

# Firs Primary School Subject Curriculum and Progression

## Geography: Key Stage 3

<b>Purpose of study:</b>									
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.									
<b>Contextual world knowledge</b> of locations, places and geographical features.					<b>Understanding</b> conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.			Competence in <b>geographical enquiry</b> and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.	
<b>By the age of 14, the pupils should:</b>									
Have extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.					Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied			Be able with increasing independence to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.	
<b>Local</b>	<b>Region</b>	<b>UK</b>	<b>NC Area</b>	<b>Global</b>	<b>Physical geography process-landform</b>	<b>Human geography process</b>	<b>Physical human interaction</b>	<b>Geographical skills – map work</b>	<b>Fieldwork</b>