


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
9														
8														
7														
 Ordnance Survey			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.		