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Y1	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Year 1 - Aut	Where on Earth am I?	• I can identify the location of the school and its location within the UK. • I can identify land use and physical features in our local area.	• I know where my school is on a map/globe. • I know the symbol for a school on a map. • I know how to use a basic key for map reading.	Village, School, Location, Map (inc. basic symbols in a key), Farm land, Woods, Land, River, Reservoir.
Year 1 – Sp	What makes our local area unique?	• I can begin to explain what a physical and human feature is. • I can identify a human and physical feature.	• I know that a human feature is something that is made or built by humans like houses, roads, bridges, schools, farms and factories. • I know that a physical feature is something that you can see all around you and are natural. • I know that my local area is made up of both human and physical features.	Landscape, Flat land, Village, School, Park, House, Public house, Landmark, Roads, River, Reservoir, Town, Church.
Year 1 - Sum	What is the UK and where in the world is it?	• I can identify areas of the UK, countries, capital cities and surrounding seas. • I can discuss the human and/or physical features of the four countries in the UK.	• I know that the countries in the UK are England, Northern Ireland, Scotland and Wales. • I know that the capital cities of the four countries are London, Belfast, Edinburgh and Cardiff. • I know that the seas that surround the UK are: the Irish Sea, North Sea, Atlantic Ocean and the English Channel.	Capital city, Cathedral, City, Country, Landmark, Physical feature, King, Settlement, England, London, Northern Ireland, Belfast, Wales, Cardiff, Scotland, Edinburgh.
Year 1- All	How does the weather affect us?	• I can identify seasonal and daily weather patterns in Abbots Bromley/UK.	• I know how to identify the four seasons: Winter, Spring, Summer and Autumn. • I know that the weather changes during the different seasons. • I know how to record observations of the daily weather patterns.	Four seasons, Summer, Spring, Autumn, Winter Warm, Cold, (Inc. daily weather types)
Y2	**Driving Question**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Language**
Year 2- Aut	How are the continents different?	• I can identify and name the location of the 7 continents and 5 oceans. • I can discuss the similarities and differences between the 7 continents. • I can locate the Equator, North and South Poles on a map/globe. • I can discuss why countries are hot and cold.	• I know that the seven continents are: North America, South America, Africa, Europe, Asia, Australia and Antarctica. • I know that the compass directions are North, South, East and West. • I know the oceans of the world are: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Artic Ocean. • I know what and where the Equator is.	CONTINENTS: North America, South America, Africa, Europe, Asia, Australia, Antarctica, OCEANS: Pacific Ocean, Atlantic Ocean Indian Ocean, Southern Ocean, Artic Ocean, Equator, Temperate places, Hot places, Cold places, COMPASS: North, South, East, West, Direction.

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Year 2 – Sp	How is Cannock Chace different to the Serengeti National Park?	• I can locate Tanzania in Africa and Uttoxeter in the UK. • I can identify the similarities and differences between Staffordshire and Tanzania	• I know that places nearer the equator are hotter, places further away are colder, and a temperate climate is mild. • I know where Cannock Chase in Staffordshire and the Serengeti National Park in Tanzania are on a map/globe. • I know the similarities and differences between Cannock Chase and the Serengeti.	Climate, Tanzania, Africa, Staffordshire, Similarities, Differences,	Equator, Population, Features, Country,
Year 2- Sum1	What makes Tanzania a diverse location?	• I can begin to use aerial and satellite photos to recognise physical and human features- Tanzania. • I can identify physical features through studying a diverse location-Tanzania (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather). • I can identify key human features through studying a diverse location- Tanzania (city, town, village, factory, farm, house, office, port, harbour and shop).	• I know and can identify physical features (Mount Kilimanjaro, Lake Victoria, Lake Tanganyika, Lake Nyasa, and Zanzibar.) • I know and can identify human features in Tanzania. • I know how to identify these features using aerial photography.	Human Feature, Physical feature, Observation, Africa, Tanzania, River, Flatland, Mountain, Lake, Volcano, Great Rift Valley, Mt. Kilimanjaro Lake Victoria, Coast	
Y3	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language	
Year 3 - Aut	What is unique about the UK?	• I can identify some physical characteristics of the UK, including hills, mountains, coasts, rivers and national parks. • I can identify some human characteristics of the UK, including land use, settlements, and exploring how these have changed over time. • I can explain reasons for the UK's population distribution. • I can name and locate counties and cities of the UK.	• I know how to identify significant human and physical features of the UK. • I know how to use four-grid references and that they have a horizontal axis and a vertical axis. • I know the significance of the UK's population distribution.	FEATURES: Cliffs, Mountains, Beach, River, House, Bridges, Roads (etc) LAND USE: Rural, Urban, Agricultural,	Commercial, Recreational, Residential, Transportation GRID REF,: Four-figure grid, Horizontal axis, Vertical axis, Reference, Grid square. County Names
Year 3 - Sp	How is life different in the UK and Iceland?	• I can compare geographical similarities and differences of a region in the UK to a region in Iceland- West Midlands and Iceland.	• I know the location of the UK and Iceland. • I know that region is a named area within a country. • I know how to compare and contrast an area using the human and physical features, present maps and photographs. • I know how to collect data and information about my local area.	Population, Key features, Country, Region	

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Year 3 - Sum	How do we locate places on a map?	• I can identify the Equator, the North and South Hemisphere, the Tropics of Capricorn and Cancer, the Artic and Antarctic Circle. • I can identify the different settlements and the reason for their location.	• I know what the significance of the Equator, Northern and Southern Hemispheres are. • I know the position and significance of the Tropics of Capricorn and Cancer. • I know the position of the Artic and Antarctic Circle. • I know that Staffordshire is a county. • I know the five main types of land use are: rural, urban, agricultural, commercial, recreational and residential.	WORLD: Tropics of Cancer, Tropics of Capricorn, Latitude, Northern Hemisphere, Southern Hemisphere,
Y4	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Year 4 – Aut	What is a Volcano and why does it erupt?	- I can describe and understand the key aspects of volcanoes - I can use maps, atlases and digital mapping to locate volcanoes.	- I can name and locate 3 significant volcanoes - I know how and why a volcano erupts. - I know how a volcano is formed. - I know the impact of volcanic eruption. - I know the parts of a volcano	Volcano Igneous Metamorphic Magma Lava
Year 4 – Spr	How do climate zones affect the landscape, the environment and humans?	• I can explain how different climate zones effect the landscape, the environment and humans. •	• I know that the five climate zones are: Polar, Temperate, Mediterranean, Desert and Tropical. • I know that there is a difference between weather and climate. • I know how to compare climate zones. • I know that humans impact climate change.	CLIMATE ZONES: Polar zone, Temperate zone, Mediterranean zone, Desert zone, Tropical zone
Year 4 - Sum	How does water impact on us?	• I can identify the location of the world's most significant rivers. • I can identify the key features of a river and the water cycle. • I can explain the physical processes involving rivers. • I can explain how flooding impacts the environment, people and economy. • I can explain how human activity can affect rivers (including trade links) and the physical geography of the landscape.	• I know what a mountain is and how to identify one on a map. • I know that mountains can be classified according to what they look like/how they were formed. • I know where key world rivers are on a map. • I know what a river is and what the key features are. • I know the purposes of living near rivers(habitats, settlements, leisure, transport etc) • I know the water cycle and why it is important	RIVERS: Delta, Floodplain, Meander waterfall Water cycle, Erosion, Condensation Transporation Evaporation Precipitation
Y5	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language

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Year 5 Aut1	How can we compare China, India and South Africa?	• I can locate China, India, and South Africa. • I can begin to compare China, India and South Africa. • I can effectively research China, India and South Africa. • I can explain the need to look after the chosen places for future generations. • I can describe a range of physical (natural) and human (man-made) attractions. • I can compare my chosen country with others.	• I know the location of China, India and South Africa on a world map. • I know some facts about each country. • I know some of the differences between the three countries. • I know some of the similarities between the three countries. • I know some physical characteristics of the three countries.	India. South Africa. China. Human Geography. Physical Geography. Development indicator
Aut2	How do rivers change the landscape?	• I can locate rivers across the world • I can collect data about a local river and suggest what this means. • I can look at the uses of a river and how it can change our landscape through erosion and deposition.	• I know the names of some rivers local and worldwide. • I know specific information about a local river and make suggestions about the environment. • I know different uses of rivers. • I know and can explain the words erosion and deposition. • I know how rivers can change the landscape.	Tributary Deposition Contour Pollution Transport Meander Ox bow lakes.
Year 5 Spr1	**How does flooding effect people around the world?**	• I can state effects on people and places. • I can compare different places. • I can use human and physical Geography • I can explain how flood defences can affect the environment. • I can explain the impact of flood defences. • I can explain the sustainability of the defences chosen.	• I know the effects of flooding. • I know how flooding effects people. • I know how flooding effects places. • I can give examples of weather and the effect it has on the human and physical environment.	Human geography Physical geography Flooding Short term and long term responses and effects
Spr2	**Where would you rather live, South America or UK? Why?**	• I can locate UK and South America including some countries in South America. • I can collect and begin to analyse data for a range of topics. • I can describe how areas are similar and different. • I can describe and explain the physical and human attractions of Brazil. • I can compare Brazil to the UK.	• I know where the UK and South America is and can name some countries in South America including Brazil. • I know key information about South America and can say how this is similar and different to the UK. • I know some weather facts about North and South Brazil. • I know how animals and plants have adapted to survive in the Amazon rainforest.	Economic social and environment impacts Economic activity Deforestation Adaptation Nocturnal Camouflage. Climate graphs. Favelas

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Year 5 Sum1	**What skills are needed to plan a route?**	• I can use an atlas to answer questions. • I can pupils develop maps. • I can describe how areas are similar and different.	• I know how to use the contents and index in an Atlas. • I know the symbols used on an ordnance survey map. • I know the eight points of a compass. • I know how to use four grid references confidently and successfully. • I know why six grid references are more specific. • I know how to use u six grid references with guidance. • I know how to use a range of map skills together to create a route.	Atlas Index
Sum2	**How is our world separated?**	• I can use atlases and maps to find out about how the world is separated into continents, counties and counties.	• I know the counties in the midlands. • I know the different continents and can locate them. • I know some countries across the globe. • I know the position and significance of latitude, longitude and Equator lines. • I know where the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn are. • I know why we have different times zones and can identify some. • I can give similarities and differences between countries.	Time Zones, Tropic of Cancer, Tropic of Capricorn Antarctic Circle Arctic Circle
Y6	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Year 6 Aut1	How easy is it to live in an extreme climate?	• I can use an atlas to locate certain countries. • I can use a range of skills to present data collected and answer questions. • I can compare the similarities and differences of deserts. • I can describe and explain the sustainability of deserts over time. • I can describe the human and physical adaptations to the deserts.	• I know where the Arctic and Antarctic is. • I know what it is like in these regions. • I know where some deserts are across the world. • I know what the weather is like in the Polar Regions and deserts. • I know how climate change is affecting the Polar Regions and deserts. • I know about the different biomes found in these regions.	Biomes Climate change
Aut2	What makes a good place to live?	• I can use maps to identify accurately where different settlements are. • I can describe human and physical features of settlements, why have places settled where they are. • I can compare my settlement location to other places.	• I know what a settlement is. • I know why some settlements grow bigger than others. • I know the names of settlement shapes. • I know the types of shops. • I know why shopping habits change.	Settlement Rural Urban Convenience Comparison Service Habits
Year 6 Spr1	How do National Parks benefit us?	• I can use correct geographical skills and knowledge to say how and why places are different.	• I know what a national park is. • I know the location of national parks in England and Wales.	Country code National parks Conflict

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		• I can describe and explain factors effecting human and physical Geography.	• I know what contours are. • I know what the Countryside Code is. • I know what a quarry is.	
Spr2	Why would people want to visit Canada?	• I can locate Canada and its neighbouring countries. • I can explore the human and physical characteristics of Canada. • I can compare Canada with the UK.	• I know where Canada is. • I know countries that boarder Canada. • I know physical and human characteristics of Canada. • I know what is different and what is similar between Canada and the UK.	Physical and human characteristics Sustainability in the future Data analysis
Year 6 Sum1	How and why is our coastline changing?	• I can locate coastlines and understand what makes a coastline. • I can describe and explain factors effecting human and physical Geography.	• I know the work that waves do. • I know examples of erosion, transportation and depositional processes. • I know the formation of caves, arches, stacks and stumps. • I know the benefits and drawbacks of hard and soft engineering.	Weathering Coastal features
Sum2	How does natural Geography shape the world?	• I can describe the location of plate tectonics. • I can describe the different layers of the Earth. • I can provide appropriate advice in the event of an earthquake. •	• I know examples of plate tectonics. • I know how volcanoes form. • I know how earthquakes happen. • I know how to prepare for earthquakes. •	Core Mantle Crust Richter Scale Volcanic bombs
Y7	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Year 7 Aut 1	Which causes more destruction: weather or climate?	• I can explain the term weather and climate. • I can describe and explain weather in terms of air masses, anticyclone and depression.	• I know the difference between weather and climate. • I know the difference between weather and extreme weather. • I know the instruments we use to measure weather. • I know the units we record weather in. • I know what an air mass is. • I know the difference between an anticyclone and a depression.	Anticyclone Depression Air masses Front Occluded front
Year 7 Aut 2	What makes a climate extreme?	• I can compare extreme weather across the world. • I can identify what makes a place dry climate. • I can explain and describe a hurricane and the impact it has the human and physical environment. • I can compare flood defences • I can describe the impact of flood defences	• I know what extreme weather is and how it is different to weather. • I know a case study of a desert • I know a case study of a hurricane. • I know a case study of a flood.	Hurricane (Katrina) Desert (Atacama)

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		• I can discuss the sustainability of flood defences.		
Year 7 Spring 1	How can you aid sustainability?	• I can explain what is meant by sustainability. • I can discuss different sustainable agendas. • I can look at sustainability in detail across the world. • I can describe the human and physical attractions of my sustainable town. • I can explain how sustainable my town is. • I can explain the impacts of my sustaionable town changes on people.	• I know what sustainable development is. • I know what Agenda 21 is. • I know Agenda 30 is • I know why the Sumatra rainforest is endangered. • I know why The Great Barrier Reef is endangered. • I know how cars may change in the future. • I know that deforestation has advantages and disadvantages.	Agenda 21 and Agenda 30 Carbon footprint
Year 7 Spring 2	How fair is Fair Trade?	• I can explain what Fairtrade is. • I can explain the benefit of fair trade. • I can locate countries that use fair trade. • I can explain how buying Fairtrade products helps sustainability • I can compare Fairtrade and non-Fairtrade products. • I can explain the positive and negative impacts of buying Fairtrade products.	• I know what Fairtrade is. • I know why Fairtrade is important. • I know real examples of Fairtrade products. •	Fairtrade Production
Year 7 Sum 1	How does Russia contribute to the world?	• I can locate Russia. • I can explain the different biomes in Russia. • I can discuss the differences between Russia and the UK. • I can research and explain Russia resources. • I can explain how Russia supports the local economy.	• I know where Russia is located. • I know what a biome is and can explain the different ones found in Russia. • I know some differences between Russia and the UK. • I know the resources Russia produce. • I know how Russia supports other economies.	Natural resources Urban rural migration Development Migration Urbanisation
Year 7 Sum 2	What makes a place ‘fantastic’?	• I can use map skills to find places. • I can describe what makes somewhere fantastic. • I can compare places.	• I know why some places are ‘fantastic!’ • I know why it’s important to protect places. • I know that other people’s actions can affect places. • I know the difference between UK and Somalia. • I know some development indicators.	Inequality Development indicators
Y8	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Year 8 Aut 1	How developed is India?	• I can list a range of development indicators. • I can compare the development of India with other countries. • I can give examples of diversity within India • I can describe India’s climate.	• I know the Geographical location of India. • I know the importance of India. • I know some facts about India. • I know what it might be like in Indian cities. • I know examples of diversity in India.	Inequality Diversification High-Income countries (HICs) Low-income countries (LICs) Buddhism

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		• I can explain the advantages and disadvantages of globalisation.	• I know some climate information relating to India. • I know what Globalisation.	Globalisation Development indicators
Year 8 Aut 2	Why would people need different types of maps?	• I can describe a range of maps and their specific uses. • I can use four and six-figure grid references. • I can read a map at a range of scales. • I can apply a scale.	• I know the different types of maps and their uses. • I know the difference between four and six-figure grid references. • I know how to use four figure and six-figure grid references. • I know why scale is important. • I know examples of scale. • I know why satellites are important.	Satellite images Topographical Areal Scale
Year 8 Spring 1	Africa, a diverse continent?	• I can identify the key human and physical geographical features. • I can give examples of diversity in Africa. • I can compare and contrast with other continents. • I can explain what life is like in Sudan.	• I know a range of human and physical features of Africa. • I know some of the countries that make up Africa. • I know that countries within Africa are different. • I know some of the data that relates to countries in Africa. • I know facts about what life is like in Sudan.	Biodiversity Infrastructure Relief Gross domestic product Gentrification
Year 8 Spring 2	What is the quality of our school environment?	• I can use a range of fieldwork skills. • I can present data found and answer a hypothesis. • I can read fieldwork data and reach a conclusion.	• I know how to carry out fieldwork. • I know different methods, their uses and the advantages and disadvantages. • I know how to record and present information collected on fieldwork skills independently. • I know how to use a range of fieldwork methods including sketch maps, plans and graphs, and digital technologies.	Enquiry question Formulate Environmental quality survey Analyse data
Year 8 Sum 1	How has industry developed? Including a local industry case study.	• I can describe the main types of industry. • I can describe the changing shape of industry in the UK. • I can use a case study of a car industry. • I can describe how industry has changed in a local area. • I can work independently on a local history project.	• I know the types of industry. • I know examples of industries around the UK. • I know a case study of BMW. • I know different land use models. • I know how Stoke-on-Trent has changed. • I know how a local industry can impact it's local and wider community.	Quaternary industry Research and development Urban land use models Burgess Model Hoyt Model CBD
Summer 2	What are the benefits of a multicultural Britain?	• I can use maps to plot journeys. • I can use human Geography to report on population. • I can accurately use more complex Geographical words.	• I know how to use Atlas skills to plan a journey. • I know what is meant by human Geography and how it effects us. • I know the meaning of more complex Geographical words.	Multicultural Britain Immigration Emigration Refugee Economic migrant Citizenship
Y9	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language

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Year 9 Aut 1	What geographical skills do I need to be a Geographer?	• I can use 4 and 6 figure grid references to locate places and features on a map • I can use a range of map skills to interrogate maps • I can analyse GIS maps and aerial photographs to identify and explain human and physical land uses • I can use a range of maths skills to manipulate geographical data	• I know how to use 4 and 6 figure grid references accurately. • I know how to use scale, relief, hight and scale on a variety of maps • I know how GIS/aerial photos are used in geography • I know how to calculate the Mean, mode and median • I know how to draw and analyse Line and bar graphs	Relief GIS Aerial Mean Mode Median
Year 9 Aut 2	Will China become the next world superpower?	• I can locate China on a world map and locate the key human and physical features within and surrounding the country • I can describe and explain the distribution of China's population • I can explain the positives and negatives of controlling China's population • I can identify and analysis a range of factors that may lead to China becoming a superpower • I can explain the issues and impacts of Chinas industrial growth including the impact of pollution on people and environments • I can explain the how the 3 Gorges Dam project can help China become more sustainable	• I know the location of China • I know the key human and physical features of China • I know where population is distributed and how China is controlling population • I know the China's political system (communism) • I know why China has the potential to become a Superpower • I know the issues and impacts of industry growth and pollution • I know why the 3 Gorges Dam is designed to help sustainability	Superpower Megacity TNC Population density Distribution Hydroelectricity Renewable energy Non-renewable energy Overpopulation Smog
Year 9 Spring 1	Why do tectonic event cause so much devastation?	• I can define a hazard and describe the structure of the earth • I can explain the processes of the 3 different types of plate boundaries • I can explain the formation of an earthquake • I can compare earthquake events in countries at different levels of development • I can explain the formation of a tsunami and what the social, economic and environmental impact • I can explain the formation of a volcano • I can compare the social, environmental and economic impacts of a volcano event	• I know what a hazard is • I know the structure of the earth • I know the 3 types of plate boundary • I know what an earthquake is • I know how Earthquake comparison – HIC/LIC case study • I know how tsunamis are formed and their impacts on people – Indian ocean 2004 • I know what a volcano is – case study • I know how people live with tectonic hazards	Conservative plate margin Constructive plate margin Convection current Destructive plate margin Immediate responses Long term response Plate margin Primary impact Sanitation Secondary impact

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		• I can make decisions on why people choose to live in near a tectonic hazard		
Year 9 Spring 2	How does globalisation affect quality of life?	• I can use a range of different measures for development • I can explain why there are different levels of development around the world • I can assess the advantages and disadvantages of globalisation • I can assess the positive and negative impacts of TNCs on people, environment and economy • I can explain different strategies for closing the development gap	• I know how development is measured • I know why there is variation in countries development • I know the advantages and disadvantages of globalisation • I know the positives and negatives of TNCs • I know how some countries are closing the development gap	Aid Contaminated Development Development indicator GNI Life expectancy Literacy rate Migrant NEE Resource Resource insecurity
Year 9 Sum 1	Why is The Middle East an important world region?	• I can locate a range of Middle east countries on the world map • I can describe the climate of the Middle East • I can identify the characteristics of hot deserts • I can assess the challenges of living in hot deserts • I can describe the range of development levels in the Middle East and explain how tourism is helping to improve development • I can explain how the UK and Middle East linked though trade	• I know the locations of the Middle eastern countries • I know the climate of the Middle east • I know the characteristics of hot deserts • I know the challenges of living in a hot desert • I know the different levels of development of the Middle east countries and how tourism is helping to develop countries • I know how the UK is linked to the Middle East through trade	Population pyramid Arid Altitude Semi-arid Indigenous Nomadic Standing of living Quality of Life Imports Exports
Year 9 Sum 2	Why does water cause conflicts around the world?	• I can explain the different stages of the water cycle and how human impacts can affect theses • I can describe water supply around the world • I can explain how poor water management can impact on people, environment and economy • I can explain why different locations are suffering from water stress or water security	• I know the different stages of the water cycle and how they can be affected • I know the distribution of water supply around the world • I know how poor management of water can damage environments (Aral Sea) • I know why some locations are suffering from water stress or water security	Salinization Saline Water Infiltration Surface runoff Condensation Evaporation Precipitation Water stress Water security Over abstraction Water transfer