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| **Key** **Stage** **3** **Geography** **Planner** | **The** **three** **aspects** **of** **pupil** **achievement** **in** **the** **National** **Curriculum** | **Contextual** **world** **knowledge** **of** **locations,** **places** **and** **geographical** **features** | **Understanding** **of** **the** **conditions,** **processes** **and** **interactions** **that** **explain** **geographical** **features,** **distribution** **patterns,** **and** **changes** **over** **time** **and** **space** | **Competence** **in** **geographical** **enquiry,** **and** **the** **application** **of** **skills** **in** **observing,collecting,** **analyzing,evaluating** **and** **communicating** **geographical** **information** | **Judgements** **could** **be** **expressed** **and** **recorded** **as,** **‘working** **towards’** **‘meeting’** **and** **‘exceeding’** **the** **expectations** **for** **their** **age** **or** **whatever** **system** **is** **in** **place** **in** **your** **school.** |
| **By** **the** **age** **of** **14** **pupils** **should** **:** | **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.** |
| **Year** | **Term** | **Time** | **Theme/enquiry** **question** | **Local** | **Region** | **UK** | **NC** **area** | **Global** | **Physical** **geography** **process** **–** **landform** | **Human** **geography** **process** | **Physical** **human** **interaction** | **Geographical** **skills** **–** **mapwork** | **Fieldwork** | **Key** **Assessment** **opportunity** |

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|  | **By** **the** **age** **of** **11** **pupils** **should** **:** | **Have** **a** **more** **detailed** **and** **extensive** **framework** **of** **knowledge** **of** **the** **world,** **including** **globally****significant physical and human features and places****in** **the** **news** | **Understand** **in** **some** **detail** **what** **a** **number** **of** **places** **are** **like,** **how** **and why they are similar and different and how and why they are changing.** **They** **know** **about** **some** **spatial** **patterns** **in** **physical** **and****human geography, the conditions which influence those patterns, and****the** **processes** **which** **lead** **to** **change.** **They** **show** **some** **understanding****of** **the** **links** **between** **places,** **people** **and** **environments.** | **Be** **able** **to** **carry** **out** **investigations** **using** **a** **range** **of** **geographical** **questions,** **skills** **and** **sources** **of** **information** **including** **a** **variety** **of** **maps,** **graphs** **and** **images.** **They** **can** **express** **and** **explain** **their** **opinions,** **and** **recognize** **why** **others** **may** **have** **a** **different point of view.** |  |

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