

EYFS Coverage					
	Birth - 3	3-4 (Nursery)	4-5 (Reception)	ELG	Recommendations for activities/trips
EYFS	<p>Understanding The World (The Natural World)</p> <ul style="list-style-type: none"> Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. 	<p>Understanding The World (The Natural World)</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary. <p>Understanding The World (People, Cultures and Communities)</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Mathematics (Numerical Patterns)</p> <ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 	<p>Understanding The World (The Natural World)</p> <ul style="list-style-type: none"> Explore the natural world around them. Recognise some environments that are different to the one in which they live. <p>Understanding The World (People, Cultures and Communities)</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. 	<p>Understanding The World (The Natural World)</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. <p>Understanding The World (People, Culture and Communities):</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 	<p>Local Area</p> <ul style="list-style-type: none"> Farm Little Chicks Park Science Museum Minibeast walks Nature Reserve <p>Home corner</p> <p>Role-play opportunities</p> <p>Cross-curricular links with C&L, Physical, PSED and EAD</p>

Year	Unit of Work and Concepts			National Curriculum Coverage	Key Knowledge				Assessment & Statements and recommendations
					Location Knowledge (LK)	Place Knowledge (PK)	Human and Physical Geography (HPG)	Skills and Fieldwork (SF)	
Year 1	Local Area Study			<p>*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>*understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>*use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p>*Know the names of the four countries in the United Kingdom and locate them on a map.</p>	<p>*know where I live and tell someone my address.</p> <p>*know what I like and do not like about the place I live.</p>		<p>*use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p>*Know the names of the four countries that make up the UK and name the three seas that surround it.</p> <p>*Know their address including postcode.</p> <p>*Know the main differences between city, town and village.</p> <p>Where do we live? Local walk</p>
	Place	Space	Scale						
	Environment	Interconnections	Physical and human processes						
Year 1	Polar Regions			<p>*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</p> <p>*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>			<p>*know about some of the main things that are in hot and cold places.</p> <p>*Know what clothes I would wear in hot and cold places.</p> <p>*Know where the equator, North and South Pole on an atlas and globe.</p>		<p>*Know features of hot and cold places in the world.</p> <p>*Know where the North and South Pole on an atlas and globe.</p> <p>Why don't penguins need to fly?</p> <p>Why can't a meerkat live in the North Pole?</p>
	Place	Space	Scale						
	Environment	Interconnections	Physical and human processes						
Year 1	Seaside in the present			<p>*understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>*identify seasonal and daily weather patterns in the United Kingdom.</p> <p>*use basic geographical vocabulary to refer to: key physical features and key human features,</p> <p>*use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p>* Know where seaside places are located on a map, using colours to identify the change between land and water.</p>		<p>*Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>*Know how the weather changes throughout the year and name the seasons.</p> <p>*use basic geographical vocabulary for physical features such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>*Use basic geographical vocabulary for human features such as: city, town, port, harbour and shop.</p>	<p>*use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>*Keep a weather chart and answer questions about the weather.</p>	<p>*Know which is the hottest and coldest season in the UK</p> <p>*Know which is N, E, S and W on a compass</p> <p>*Know and recognise main weather symbols.</p> <p>Why do we like to be beside the seaside?</p> <p>Llandudno St Anne's</p>
	Place	Space	Scale						
	Environment	Interconnections	Physical and human processes						
Year 2	Local Area in the Present			<p>*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</p> <p>*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.</p>			<p>*Know the key features of a place from a picture using key words like beach, coast, forest, hill, mountain, ocean and valley.</p> <p>*Know about the facilities that a village, town and city may need and give reasons.</p>	<p>*Use directional vocabulary: near, far, left, right to explain where a location is.</p> <p>*use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p>*Know and use the terminologies: left and right, below and next to.</p> <p>*Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>*Explain some of the advantages and disadvantages of living in a city or village</p> <p>Who lives in a place like this? Local Walk- with maps</p>
	Place	Space	Scale						
	Environment	Interconnections	Physical and human processes						
Year 2	Non-European Comparison Study			<p>*Name, locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding areas</p> <p>*name and locate the world's seven continents and five oceans</p> <p>*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</p>	<p>*Name, locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding areas</p> <p>*name and locate the world's seven continents and five oceans</p>	<p>*Describe the similarities and differences of a place outside Europe.</p> <p>*Know what I like and do not like about a place that is different to the one I live in.</p>	<p>*use basic geographical vocabulary to refer to key physical and human features.</p>		<p>*Know the main differences between a place in England and that of a small place in a non-European country.</p> <p>*Identify the following physical features: mountains, lakes, island, valley, river, cliff, forest and beach.</p> <p>Would you rather live in England or Africa?</p>
	Place	Space	Scale						
	Environment	Interconnections	Physical and human processes						

Year 2	Food from around the world			*name and locate the world's seven continents and five oceans	*name and locate the world's seven continents and five oceans, including differences between them.	*Know how jobs may be different in other locations.	*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	*Know the Names of and locate the seven continents of the world.
	Place	Space	Scale	*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas *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.	*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			*Know the names of and locate the five oceans of the world Why does it matter where our food comes from? Farm visit
	Environment	Interconnections	Physical and human processes					
Year 3	Volcanoes and Earthquakes			*Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	*locate some famous volcanoes around the world, including what continent they are located in.	*Know about and describe the key aspects of earthquakes.		Know what causes an earthquake Label the different parts of a volcano. What makes the Earth angry? Why do some earthquakes cause more damage? How do volcanoes affect the lives of people?
	Place	Space	Scale			*Know about and describe the key aspects of volcanoes. *Describe the consequences of volcano eruptions or earthquake events on the human populations affected.		
	Environment	Interconnections	Physical and human processes					
Year 3	The UK			* Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North and South America.		*Know why people may choose to live in one place rather than another. *Know why people may be attracted to live in cities.	* Use the eight points of the compass to locate objects on a map in relation to other objects. *Understand how to read a map key/legend using simple sketch maps of a local area.	Know the names of and locate at least eight counties and at least six cities in England. Know and name the eight points of a compass. Where would you choose to build a city?
	Place	Space	Scale	* Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world				
	Environment	Interconnections	Physical and human processes					
Year 3	Northern Hemisphere Country Study (Italy)			* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	*Know the name of a number of countries in the northern hemisphere. *Know and roughly locate a number of European capital cities. *Know whether a country is located in the Southern or Northern hemisphere.	* Describe how human life is different in a contrasting European country, understanding concepts such as average lifestyle, culture, language and traditions. *Identify similarities and differences between their own town and lives, and the physical and human geographical features of a European location.	* Recognise the colours and symbols used on an atlas (topography of hills/mountains, different font for size of settlements)	Know the names of four countries from the southern and four from the northern hemisphere. Know the names of and locate at least 8 European countries. Know at least five differences between living in the UK and a Mediterranean country. Use maps to locate European countries and capitals. Why do so many people choose to go to the Mediterranean for their holidays?
	Place	Space	Scale	*human 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	*Locate the tropic of Cancer, the tropic of Capricorn and the Greenwich Meridian on a map.			
	Environment	Interconnections	Physical and human processes					
Year 4	Map Work			* 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	*Know about, name and locate some of the main cities in the UK. *Research to discover features of villages, towns and cities and appreciate the differences.		*Use maps, atlases or digital mapping tools to locate counties and countries in the UK. *Recognise locational features on a sketch map of an area, and describe how to plan a route using a map. *Read and identify symbols on a map using a key/legend.	*Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. *Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian *Know what is meant by the 'tropics' Why is Stoke-on-Trent such a cool place to live?
	Place	Space	Scale	* Name and locate counties and cities of the United Kingdom, geographical regions 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. * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied				
	Environment	Interconnections	Physical and human processes					
Year 4	Rivers around the world.			* Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	*Locate a number of major rivers around the world.	* recognise their significance in the development of human settlements along their course. *Know why most cities are situated by rivers. *Know about the course of a river., including vocabulary to describe them. * Be able to describe the role of rivers and lakes in the water cycle.	* Simple observation or data collection to study the water cycle, such as weather patterns, rain collection and measuring, and data about cloud cover over a number of days.	*Know why most cities are located by a river. What is a river? Why is the River Nile so important to Egypt? Local River Study
	Place	Space	Scale	*Name and locate counties and cities of the United Kingdom, geographical regions 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.				
	Environment	Interconnections	Physical and human processes					
Year 4	Mountains			* Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	*Know about, name and locate many of the world's most famous mountain regions	*Describe the different formation methods of mountains, hills and valleys, including volcanic, tectonic upthrust (fold), and erosion (residual) such as glacial or weathering.		*Know where the main mountain regions are in the UK Why are mountains so important? The Roaches The Peak District- Thorpe Cloud Ilam
	Place	Space	Scale					
	Environment	Interconnections	Physical and human processes					

Year 5	Megacities			<p>* Locate the world's countries and major cities, concentrating on their key physical and human characteristics.</p> <p>* Name and locate counties and cities of the United Kingdom and understand how key human features have changed over time</p> <p>* Use four-figure grid references, and understanding of longitude and latitude on atlases.</p>	<p>* Know, name and locate the capital cities of neighbouring European countries.</p> <p>* Know the countries that make up the European Union.</p>	<p>* Recognise the effects of global population increase and urbanisation</p> <p>* Describe and understand issues of land-use for large populations.</p> <p>* Identify a number of ways in which life in a major city may be different to life in Kidsgrove, pop. 26,000</p>	<p>* Use research and data to identify similarities and differences between a pair of megacities around the world, looking at both aspects of physical and human features, such as climate, culture and lifestyle.</p> <p>* Use atlases to locate major cities in the world, reading and identifying longitude and latitude measurements.</p>	<p>* Know the names of and locate at least 8 major capital cities across the world.</p> <p>Why do so many people in the world live in megacities?</p>
	Place	Space	Scale					
	Environment	Interconnections	Physical and human processes					
Year 5	North and South America (Mexico)			<p>* Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>* Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn.</p>	<p>* Locate and identify a number of North and South American countries.</p> <p>* Locate and identify neighbouring oceans (Pacific and Atlantic) as well as seas (Caribbean sea and Gulf of Mexico)</p>	<p>* Describe the similarities and differences between human culture and environments in the UK and a contrasting North/South American city (London vs. Mexico City)</p> <p>* Describe and recognise some key physical features of Mexico, including landscape, climate, mountains/volcanoes and land-area.</p>	<p>* Use maps, atlases and digital tools to locate countries, and research/record information about them.</p>	<p>* Know the key differences between living in the UK and in a country in North/South America</p> <p>* Know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>* Know the names of, and locate, a number of South or North American countries.</p> <p>What's so special about Mexico?</p>
	Place	Space	Scale					
	Environment	Interconnections	Physical and human processes					
Year 5	Jungles and Deserts			<p>* Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>* Recognise the position of climate zones and biomes relative to latitude.</p> <p>* Identify that the majority of human populations reside within certain latitudes (parallels), yet these are also widely uninhabited due to jungles and desert biomes.</p>	<p>* Name the largest deserts in the world and locate desert regions in an atlas.</p> <p>* Describe the differences in physical geography of different biomes, including climate, flora and fauna.</p> <p>* Describe the difficulties human settlements may encounter in various biomes around the world.</p> <p>* Identify environmental and sustainability crisis events occurring in various biomes and countries around the world, including deforestation, ocean plastic, industrialisation, pollution and urban growth.</p>	<p>* Use maps, atlases and digital tools to locate different biomes and research information about them.</p>	<p>* Know what is meant by biomes and what the features of a specific biome are.</p> <p>* Label the layers of a rainforest and know what deforestation is.</p> <p>Why are jungles so wet and deserts so dry?</p> <p>Are the rainforests important to us? Why should the rainforests be important to us?</p>
	Place	Space	Scale					
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Year 6	Climate change and sustainability			<p>* 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 and time zones (including day and night)</p> <p>* (H) describe and understand key aspects of: human 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</p>	<p>* Know how time zones work and calculate time differences around the world.</p>	<p>* Know why ports are important and the role they play in distributing goods around the world.</p> <p>* Understand the meaning of climate change due to the consequences of environmental and human development.</p> <p>* Describe the unequal distribution of natural resources to human populations, including energy, food and water.</p>	<p>* Know how to use an atlas by using the index to find places.</p> <p>* Know how to use some basic Ordnance Survey map symbols.</p> <p>* Know how to use Ordnance Survey symbols and six-figure grid references.</p> <p>* Know how to read a compass and plot directions using an OS map.</p>	<p>* Know why industrial areas and ports are important.</p> <p>How can we live more sustainably?</p> <p>Tesco Plastic Pi Pop up shop Dr Joanne Porter</p>
	Place	Space	Scale					
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Year 6	Fair trade			<p>* (H) describe and understand key aspects of: human 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</p>	<p>* Know why some places are similar and dissimilar in relation to their human and physical features</p>	<p>* Know why sustainable trade links are important for wage equity in many countries around the world.</p>	<p>* Know how to use an atlas by using the index to find places.</p> <p>* Know how to use some basic Ordnance Survey map symbols.</p> <p>* Know how to use Ordnance Survey symbols and six-figure grid references.</p> <p>* Know how to read a compass and plot directions using an OS map.</p>	<p>* Know the main human and physical differences between developed and third world countries.</p> <p>How is fair trade fair? What do you understand of Slavery?</p> <p>Co-op CAFOD Assembly?</p>
	Place	Space	Scale					
	Environment	Interconnections	Physical and human processes					
Year 6	OS maps – Google earth			<p>* Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>* Use fieldwork including sketch maps, plans and graphs, and digital technologies.</p> <p>* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			<p>* Know how to use an atlas by using the index to find places.</p> <p>* Know how to use some basic Ordnance Survey map symbols.</p> <p>* Know how to use Ordnance Survey symbols and six-figure grid references.</p> <p>* Know how to read a compass and plot directions using an OS map.</p>	<p>* Know what most of the Ordnance Survey symbols stand for.</p> <p>* Know how to use six-figure grid references.</p> <p>I'm in Year 6 – can you get me out of here?</p> <p>How and why has my local area changed? Map comparison</p> <p>Stanley Head</p>
	Place	Space	Scale					
	Environment	Interconnections	Physical and human processes					
Year 7	Geography in the News			<p>Students start by learning the 4 key aspects of geography through the geography compass rose (social, economic, environmental, political), then look at the news events which have happened during the summer holidays and apply these factors to the story. Students produce their own analysis of a recent news event.</p>	<p>Students will look at various locations which alter each year based upon news events which have happened that summer</p>	<p>Students will look at various locations which alter each year based upon news events which have happened that summer</p>	<p>Students will look at a range of news events which have happened during the summer, some of which will link to human geography (such as wars, migration issues, etc) and some which will link to physical geography (such as earthquake, extreme weather etc)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries discussed - To accurately utilise the geography compass rose</p>
	Place	Space	Scale					
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Year 7	A World of Extremes			Students start by looking at a global scale: structure of the Earth and plate tectonic theory to underpin the rest of the unit. This unit focuses on different tectonic hazards (earthquakes, volcanic eruptions and tsunamis) and the impacts they have in countries of varying levels of development. Japan appears as a case study example throughout the unit, compared to LIC regions such as the impacts of the Boxing Day tsunami 2004. Students also assess the varying responses to tectonic hazards in countries at different levels of development.	Students will accurately locate the Pacific Ring of Fire Indonesia Japan Nepal	Students will look at the features of the areas below in relation to the topic, regarding their locations on plate margins and features such as volcanoes/earthquake risk: Indonesia Japan Nepal	Human geography covered includes the economic development of the countries listed, social and economic impacts of disasters and the varying responses Physical geography covered includes the structure of the earthquake, tectonic plate margins, earthquakes, volcano types and features and tsunamis	Use maps, atlases, globes and digital/computer mapping to locate countries discussed To accurately utilise the geography compass rose and apply it to the case study impacts discussed
	Place	Space	Scale					
	Environment	Interconnections	Physical and human processes					
Year 7	Our Unequal World			Having looked at a world of physical extremes, students now look in more depth at the world of human extremes; how and why quality of life varies between LICs, NEEs and HICs. Students are introduced to the idea of absolute vs relative poverty and poverty on varying scales. Examples are used from different areas around the world at different levels of development, including poverty in Ghana compared to the UK, and the development gap within countries, such as Bangalore vs Dharavi slums (India) and Kensington vs Broadwater Farm (UK). Other extremes are also considered, including child poverty – 'My Super Sweet 16' vs child soldiers.	Students will accurately locate the key case study regions, including: -Ghana -UK -India -Bangalore (India) -Dharavi (India) -Broadwater Farm (UK) -Kensington/Chelsea (UK) -Grenfell (UK)	For each of the areas listed within the 'locational knowledge', students will look at the level of development of each (LIC/NEE/HIC), the levels of poverty within the region and factors relating to the development gap	Human geography includes the economic development of the countries studied, the Brandt Line, the difference between absolute and relative poverty, the development gap including how quality of life varies between different countries and within different countries, child poverty and the social, economic and political implications of these factors	Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography compass rose and apply it to the case study impacts discussed
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Year 7	Africa			This unit will focus on the continent of Africa and the differences within the continent across the natural and human world. Students are introduced to different ecosystems within Africa, with particular focus on the Sahara desert. Students then look at the disparity within the continent of quality of life (e.g. Johannesburg vs Lagos) and the impacts of political corruption and wars, including genocide in Rwanda and health disparities such as HIV and malaria.	Students will accurately label a map of Africa, including the 54 countries and capital cities -Students will accurately locate the key case study regions, including: -Rwanda -South Sudan -Johannesburg -Lagos -Sahara Desert	Rwanda – economic and political context, conflict and genocide (civil war) -South Sudan – economic context, food, water and health disparities, famine -Johannesburg – example of a wealthier region -Lagos – example of a region with mixed wealth, slums -Sahara Desert – ecosystem (desert) example	Human geography includes the study of colonialism and its impacts, political corruption and conflict within the continent (genocide in Rwanda) and food, water and health disparities in different regions (South Sudan) Physical geography includes the varying physical features within Africa, such as the ecosystems including deserts (Sahara), savanna grasslands and tropical rainforests (Congo)	Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography compass rose and apply it to the case study impacts discussed
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Year 7	Impacts of Globalisation			Students start by looking at what globalisation is and the role of TNCs in globalisation. They then look at the positives and negatives of TNCs, both to HICs and LICs. Case study examples are used to consider the impacts of TNCs on the natural and human world, including Shell, Coca-Cola, Nestle, Apple, Primark and gold-mining and e-waste. Students then have to make a decision on whether the overall impact of TNCs is a positive or negative thing to both people in LICs and the natural environment, and consider how the situation could be improved in the future.	Students will accurately locate the key case study regions, including: -China -Nigeria -Bangladesh -India -Burkina Faso -UK -USA	Students will look at the locations listed in 'locational knowledge' through a case study context, relating to exploitation, corruption, problems and benefits of the TNCs: -China – Apple -Nigeria – Shell/e-waste -Bangladesh – Primark -India – Coca-Cola -Burkina Faso – Nestle -UK – Primark/e-waste -USA – Apple/e-waste	Human geography includes what globalisation is, the role of TNCs (positives and negative impacts on both the HIC and LIC/NEE) and specific case study examples Physical geography – the environmental impacts caused due to TNCs including environmental degradation, water pollution (oil spills), groundwater contamination, soil contamination, etc.	Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography compass rose and apply it to the case study impacts discussed
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Year 7	Shaping the Land			During this unit, students start off in the oceans (linking to the previous unit with impacts of globalisation on e-waste and ocean health) and then move on-land to look at how rock type, weathering, river processes and glacial processes can affect the shape of landscapes. Fieldwork will be completed during this unit where students will visit a popular riverside location (Dovedale) to see some of these processes and features for themselves.	Students will accurately locate the key case study regions, including: -Dovedale (UK) -Scotland -Amazon River (Brazil)	Students will focus predominantly on the UK and how physical processes have impacted the shape of the landscape, including the impacts of rock type, glaciation and river processes, particularly in Scotland, with a visit to Dovedale	and simple glacial processes/features	River fieldwork to Dovedale (as a combined field trip with the Art department) – Geography focus is to look at river processes and features in action which have helped to shape the landscape
	Place	Space	Scale					
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Concept lens'	Explanation	
GEOGRAPHY	Place	Having a 'sense of place' – simply put, what is the place like? Having the locational knowledge to describe where there are – which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication) the specific key human and physical aspects of a place created by a shared human experience (what are 'The Potteries' like?) We also have to consider the sustainability of places.
	Space	How natural and man-made places fit together in the jigsaw of the world. We need to look at the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes. The concept of space considers how the environmental and human characteristics of places are influenced by their location, but also how the effects of location and distance from other places on people are being reduced by improvements in transport and communication technologies.
	Scale	This is about understanding the big picture as well as our experiences in day to day life. The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. If we are studying climate – how do we examine climate on a personal, local and global scale? Scale is influential in how we represent what we see or experience. Scale might be personal or local, regional or global. There is also national and international scales.
	Environment	This considers how we use the natural world and how people have the ability to change it. The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
	Interconnections	No object of geographical study can be viewed in isolation. We need to look at the impact of people, places or processes. We can also examine diversity in this concept: people around the world have different experiences and ways of life but we also have an impact on each other. Interconnections explore how people and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.
	Physical and human processes	Looking at how events can change the physical and human world. Physical process – an event or sequence of events that occur naturally due to the power of the planet. Human process – things created/affected by people. These processes would not occur without human involvement.