		Schemes of Work										
1. Key Concepts	ę	a Understanding the physical and human characteristics of real places										
	1.1 Place	b Developing 'geographical imaginations' of places										
	1.2 Space	a Understanding the interactions between places and the networks created by flows of information, people and goods										
		b b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.										
	1.3 Scale	a Appreciating different scales - from personal and local to national, international and global										
		b Making links between scales to develop understanding of geographical issues.										
	1.4 Interdependence	a Exploring the social, economic, environmental and political connections between places.										
		b Understanding the significance of interdependence in change, at all scales						 				
	1.5 Physical and human processes	a Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.										
	1.6 Environmental Pi interaction and sustainable r development pn	a Understanding the physical and human dimensions of the environment are interrelated and together influence environmental change.			-					 _		
		b Exploring sustainable development and its impact on environmental interaction and climate change.				 	 \neg					
	1.7 Cultural understanding and diversity	 Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. 										
		 Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues and developing their own values and attitudes about such issues. 										
2. Processes	2.4 Geograph 2.3 Graphicacy and Fletkwork 2.1 Geographical Enquiry ur cical visual literacy of out- communi literacy of of class carbon literacy	a ask geographical questions, thinking critically, constructively and creatively										
		b collect, record and display information										
		c identify bias, opinion and abuse of evidence in sources when investigating issues										
		d analyse and evaluate evidence, presenting findings to draw and justify conclusions								 		
		e Find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space										
		f plan geographical enquiries, suggesting appropriate sequences of investigation										
		g solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.										
		a Select and use fieldwork tools and techniques appropriately, safely and efficiently.										
		a Use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data										
		b Construct maps and plans at a variety of scales, using graphical techniques to present advice										
		a communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.										
	887	a a variety of scales, from personal, local, regional, national, international and continental, to global										
3. Range and content		b a range of investigations, focusing on places, themes or issues										
	clude:	c the location of places and environments										
	The study of geography should include:	d key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today										
		e efferent parts of the world in their wider settings and contexts, including the European Union and regions or countries in different states of development										
		f physical geography, physical processes and natural landscapes										
		g human geography, built and managed environments and human processes										
		n in interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.										
4. Curriculum Opportunities	The curriculum should provide opportunities for pupils to:	a build on and expand their personal experiences of geography										
		b explore real and relevant contemporary contexts										
		c use a range of approaches to enquiries										
		d use varied resources, including maps, visual media and geographical information systems										
		e undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team										
		f participate in informed responsible action in relation to geographical issues that affect them and those around them							 			
		g examine geographical issues in the news										
		h investigate important issues of relevance to the UK and globally using a range of skills, including ICT										
		i make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.										