

	Key stage 1	Key stage 2	Key stage 3	GCSE (key stage 4)	AS/A level (key stage 5)
<b>Locational knowledge</b>	<p><b>Naming and locating</b></p> <ul style="list-style-type: none"> <li>world continents, oceans UK, the four countries, key characteristics and capital cities</li> </ul>	<p><b>Naming and locating</b></p> <ul style="list-style-type: none"> <li>the world's countries, focus on Europe and North/South America including environmental regions, key physical/human characteristics, countries, major cities</li> <li>countries and cities of the United Kingdom, geographical regions, human/physical features significant latitudes and longitudes (e.g. the Equator)</li> </ul>	<p><b>Extending locational knowledge and spatial awareness</b></p> <ul style="list-style-type: none"> <li>of the world's countries, focusing on Africa, Russia, Asia (including China and India), and the Middle East, including their environmental regions, key physical and human characteristics, countries and major cities</li> </ul>	<p><b>Locational knowledge and contextual knowledge</b></p> <ul style="list-style-type: none"> <li>of the world's continents, countries, regions, and their physical, environmental and human features including:</li> <li>appreciation of different spatial, cultural and political contexts</li> <li>recognition of important links and inter-relationships</li> <li>a range of scales from local to global</li> <li>contextual knowledge of any countries from which case studies and exemplars are chosen</li> </ul>	<p>No specific statement, but the following is taken from progression statement:</p> <p><b>... build on knowledge of contexts, locations, places and environments</b></p> <ul style="list-style-type: none"> <li>by extending the scope and scale of study, the variety of physical, social, economic, cultural and political contexts encountered, the depth of conceptual understanding required, and the range of spatial and temporal scales included</li> </ul>
<b>Place knowledge</b>	<p><b>Understand geographical similarities and differences</b> through studying the human and physical geography of:</p> <p>Key stage 1– a small area of the United Kingdom, and of a contrasting non-European country</p> <p>Key stage 2 –the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Key stage 3 –the human and physical geography of a region within Africa and a region within Asia</p>			<p><b>Place: processes and relationships</b></p> <p>Geography of the UK: knowledge and understanding of UK geography, in overview and some in-depth study, including physical and human landscapes, environmental challenges, changing economy and society, importance of cultural and political factors, and relationships with Europe and the wider world</p>	<p><b>Changing place; changing places</b></p> <p>Students undertake study of the way in which:</p> <p><b>relationships and connections</b> between people, the economy, society and the environment help to explain why places are constantly changing</p> <p><b>meanings and representation</b> attached to places help to shape actions and behaviours affecting that place</p>

**Figure 2:** Locational knowledge and place in 5–19 frameworks.

	Key stage 1	Key stage 2	Key stage 3	GCSE (key stage 4)	AS/A level (key stage 5)
Physical geography	<p><b>Geographical vocabulary about:</b></p> <ul style="list-style-type: none"> <li>• <b>key physical features</b> e.g. beach, cliff, coast, forest, hill, weather</li> <li>• <b>Seasonal and daily weather</b> patterns in UK</li> <li>• <b>the location of hot and cold areas</b> of the world</li> </ul>	<p><b>Describe and understand key aspects of physical geography</b>, including:</p> <ul style="list-style-type: none"> <li>• rivers, mountains, volcanoes, earthquakes, the water cycle</li> </ul> <p><b>Overview of climate zones, biomes and vegetation belts</b></p>	<p><b>Understand the key processes in physical geography</b></p> <ul style="list-style-type: none"> <li>• through the use of detailed place-based exemplars at different scales, including geology, soils, glaciation, hydrology, coasts</li> </ul> <p><b>Weather and climate, including the change in climate</b> from the Ice Age to the present</p>	<p><b>Geomorphic processes and distinctive physical landscapes of the UK</b></p> <ul style="list-style-type: none"> <li>• including study of at least two different and distinctive physical landscapes in the UK</li> </ul> <p><b>Processes affecting changing weather, climate and weather hazards</b></p>	<p><b>Landscape systems</b></p> <ul style="list-style-type: none"> <li>• integrated study of Earth surface processes, landforms and resultant landscapes for <i>either drylands or coastal landscapes or glaciated landscapes</i></li> </ul> <p><b>Water and carbon cycles</b></p> <ul style="list-style-type: none"> <li>• physical processes which control the cycling of both water and carbon between land, oceans and atmosphere</li> <li>• through study of both <b>the carbon cycle and the water cycle</b></li> </ul>
Human geography	<p><b>Geographical vocabulary about:</b></p> <ul style="list-style-type: none"> <li>• <b>key human features</b> e.g. city, town, village, factory, farm, house, office, port</li> </ul>	<p><b>Describe and understand key aspects of: human geography</b>, including settlement, land use, economic activity, natural resources including energy, food, minerals and water</p>	<p><b>Understand the key processes in human geography</b> through the use of detailed place-based exemplars at different scales, including:</p> <ul style="list-style-type: none"> <li>• population, international development, economic activity, urbanisation, the use of natural resources</li> </ul>	<p><b>Cities and urban society</b></p> <ul style="list-style-type: none"> <li>• overview of rapid urbanisation and contrasting urban trends, including study of one major city in an economically advanced country and one in a poorer country or recently emerging economy</li> </ul> <p><b>Global economic development issues</b></p> <ul style="list-style-type: none"> <li>• causes and consequences of uneven development at global level including study of at least one poorer country or one that is within a newly emerging economy</li> </ul>	<p><b>Global systems</b> How they shape relationships between individuals, states and environments including <i>either</i> (i) international trade/ markets; <i>or</i> (ii) human development/life expectancy; <i>or</i> (iii) global population migration</p> <p><b>Global governance</b> Ways of regulating the consequences of globalisation including <i>either</i> (i) global commons (Antarctica or oceans or Earth's atmosphere); <i>or</i> (ii) human rights and the geopolitics of intervention; <i>or</i> (iii) sovereignty and territorial integrity</p>

**Figure 3:** Physical and human geography in the 5–19 frameworks.