



Geography – Programme of Study KEY STAGE 3				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Prior learning KS2	Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This should include the most significant physical and human features.	Understand geographical similarities and differences through the study of human and physical geography in the UK and a region in a European Country and a region within North or South America.	Describe and understand key aspects of: Physical geography (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle). Human geography (types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	<ul style="list-style-type: none"> • Use Atlases, maps, globes and digital mapping to locate countries. • Use 8 points of a compass, 4/6 figure grid references, symbols and key (O/S maps) to build knowledge of the UK and wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area.
Taught content: Knowledge/Skills	<ul style="list-style-type: none"> • Extend locational knowledge and deepen spatial awareness of world's countries using maps to focus on Africa, Russia, Asia (including China and India) and the Middle East. • Asia (including Russia and China). <ul style="list-style-type: none"> • The Horn of Africa • Climate Change (floating gardens in Bangladesh) 	<ul style="list-style-type: none"> • Understand Geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia. • The Horn of Africa • South West China 	<ul style="list-style-type: none"> • Understand through the use of detailed place-based exemplars at a variety of scales, the key processes in: • Physical Geography relating to: geological timescales and plate tectonics: rocks, weathering and soils: weather and climate, including the change in climate from the Ice age to the present: and glaciation, hydrology and coasts. • Natural resources (desertification) 	<ul style="list-style-type: none"> • Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field. • Locational Knowledge (The World, UK, North and South America, Europe, Asia, Africa). • Map Skills – Plan and complete a walk. • Map skills – geocaching



	<ul style="list-style-type: none"> • Economic Activity (Cobalt mining in the DRC and Apple Factory in Shenzhen) • For the above countries, focus on: environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. • Locational Knowledge – The World • Asia • The Horn of Africa 		<ul style="list-style-type: none"> • Weather and Climate • Climate Change • Rivers and Flooding • Coasts • Human geography relating to the population and urbanisation: international development: economic activity in the primary, secondary, tertiary and quaternary sectors: and the use of natural resources. • Population • Urbanisation • International Development • Economic activity • Food and Sustainability • Natural Resources 	<ul style="list-style-type: none"> • Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and Ariel and satellite photographs. • Map skills – plan and complete a walk • Map skills – geocaching • Coasts • Rivers • Plate tectonics • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. • Urbanisation (crime) • Felixstowe fieldwork • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from the geographical data, using multiple sources of increasingly complex information
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<p>Subsequent learning</p> <p>GCSE AQA Geography</p>	<ul style="list-style-type: none"> • Tectonic Hazards • Weather Hazards • Climate Change • Ecosystems • Tropical Rainforests • Cold Environments • UK Physical Landscapes • UK Coastal Landscapes • UK River Landscapes 	<ul style="list-style-type: none"> • Urban issues and challenges • The changing economic world • The challenge of resource management • Energy 	<ul style="list-style-type: none"> • Issue evaluation • 2 pieces of fieldwork 	<ul style="list-style-type: none"> • Cartographical skills • Graphical skills • Numerical skills • Statistical skills • Use of qualitative and quantitative data • Enquiry and argument • Literacy



Geography– Programme of Study KEY STAGE 4		GCSE AQA		
	Living with the Physical Environment	Challenges in the Human Environment	Geographical Applications	Geographical Skills
Prior learning KS3	<ul style="list-style-type: none"> • Climate change • Weather and climate • Rainforests • Rivers and flooding • Coasts • Plate tectonics 	<ul style="list-style-type: none"> • Natural resources • International development • Food sustainability • The horn of Africa • Population • Asia • Urbanisation • Economic Activity 	Fieldwork <ul style="list-style-type: none"> • Felixstowe coastal defences • Microclimate of school grounds. • Plan and complete a walk using O/S maps. • Geocaching • Rivers – velocity/ cross section of a river bed. 	<ul style="list-style-type: none"> • Choropleth maps • O/S skills • Atlas skills • Data collection • Data analysis • Extended writing • Climate graphs • Population pyramids • GIS
Taught content/skills	<ul style="list-style-type: none"> • Natural Hazards • Tectonic Hazards • Weather Hazards • Climate Change • Ecosystems • Tropical Rainforests • Cold Environments • UK Physical Landscapes • UK Coastal Landscapes • UK River Landscapes 	<ul style="list-style-type: none"> • Urban issues and challenges • The changing economic world • The challenge of resource management • Energy 	<ul style="list-style-type: none"> • Issue evaluation • 2 pieces of fieldwork 	<ul style="list-style-type: none"> • Cartographical skills • Graphical skills • Numerical skills • Statistical skills • Use of qualitative and quantitative data • Enquiry and argument • Literacy

<p>Subsequent learning</p> <p>A Level Edexcel taught at Suffolk One</p>	<ul style="list-style-type: none"> • Tectonic processes and hazards • Landscape systems, processes and change • The water cycle and water insecurity • The carbon cycle and energy insecurity 	<ul style="list-style-type: none"> • Globalisation • Shaping places • Superpowers • Global development and connections 	<ul style="list-style-type: none"> • Independent investigation 	<ul style="list-style-type: none"> • Understand the nature and use of geographical information. • Collect, analyse and interpret such information. • Undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation • Communicate and evaluate findings
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NB – the taught strands are in green.