

Curriculum Intent. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Term	Key skills		Key knowledge	
1	<p>Enquiry question: Where do we live? Extend locational knowledge and deepen their spatial awareness of the UK This will include: -the UK, - continents, - counties - flags, - populations, - oceans, - Flags, - Weather and climate</p>	Geographical skills – Knowledge of maps and Atlases. This will be taught in all curriculum areas across the year.	I can show some environmental awareness and understanding of how it relates to my own life.	Investigation
			I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	Launch
			I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Breakthrough
			I can understand geographical similarities and differences through studying the Human and Physical Geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides.	Foundation
			I can locate the main countries of Europe inc. Russia. And identify capital cities of Europe.	Developing
2	<p>Enquiry question: Where in the world is Africa? Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa. Place knowledge – Africa case study. This will include: - Africa, - continents, - counties - flags, - populations, - oceans, - Flags, - Weather and climate, - Compare and contrast activities to be completed within the case study.</p>			
			I can use resources given to me and my own observations to respond to simple questions about places and people.	Investigation
			I can begin to identify geographical similarities and differences through studying the Human and Physical Geography of a distinctive area of the United Kingdom, and of a small area in a contrasting non-European country.	Launch
			I can use basic geographical vocabulary to refer to: key physical features, including:, forest, hill, mountain, soil, valley, vegetation., key human features, including: city, town, village, factory, farm, house, office.	Breakthrough
			I can devise a simple map and use and construct basic symbols in a key.	Foundation
		I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Developing	
3	<p>Enquiry question: How were our counties shaped? Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to geological timescales, plate tectonics and volcanoes.</p>			
		I can recognise simple symbols or representations on maps and plans.	Investigation	
		I can use atlases and globes to identify the United Kingdom using symbols.	Launch	
		I can use world maps, atlases and globes to identify the United Kingdom and its countries.	Breakthrough	
		I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Foundation	
		I can describe and understand key aspects of Physical geography ie Rivers and the water cycle, Volcanoes and earthquakes, Island etc.	Developing	

- Cultural Capital opportunities.
- Field trips /google earth /google maps

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Term	Key skills		Key knowledge	
1	Enquiry question: How is the UK population changing? Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the UK. Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.	Geographical skills – Knowledge of grid reference and scale. This will be taught in all curriculum areas across the year.	I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	Investigation
			I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Launch
			I can understand geographical similarities and differences through studying the Human and Physical Geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides.	Breakthrough
			I can compare a region of the UK with a contrasting environment.	Foundation
			I can understand and give some explanation of geographical similarities and differences through the study of Human and Physical Geography of a region of the United Kingdom and a contrasting region of another country.	Developing
2	Enquiry question: How are our coastlines shaped? Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: rocks, weathering and soils; weather and climate, including the change in climate and coasts	Geographical skills – Knowledge of grid reference and scale. This will be taught in all curriculum areas across the year.	I can identify seasonal and daily weather patterns in the United Kingdom.	Investigation
			I can use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, valley. key human features, including: city, town, village, factory, farm, house.	Launch
			I can begin to recognise the effects of seasonal changes in weather	Breakthrough
			I can observe how physical and human geography effects how we live.	Foundation
			I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Developing
3	Enquiry question: Should we save the rainforest? Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within South American and specifically the rainforest. . Place knowledge – South American case study. This will include: - South American, - continents, - counties, - flags, - populations, - rainforest, economy, oceans, - Flags, - Weather and climate, - Compare and contrast activities to be completed within the case study	Geographical skills – Knowledge of grid reference and scale. This will be taught in all curriculum areas across the year.	I can begin to identify the location of hot and cold areas of the world	Investigation
			I can identify seasonal and daily weather patterns	Launch
			I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Breakthrough
			I can identify longest rivers in the world, largest deserts, highest mountains etc	Foundation
			I can locate areas of similar environmental regions, either desert, rainforest or temperate regions on a world map.	Developing
4	Enquiry question: Is Asia the most diverse continent? Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia and specifically the rainforest. . Place knowledge – Asia case study. This will	Geographical skills – Knowledge of grid reference and scale. This will be taught in all curriculum areas across the year.	I can recognise the physical/natural and human / made features of places. [for example, identifying buildings and their uses]	Investigation
			I can identify geographical similarities and differences through studying the Human and Physical Geography	Launch
			I can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff,	Breakthrough

include: - Asia, - continents, - counties, - flags, - populations, - rainforest, economy, oceans, - Flags, - Weather and climate, - Compare and contrast activities to be completed within the case study	coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	
	I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, on a globe.	Foundation
	I can describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)	Developing
Cultural Capital opportunities: <ul style="list-style-type: none"> Field trips /google earth /google maps 		

Subject: Key Stage: 3 Year: 9

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Term	Key skills		Key knowledge	
1	Enquiry Question: What Geological challenges does the UK face? Understand the human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary and the use of natural resources	Geographical skills in fieldwork to collect and analyse data. . This will be taught in all curriculum areas across the year.	I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Investigation
			I can understand geographical similarities and differences through studying the Human and Physical Geography of a small area of the United Kingdom	Launch
			I can compare a region of the UK with a contrasting environment.	Breakthrough
			I can understand and give some explanation of geographical similarities and differences through the study of Human and Physical Geography of a region of the United Kingdom and a contrasting region of another country.	Foundation
			I can compare 2 different regions in UK rural/urban.	Developing
2	Enquiry question: Has Russia the largest natural resources? Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Russia. Place knowledge – Russia case study. This will include: - Russia, - continents, - counties, - flags, - populations, - economy - oceans, - Flags, - Weather and climate, - Compare and contrast activities to be completed within the case study	Geographical skills – application of geographical skills in fieldwork to collect and analyse data. . This will be taught in all curriculum areas across the year.	I can name, locate and identify characteristics of Russia	Investigation
			I can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Launch
			I can observe how physical and human geography effects how we live.	Breakthrough
			I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Foundation
			I can describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.	Developing

3	Enquiry Question: when was the Ice Age? Understand the physical geography relating to weather and climate and more specifically the change in climate from the Ice Age to the present and glaciation.	I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Investigation
		I can locate, name and identify the continents on a World Map.	Launch
		I can observe how physical and human geography effects how we live.	Breakthrough
		I can describe and understand key aspects of Physical geography	Foundation
		I can describe and understand key aspects of :Physical geography including coasts, rivers and the water cycle including transpiration; climate zones	Developing
4	Fieldwork and investigation Learners will Investigate a geographical based question. The learners will use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	I can use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Investigation
		I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Launch
		I can learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Breakthrough
		I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Foundation
		I can use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied	Developing
Cultural Capital opportunities: <ul style="list-style-type: none"> Field trips /google earth /google maps 			