



Cambridge Park Academy

Character - Preparation - Achievement



Geography

KS3 Geography

Functional Curriculum

Stages 4-10



Geography

Curriculum Intent:

“Our vision is to ensure that all children have a curiosity and fascination about our world and its people.

They will learn about their locality, diverse places, people, resources and both natural and human environments. Children will have a deep understanding of the Earth’s key physical and human processes and understand how the Earth’s features at different scales are shaped, interconnected and change over time.

We want to give children the chance to experience geography outside of the classroom by providing high quality field trips that give them the opportunities to apply geographical skills and field work and fall in love with the world around them!”

At The Cambridge Park Academy, we focus on embedding the 4 key skill areas for our pupils to become successful Geographers:

- Location and Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork
- Mapping

Developmental Stages and Ages

Stage 4 5 years <small>(The bridge from the foundation curriculum to the formal curriculum)</small>	Stage 5 5-6 years	Stage 6 6-7years	Stage 7 & 8 7-9 years	Stage 9 &10 9-11 years
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Long Term Plan

Autumn	Spring	Summer
What is it like to live here?	What is the weather like in the UK?	Why do people live near volcanoes?

Substantive Knowledge

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Term	Autumn				
Key Topic	What is it like to live here?				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Know that Grimsby is the name of the place they live and that it is part of a bigger country called England. Recognise and name simple local landmarks, e.g., school, Tesco, the beach, or playground. Know that different types of homes exist nearby (e.g., houses, flats). Know that people have different jobs, like teachers, shop workers, or lorry drivers. Begin to describe places using basic words like sea, road, house, tree. 	<ul style="list-style-type: none"> Know that Grimsby is a coastal town in the UK, and be able to locate it on a simple map. Know Grimsby is on the east coast of the United Kingdom Know key local landmarks such as: <ul style="list-style-type: none"> Grimsby Docks Freeman Street Market Freshney Place Grimsby Minster Know the types of homes in their neighbourhood (e.g., terraced houses, semi-detached, apartments). Know that people in Grimsby do different jobs, including: <ul style="list-style-type: none"> Fishing/fish processing Retail and market workers Teachers and healthcare staff 	<ul style="list-style-type: none"> Know that Grimsby is in North East Lincolnshire, near the Humber Estuary, and part of the East Midlands region. Compare Grimsby's features with other UK places: e.g., a large city like London, or a rural village in Scotland. Know additional landmarks such as: <ul style="list-style-type: none"> Grimsby Fishing Heritage Centre Alexandra Dock Nearby places like Cleethorpes Know that homes vary between places (e.g., high-rise flats in cities, cottages in villages). Know that job types vary too: e.g., Grimsby has jobs in logistics, food processing, energy, whereas other areas may have jobs in finance, farming, or tourism. 	<ul style="list-style-type: none"> Know that Grimsby's location on the coast has influenced its development as a fishing and trading town. Know about the economic history of Grimsby (e.g., fishing decline, new industries like renewable energy). Know how landmarks reflect history and function (e.g., dock tower = maritime, retail centres = economy). Know about other UK regions and their characteristics (e.g., Scottish Highlands = rural, hilly, Birmingham = industrial, central). Understand how housing types reflect need and geography (e.g., seaside housing, city flats, village cottages). Know that jobs across the UK reflect location and history (e.g., farming in Lincolnshire, finance in London, tourism in Cornwall). 	<ul style="list-style-type: none"> Know how Grimsby's identity is shaped by its coastal location, maritime history, regeneration efforts, and current industries like offshore wind energy. Understand and explain patterns in housing, employment, and landmarks: <ul style="list-style-type: none"> Why port towns have warehouses and processing plants Why urban areas have more flats or terraced housing How job opportunities vary with geography and economy Be able to compare life in Grimsby with other contrasting areas in the UK using detailed evidence (e.g., job types, housing styles, transport links, landmarks). Understand how geography influences human activity, and how people in different parts of the UK live, work, and connect with their environment.
Key Vocab	Grimsby, United Kingdom, town, country, coast, port, harbour, fishing, docks, estuary, beach, sea, river, North Sea, map, globe, landmark, region, location, place, local, national, environment, human features, physical features, school, home, shop, market, road, building, flat, house, terrace, semi-detached, detached, city, village, countryside, rural, urban, job, work, factory, retail, energy, wind turbine, transport, route, near, far, left, right, North, South, East, West, change, regeneration, community, population, industry, tourism, farming, services, landscape, compare, contrast, similarity, difference, weather, climate, land use, fieldwork, observation, symbol, key, map reading, aerial photo, sketch map, location description.				

	Substantive Knowledge
Term	Spring



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Key Topic	What is the weather like in the UK?				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
<p>Pupils will investigate the different types of weather experienced across the UK, learning to observe and record daily weather patterns. They will explore how the weather changes with the seasons and how it affects our daily lives, with opportunities can to discuss how weather influences their activities and clothing choices throughout the year.</p>	<p>Know that weather changes from day to day (e.g., sunny today, rainy tomorrow).</p> <p>Know and name simple types of weather: sun, rain, wind, snow.</p> <p>Know that people wear different clothes for different weather.</p> <p>Begin to recognise that some days are hot, some are cold.</p>	<p>Know that the UK has four seasons: spring, summer, autumn, and winter.</p> <p>Know that weather changes with the seasons (e.g., winter is colder, summer is warmer).</p> <p>Know that some types of weather are more likely in certain seasons (e.g., snow in winter).</p> <p>Know how to observe and record daily weather using simple language and symbols.</p> <p>Begin to notice differences in day length across the seasons.</p> <p>Know that weather affects clothing, play, and travel.</p>	<p>Know that different parts of the UK experience different weather at the same time.</p> <p>Know the UK has a mild, changeable climate, often with rain and cloud.</p> <p>Know how to read and describe weather forecasts and compare them regionally.</p> <p>Know how seasonal weather patterns affect festivals, travel, farming, and routines.</p> <p>Know how weather affects daily life, including clothing, transport, and activities.</p>	<p>Know how air masses, oceans, and landforms affect UK weather.</p> <p>Know about extreme weather and how it affects communities (e.g., flooding).</p> <p>Know that coastal and inland areas often have different patterns (e.g., windier, wetter).</p> <p>Know how to interpret weather maps, symbols and forecasts with accuracy.</p>	<p>Know how latitude, elevation, and distance from the sea influence UK weather.</p> <p>Know the difference between weather and climate.</p> <p>Know the impact of climate change on UK weather patterns (e.g., increased rainfall, heatwaves).</p> <p>Know that UK weather is part of a global system, including air circulation and warming oceans.</p>
Key Vocab	<p>weather, temperature, season, spring, summer, autumn, winter, sun, sunshine, cloudy, cloud, rain, rainfall, snow, snowflake, sleet, hail, wind, windy, fog, storm, thunder, lightning, climate, forecast, weather map, weather chart, weather symbol, thermometer, barometer, rain gauge, observation, pattern, daily, seasonal, change, prediction, hot, cold, warm, cool, dry, wet, extreme, mild, UK, United Kingdom, England, Scotland, Wales, Northern Ireland, region, coast, inland, north, south, east, west, Equator, North Pole, South Pole, Arctic, Antarctica, global, location, map, globe, comparison, differences, similarities, effect, clothing, activity, shelter, environment, adaptation, day, night.</p>				

	Substantive Knowledge
Term	Summer



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Key Topic	Why do people live near volcanoes?				
	Pupils will explore what volcanoes are, where they are found in the world, and what it's like to live near one. They will investigate the dangers and benefits of volcanic areas, including fertile soil and tourism, with opportunities for pupils to share any experiences of visiting mountains or volcanic regions.				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Know that some land is flat and some is high, like hills and mountains. Know that mountains are tall and steep. Begin to understand that people live near different land types, including mountains. Begin to talk about places they have seen or visited with hills or mountains. 	<ul style="list-style-type: none"> Know that a volcano is a mountain that can erupt. Know that some mountains are volcanoes, and some are not. Know some famous volcanoes by name or image (e.g., Mount Vesuvius, Mount Etna). Know that volcanoes are real places where people live. Begin to ask and answer questions like: <i>What happens when a volcano erupts?</i> 	<ul style="list-style-type: none"> Know how to identify volcanic regions on a world map (e.g., Ring of Fire). Know that volcanoes form near tectonic plate boundaries. Know that living near a volcano has risks, such as lava, ash, and eruptions. Know that volcanoes also bring benefits, like fertile soil, hot springs, and tourism. Begin to compare daily life near a volcano with life in a non-volcanic area. 	<ul style="list-style-type: none"> Know how volcanoes are formed through tectonic activity. Know that people live near volcanoes because of resources, jobs, culture, and landscape. Know how people prepare for and respond to eruptions (e.g., monitoring, evacuation plans). Know how volcanic regions support agriculture, tourism, and geothermal energy. Begin to make informed judgements about why people choose to live near volcanoes. 	<ul style="list-style-type: none"> Know how to explain the pros and cons of living in volcanic zones using geographical evidence. Know that people's decisions are influenced by economic, cultural, and environmental factors. Know how to analyse case studies (e.g., Iceland, Mount Merapi, Naples) to understand real-world examples. Know that the impact of volcanoes varies depending on preparedness, wealth, and location. Be able to evaluate risks and benefits and argue a viewpoint: <i>"Would you live near a volcano? Why or why not?"</i>
Key Vocab	volcano, lava, magma, ash, eruption, crater, vent, cone, active, dormant, extinct, tectonic plates, earthquake, mountain, molten rock, steam, smoke, heat, hazard, natural disaster, fertile soil, geothermal energy, hot springs, lava flow, ash cloud, warning system, evacuation, monitoring, seismic, shelter, Ring of Fire, island, pressure, explosion, benefits, risks, tourism, farming, settlement, danger, safety, survival, community, adaptation, resilience				

Disciplinary Knowledge




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Being a Geographer

The Geography curriculum is broken down into the following key areas:

- Locational and Place Knowledge
- Human and Physical Geography
 - Geographical Skills
 - Mapping

Stage 4	Strands	Stage 5	Stage 6	Stage 7&8	Stage 9&10
People, Culture and Communities (Geography foundations)  Geography <ul style="list-style-type: none"> • Can talk about places they have been, like the park, shops, or seaside. • Begins to describe features of their local environment (e.g., "There's a hill," or "We walk past the post box"). • Notices differences between where they live and other places in books, photos, or videos. • Talks about celebrations or traditions that are special to them or their family. • Shows interest in how other people live or celebrate around the world. 	Location and place knowledge <ul style="list-style-type: none"> • Name and locate some significant places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> • Name and locate a wider range of places in their locality, the UK and the wider world. 	<ul style="list-style-type: none"> • Name and locate a wider range of places in their locality, the UK and the wider world including some globally significant features. 	<ul style="list-style-type: none"> • Name and locate an increasing range of places in the world including globally and topically significant features and events. 	
	Human and Physical Geography <ul style="list-style-type: none"> • Recognise simple weather types (e.g., sun, rain, snow). • Name the four seasons. • Begin to use basic geographical vocabulary for a few physical features (e.g., hill, river, sea). • Identify simple human features in their local environment (e.g., house, shop) 	<ul style="list-style-type: none"> • Identify and describe daily weather patterns in the UK. • Recognise how weather can change with the seasons. • Use a broader range of geographical vocabulary to describe physical features (e.g., valley, mountain, forest). • Begin to identify key human features beyond their local area (e.g., town, village, farm, port). 	<ul style="list-style-type: none"> • Identify hot and cold areas of the world in relation to the Equator and the Poles. • Compare seasonal and weather patterns in different parts of the UK. • Confidently use vocabulary for both physical and human features, including more complex terms (e.g., harbour, factory, vegetation). • Locate familiar physical and human features on simple maps and globes. 	<ul style="list-style-type: none"> • Explain how location (e.g., near the Equator or Poles) affects weather and climate. • Compare and contrast the weather and environments of the UK with hot and cold areas globally. • Use a wide range of geographical vocabulary accurately in context. • Apply understanding of features to interpret photographs, maps, and simple geographical data. 	
	Geographical Skills and Fieldwork <ul style="list-style-type: none"> • Ask and answer simple geographical questions when investigating different places and environments • Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. • Express views about the environment and recognise how people sometimes effect the environment <p>Fieldwork</p> <ul style="list-style-type: none"> • With adult guidance, observe and talk about features in the school environment. • Identify simple physical and human features (e.g., tree, bench, road, building). • Use senses and basic vocabulary to describe what is seen and experienced. 	<ul style="list-style-type: none"> • Ask and answer more searching geographical questions when investigating different places and environments • Identify similarities, differences and patterns when comparing places and features • Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively • Communicate geographical information through a range of methods including the use of ICT <p>Fieldwork</p> <ul style="list-style-type: none"> • Participate in teacher-led fieldwork activities, such as walking around the school to spot features. • Begin to record findings using simple methods (e.g., drawing, tally charts, pictures). • Learn how to ask simple geographical questions (e.g., "What can we see from here?" "Is this natural or man-made?"). 	<ul style="list-style-type: none"> • Ask and respond to more searching geographical questions including 'how?' and 'why?' • Identify similarities, differences and patterns when investigating places, environments and people. • Express their opinions on environmental issues and recognise that other people may think differently • Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations <p>Fieldwork</p> <ul style="list-style-type: none"> • With some support, plan a simple investigation (e.g., comparing different parts of the school grounds). • Use basic tools like clipboards, maps, or checklists to record physical and human features. 	<ul style="list-style-type: none"> • Ask and respond to questions such as 'why is that happening to that place?' 'Could that happen here?' • Recognise geographical issues affecting people in different places and environments • Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. • Choose from a range of methods e.g. digital maps, plans graphs and presentations when communicating geographical information <p>Fieldwork</p> <ul style="list-style-type: none"> • Independently apply fieldwork skills to observe, record, and describe the human and physical geography of the school and its surroundings. • Use appropriate tools (e.g., simple maps, symbols, written notes, photos) confidently and accurately. • Communicate findings clearly using maps, diagrams, or basic written explanations. 	



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				<ul style="list-style-type: none"> • Begin to use simple keys or symbols when presenting findings (e.g., on a class map). 	
	Mapping	<ul style="list-style-type: none"> • Begin to look at pictures from above (e.g., aerial photos) and identify familiar objects or places • Recognise and name the United Kingdom on a globe or map. • Use simple directional language (e.g., left, right, near, far) in familiar contexts • Observe and name basic features in the school environment (e.g., playground, tree, classroom). • Create their own maps and symbols 	<ul style="list-style-type: none"> • Identify the four countries of the United Kingdom on a map or globe. • Recognise landmarks and physical/human features from aerial photos and simple maps. • Begin to create simple maps using pictures or symbols and talk about what they represent. • Use the four main compass directions (North, South, East, West) to describe positions and routes. 	<ul style="list-style-type: none"> • Identify some continents and oceans studied on a world map or globe. • Use compass directions and positional language to describe routes and locations on a map. • Devise basic sketch maps of the school or local area with clear use of simple symbols and a key. 	<ul style="list-style-type: none"> • Confidently locate the UK, its countries, and named continents/oceans on maps, globes, and atlases. • Accurately describe locations and features using compass directions and locational language. • Create clear and accurate maps using aerial photographs, plan views, and appropriate symbols/keys.