

| | KS3 | | | GCSE | | A-Level | |
|---|---|---|---|---|---|--|---|
| Topic / concepts | Year 7 content | Year 8 content | Year 9 content | Year 10 content | Year 11 | Year 12 content | Year 13 content |
| Locational knowledge | UK, EU and Asia | Middle East, Africa, North America | Latin America, Australasia & Pacific | UK focus in depth - human and physical | India is major focus alongside various global case studies | More thematic themes incorporate wide range of UK and global case studies | Global themes provide opportunity to work across scales |
| Map skills | Being able to draw their own maps correctly, use/understand how to locate locations using co-ordinates/grid references, use scale and distance and interpret basic thematic maps. Apply OS map skills in different thematic topics and use OS maps to understand real life locations. Use aerial photography and satellite imagery to embed geographic skills. Use maps to locate/learn unfamiliar locations. | Reinforce basic map skills within content. Use maps to locate/learn unfamiliar locations. Utilise a wide range of photography, satellite imagery, GIS and varied maps to investigate geographic issues/locations. Draw increasingly complex maps to display geographic information. | Reinforce basic map skills within content. Use maps to locate/learn unfamiliar locations. Utilise a wide range of photography, satellite imagery, GIS and varied maps to investigate geographic issues/locations. Draw increasingly complex maps to display geographic information. | Use OS maps confidently to investigate UK geographic issues. Utilise a wide range of photography, satellite imagery, GIS and varied maps to investigate geographic issues/locations. Some basic GIS should be incorporated into fieldwork. Use maps effectively to conduct fieldwork. | Use variety of global maps, imagery and GIS etc to investigate global issues. Revision of map skills for GCSE exams. | Wide range of increasingly complex thematic maps used and analysed with increasing confidence. GIS integral to fieldwork and wider understanding - students should develop confident experience of utilising this (including ARC GIS software) | Wide range of increasingly complex thematic maps used and analysed with increasing confidence. GIS integral to developing appreciation of global issues. (including ARC GIS software) |
| Fieldwork skills | Students understand basic process/different stages of conducting fieldwork and have experience both in school and outside of school to develop their understanding. | Students plan and carry out a local area fieldwork project - building on Year 7 experience and incorporate use of secondary research sources. | Students apply fieldwork skills to investigate global issues utilising secondary sources. | Students carry out guided fieldwork in urban context and then carry out a similar physical project with more independence later in the year. Follow incorporates all aspects of fieldwork process. | Revision/consolidation of fieldwork and application to unfamiliar contexts. | Fieldwork prepared for and undertaken in residential context. NEA undertaken utilising full range of geographic skills. | Completion of NEA incorporating full range of fieldwork skills. |
| Place | Basic understanding of the characteristics that shape (human and physical) the local, UK and selected wider locations. Allows students to begin to identify similarities and differences. | More in depth local area study of Gravesend and wider example locations. Students begin to develop greater appreciation of the dynamic and changing nature of place. | Understanding of more place specific case studies linked to variety of interrelated processes. Increasingly complex understanding of place. | In depth UK/London case study + located examples for physical geography. Understands wider range of place specific ideas. Increasingly complex understanding of place (and it's meaning for different people). | In depth India/Mumbai case studies alongside other topic specific examples. Understands wider range of place specific ideas. Increasingly complex understanding of place (and it's meaning for different people). | In depth UK and global focus with focus on really deepening understanding of place. Increasingly complex understanding of place (and it's meaning for different people). | Global themes that stress the interrelatedness of places. Increasingly complex understanding of place (and it's meaning for different people). |
| Space | Identifying basic spatial patterns that exist in geographic topics. Be able to describe spatial patterns and begin to explain these. | Be able to map and locate information related to more global issues and use this to analyse issues in more detail. | Confidently describe and explain a wide range of geographic information. | Be able to confidently use the concept of space and spatial patterns in a variety of different contexts. | Be able to confidently use the concept of space and spatial patterns in a variety of different contexts. | Be able to confidently use the concept of space and spatial patterns across a wide variety of thematic topics. | Be able to confidently use the concept of space and spatial patterns across a wide variety of thematic topics |
| Scale | Students are comfortable with understanding how their own lives/experiences are linked to the topics studied (personal) and are able to understand how this relates to wider concepts of scale (local, national, regional, global etc) | Students are increasingly confident to explore different issues across a range of scales and understanding the different implications for different people/players. | Students are increasingly confident to explore different issues across a range of scales and understanding the different implications for different people/players. | Understand the complex ways in which scale intersects with geographic content studied and links to eco, soc, env & pol factors. | Understand the complex ways in which scale intersects with geographic content studied and links to eco, soc, env & pol factors. | Understand the complex ways in which scale intersects with geographic content studied and links to eco, soc, env & pol factors. | Understand the complex ways in which scale intersects with geographic content studied and links to eco, soc, env & pol factors. |
| Inter - dependence | Understand what is meant by social, economic and environmental and begin to be able to explain how different locations/issues can be interdependent of one another. | Increasingly understand potential links between locations/issues - particularly linked to broader issues/case studies and across range of scales. | Be able to confidently identify ways in which locations/issues are interdependent across range of scales and timeframes. | Be able to increasingly understand, predict and analyse the relationships between places/issues based on social, economic, environmental, political and temporal factors and a range of scales. | Be able to increasingly understand, predict and analyse the relationships between places/issues based on social, economic, environmental, political and temporal factors and a range of scales. | Be able to increasingly understand, predict and analyse the relationships between places/issues based on social, economic, environmental, political and temporal factors and a range of scales. | Be able to increasingly understand, predict and analyse the relationships between places/issues based on social, economic, environmental, political and temporal factors and a range of scales. |
| Physical processes | Be able to explain basic physical processes operate using correct terminology - water cycle, weather, earth's structure, natural resources etc. Be able to sequence processes and landforms. | Extend understanding from Year 7 by applying to new contexts (e.g. coasts) and wider global issues. | Being to utilise more subject specific terminology and in depth understanding to explain physical processes and be able to understand the interaction of different processes at a range of scales. | Confidently use a wide range of subject terminology to explain formation of coastal and river landscapes and processes. | Confidently use a wide range of appropriate subject terminology to explain physical and human interaction in topics linked to unit 3. | Deepen and extend understanding of relevant physical processes and the complex interaction with a variety of different physical and human factors. | Deepen and extend understanding of relevant physical processes and the complex interaction with a variety of different physical and human factors. |
| Human processes | Be able to explain how basic human processes operate using correct terminology - settlement, economic geography, sustainability and sustainable development etc. Be able to understand and interpret simple geographic models/theory. | Expand theoretical and content knowledge related to population, development and globalisation. Increasingly understand the interaction of different processes. | Understand how major knowledge areas linked to population, development and globalisation interact with physical processes. | Extend and apply understanding of human issues in context of UK/London case study alongside management of physical processes. | Extend and apply understanding of human issues in context of urbanisation and development topic alongside global scale initiatives to manage the environment. | Deepen and extend understanding of relevant human processes and the complex interaction with a variety of different physical and human factors. | Deepen and extend understanding of relevant human processes and the complex interaction with a variety of different physical and human factors. |
| Environmental impact | Students begin to appreciate at range of scales how human actions can result in environmental impacts. | Students deepen their understanding of environmental impact by analysing a range of issues at different scales. | Students develop a clear idea of how environmental impact occurs in the context of specific case study examples. | Be able to confidently explain how a variety of environmental outcomes stem from distance human and physical processes. | Be able to confidently explain how a variety of environmental outcomes stem from distance human and physical processes. | Be able to confidently explain how a variety of environmental outcomes stem from distance human and physical processes. | Be able to confidently explain how a variety of environmental outcomes stem from distance human and physical processes. |
| Sustainable development | Be able to understand the basic concept of sustainability, sustainable development and to apply this to some familiar and non-familiar situations. | Apply understanding of sustainability/sustainable development to understand range of global issues. | Apply understanding of sustainable development in context of global biomes and hazard management. | Apply concept of sustainability to understand physical hazard management and human interactions. Increasingly complex appreciation of relative importance of different factors in different scenarios. | Apply concept of sustainability to understand physical hazard management and human interactions. Increasingly complex appreciation of relative importance of different factors in different scenarios. | Apply concept of sustainability across range of different scenarios, understanding the relevant importance and application of the concept to different players and issues at a range of scales. | Apply concept of sustainability across range of different scenarios, understanding the relevant importance and application of the concept to different players and issues at a range of scales. |
| Cultural awareness and diversity | Students develop awareness of local cultural diversity and awareness of UK and European issues. | Through studying population and development issues students understand a broader sense of cultural awareness and diversity. | Students develop their understanding of the lives for people in different locations through the impacts of hazards and environmental locations. | Students develop their understanding of how cultural awareness and diversity affects London and the UK. | Students develop their understanding of how cultural awareness and diversity affects urbanisation and development issues. | Develops a deeper appreciation of how cultural awareness/diversity is affected by a range of topics/issues. | Develops a deeper appreciation of how cultural awareness/diversity is affected by a range of topics/issues. |