Geography Long Term Plan

Year group	Unit	Unit overview and progression through units	National Curriculum content	Key Knowledge	Tier 3 vocabulary spine Collegiate Tier 3 vocabulary	Subject specialisms spine (artist, primary/secondary sources etc)	Common Misconceptions
Nursery	All about me	The children can talk about their own immediate family and where they live	Talk about members of their immediate family and community.	The children can talk about the people in their family	*Family, home, street, house, garden, pond, nature*		
Nursery	Summer Holidays	The children will share experiences that they have either experienced or seen	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	The children can talk about different places they have experienced or seen	*Family, place, holiday, beach, seaside, season, weather*		
Reception	Celebrations	This unit looks at the purpose of places of worship and places of local importance to our community	Understand that some places are special to members of their community.	The children can recognise a church building and can talk about some of the celebrations that happen there	*Church, celebrate, community, school, place, worship*		
Reception	Traditional Tales	This unit explores time and place through traditional tales. They will compare routes which characters in stories make and compare them to their own routes. They will design and compare their own maps	Draw information from a simple map	The children will design, draw and talk about their own map from a story and a map from their route to school.	*Map, place, route, live, travel, forest, habitat*		
Reception	Seaside and holidays	This unit explore different places around the world and how they differ from where we live.	Recognise some similarities and differences between life in this country and life in other countries	The children will compare and contrast where we live and another country. They will learn that other languages are spoken (French)	*Country, hot, cold, sunny, rain, travel, far, language, grass, sand, forest, garden, season, weather*		

Year 1	Local area study	This unit looks the local area and how it creates a sense of **place** They can explore the countries and seas of the UK and identify their country, beginning to understand that this is one way to identify place. They then look locally to develop their understanding of **interconnections**, identifying the diversity of the local area by looking at addresses and common places of interest (school, church, park) Children can express what they like about their local area. **Concepts:** **place** **interconnections**	*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Know the names of the four countries that make up the UK and name the three main seas that surround the UK using maps, globes and atlases. Know key human features such as city, town, village, factory, farm, house, office, port, harbour and shop. Know how to devise a simple map and use and construct basic symbols in a key.	*address, near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, houses, flats, garage, factory, leisure, playground, park, locality, farm, map, human processes*		Children may confuse Ireland and Northern Ireland. Children may not know the difference between a sea and ocean. Some children may struggle to identify differences with towns, villages and cities.
Year 1	Polar Regions	This unit looks at the way that **space** is occupied in cold and hot areas, comparing and contrasting the Antarctic with a hotter location. Studying the **environment**, children can explain how animals have adapted to suit the weather and by looking at weather, know how to dress for weather appropriately. **Concepts:** **Space**	*use basic geographical vocabulary to refer to: *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Know where the equator, North Pole and South Pole are on a globe. Know which is N, E, S and W on a compass. Know features of hot and cold places in the world.	*weather, climate, climatic zone, hot, cold, dry, warm temperate, cool temperate, polar, temperature, poles, equator, suitable, north pole, south pole, atlas, globe, seasonal, pattern, compass, Atlas*		Children may think that penguins only live in cold areas. Children may not understand adaptions of animals to help them in their environment.

		environment					
Year 1	Seaside in the present	This unit builds on previous learning about local areas by developing understanding of **physical and human features** of an area. They are then able to identify some physical features in the wider areas of the UK, including coasts. They can then continue to develop their understanding of **scale**, looking at how much area is coastal versus other types of land around the UK. **Concepts:** **Scale** **Physical and human processes**	*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 *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles *use basic geographical vocabulary to refer to: *key physical features *key human features, *use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	Know seasonal and daily weather patterns in the UK. Know key physical features such as beach, cliff. coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. Know features of hot and cold places in the world.	*seaside, beach, weather, town, country, holiday, human, physical, features, buildings, lifestyle, bathing, transport, poster, postcard, costume, island, sea, ocean, soil, hill, forest, river, coast, beach, physical processes*		Children may confuse seasides with coasts. Children may not be secure in their understanding of physical and human processes and struggle to identify these.
Year 2	Local Area in the Present	Children continue to develop their understanding of **place** and local areas in this unit. Consolidating learning from Year 1, children continue to develop their understanding of place and the physical and human features found in familiar areas. They develop their understanding of how place is describes by looking at	*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key *use simple fieldwork and observational skills to study the geography of	Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland using maps and atlases. Use aerial photographs and plan perspectives to recognise landmarks	*hamlet, village, town, city, settlement, north, south, east, west, directional, route, scale, distance, direction, key, symbol, homes, shops, roads, services, factory, buildings, transport, land use,*		

		capital cities, helping them to understand the **scale** of places and how this affects the names given to them. **Concepts:** **Place** **Scale**	their school and its grounds and the key human and physical features of its surrounding environment.	and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	*environment, pollution, slopes, valleys, streams, fieldwork, plan perspective, locality, landmark, map, location, aerial photograph*		
Year 2	Non-European comparison study	In this unit, children understand the **interconnections** of place by looking at continents of the world. They consolidate their understanding of **physical and human processes** by comparing those found in the UK to those in a non-European country. **Concepts:** **Interconnections** **Physical and human processes**	*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	Know the names of and locate the seven continents of the world using maps, globes and atlases. Know the main differences between a place in England and that of a small place in a non-European country. Know and use locational and directional language (including 4 compass points) such as: left and right; near and far to describe the location of features and routes on maps and/or aerial photographs.	Harbour, temperate, settlement, convicts, urban, compass, features		Children may become confused with the term Australia as a country and a continent. Children may believe Africa is a country. Children may confuse seas with oceans.

Year 2	Food from around the world	In this unit, children continue to consolidate their knowledge of continents. They use their understanding of **scale** to compare the continents. They also look at how **environment** and climate affect the types of food grown in certain places. They also look at scale when comparing buying local versus buying food from all over the world. **Concepts:** **Scale** **Environment**	*name and locate the world's seven continents and five oceans *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Know the names of and locate the seven continents of the world using maps, globes and atlases. Know the names of and locate the five oceans of the world using maps, globes and atlases.	*investigate, rural, continent, locate, map, world, atlas, globe, countries, ocean, human feature, physical feature, vegetation, factory, farm, surrounding, environment, characteristic, seasonal, weather, equator, global*		Children may not link environments and climates to ideal food growing as many foods are easily available in supermarkets.
Year 3	Volcanoes and earthquakes	Children continue to look at **physical and human processes** through the natural processes of volcanoes and earthquakes. They then look at **place** and how these events impacts human geography. **Concepts:** **Place** **Physical and human processes**	*(H) Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquake, and the water cycle.	Describe and understand key aspects of earthquakes, including causes and impact. Describe and understand key aspects of volcanoes including parts and hazards.	*earthquake, volcano, erupt, dormant, magnitude, meteoric, intensity, tsunami, tectonic plates, magma, chamber.*		Children may think that earthquakes and volcano eruptions happen randomly, rather than as a cause and effect. children may not realise that earthquakes happen in specific places.
Year 3	The UK	Children look at the UK in greater detail, using **scale** to help them to understand the	*(PK) Understand geographical similarities and differences through	Know the names of and locate some counties and at cities in the UK.	*Europe, continent, county, city, country, compass, hemisphere,*		Children may confuse cities

		attraction to certain places in the UK for living and for leisure. They look at how **space** is used in cities and rural areas in the UK and how this affects people's decision to live in certain areas. **Concepts:** **Space** **Scale**	studying the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North and South America. *(F) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Know and name the eight points of a compass.	*compass rose, atlas, scale*		and towns in the UK. Children may confuse personal preference to spotting patterns with general preferences.
Year 3	Mediterranean country study	In this unit, children look at the **interconnections** of the location of a Mediterranean country in relation to continents and significant geographical zones such as the tropics. They look at how **environment** affects tourism, food and travel. **Concepts:** **Environment** **Interconnections**	*(LK) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)	Know the names of and locate some European countries, including Russia. Identify the position of the Northern and Southern Hemispheres and locate some countries within each hemisphere. Understand geographical similarities and differences of human and physical geography between the UK and a European Country.	*country, division, hemisphere, meridian, capital city, locate, contrast, Mediterranean, environment*		Children may think that the Mediterranean is a continent.

Year 4	Map work	In this unit, children work on key map skills to help them to understand how **scale** is reflected in map work. They can use maps to see how **space** is occupied and how keys are created to explain this information. **Concepts:** **Space** **Scale**	*(LK) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * (S) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Know the difference between latitude and longitude and locate lines including the equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic circles and the Greenwich Meridian are on a world map (including time zones) Know the names of and locate at least eight major capital cities across the world.	*latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones, Atlas*		Children may not associate surrounding islands of the UK as part of the UK as it isn't part of the mainland. Children may mix up towns and cities.
Year 4	The River Nile	Children use this unit to look at how rivers are formed and how the water cycle are examples of **physical processes**. They also look at how rivers have impacted human geography in the area surrounding these. Children also see how the **environment** changes as they follow the journey of a river. **Concepts:** **Physical and human processes** **Environment**	*(P) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Know and label the main features of a river. Explain the features of a water cycle. Use maps, atlases, globes and Google Earth to locate some of the world's longest rivers.	*precipitation, cumulonimbus, stratus, cumulus, cirrus, erosion, transportation, deposition, meanders, ox-bow lakes, delta, water course, tributary, source, mouth, channel, river bed, reaches, estuary, water cycle, river*		Children may think that rivers start at the sea and flow inland. Children may think that the water cycle only includes freezing and melting processes.

Year 4	Mountains	In this unit, children use the concept of **place** to explore how mountains are key physical features in areas all over the world. Using the concept of **interconnections**, they look at how various mountain ranges have similarities and differences. **Concepts:** **Place** **Interconnections**	* (P) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Name and locate physical features of the UK, including main mountain regions/hills and rivers.	*mountain ranges, peak, boundary, extends, summit, topographical, mountain, region, environment, scale*		Children may not link learning of tectonic plates for mountain formation.
Year 5	European city	Children continue to develop their understanding of **place** in this unit by looking at significant European cities including megacities. They look at how **space** is used in this area and how ethnicities are diverse in different spaces. **Concepts:** **Place** **Space**	*(LK) locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *(LK) name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand	Know the names of a number of European capitals.	*population, city-state, enclave, inhabitants, advantages, disadvantages, congestion, pollution, place, scale, country, continent, city, Europe, European union, population, ethnicity, UK, physical feature, human feature, atlas*		Children may think Europe is a country. Children may confuse ethnicity with religion.

			how some of these aspects have changed over time.				
Year 5	North and South America (Mexico)	In this unit, children look at how North and South America have **interconnections** as well as differences. Focusing on Mexico, children can compare and contrast life in the two continents and reflect on how **space** is used differently in different areas. **Concepts:** **Space** **Interconnections**	* (PK) understand geographical similarities and differences through the study of 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	Know the names of, and locate, a number of North or South American countries. Understand geographical similarities and differences of human and physical geography between the UK and a country in either North or South America.	*North America, South America, country, continent, human features, physical features, similarity, difference, culture, climate, language, inter connections, place, location, space, United Kingdom*		Children may think that North and south America are countries.
Year 5	Jungles and deserts	Children look at jungles and deserts to help them to consolidate their learning of **physical and human processes** by focusing on physical features. Studying the environment of jungles and deserts, including the animals and surrounding areas will help children to understand how **environments** are affected by weather. Children can collect and record information on weather in their locality and compare and contrast to weathers in jungles and deserts. **Concepts:**	*(P) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Know what is meant by biomes and what the climate and features of some specific biomes are (e.g deserts and rainforests) Use maps, atlases, globes and Google Earth to locate some of the world's major biomes. Know how to use graphs to record features such as temperature or rainfall across the world.	*categorise, biomes, climate zones, inhabit, aquatic, terrestrial, climate, sampling, analyse, equatorial, sub-equatorial, emergent, canopy, understory, deforestation Rainforest, desert, biome, extreme, climate, temperature, precipitation, environment, deforestation, endangered species, emergent layer, canopy, understory layer, forest floor, Amazon, Sahara,*		Children may think that plants are dependent on humans. Children may think that ecosystems can only be affected by humans.

		Physical and human processes **Environment**			*terrestrial, aquatic, equatorial, sub-equatorial, eco-system, vegetation belt, variation, characteristics, conservation, minerals, global*		
Year 6	Climate change and sustainability	Children continue to look at **physical and human processes** in other biomes, building on their learning from work in jungles and deserts in Y5. They look at how different biomes have different **environments** and how we have an impact on the environment. **Concepts:** **Physical and human processes** **Environment**	*(LK) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) *(H) describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Describe and understand the distribution of natural resource including energy, food, minerals and water.	*climate, weather, adapt, carbon dioxide, methane, deforestation climate change, sustainability, natural disaster, planet, community, resources, distribution, environment, physical and human processes, industrial, port, variation, minerals, global, conservation*		Children may think that climate change is a future problem rather than one we need to address today.
Year 6	Trade	Studying fair trade, children look at the **interconnections** between different areas in the world, comparing developing and developed worlds. They look at how **space** is used in developing worlds and how this is helping to connect areas for trade. Looking at ports as a	*(H) describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	Describe and understand key aspects of human geography including economic activity, trade links and fair trade. Identify land use patterns; and	*import, export, international, cargo, networks, frequency, Fairtrade, developed, third-world, human and physical differences, features, institution, trading conditions,*		Children may think that all food is fair trade, confusing nutritional value labels with Fair trade.

		means of transporting goods, children can look at fairness of business and treatment of developing countries. **Concepts:** **Space** **Interconnections**	including energy, food, minerals and water	understand how some of these aspects have changed over time (industrial areas and ports)	*advocate, trade, land use, spatial variation, global*		
Year 6	OS maps – Google Earth	Children build on map work from lower KS2, using maps and ordinance surveys to explore **place**. They look at familiar and unfamiliar areas and use maps to **scale** areas and help them to understand size. **Concepts:** **Place** **Scale**	*(S) use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *(F) use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *(S) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Know what most of the Ordnance Survey symbols stand for. Know how to use four and six-figure grid references to build their knowledge of the UK and wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of different methods (including sketch maps, plans and graphs and digital technology.	*Ordnance Survey, Grid Reference (Four-Figure & Six-Figure), Symbols, Compass, Atlas, Globe, Co-ordinates, Compass Points, Scale, compass rose*		

St Margaret Ward Year 7 Geography Curriculum

Scheme of Work	Key Concepts Covered	Locational Knowledge	Place Knowledge	Human/Physical Geography	Skills & Fieldwork
Geography in the News	Students start by learning the 4 key aspects of geography through the geography compass rose (social, economic, environmental, political), then look at the news events which have happened during the summer holidays and apply these factors to the story. Students produce their own analysis of a recent news event.	-Students will look at various locations which alter each year based upon news events which have happened that summer	-Students will look at various locations which alter each year based upon news events which have happened that summer	-Students will look at a range of news events which have happened during the summer, some of which will link to human geography (such as wars, migration issues, etc) and some which will link to physical geography (such as earthquake, extreme weather etc)	-Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography compass rose
A World of Extremes	Students start by looking at a global scale: structure of the Earth and plate tectonic theory to underpin the rest of the unit. This unit focuses on different tectonic hazards (earthquakes, volcanic eruptions and tsunamis) and the impacts they have in countries of varying levels of development. Japan appears as a case study example throughout the unit, compared to LIC regions such as the impacts of the Boxing Day tsunami 2004. Students also assess the varying responses to tectonic hazards in countries at different levels of development.	-Students will accurately locate the key case study regions, including: -Pacific Ring of Fire -Indonesia -Japan -Nepal	-Students will look at the features of the areas below in relation to the topic, regarding their locations on plate margins and features such as volcanoes/earthquake risk: -Indonesia -Japan -Nepal	-Human geography covered includes the economic development of the countries listed, social and economic impacts of disasters and the varying responses -Physical geography covered includes the structure of the earthquake, tectonic plate margins, earthquakes, volcano types and features and tsunamis	-Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography compass rose and apply it to the case study impacts discussed
Our Unequal World	Having looked at a world of physical extremes, students now look in more depth at the world of human extremes; how and why quality of life varies between LICs, NEEs and HICs. Students are introduced to the idea of absolute vs relative poverty and poverty on varying scales. Examples are used from different areas around the world at different levels of development, including poverty in Ghana compared to the UK, and the development gap within countries, such as Bangalore vs Dharavi slums (India) and Kensington vs Broadwater Farm (UK). Other extremes are also considered, including child poverty – 'My Super Sweet 16' vs child soldiers.	-Students will accurately locate the key case study regions, including: -Ghana -UK -India -Bangalore (India) -Dharavi (India) -Broadwater Farm (UK) -Kensington/Chelsea (UK) -Grenfell (UK)	-For each of the areas listed within the 'locational knowledge', students will look at the level of development of each (LIC/NEE/HIC), the levels of poverty within the region and factors relating to the development gap	-Human geography includes the economic development of the countries studies, the Brandt Line, the difference between absolute and relative poverty, the development gap including how quality of life varies between different countries and within different countries, child poverty and the social, economic and political implications of these factors	-Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography compass rose and apply it to the case study impacts discussed

Africa	This unit will focus on the continent of Africa and the differences within the continent across the natural and human world. Students are introduced to different ecosystems within Africa, with particular focus on the Sahara desert. Students then look at the disparity within the continent of quality of life (e.g. Johannesburg vs Lagos) and the impacts of political corruption and wars, including genocide in Rwanda and health disparities such as HIV and malaria.	-Students will accurately label a map of Africa, including the 54 countries and capital cities -Students will accurately locate the key case study regions, including: -Rwanda -South Sudan -Johannesburg -Lagos -Sahara Desert	-Rwanda – economic and political context, conflict and genocide (civil war) -South Sudan – economic context, food, water and health disparities, famine -Johannesburg – example of a wealthier region -Lagos – example of a region with mixed wealth, slums -Sahara Desert – ecosystem (desert) example	-Human geography includes the study of colonialism and its impacts, political corruption and conflict within the continent (genocide in Rwanda) and food, water and health disparities in different regions (South Sudan) -Physical geography includes the varying physical features within Africa, such as the ecosystems including deserts (Sahara), savanna grasslands and tropical rainforests (Congo)	-Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography compass rose and apply it to the case study impacts discussed
Impacts of Globalisation	Students start by looking at what globalisation is and the role of TNC's in globalisation. They then looks at the positives and negatives of TNC's, both to HICs and LICS. Case study examples are used to consider the impacts of TNCs on the natural and human world, including Shell, Coca-Cola, Nestle, Apple, Primark and gold-mining and e-waste. Students then have to make a decision on whether the overall impact of TNC's is a positive or negative thing to both people in LICs and the natural environment, and consider how the situation could be improved in the future.	-Students will accurately locate the key case study regions, including: -China -Nigeria -Bangladesh -India -Burkina Faso -UK -USA	-Students will look at the locations listed in 'locational knowledge' through a case study context, relating to exploitation, corruption, problems and benefits of the TNCs: -China – Apple -Nigeria – Shell/e-waste -Bangladesh – Primark -India – Coca-Cola -Burkina Faso – Nestle -UK – Primark/e-waste -USA – Apple/e-waste	-Human geography includes what globalisation is, the role of TNCs (positives and negative impacts on both the HIC and LIC/NEE) and specific case study examples -Physical geography – the environmental impacts caused due to TNCs including environmental degradation, water pollution (oil spills), groundwater contamination, soil contamination, etc.	-Use maps, atlases, globes and digital/computer mapping to locate countries discussed -To accurately utilise the geography compass rose and apply it to the case study impacts discussed
Shaping the Land	During this unit, students start off in the oceans (linking to the previous unit with impacts of globalisation on e-waste and ocean health) and then move on-land to look at how rock type, weathering, river processes and glacial processes can affect the shape of landscapes. Fieldwork will be completed during this unit where students will visit a popular riverside location (Dovedale) to see some of these processes and features for themselves.	--Students will accurately locate the key case study regions, including: -Dovedale (UK) -Scotland -Amazon River (Brazil)	Students will focus predominately on the UK and how physical processes have impacted the shape of the landscape, including the impacts of rock type, glaciation and river processes, particularly in Scotland, with a visit to Dovedale	-Physical geography includes physical processes such as rock type and how this affects the shape of the land, the impacts of past glaciation and simple glacial processes/features (glacial erosion and U-shaped valleys), processes of erosion and basic river landforms (waterfalls, v-shaped valleys, meanders, floodplains)	-River fieldwork to Dovedale (as a combined field trip with the Art department) – Geography focus is to look at river processes and features in action which have helped to shape the landscape