

GEOGRAPHY

Breadth of Study

Key Stage 1

- During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities:

a) The locality of the school.

b) A locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school.

- In their study of localities, pupils should:

a) Study at a local scale.

b) Carry out fieldwork investigations outside the classroom.

Key Stage 2

- During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities and three themes:

Localities

- a) A locality in the United Kingdom
- b) A locality in a country that is less economically developed

Themes

c) Water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] or coasts [for example, beach], and the processes of erosion and deposition that affect them

d) How settlements differ and change, including why they differ in size and character [for example, commuter village, seaside town], and an issue arising from changes in land use [for example, the building of new housing or a leisure complex]

e) An environmental issue, caused by change in an environment [for example, increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [for example, by improving public transport, creating a new nature reserve, reducing water use].

- In their study of localities and themes, pupils should:

- a) Study at a range of scales – local, regional and national.
- b) Study a range of places and environments in different parts of the world, including the United Kingdom and the European Union.
- c) Carry out fieldwork investigations outside the classroom.

Key Stage 3

- During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two countries and 10 themes:

Countries

- a) Two countries in significantly different states of economic development, including:
- i) The regional differences that exist in each country and their causes and consequences.
 - ii) How and why each country may be judged to be more or less developed.

Themes

- b) Tectonic processes and their effects on landscapes and people, including:
- i) The global distribution of tectonic activity and its relationship with the boundaries of plates.
 - ii) The nature, causes and effects of earthquakes or volcanic eruptions.
 - iii) Human responses to the hazards associated with them.
- c) Geomorphological processes and their effects on landscapes and people, including:
- i) The processes responsible for the development of selected landforms and the role of rock type and weathering.
 - ii) The causes and effects of a hazard [for example, flooding, landslides], and human responses to it.
- d) How and why weather and climate vary, including:
- i) The differences between ‘weather’ and ‘climate’.
 - ii) The components and links in the water cycle.
 - iii) How and why aspects of weather and climate vary from place to place.
- e) Ecosystems – how physical and human processes influence vegetation, including:
- i) The characteristics and distribution of one major biome [for example, savannah grassland, tropical rainforest, temperate forest]

ii) How the ecosystems of this biome are related to climate, soil and human activity

f) Population distribution and change, including:

i) The global distribution of population.

ii) The causes and effects of changes in the population of regions and countries, including migration.

iii) The interrelationship between population and resources.

g) The changing characteristics of settlements, including:

i) The reasons for the location, growth and nature of individual settlements.

ii) How and why the provision of goods and services in settlements varies.

iii) How and why changes in the functions of settlements occur and how these changes affect groups of people in different ways.

iv) Patterns and changes in urban land use.

h) Changing distribution of economic activity and its impact, including:

i) Types and classifications of economic activity.

ii) The geographical distribution of one or more economic activities [for example, farming, tourism]

iii) How and why the distribution has changed and is changing [for example, the impact of new technologies], and the effects of such changes

i) Development, including:

i) Ways of identifying differences in development within and between countries.

ii) Effects of differences in development on the quality of life of different groups of people.

iii) Factors, including the interdependence of countries that influence development.

j) Environmental issues, including:

i) How conflicting demands on an environment arise.

ii) How and why attempts are made to plan and manage environments.

iii) Effects of environmental planning and management on people, places and environments [for example, managing coastal retreat, building a reservoir].

k) Resource issues, including:

i) The sources and supply of a resource.

ii) The effects on the environment of the use of a resource.

iii) Resource planning and management [for example, reducing energy use, developing alternative energy sources].

- In their study of countries and themes, pupils should:

a) Study at a range of scales – local, regional, national, international and global.

b) Study different parts of the world and different types of environments, including their local area, the United Kingdom, the European Union and parts of the world in different states of economic development.

c) Carry out fieldwork investigations outside the classroom.

d) Study issues of topical significance.