of a volcano Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Know the names of a number of the world's highest mountains Know why most cities are located by a river	Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know what most of the ordnance survey symbols stand for Know how to use six-figure grid references

KS3 Assessment statement

Timescale	**What**	**Purpose**
Annual	Year 7 exam-50 mins Year 8 exam-1 hour Year 9 exam-1 hour 15 mins	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date.

End of unit/teaching block	Summative assessment These are end of 'unit' assessments. They comprise a set of knowledge questions e.g. define key terms, multiple choice followed by a GCSE style exam question (4, 6 and/or 9 mark question)	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (approx 2 per unit) Linked to homework/pre-learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

Assessment aims

	Working towards grades 7-9	Working towards grades 5-6	Working towards grades 1-4
Year 7	Students evaluate and justify where applicable.	Students might try to evaluate where applicable. Students' explanations for key concepts are clear.	Students attempt to describe and explain where applicable.

	Student explanations for key geographical concepts are concise and accurate Students place knowledge is accurate, and they understand a range of scales (temporal/spatial awareness). Students use geographical skills confidently to analyse and interpret maps/graphs/photographs Students accurately use geographical terminology throughout.	Students place knowledge is accurate. Students' geographical skills are used to attempt to analyse and interpret maps/ graphs/photographs. Geographical terminology used throughout	Students understanding of key concepts is shown. Students place knowledge is shown. Students geographical skills are attempted to interpret maps/graphs/photograph Students' geographical terminology is attempted in places.
Year 8	Students evaluate and justify where applicable and with increasing effectiveness and confidence Student explanations for key geographical concepts are concise, accurate and detailed Students place knowledge is accurate, and they show detailed understanding of a range of scales (temporal/spatial awareness). Students use a wide range of geographical skills confidently to analyse and interpret maps/graphs/photographs Students accurately use a range of geographical terminology throughout.	Students evaluate where applicable and begin to justify Students explanations for key geographical concepts are clear and mostly accurate Students place knowledge is accurate, and they show clear understanding of scale. Students' geographical skills are used well to analyse and interpret maps/ graphs/photographs. Geographical terminology used throughout with minor inaccuracies	Students describe and explain where applicable. Students understanding of key geographical concepts is basic Students place knowledge is basic. Students geographical skills are basic, and interpretation of maps/graphs/photographs is attempted Students' geographical terminology is basic.
Year 9	Students show thorough geographical understanding of human and physical processes Students demonstrate thorough application of knowledge and understanding through detailed and accurate analysis Students show thorough and detailed understanding of a wide range of geographical concepts and processes Students demonstrate application of knowledge and understanding in a coherent and reasoned way through effective evaluation	Students show clear geographical understanding of human and physical processes Students demonstrate clear application of knowledge and understanding through detailed and accurate analysis Students show detailed understanding of a wide range of geographical concepts and processes Students demonstrate application of knowledge and understanding in a coherent and reasoned way through evaluation	Students show basic geographical understanding of human and physical processes Students demonstrate basic application of knowledge and understanding through detailed and accurate analysis Students show some understanding of a wide range of geographical concepts and processes

	Student written and oral responses will be detailed and developed with relevant and appropriate support A wide range terminology will be used, often higher-level terms.	Student written and oral responses will be detailed with relevant and appropriate support A range terminology will be used	Students demonstrate application of knowledge and understanding in a limited way through evaluation Student written and oral responses will be basic and may lack support Some terminology will be used

KS4 Assessment statement

Timescale	What	Purpose
Annual	Year 10 exam-Paper 1 from 2 years previous (e.g. in 2020 students sit 2018 paper) Year 11 Nov mock exam-previous year exam paper (e.g. in 2020 students sit 2019 papers 1 and 2) Year 11 March mock exam-Paper 3 from previous year (e.g. in 2020 students sat 2019 paper) Year 11 May WTM-Paper 3 (current year)	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. WTM ahead of external exams
Termly/half termly **End of unit/teaching block**	Summative assessment Mid unit and end of tests using PPs For example, Living world Assessment 1-ecosystems and TRF Assessment 2-ecosystems and Hot deserts Assessment 3-end of unit test	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (one following every homework) Linked to homework/pre-learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS4 aims and learning outcomes

Courses based on this specification should encourage students to:

Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)

Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)

Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)

Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

KS4 Assessment objectives

The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).

AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

KS5 Assessment statement

Timescale	**What**	**Purpose**
Annual	Year 12 exam-Paper 1 (Coasts and Hazards), Paper 2 (Changing Places and Population and the Environment)-From previous years exam series Year 13 January mock exam-previous years exam series (Paper 1 and 2 all sections)	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. WTM ahead of external exams
Termly/half termly **End of unit/teaching block**	Summative assessment Mid unit and end of tests using PPs For example, Hazards Assessment 1-Tectonics, volcanic and seismic hazards Assessment 2-Tropical Storms and fires in nature Assessment 3-End of unit assessment	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress

Weekly/fortnightly	Progress quizzes (one following every homework) Linked to homework/independent learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS5 aims and learning outcomes

Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole

Develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts

Recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today

Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts

Gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds

Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising

Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geolocated data) and applying them as an integral part of their studies

Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations

Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography

Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

KS5 Assessment objectives

AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).

AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to investigate geographical questions and issues, interpret, analyse and evaluate data and evidence, construct arguments and draw conclusions (20–30%).

Appendix – Geographical vocabulary

Geographical Vocabulary Primary (EYFS, KS1 and KS2)				
Key Geography Vocabulary:			**Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce**	**Challenge for this age group**
Human features	**Physical features**	**Geographical map skills and fieldwork**		
EYFS				

Building Town farm road park path people,	Beach sea lake river desert mountain / hill countryside forest / wood weather seasons seaside	Map local place globe	Village city shop land house motorway language world water pond	
KS1				
Human As above plus… key human features city, town, village, street farm, house, office, port, harbour shop capital city country community buildings transport construction motorway train aeroplane fishing local holiday recreation	Physical As above plus… key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons types of weather rainfall temperature seasons marine natural moor waterfall sand pebbles rainforest island	As above plus… **name and locate the world's 7 continents and five oceans** Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian Equator **name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas** England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London	As above plus… Environment recycle Compass Compass points: East North South West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European	Scale route planner grid vegetation field urban rural challenge diverse places, resources and natural and human environments,

		North/ Irish/ Celtic Seas English Channel United Kingdom		
Lower KS2				

Human geography As above plus… Urban region Europe country county economy trade energy megacity theme park settlement wealth business urbanisation commercial crime population	Physical geography As above plus… Landscape Hills and mountains N.B. including the UK names coast rural Climate Erosion deposition earthquake volcano water cycle erosion Alps geology Minerals and rock types e.g chalk, slate granite sandstone Biomes/ Vegetation belts e.g. Tundra coniferous & deciduous Forest Mediterranean mountainous desert Specific place names North or South America or a region of Europe Mantle Core eruption Magma Tsunami Atmosphere Landscape Environment	As above plus… Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Minerals Specific place names North or South America or a region of Europe Classify	As above plus… globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time. Sustainable Solar Reusable Turbine Deforestation adaptation	Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services Precipitation Tropics of Capricorn and Cancer terrestrial

	Climate Weather habitat			
Upper KS2				
As above plus… Trade Deforestation Derelict	As above plus… Tributary confluence meander ox bow estuary	As above plus… Analysis of data Global warming Latitude	As above plus… spatial variation vegetation Erosion	Relief Digital mapping

Economic National Park Tourism Refugees Hamlet Market Aid Subsistence Government empire	mouth source biomes climate zones island sedimentary igneous metamorphic fjord flood plain ox-bow lake glacier tectonic bushfire dry and wet season sea level weathering vegetation species	Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences Tropical Sub-tropical contour	deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems Distribution Infrastructure Ethical cultural	

KS3				
As above plus… Cultural understanding Space and place Scale Interconnectedness Resource Renewable Non-renewable Consumption Extraction Quality of life Resident Primary sector Secondary sector Tertiary sector Quaternary sector	As above plus… Biosphere Lithosphere Great Pacific Garbage Patch Ocean current Fossil Fuel Carbon Dioxide Barrier Reef Enhanced Greenhouse effect Greenhouse effect Relief Weathering Hydraulic action Abrasion Solution	As above plus… Scale Base map Layers Choropleth map Line chart Bar chart Pictogram Equal class histogram Divided bar chart Scatter graphs Population pyramids Isoline Dot maps Desire maps	As above plus… Process Microplastic Raw material Finite Circulation Monsoon Angular Lateral Terminal Diarrhoea Civil war Literacy Illiteracy Correlation	Gyre Archipelago Smog Coral Bleaching Sacred Tees Exe Line Intrusive granite Extrusive Granite Demographic Exclusive economic zone Subsistence Disparity Slab pull Ridge push Mesosphere

Asthma	Freeze Thaw	Proportional symbols	Mechanisation	Mosodiscontinuity
Congestion	Topographical	Flow lines	Colonisation	Malnourishment
Commercial	Glacial	Gradient	Imperialist	Geomorphology
Creative economy	Striation	Contour	Fair trade	Berm
Exports	Upland	Dispersion	Refugees	
Imports	Lowland	Central tendency	Persecution	
High income country	Conflict	Spread	Saturated	
Low income country	Rock cycle	Cumulative mean	Nourishment	
Newly Emerging Countries	Gorge	Mean	Engineering	
Emissions	Hydrological cycle	Range	Friction	
Distribution	Humidity	Interquartile range	Stabilise	
Population pyramid	Meteorology	Percentage increase	Food miles	
Greenbelt land	Coriolis Effect	Percentage decrease	Security	
Rural urban Fringe	Drought	Bivariate data		
Central business district	Hazard	Line of best fit		
Inner city	Air pressure	Interpolation		
Suburbs	Air mass	Extrapolation		
Sparsely	Eye	Qualitative data		
Densely	Microclimate	Quantitative data		
Push Factor	Relief rainfall	Reliable		
Pull Factor	Storm surge	Strong conclusion		
Slum/Favela	Arête	Repeatable		
Inequality	Corrie	Data collection		
Development	Cirque	Data presentation		
Sanitation	Crevasse	Evaluation		
Honeypot site	Drumlin			
Mass tourism	Glacial Till			
Urban Heat Island	Hanging Valley			
Birth rate	Moraine			
Death rate	Meltwater			
Natural increase/decrease	Misfit stream/river.			
Demographic transition model	Zone of ablation			
	U shaped valley			
Infant mortality	Permafrost			
Access to clean safe water	Richter scale			
Doctors per person	Fault			
GNI (Gross national income)	Hot spot Mid-ocean ridge			
	Shield volcano			

Landlocked Migration Aid Irrigation Transportation Deposition Swash Backwash Saltation Traction Wave cut platform Revetment Longshore drift Headland Bay Landslide Foreland	Composite volcano Seismic wave Crust Tsunami Primary effect Secondary effect Natural hazard Focus Constructive Margin Magma Lava Conservative Margin Destructive margin Seismograph			
KS4 – AQA exam board glossary.				

KS4 Physical geography

Tectonics

Important words	Seen before?		Seen before?
Hazard risk	Y	Plate margin	Y
Natural hazard	Y	Planning	
Conservative plate margin	Y	Prediction	Y
Constructive plate margin	Y	Primary effects	Y

Destructive plate margin	Y	Protection	Y
Earthquake	Y	Secondary effects	Y
Immediate responses	Y	Tectonic hazard	Y
Long-term responses	Y	Tectonic plate	Y
Monitoring		Volcano	Y

Weather Hazards

Important words	Seen before?		Seen before?
Economic impact	Y	Primary effects	Y
Environmental impact	Y	Protection	Y
Extreme weather	Y	Secondary effects	Y
Global atmospheric circulation		Social impact	Y
Management strategies	Y	Tropical storm (hurricane, cyclone, typhoon)	Y
Monitoring	Y	Prediction	Y
Planning	Y		

Climate change

Important words	Seen before?		Seen before?
Adaptation	Y	Orbital changes	

Climate change	Y	Quaternary period	
Mitigation	Y		

Ecosystems

Important words	Seen before?		Seen before?
Abiotic		Food chain	Y
Biotic		Food web	
Consumer	Y	Nutrient cycling	
Decomposer		Global ecosystem	Y
Ecosystem		Producer	Y

Tropical rainforests

Important words	Seen before?		Seen before?
Biodiversity		Mineral extraction	
Commercial farming		Selective logging	
Debt reduction		Soil erosion	
Deforestation	Y	Subsistence farming	Y
Ecotourism	Y	Sustainability	Y
Logging	Y		

Cold environments

Important words	Seen before?		Seen before?
Biodiversity		Permafrost	
Fragile environment		Polar	
Infrastructure	Y	Tundra	
Mineral extraction		Wilderness area	

Or

Hot deserts

Important words	Seen before?		Seen before?
Appropriate technology	Y	Over Cultivation	
Biodiversity	Y	Over grazing	
Hot Desert	Y	Mineral extraction	Y

Coasts

Important words	Seen before?		Seen before?
Landscape	Y	Mass movement	
Abrasion (or corrasion)	Y	Mechanical weathering	Y
Arch	Y	Rock armour	

Attrition	Y	Sand dune	
Bar	Y	Sea wall	
Beach	Y	Sliding	
Beach nourishment	Y	Slumping	
Beach reprofiling	Y	Soft engineering	Y
Cave	Y	Spit	Y
Chemical weathering	Y	Stack	Y
Cliff	Y	Transportation	
Deposition	Y	Wave cut platform	
Dune regeneration		Waves	Y
Erosion	Y	Headlands and bays	Y
Gabion	Y	Hydraulic power	Y
Groyne	Y	Longshore drift	Y
Hard engineering	Y	Managed retreat	Y

Rivers

Important words	Seen before?		Seen before?
		Hard engineering	Y
Attrition	Y	Hydraulic action	Y
Cross profile	Y	Hydrograph	
Dam and reservoir		Interlocking spurs	

Discharge		Lateral erosion	
Embankments		Levees	
Estuary	Y	Long profile	
Flood	Y	Meander	Y
Flood plain	Y	Ox-bow lake	Y
Flood plain zoning		Precipitation	
Flood relief channels		Saltation	
Flood risk		Soft engineering	
Flood warning		Solution	Y
Fluvial processes		(Channel) straightening	
Gorge	Y	Suspension	
Vertical erosion		Traction	
Waterfall	Y		

KS4 Human geography

Urban issues and challenges

Important words	Seen before?		Seen before?
Brownfield site		Mega-cities	Y
Dereliction		Migration	Y
Economic opportunities	Y	Natural increase	Y
Greenfield site	Y	Pollution	Y

Inequalities	Y	Rural-urban fringe	Y
Integrated transport systems		Sanitation	
Urban greening		Social deprivation	
Urbanisation	Y	Social opportunities	Y
Urban regeneration		Squatter settlement	Y
Urban sprawl	Y	Sustainable urban living	Y
Waste recycling	Y	Traffic congestion	Y

The changing economic world

Important words	Seen before?		Seen before?
Birth rate	Y	Intermediate technology	Y
Commonwealth		International aid	Y
Death rate	Y	Life expectancy	Y
De-industrialisation		Literacy rate	
Demographic Transition Model	Y	Microfinance loans	
Development	Y	North-south divide (UK)	
Development gap	Y	Post-industrial economy	
European Union	Y	Science and business parks	
Fairtrade	Y	Service industries (tertiary industries)	Y
Globalisation	Y	Trade	Y
Gross national income (GNI)	Y	Transnational Corporation (TNC)	Y

Human Development Index (HDI)	Y	Infant mortality	Y
Industrial structure	Y	Information technologies	

Energy

Important words	Seen before?		Seen before?
Biomass		Hydro(electric) power	
Energy conservation	Y	Nuclear power	Y
Energy exploitation	Y	Renewable energy sources	Y
Energy security	Y	Solar energy	Y
Fossil fuel	Y	Sustainable development	Y
Geothermal energy		Sustainable energy supply	Y
Wind energy			

KS5 AQA geographical vocabulary

Important words	Seen before?		Seen before?
Appropriate		Consequences	Y
Benefits	Y	Costs	Y
Causes	Y	Contrasting	Y

Challenges	Y	Distribution	Y
Characteristics		Economic	Y
Concerns	Y	Effects	Y
Conflicts	Y	Environmental	Y
Factors		Opportunities	Y
Impacts	Y	Patterns	Y
Implications		Political	Y
Interrelationships	Y	Problems	Y
Issues	Y	Process	Y
Lifestyle		Responses	Y
Management	Y	Scale	Y
Social	Y	Threats	Y
Strategies	Y	Trends	Y

Sustainable	Y	Variation	Y