

Planning for progression and achievement in Global Learning: Geography at key stages 1 and 2

National curriculum (England):

Aims:

- understand the processes that give rise to key geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Key stage 1:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the countries, continents and oceans studied.

Key stage 2:

- locate countries, environmental regions, physical and human characteristics and major cities
- the human and physical geography of a region or area within the UK, a country in Europe and North or South America
- describe and understand human geography, including economic activity, trade links and the distribution of natural resources.

Key Concepts: Place, space, human processes and welfare, human environmental interaction.

Focus statement

Pupils develop knowledge and understanding of a range of places including the local area, UK and other countries, regions and localities, including in the developing world. They investigate what places are like, how and why they are changing and how people and places are linked. They develop understanding of ideas about development, interdependence and sustainability appropriate to their age. They develop a range of enquiry skills and the ability to think critically, for example investigating and comparing sources of information and discussing fairness and charity as ways to tackle global poverty.

By investigating the location of the places and features, pupils develop a variety of geographical skills such as using atlases and online mapping: in so doing they develop a framework of global knowledge.

Teachers select from these themes from the Global Learning Programme [curriculum framework](#).

GLP Theme: Developing countries

Key questions, for example:

- Where is this place? What might it be like to live there?
- What is similar, different about this place? How is it similar to or different from other places or environments, and why?
- How and why is this place, other places changing? What might happen next and why?
- What do we mean by a 'developing country'? How are they similar or different? What about differences within countries?

Key stage 1

Objectives, for example pupils:

- extend their horizons and develop a sense of themselves as part of the wider world, gaining awareness of other places, environments and cultures
- know about, name and locate a contrasting country, a place within it and the continent it is in
- focusing on aspects of life at a local scale in a developing country, such as homes, environment, food, they know some similarities and differences between children's lives there and in their own place.

Pitch¹, for example, pupils can:

- name the continent, country and place they are studying
- describe some general characteristics of a place within a developing country
- talk about living in another part of the world, comparing what is different/similar there.

Key stage 2

Objectives, for example pupils:

- know about life in a region of a developing country, such as homes, jobs, environment
- understand that there are similarities and differences between this area and other parts of the country, and some reasons for these differences
- understand ways that the area/country is changing, and why.

Pitch, for example pupils can:

- locate some of the world's (developing) countries using maps, globes and atlases
- describe similarities and differences between and within different areas/regions
- begin to explain how and why places are different
- describe ways places are changing, and explain why
- give examples of and understand how and why people and communities can improve where they live.

GLP Theme: Poverty and development.

Key questions, for example:

- What do we mean by poverty? What do we mean by quality of life?
- How are poverty and quality of life connected?
- What do we mean by fairness/ social justice and charity?

Key stage 1

Objectives, for example pupils:

- know that all people have similar basic needs
- know that people's needs are not always equally met and begin to think why.

Pitch, for example, pupils:

- talk about their own needs and everyday lives, and can ask questions about people, places and environment
- give some reasons for their views or findings
- talk about people's daily lives in different places, and the needs that people have in common.

¹ With some differentiation in demand

Key stage 2

Objectives, for example pupils:

- know that there are patterns of wealth and poverty in the world
- know some examples of how people have improved their lives in different places
- understand the reasons why people sometimes need support, and be able to talk about some examples of how aid is used.

Pitch, for example, pupils can:

- give examples of how people can reduce poverty in other places
- describe patterns of wealth and poverty in different places
- describe and begin to understand how the actions of people/organisations can affect and change others' lives .

GLP Theme: Interdependence and Globalisation:

Key questions, for example:

- How am I/other people linked to other parts of the world?
- How and why are places, people and environments linked?
- What is trade? How does it affect people's lives and places around the world?
- What are its benefits and problems?
- How are we interdependent locally, internationally and globally?

Key stage 1

Objectives, for example pupils:

- know that we are linked to other people in the wider world in a number of ways, for example in the things we buy and eat.

Pitch, for example, pupils can:

- talk about how we are linked to people and places in our local area
- talk about some ways that they are connected to the wider world
- describe how some everyday foodstuffs they eat are dependent on the work of farmers in the UK and overseas.

Key stage 2

Objectives, for example pupils:

- know where some common commodities, goods and people come from, or go to, and how and why they reach or leave the UK
- understand that we are linked to people in other parts of the world, for example through history, trade, technology and culture
- know some examples of our links with other places and people in the local area, the UK, Europe and the wider world
- know that choices people make in their everyday lives affect people and places in other parts of the world.

Pitch, for example, pupils can:

- describe how people and places in the local area are linked with others further away
- describe ways that we are connected to the wider world, e.g. through trade, such as in toys, food or clothes, and why they come from there
- give examples of how trade affects other people and places, and how some of the everyday choices we make can affect other people, places and environments
- describe the spread and patterns of familiar consumer brand names around the world.

GLP Theme: Sustainability

Key questions, for example:

- How and why are people and environments linked?
- How do we take care of this place, or improve it?
- What do we mean by 'sustainable'?
- Whose views count; who gets to decide?
- What will happen in future? What kind of future would we or others like to see?

Key stage 1

Objectives, for example pupils:

- recognise changes in the environment, and express their views.

Pitch, for example, pupils can:

- describe changes to the environment and what they think about them
- recognize how people can improve or look after the environment.

Key stage 2

Objectives, for example pupils:

- know about some causes of change to local and distant environments
- understand how their own and others' actions can damage or improve the environment
- know some ways environments can be cared for in future.

Pitch, for example, pupils can:

- describe different ways people and environments are linked, e.g. by using resources
- describe the causes of environmental change and its impact, e.g. on people
- express and explain their point of view about changes to the environment and recognize that others may have different views.

GLP Theme: Enquiry and critical thinking

Key Stage 1

Pupils:

- ask and respond to questions, and use simple sources of geographical information and skills to investigate places, people and environments.

Pitch, for example, pupils can:

- find information from sources given to them
- talk about what they have found out, say what they think about things they have found interesting and listen to what other children think.

Key Stage 2

Pupils:

- devise, ask and respond to questions, and use a range of sources of geographical information and skills to investigate places, people and environments.

Pitch, for example, pupils can:

- select information from a range of sources and begin to recognize that some may be more accurate than others
- express their views about development issues, recognize others may hold different views and opinions and begin to take account of these in their reasoning.