

Progression map for a school teaching 'How We Live Now' in KS3 and Pilot GCSE in KS4

(Source: Eleanor Rawling)

Curriculum feature in which progression is traced	KS2 characteristics	KS3 characteristics	KS4/GCSE characteristics
Scale	Mainly local, regional, some national and international	Full range of scales: personal/local to global with increasing amount of international and global aspects by year 9	Full range of scales and considerable attention given to global dimension and to interdependence of scale enquiries
Content focus	Local, north-west England, UK Settlement, rivers, weather and climate Some themes followed up in overseas locations and world locational knowledge	Y7: Geographical skills and approaches learned mainly through local and UK geography and some geography in the news Y8: Places studied in a full range of developed and developing places and environments, including Africa Y9: Citizenship – global, national and local – developed via work in many different environments and countries	GCSE Pilot – Y10 core themes: My Place in the UK and Wider World An Extreme Environment People as Consumers Plus Y11 optional units: Living with Floods, Sustainable Urban Transport All do the GIS optional unit as a tool for other enquiry work
Concepts	Place, Space (pattern), Process, Environmental Interaction and Sustainable Development	Place, Space, Scale, Environmental Interaction and Sustainability, Interdependence, Process (Physical and Human), Cultural Diversity	Uneven Development, Interdependence, Globalisation, Futures and Sustainable Development
Enquiry activity	Mainly teacher-directed small-scale enquiry work	Mainly teacher-directed in Y7, building up to a balance of teacherdirected and independent enquiry in Y9	A focus on developing independent enquiry skills, balanced by appropriate teacher inputs and support