

“Adventure is worthwhile in itself.”

Amelia Earhart

Geography: Phase 5 (Y12 - 13) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none">• Deep knowledge of the interconnectedness of people, places, processes and environments is crucial for studying the planet.• Geographical and temporal scales provide fundamental lenses through which to study the planet.• The planet’s physical and human systems are highly complex and dynamic.• Causality, equilibrium, inequality, interdependence, adaptation, sustainability, risk, resilience and thresholds are essential geographical concepts for studying the planet and for ensuring geography is an active, relevant subject. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none">• Physical geography (Water and carbon cycle, hot/coastal/glacial systems and landscapes, hazards/ecosystems under stress)• Human geography (global systems and governance, changing places, contemporary urban environments/population and the environment/resource security)• Geographical fieldwork investigation – independent study <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none">• All topics link, in some form, to themes being studied in science• Certain topics link to historical themes and events and conflict• Skills taught in the independent research topics are similar to those in history	<p>Taken from the AQA Geography A LEVEL specification.</p> <p>Communication of Knowledge</p> <ul style="list-style-type: none">• Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales <p>Interpretations and judgements</p> <ul style="list-style-type: none">• Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues <p>Use of sources and fieldwork</p> <ul style="list-style-type: none">• Use a variety of relevant quantitative, qualitative and fieldwork skills to:<ul style="list-style-type: none">- investigate geographical questions and issues- interpret, analyse and evaluate data and evidence- construct arguments and draw conclusions <p>Quality of written communication</p> <ul style="list-style-type: none">• Accurate and mature use of language; descriptions and explanations are expressed coherently and confidently

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. Geography is a great adventure with a purpose.”

Michael Palin

Geography: Phase 4 (Y9 - 11) Outcomes

<p style="text-align: center;">Key Knowledge</p> <p>Pupils will know:</p>	<p style="text-align: center;">Key Skills</p> <p>Pupils will be able to:</p>
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • The planet consists of dynamic physical and human processes and systems. • Humans interact with the planet’s systems in a variety of places and at a range of scales. • The planet can be studied through a variety of methods of data collection and analysis. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • Living with the physical environment (Natural hazards, tectonic hazards, weather hazards, climate change) • The living world (ecosystems, tropical rainforests, hot deserts, cold environments) • Physical landscapes in the UK (within the UK, coastal, river, glacial) • Challenges in the human environment (urban issues, the changing economic world, the challenges of resource management) • Geographical application and skills <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • Resource management and expansion – Links with causes of conflict • Multiple overlap with topics being taught in double and triple science 	<p>Communication of Knowledge</p> <ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes <p>Interpretations and judgements</p> <ul style="list-style-type: none"> • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <p>Use of sources and fieldwork</p> <ul style="list-style-type: none"> • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings <p>Quality of written communication</p> <ul style="list-style-type: none"> • Spell and punctuate with consistent accuracy. • Use rules of grammar with effective control of meaning overall. • Use a wide range of specialist terms as appropriate.

"I am a citizen not of Athens or Greece, but of the World."
Socrates

Geography: Phase 3 (Y6 - 8) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • The planet is living and breathing, so things are always changing. • The planet's physical and human processes follow often patterns. • Humans both damage and protect the planet. • Using different perspectives is crucial when learning about the planet. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • Introductions to physical geography and fieldwork • Introduction to human geography • The creation and impacts of natural disasters • Development and sustainable development. • Ecosystems and fieldwork • Energy and management • Geography and conflict • Weather and climate • Population and Urbanisation <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • Topics in geography have been selected to link with the theme of the cycle. Main examples include how geography may cause conflict being placed during the conflict theme of the cycle as well as natural disasters consolidating the fire and plague theme. • Topics also link with some being taught at the same time in P1 and P2 allowing older pupils to support the younger ones. 	<p>Communication of Knowledge</p> <ul style="list-style-type: none"> • Effectively describe physical and human geographical features and processes • Explain these processes and explain why this can cause diversity in the environment • Compare how geographical processes can affect the surrounding environment <p>Interpretations</p> <ul style="list-style-type: none"> • Compare and explain different interpretations and impacts of an enquiry or event • Explain how and why different interpretations may have been formed • Judge the most useful or accurate interpretation of an event or process and explain why <p>Judgements</p> <ul style="list-style-type: none"> • Give a detailed judgement to an enquiry or issue in geography and state the criteria for this • Make reference to opposing judgements in their work <p>Use of sources and fieldwork</p> <ul style="list-style-type: none"> • Select relevant sources to use in their work or argument from a varied range • Analyse a source and comment on the use to a geographer • Compare different sources and explain how/why they are different • Use a range of sources in their work and interpret data • Carry out their own enquiries and collect data based on a geographical issue <p>Quality of written communication</p> <ul style="list-style-type: none"> • Structure essays and enquiries with relevant information • Use terminology accurately

"I like geography. I like to know where places are."
Tom Felton

Geography: Phase 2 (Y3 - 5) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
Key Threshold Concepts <ul style="list-style-type: none">• The planet is made up of many different types of places.• Over time and space, places change.• The planet is interconnected.• The planet can be studied. Subject-specific Knowledge <ul style="list-style-type: none">• Locational knowledge• Place knowledge• Human geography: settlements and natural resources• Physical geography: physical features and regions• Atlas skills and map skills	Communication of knowledge <ul style="list-style-type: none">• Identify and describe examples or creation of different human and physical geographical features• Describe geographical processes in order• Compare surface details of these processes and comment on how they may impact or be impacted by humans Interpretations <ul style="list-style-type: none">• Identify different interpretations or impacts of an enquiry in geography• Identify how these interpretations can change over time• Identify different ways to harm or protect the environment Judgements <ul style="list-style-type: none">• Give a judgement to an enquiry or issue in geography• State criteria for making these judgements• Use their own investigations to support these judgements Use of sources and fieldwork <ul style="list-style-type: none">• Select mostly relevant sources to use in their work or argument• State facts that can be learnt from a source about an enquiry• Carry out their own investigations and use the findings in their arguments Quality of written communication <ul style="list-style-type: none">• Structure essays and enquiries with mostly relevant information• Use terminology with occasional mistakes

Humanities: Phase 1 (N – Y2) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • The past is a different place to the present. • There is a varied world around us which can impact us and we can impact. • Every person, including you, has different beliefs and morals which impact their lives. <p>Subject-specific Knowledge The following are all taught as topics integrating historical, geographical and religious themes into the wider theme of that particular cycle.</p> <ul style="list-style-type: none"> • Me/and my family (Understanding you, your actions, your history, your beliefs and the similarities/differences between you and your family) • Growing (Understanding how you can change, the impact this may have on how things grow and how your beliefs may change) • Journeys • London (The basic history, geography and religion of the local area and London as a whole) • Romans (The basic history, geography and beliefs of the Romans and their Empire) • Africa (The basic history, geography and beliefs of various parts of Africa) • History of the UK (The basic history, geography and beliefs of various parts of the UK) • Space (The basic history of space travel, changes to technology, impacts on belief and impact on local/world geography) • Food (Changes in food over history, the impact of local geography on diet and the use of food in religious ritual) <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • All of the topics within P1 humanities integrate history, geography and RE as one subject. It is taught to consolidate the learning of the theme in each cycle. 	<p>History:</p> <ul style="list-style-type: none"> • Use words and phrases about the past • Put events into chronological order • List differences between their lives and the lives of people in the past • Share basic opinions about the past. • Use sources to answer simple questions about the past <p>Geography</p> <ul style="list-style-type: none"> • List examples of local physical and human geographical features • List examples of how humans may impact the environment and vice versa • Use simple sources and statistics in order to answer simple questions <p>Religious studies</p> <ul style="list-style-type: none"> • Use words and phrases about different religions • Identify simple differences between different religions • List ways in which different faiths may impact people’s lives • Use sources of authority in order to answer simple questions