



Geography

Programme of study for key stage 3 and attainment target

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Curriculum aims

Learning and undertaking activities in geography contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of geography

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.



1 Key concepts

There are a number of key concepts that underpin the study of geography. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 **Place**

- a Understanding the physical and human characteristics of real places.
- b Developing 'geographical imaginations' of places.

1.2 **Space**

- a Understanding the interactions between places and the networks created by flows of information, people and goods.
- b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

1.3 **Scale**

- a Appreciating different scales – from personal and local to national, international and global.
- b Making links between scales to develop understanding of geographical ideas.

EXPLANATORY NOTES

Place: Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Pupils have mental images of places – the world, the country in which they live, their neighbourhood – which form their 'geographical imaginations'. They should recognise that there are many different perceptions of places, some of which may conflict with their own. When investigating a place, pupils should consider where it is, what it is like, how it became like this and how it might change. Their enquiries should be based on real places.

Space: Pupils should develop spatial understanding, including how the locations of human and physical features are influenced by each other and often interact across space. Spatial patterns, distributions and networks can be described, analysed and often explained by reference to social, economic, environmental and political processes. As part of their geographical enquiries, pupils should identify these processes and assess their impact.

Scale: Scale influences the way we think about what we see or experience. Any geographical enquiry benefits from being viewed from a range of scales to develop an understanding of how these scales are interconnected.

1.4 Interdependence

- a Exploring the social, economic, environmental and political connections between places.
- b Understanding the significance of interdependence in change, at all scales.

1.5 Physical and human processes

- a Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

1.6 Environmental interaction and sustainable development

- a Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- b Exploring sustainable development and its impact on environmental interaction and climate change.

1.7 Cultural understanding and diversity

- a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.
- b Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.

EXPLANATORY NOTES

Interdependence: Pupils should understand how human action in one place has consequences somewhere else, for example when deforestation causes flooding, or the enlargement of the European Union causes large-scale migration.

Physical and human processes: These processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.

Environmental interaction and sustainable development: Understanding the dynamic interrelationship between the physical and human worlds involves appreciating the possible tensions between economic prosperity, social fairness (who gets what, where and why), and environmental quality (conserving resources and landscapes and preventing environmental damage). The interaction of these factors provides the basis for geographical study of the environment and understanding of sustainable development.

Cultural understanding and diversity: Considering how people and places are represented in different ways involves questions such as: Who am I? Where do I come from? Who is my family? Who are the people around me? Where do they come from? What is our story? This contributes to pupils' understanding of diversity and social cohesion.

2 Key processes

These are the essential skills and processes in geography that pupils need to learn to make progress.

2.1 Geographical enquiry

Pupils should be able to:

- a ask geographical questions, thinking critically, constructively and creatively
- b collect, record and display information
- c identify bias, opinion and abuse of evidence in sources when investigating issues
- d analyse and evaluate evidence, presenting findings to draw and justify conclusions
- e find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space
- f plan geographical enquiries, suggesting appropriate sequences of investigation
- g solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.

2.2 Fieldwork and out-of-class learning

Pupils should be able to:

- a select and use fieldwork tools and techniques appropriately, safely and efficiently.

EXPLANATORY NOTES

Geographical enquiry: Pupils should carry out a range of enquiries, from structured to more open-ended and active. The approaches used should support the type of enquiry questions being asked.

Collect: Information should be gathered from a variety of sources, including fieldwork libraries, the internet and digital media, official agencies, GIS and newspapers.

Identify bias, opinion and abuse of evidence: This includes evaluating the quality of information by asking questions about its source, what it was collected for and how it has been analysed and presented (eg questioning the provenance of websites).

Fieldwork tools: These include using ICT, such as digital and video cameras, GIS, and environmental sensors (eg data-logging weather stations).

2.3 Graphicacy and visual literacy

Pupils should be able to:

- a use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data
- b construct maps and plans at a variety of scales, using graphical techniques to present evidence.

2.4 Geographical communication

Pupils should be able to:

- a communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.

Geography inspires pupils to become **global citizens** by exploring their own place in the world, their **values and responsibilities** to other people, to the environment and to the **sustainability of the planet**

EXPLANATORY NOTES

Maps at a range of scales: This includes Ordnance Survey maps to a scale of 1:25,000 and 1:50,000, which should be used by pupils throughout key stage 3 to interpret physical and human landscapes.

Photographs: These include vertical and oblique aerial photographs.

Geographical data: This includes published statistics, data gathered from fieldwork, literature, biographies, travel writing and information generated by GIS.

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of geography should include:

- a a variety of scales, from personal, local, regional, national, international and continental, to global
- b a range of investigations, focusing on places, themes or issues
- c the location of places and environments
- d key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today
- e different parts of the world in their wider settings and contexts, including the European Union and regions or countries in different states of development
- f physical geography, physical processes and natural landscapes
- g human geography, built and managed environments and human processes
- h interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.

EXPLANATORY NOTES

Variety of scales: This includes studies at individual scales and studies that connect scales together.

Range of investigations: For example, investigations of continents, globalisation or uneven development.

Location of places and environments: Knowing where places and landscapes are located allows pupils to develop a coherent framework of locational knowledge.

Key aspects of the UK: This includes local and national perspectives. It should also include the geographical aspects that underpin a young person's identity and their global citizenship.

Different parts of the world: This includes the location of places, key aspects of their changing geography and how places link with other places in the world across a range of different environments.

Physical geography: This should include the study of weather and climate, and why they vary from place to place, as well as other physical processes and landscapes.

Human geography: This should include themes such as urban change, migration and sustainable development.

Interactions between people and their environments: This should include the investigation of climate change. Making links between people and their environments at different scales helps pupils understand interdependence (eg considering how their consumption of energy has a global impact on physical systems such as climate). Pupils should investigate different perspectives and values relating to these interactions, including sustainable development. They should also consider future implications of these interactions.

4 Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a build on and expand their personal experiences of geography
- b explore real and relevant contemporary contexts
- c use a range of approaches to enquiries
- d use varied resources, including maps, visual media and geographical information systems
- e undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team
- f participate in informed responsible action in relation to geographical issues that affect them and those around them
- g examine geographical issues in the news
- h investigate important issues of relevance to the UK and globally using a range of skills, including ICT
- i make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.



EXPLANATORY NOTES

Personal experiences of geography: This involves using pupils' practical and life experiences to extend and deepen their awareness and understanding of a range of geographical ideas, such as the significance of location, the nature of environments and sustainable development.

Real and relevant contemporary contexts: The study of place and space provides a strong context for learning about change in the contemporary world – both directly in the local environment and more broadly using multimedia data, images and text. Using current examples involving real people and real places provides opportunities to make connections to the world beyond school.

Geographical information systems: These are valuable for mapping and visualising information, as well as linking and analysing different spatial datasets. Pupils should have opportunities to learn about GIS.

Fieldwork investigations: Fieldwork provides opportunities for pupils to analyse issues in real contexts. Fieldwork also links study to pupils' personal experiences of places and environments.

Different locations outside the classroom: Fieldwork should relate directly to topics studied, making the most of the local area as well as contrasting localities.

Participate in informed responsible action: This enhances pupils' understanding of how geography has meaning and relevance to their own lives. It can also help them make informed and independent decisions and take action both at a personal level and as citizens in society.

Attainment target

Level 4

Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and appreciate the importance of wider geographical location in understanding places. They understand that physical and human processes can change the features of places and explain how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views. Drawing on their knowledge and understanding, they suggest suitable geographical questions, and use a range of geographical skills to help them investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

Level 5

Pupils show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. They use this to describe physical and human characteristics of places within a wider locational and contextual framework. They demonstrate understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They describe and begin to explain geographical patterns. They understand some ways that human activities cause environments to change. They demonstrate an awareness of the idea of sustainable development and recognise the range of views people hold about environmental interaction and change. Drawing on their knowledge and understanding, they begin to suggest relevant geographical questions. They select and use appropriate skills and ways of presenting information to help them investigate places and environments. They select information and sources of evidence in which

Level 7

Pupils make links in their knowledge and understanding of the geography of the UK and the wider world. They use these links to analyse the physical and human characteristics of places, drawing on their knowledge of a wide range of locations, contexts and scales. They describe and explain interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They identify and analyse geographical patterns that result from these interactions at a range of scales. They understand that many factors influence the decisions made about sustainable and other approaches to developing places and environments, and use this understanding to explain the resulting changes. They appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places. They recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict. With growing independence, they draw on their knowledge and understanding to identify geographical questions and issues and establish their own sequence of investigation. They select and use accurately a wide range of skills. They evaluate sources of evidence critically, detect and respond to bias, present well-argued summaries of their investigations, use accurate geographical vocabulary and begin to reach substantiated conclusions.

Level 8

Pupils use their knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. They explain changes in the characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales. They analyse the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They describe and analyse the

they are beginning to identify bias. They suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary.

Level 6

Pupils use their knowledge and understanding of the geography of the UK and the wider world to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. They describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places. They demonstrate understanding of the ways in which physical and human processes lead to diversity and change in places. They identify geographical patterns at a range of scales. They recognise how conflicting demands on the environment may arise and describe and compare sustainable and other approaches to managing environments. They appreciate that different values and attitudes, including their own, result in different approaches to environmental interaction and change. Drawing on their knowledge and understanding, they suggest relevant geographical questions and issues and appropriate sequences of investigation. They select a range of skills and sources of evidence and use them effectively in their investigations. They identify potential bias in sources. They present their findings in a coherent way using appropriate methods and vocabulary and reach conclusions that are consistent with the evidence.

geographical patterns these interactions create at a range of scales and the changes that result. They analyse different approaches to developing places and environments and explain the causes and consequences of environmental change. They understand how the interaction between people and environments can result in complex and unintended changes. They understand and describe a range of views about environmental interaction. Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills and use them effectively and accurately. They evaluate sources of evidence critically before using them in their investigations. They present full and coherently argued summaries of their investigations and reach substantiated conclusions.

Exceptional performance

Pupils use their knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. They explain and predict change in the characteristics of places over time by drawing on a detailed knowledge of a wide range of locations, contexts and scales. They explain complex interactions within and between physical and human processes and show how these interactions help change places and environments. They analyse complex geographical patterns. They understand alternative approaches to development and their implications for the quality of life in different places. They assess the relative merits of different ways of tackling environmental issues and justify their views about these different approaches. They understand how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. They illustrate this with a full range of examples. They draw selectively on geographical ideas and theories, and use accurately a wide range of appropriate skills and sources of evidence. They carry out geographical investigations independently at different scales. They evaluate sources of evidence critically and present coherent arguments and effective, accurate and well-substantiated conclusions.