Geography Curriculum Map

Intent

At Henry Hinde School, Geography inspires children to become curious, knowledgeable and responsible citizens who understand the world around them and their place within it. Through the study of people, places and environments, pupils develop a strong sense of place, beginning with their local community in Rugby and extending to the United Kingdom, Europe and the wider world. Geography helps children understand how physical and human processes shape the world, how places are connected and how environments influence the lives of people and communities. Rooted in the principles of The Henry Hinde Way, the curriculum promotes exploration, enquiry and critical thinking through the themes of Discovery and Exploration, Migration and Movement, Continuity and Change, Conflict and Co-operation, Cultural Identity and Legacy, Invasion and Settlement, and Rule of Law and Empire. Through these themes, pupils develop an appreciation of diversity, environmental responsibility and their role as informed global citizens.

Implementation

Geography is taught through a carefully sequenced and progressive curriculum which develops knowledge, geographical skills and fieldwork from EYFS to Year 6. Learning is organised around ambitious enquiry questions that encourage pupils to think like geographers and investigate how people, places and environments are connected.
Each unit is structured around three key elements:

- **Knowledge** – the key geographical concepts, vocabulary and understanding pupils need to acquire.
- **Think Like a Geographer** – the disciplinary skills pupils use to interpret, analyse and investigate geographical information.
- **Geographical Enquiry** – carefully designed questions that promote curiosity, critical thinking and deeper understanding.

The curriculum progresses from local studies and simple mapping in the Early Years and Key Stage One to more sophisticated geographical concepts, including climate zones, biomes, trade, natural resources, sustainability, tectonic processes and global interdependence in Key Stage Two. Fieldwork and mapwork are integral throughout the curriculum. Pupils regularly use maps, aerial photographs, atlases, globes, digital mapping technologies and GIS to investigate geographical questions. Local geography is a central feature of the curriculum. Pupils study Rugby and the surrounding area in depth, exploring land use, settlement, environmental change, transport networks and community development. These local studies provide meaningful contexts through which pupils develop a wider understanding of regional, national and global geography. Teaching promotes the explicit development of geographical vocabulary, disciplinary thinking and the meaningful application of knowledge. Retrieval practice, revisiting prior learning and opportunities to make connections between topics ensure that pupils build secure and lasting understanding over time.

Geography Impact

The impact of Geography at Henry Hinde School is evident in pupils who are confident in discussing the world around them and can apply their knowledge to new and unfamiliar contexts. Pupils demonstrate an increased geographical understanding as they progress through the school. They can locate places accurately, interpret a range of geographical sources, identify patterns and processes, analyse connections between people and environments, and communicate their findings using appropriate geographical vocabulary. Children develop a strong sense of place through their understanding of Rugby and its connection to wider regional, national and global communities. They recognise how geographical processes shape the lives of people locally and across the world and understand the importance of sustainable decision-making. By the end of Year 6, pupils are able to think critically about contemporary geographical issues such as environmental change, resource management, global trade and sustainability. They can plan and conduct geographical enquiries, analyse evidence, draw reasoned conclusions and justify their viewpoints. As a result, pupils leave Henry Hinde School as curious, informed and responsible young geographers who understand the world and their place within it, ready for the next stage of their education and equipped to contribute positively to their communities and the wider world.

Geography Curriculum Map

LK - Locational Knowledge PK - Place Knowledge H&PG - Human & Physical Geography GS&F - Geographical Skills & Fieldwork

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Knowledge	**Houses and Homes around the world** To know that we live in the town of Rugby. To know that we live in the country of England. To know that homes in Rugby are different- detached, semi-detached, terraced, bungalows and flats. To know that people live in different countries around the world. To know that homes look different depending on climate and culture. To know that maps and pictures help us explore places. To know that people belong to communities in different parts of the world. To know what places in the world celebrate Diwali and Christmas.		**Where in the world do people live and how are places different?** To know that people live in different types of places around the world. To know that homes look different depending on climate and culture. To know that maps and pictures help us explore places. To know that people travel to discover new places. To know that places have features that make them special. To know that people belong to communities in different parts of the world.		**What is our world like and where is our place in space?** To know that Earth is a planet in space. To know that Earth has land, water and air. To know that different places on Earth have different weather. To know that people live in many different countries. To know that the world is shared by everyone. To know that people work together to look after our planet.	

Geography Curriculum Map

EYFS Skills	**Think Like a Geographer** Identify different types of homes in the local area and around the world. Use simple maps and globes to locate Rugby, England and other countries. Observe and describe similarities and differences between homes and places. Use photographs and maps to find information about different communities. Talk about how climate and culture can influence the way people live. Recognise that people belong to different communities around the world. **Geographical Enquiry** Where is Rugby and where is England in the world? What different types of homes can we see in Rugby? Where do people live around the world? Why do homes look different in different countries? What can maps, globes and photographs tell us about a place? Where is Diwali celebrated and where is Christmas celebrated? What makes communities around the world similar and different?	**Think Like a Geographer** Identify different types of homes and places around the world. Use maps, photographs and globes to explore different locations. Compare features of places and describe what makes them special. Talk about communities and how people live in different parts of the world. **Geographical Enquiry** Where do people live around the world? How are homes different in different places? What can maps and photographs tell us about a place? What makes a place special?	**Think Like a Geographer** Recognise that Earth is the planet where we live. Identify features of Earth including land, water and air. Observe and compare different weather patterns around the world. Understand that people live in many countries and share responsibility for caring for the planet. **Geographical Enquiry** What is Earth and where is it in space? What is our world made up of? How is the weather different in different places? How can people help look after our planet?

Geography Curriculum Map

EYFS- ongoing across the year through forest school and Learning Challenge sessions	**What can we discover about the natural world around us?** To know that the natural world has different features such as trees, soil, water and rocks. To know that weather changes what the natural world looks like. To know that people explore nature to discover plants and animals. To know that living things need water, light and air to survive. To know that natural places can change over time. To know that people help nature by looking after plants and animals. **Think Like a Geographer** Observe and identify features of the natural environment, including trees, plants, soil, rocks and water. Notice and describe changes in nature caused by different weather and seasons. Explore natural spaces to find and talk about plants and animals. Care for living things and understand their basic needs. **Geographical Enquiry** What can we find in the natural world around us? How does weather change what we see outdoors? What do plants and animals need to survive? How can we help look after nature? **Outcome** Explore a natural area and talk about its features, the living things found there, and ways to care for the environment.

Geography Curriculum Map

1	**Knowledge**	**Maps and directions** **GS&F** To know about my school and different places in its buildings and grounds. To find features of my school grounds on an aerial photograph. To identify features of my school grounds using a map To investigate who works in my school and interview some of them to find out more about their job. To use locational language to describe where things are. To use geographical vocabulary to identify seasonal signs in the school grounds.	**Our local area - Rugby** **H&PG** To know I can find my home on an aerial photograph and a large-scale plan or map. To know that Rugby is a town where people live, work and belong. To know about the area where you live and find some familiar features on an aerial photograph or large-scale plan. To know that towns have human features such as shops, roads and schools. To know that towns also have physical features such as rivers and fields. To know that places in Rugby have changed over time. To know that maps and photos help us learn about Rugby's past. To know that communities cooperate to improve their local area.	**Contrasting UK and non-EU country** **PK** To know that countries have different landscapes and climates. To know that people live differently depending on their environment. To know that exploring other countries helps us learn about the world. To know that cultures have unique traditions and ways of life. To know that weather affects homes, clothing and daily routines. To know that maps help us compare places across the world.	**Weather patterns and Seasons** **H&PG** To know that weather changes across the four seasons. To know that temperature, wind and rainfall affect daily life. To know that people prepare for different weather conditions. To know that weather patterns can be measured and recorded. To know that seasons change because of Earth's movement. To know that weather affects travel, farming and exploration.	**Seaside UK** **H&PG** To know that seaside places have physical features such as beaches and cliffs. To know that seaside towns have human features such as piers and harbours. To know that seaside holidays have changed over time. To know that people explore coasts for leisure and work. To know that waves, tides and wind shape the coastline. To know that coasts are important places for wildlife and people.	**Countries of the UK** **LK** To know the names and locations of the four UK countries. To know that each country has its own capital city. To know that the UK is made up of different landscapes and cultures. To know that flags and symbols represent national identity. To know that countries work together as part of the UK. To know that maps help us understand how the UK is connected.

Geography Curriculum Map

1 Skills	**Think Like a Geographer** Observe and identify features in the school environment. Use simple maps and aerial photographs to find locations. Describe where things are using geographical language. **Geographical Enquiry** What can maps tell us about our school? How can we find our way around the school grounds?	**Think Like a Geographer** Identify human and physical features. Use photographs and maps as evidence. Ask questions about the local area. **Geographical Enquiry** What makes Rugby the place it is? How has Rugby changed over time?	**Think Like a Geographer** Compare places. Identify similarities and differences. Use maps and photographs to support ideas. **Geographical Enquiry** How is life different in another country? Why are places around the world different?	**Think Like a Geographer** Observe changes over time. Collect simple weather information. Identify patterns. **Geographical Enquiry** How does weather change throughout the year?	**Think Like a Geographer** Identify physical and human features. Describe places using geographical vocabulary. Compare coast and inland environments. **Geographical Enquiry** What makes a seaside place different?	**Think Like a Geographer** Use maps to locate places. Recognise geographical patterns. Communicate knowledge using maps. **Geographical Enquiry** What countries make up the United Kingdom?
2 Knowledge	**Our school:** **Local area- aerial photos, map sites (looking at new school)** **GS&F** To know that aerial photos show places from above. To know that maps help us understand our school and community. To know that buildings and land use change over time. To know that schools are important places in a settlement. To know that human features are made by people. To know that physical features are natural parts of the landscape.	**Compass, direction and map makers** **GS&F** To know that compasses show direction. To know that explorers use direction to navigate. To know that maps include symbols and keys to help us read them. To know that direction helps people travel safely. To know that routes can be planned using maps. To know that map makers record places for others to use.	**UK and capital cities and seas - The Characteristics** **LK** To know the names and locations of UK capital cities. To know the seas that surround the UK. To know that cities grew over time and became important centres. To know that seas connect places for travel and trade. To know that cities have landmarks that show cultural identity. To know that maps help us locate cities and seas.	**Continents and oceans** **LK - GS&F** To know the names and locations of the world's continents. To know the names and locations of the world's oceans. To know that continents have different climates and landscapes. To know that oceans connect countries across the world. To know that people explore continents and oceans to discover more. To know that maps and globes help us understand the world.	**Hot and cold areas** **H&PG** To know that climate varies across the world. To know that hot places are near the equator. To know that cold places are near the poles. To know that people adapt their homes and clothing to climate. To know that animals adapt to survive in extreme environments. To know that explorers travel to hot and cold places to learn more.	**UK capital cities** **Basic geography- hill, vocab coast** **H&PG** To know that hills, coasts and rivers are physical features. To know that physical features shape how settlements develop. To know that rivers provide water for people and wildlife. To know that coasts are shaped by waves and weather. To know that hills and valleys create different landscapes. To know that physical geography affects travel and land use.

Geography Curriculum Map

2 Skills	**Think Like a Geographer** Use aerial photographs as evidence. Observe land use. Compare old and new features. **Geographical Enquiry** How can aerial photographs help us understand a place?	**Think Like a Geographer** Use directional language. Follow routes. Interpret symbols and keys. **Geographical Enquiry** Why do geographers use maps?	**Think Like a Geographer** Locate places using maps. Build spatial awareness. Use atlases to find information. **Geographical Enquiry** How is the UK organised geographically?	**Think Like a Geographer** Use globes and atlases. Identify global patterns. Locate major world features. **Geographical Enquiry** How is our world organised?	**Think Like a Geographer** Compare environments. Explain adaptation. Use maps to identify climate zones. **Geographical Enquiry** Why are some places hot and others cold?	**Think Like a Geographer** Classify physical features. Describe landscapes. Identify geographical patterns. **Geographical Enquiry** How do physical features shape places? .
3 Knowledge	**Land use: How diverse are local and UK landscapes?** **LK** To know that land is used for farming, housing, industry and leisure. To know that land use varies across the UK. To know that settlements grow and change depending on land use. To know that land use affects how communities develop. To know that people make decisions about land to support their needs. To know that land use can cause conflict or cooperation.	**The Water Cycle: Why is it important?** **H&PG** To know the stages of the water cycle. To know why the water cycle is important for life. To know that rivers and lakes are part of the water cycle. To know that water supports farming, settlement and industry. To know that people work together to manage water resources. To know that weather and climate affect the water cycle.	**Mountains and Rivers: H&PG** To know the features of mountains and rivers. To know how mountains are formed. To know how rivers shape the land. To know that rivers influence settlement and travel. To know that mountains affect climate and weather. To know that people explore mountains and rivers for discovery and adventure.	**Europe including Russia** **LK - GS&F** To know the location of European countries. To know that Europe has diverse landscapes and climates. To know that European countries have different cultures and identities. To know that countries cooperate through shared borders and trade. To know that physical features influence settlement and travel. To know that maps help us compare European places.	**Eight points of the compass and mapwork** **GS&F** To know how to use eight compass points. To know how to read grid references. To know that maps show physical and human features. To know that explorers use maps to navigate. To know that maps help us understand distance and direction. To know that map skills help us explore local and global places.	**Local area: How is it changing?** **LK** To know how Rugby has changed over time. To know that population growth affects land use. To know that communities adapt places to meet new needs. To know that maps and photos show change over time. To know that people work together to improve their local area. To know that change can affect identity and settlement.
3 Skills	**Think Like a Geographer** Analyse patterns. Interpret maps. Explain geographical decisions. **Geographical Enquiry**	**Think Like a Geographer** Explain processes. Make connections between features. Use diagrams to understand systems. **Geographical Enquiry**	**Think Like a Geographer** Explain physical processes. Identify cause and effect. Analyse relationships between people and environments.	**Think Like a Geographer** Compare regions. Use atlases confidently. Recognise geographical diversity. **Geographical Enquiry** How diverse is Europe?	**Think Like a Geographer** Navigate using maps. Use grid references. Interpret scale and direction. **Geographical Enquiry**	**Think Like a Geographer** Analyse photographs and maps. Identify change over time. Draw conclusions from evidence.

Geography Curriculum Map

	Why is land used in different ways?	Why is water constantly moving around Earth?	**Geographical Enquiry** How do rivers and mountains shape places?		How do geographers navigate?	**Geographical Enquiry** How has Rugby changed?
4/5 A Knowledge	**Local and global: why are trees and forests important?** **H&PG - LK** To know and identify the hemispheres, tropics of cancer and Capricorn and the equator To know and identify areas of the world containing rainforests. To know how to describe biomes and describe the key aspects of a tropical climate. To know and understand the features of the layers of a rainforest. To know and be able to describe the impact of deforestation on the environment. To know and understand what deforestation is and where it happens: -Explain how forests support the water cycle. -Describe how removing trees leads to soil erosion. To know and understand what deforestation is and where it happens: - Identify how animals lose habitats when forests are cleared. To know and understand how deforestation	**Natural resources: what are they, where are they found and why are they important?** **H&PG** To know what natural resources are. To know where key resources are found around the world. To know how resources shape settlement, trade and power. To know that resource use can cause conflict or cooperation. To know that resources can be renewable or non-renewable. To know that sustainable use of resources protects the environment.	**North and South America: how diverse are their places and landscapes?** **LK** To know the location of North and South America. To know that American landscapes are diverse. To know that climate affects settlement and culture. To know that physical features shape identity and lifestyle. To know that people explore and migrate across the Americas. To know that maps help us compare American regions.	**South America: Why does the Amazon matter?** **LK** To know why the Amazon rainforest is globally significant. To know how the Amazon supports biodiversity. To know how human activity affects the Amazon. To know how Indigenous communities live in the Amazon. To know how the Amazon influences climate and weather. To know that global cooperation is needed to protect the Amazon.	**Energy: how do we power the world?** **Sustainable world: does it matter how we live?** **H&PG** To know how energy is produced. To know the difference between renewable and non-renewable energy. To know how energy use affects the environment. To know how sustainable choices help protect the planet. To know that countries cooperate to manage energy resources. To know that energy shapes industry, travel and daily life.	**Mountainous region of Europe - Alps** **PK** To know the location of the Alps. To know the physical features of mountain regions. To know how climate affects life in the Alps. To know how tourism shapes Alpine settlements. To know how people adapt to living in mountainous areas. To know that mountain regions influence culture and identity.

Geography Curriculum Map

	contributes to climate change.					
4/5 A Skills	**Think Like a Geographer** Identify patterns in the distribution of rainforests. Explain relationships between people and environments. Evaluate the impact of deforestation. **Geographical Enquiry** Why are forests important locally and globally? What happens when forests are removed?	**Think Like a Geographer** Investigate the distribution of resources. Identify connections between resources and human activity. Consider issues of sustainability. **Geographical Enquiry** Why are some resources found in particular places? How do resources shape the way people live?	**Think Like a Geographer** Compare regions at continental scale. Use maps and geographical data. Recognise geographical diversity. **Geographical Enquiry** How do landscapes and climates vary across the Americas?	**Think Like a Geographer** Analyse environmental evidence. Consider different perspectives. Evaluate human impact. **Geographical Enquiry** Why is the Amazon important to the world? How should the Amazon be protected?	**Think Like a Geographer** Investigate interdependence. Analyse environmental impact. Make informed judgements. **Geographical Enquiry** How do our energy choices affect people and places?	**Think Like a Geographer** Compare physical environments. Explain adaptation to environments. Investigate interactions between people and places. **Geographical Enquiry** How does living in a mountainous environment affect people's lives?

Geography Curriculum Map

4/5 B Knowledge	**Fieldwork** **H&PG** To know how to collect geographical data. To know how to record observations using maps and charts. To know how to analyse patterns in data. To know that fieldwork helps us understand change. To know how to use equipment safely and accurately. To know that fieldwork supports community decision-making.	**UK Region: Why is the Lake District a national park?** To know why the Lake District is a national park. To know the physical features of the Lake District. To know how tourism affects the region. To know how landscapes shape settlement and culture. To know how national parks protect natural environments. To know that people work together to conserve special places.	**Europe: How diverse are its landscapes and places?** **PK** To know how European landscapes differ. To know how climate affects European regions. To know how geography influences farming and industry. To know how physical features shape settlement. To know that Europe has diverse cultures and identities. To know that countries cooperate across Europe.	**Local area: What needs changing?** **LK** **To know** that Rugby is a town made up of different neighbourhoods, each with its own features and needs. To know that parts of Rugby have changed over time because of new buildings, roads and community developments. To know that maps, photos and surveys help us identify what areas of Rugby might need improving. To know that some places in Rugby, such as parks, paths and roads, need regular care to stay safe and useful. To know that people in Rugby share ideas about how to improve the town, including transport, green spaces and local facilities. To know that communities in Rugby work together to make changes that help everyone, including children, families and local businesses.	**Europe: What is it like to live in Northern Italy?** **PK** To know the physical and human features of Northern Italy. To know how climate affects life in Italy. To know how culture and geography shape identity. To know how farming and industry differ across Italy. To know how landscapes influence settlement. To know how Italy connects with Europe through trade and travel.	**Farms and Factories: Where does our food come from?** **H&PG** To know that Rugby is surrounded by farmland, including areas near Dunchurch, Barby, Hillmorton and Clifton, where crops and livestock are produced for local and national markets. To know that different types of farms around Rugby specialise in crops (such as wheat, barley and oilseed rape), dairy farming, and livestock, and that physical geography such as soil type and climate affects what can be grown. To know that Rugby's transport links — including the M6, M1, A5 and nearby rail networks — help move food from farms to factories, supermarkets and distribution centres across the UK. To know that factories and food-processing sites near Rugby (including industrial estates such as Swift Valley and Central Park) turn raw ingredients into packaged products that are sold in shops.

Geography Curriculum Map

						To know that food supply chains in Rugby involve many stages, including farming, transport, processing, packaging and distribution, and that each stage affects the environment through energy use, waste and emissions. To know that people in Rugby can make sustainable choices about food by reducing waste, choosing local produce, recycling packaging and supporting farming practices that protect soil, water and wildlife.
4/5 B Skills	**Think Like a Geographer** Collect geographical evidence. Record observations systematically. Analyse data and identify patterns. **Geographical Enquiry** How can fieldwork help us understand a place?	**Think Like a Geographer** Evaluate environmental and economic impacts. Consider different viewpoints. Analyse human-environment relationships. **Geographical Enquiry** Why should special landscapes be protected?	**Think Like a Geographer** Compare regions. Analyse physical and human features. Identify geographical patterns. **Geographical Enquiry** How does geography influence life in different parts of Europe?	**Think Like a Geographer** Conduct a geographical enquiry. Collect and analyse evidence. Make recommendations based on evidence. **Geographical Enquiry** How could our local area be improved?	**Think Like a Geographer** Compare places. Analyse human and physical influences. Explain geographical relationships. **Geographical Enquiry** How does geography influence life in Northern Italy?	**Think Like a Geographer** Investigate connections between places. Analyse supply chains. Evaluate sustainability. **Geographical Enquiry** How does food travel from farm to fork?

Geography Curriculum Map

6 Knowledge	**Time zones** **LK** To know why we have day and night and what lines of longitude are. To know the Prime Meridian and understand time zones To know how to use time and date maps and the International Date Line to explore time zones around the world. To know that time zones can have an effect on travel. To know how to use a geographic information system (GIS) to investigate the differences between my home and a country in a different time zone. To know that Rugby's position in the UK means it follows Greenwich Mean Time (GMT) and British Summer Time (BST), which link to the Prime Meridian running through London. To know that global businesses connected to Rugby's distribution centres rely on accurate time zones to organise deliveries, supply chains and international operations.	**Coasts** **H&PG** To know that UK coastal environments vary widely, including sandy beaches, rocky cliffs, salt marshes and estuaries, each shaped by different physical processes. To know that long-term coastal change is influenced by geology, climate, sea-level rise and human activity, and that these factors interact differently across the UK. To know that coastal management strategies such as sea walls, groynes, managed retreat and dune restoration are used to protect communities and infrastructure. To know that inland towns like Rugby depend on coastal regions for trade, transport and energy, meaning coastal change has national consequences. To know that ports such as Southampton, Felixstowe and Liverpool connect Rugby to global trade routes, and that coastal disruption can affect supply chains reaching Rugby's distribution centres. To know that coastal ecosystems support biodiversity and require	**Global Trade** **H&PG** To know that global trade involves moving goods between countries by sea, air, rail and road, and that Rugby's central location makes it a major hub for UK distribution. To know that Rugby's motorway network (M1, M6, A5) and rail links allow goods from international ports to be transported quickly to warehouses and supermarkets across the region. To know that large distribution centres near Rugby, such as DIRFT (Daventry International Rail Freight Terminal), play a key role in national and global supply chains. To know that physical geography, including climate and natural resources, affects what different countries produce and trade, influencing what arrives in Rugby's shops and factories. To know that global trade can create cooperation between countries but can also lead to conflict over resources, transport routes and environmental impact.	**Natural disaster: Earthquakes and Volcanoes.** **H&PG** To know that earthquakes and volcanoes occur because of tectonic plate movement beneath Earth's surface, creating hazards that affect people and environments worldwide. To know that although Rugby is not near tectonic plate boundaries, global natural disasters can still affect the town through changes in trade, travel, food supply and international cooperation. To know that maps, satellite images and digital tools help scientists predict and monitor natural disasters, and that these technologies are used in the UK, including organisations connected to Rugby's engineering and communication history. To know that communities around the world respond to natural disasters through emergency planning, evacuation, rebuilding and international aid.	**Biomes and Vegetation Belts.** **H&PG** To know that biomes such as rainforests, deserts, tundra and grasslands have distinct climates, vegetation and wildlife shaped by global climate patterns. To know that Rugby's temperate biome has seasonal weather, fertile soils and vegetation typical of the UK, influencing farming, wildlife and settlement in the local area. To know that vegetation belts around the world are affected by latitude, climate and physical geography, and that these differences influence global trade and the food available in Rugby. To know that people adapt their homes, clothing and lifestyles depending on the biome they live in, and that these adaptations differ greatly from those in Rugby's environment. To know that human activity, including farming, industry and transport, affects biomes worldwide, and that choices made in Rugby contribute to global environmental change.	**Fieldwork: How can we investigate geographical change in Rugby?** To know how to design a geographical enquiry by forming a clear question about change in Rugby, such as land use, transport, river systems or new developments. To know how to collect accurate fieldwork data using maps, digital tools, GIS, surveys, traffic counts, environmental quality assessments and photographic evidence. To know how to use OS maps, aerial photographs and digital mapping to analyse how areas of Rugby — such as the town centre, Hillmorton Locks, Brownsover or new housing estates — have changed over time. To know how to interpret patterns in data to explain geographical change, including population growth, new transport routes, environmental pressures or shifts in land use. To know how to evaluate the reliability of fieldwork findings and consider how different groups in Rugby (residents, businesses, planners)

Geography Curriculum Map

		protection, and that choices made inland — including in Rugby — influence coastal health through pollution, waste and carbon emissions.	To know that choices made by consumers in Rugby, such as buying local produce or reducing waste, influence global supply chains and environmental sustainability.	To know that Rugby's history of communication technology (such as Rugby Radio Station) shows how global messages and warnings have been shared to support international safety. To know that studying natural disasters helps people in Rugby understand global geography, human impact and the need for cooperation between countries.	To know that countries work together to protect biomes through conservation, sustainable development and international agreements.	may interpret change differently. To know how to present conclusions clearly using graphs, annotated maps, written reports and digital tools, showing how Rugby's geography continues to evolve and how this affects people, places and the environment.
6 Skills	**Think Like a Geographer** Interpret spatial information. Use GIS and digital mapping. Analyse global connections. **Geographical Enquiry** How does Earth's geography affect time around the world?	**Think Like a Geographer** Explain coastal processes. Analyse evidence of change. Evaluate management strategies. **Geographical Enquiry** How and why do coastlines change?	**Think Like a Geographer** Analyse interdependence. Interpret geographical data. Evaluate impacts of trade. **Geographical Enquiry** How are places around the world connected?	**Think Like a Geographer** Explain cause and effect. Interpret hazard maps and data. Evaluate human responses. **Geographical Enquiry** How do people live with tectonic hazards?	**Think Like a Geographer** Identify global patterns. Compare environments. Explain adaptation and change. **Geographical Enquiry** Why are biomes distributed as they are?	**Think Like a Geographer** Design independent enquiries. Select and justify investigation methods. Analyse, evaluate and present evidence. **Geographical Enquiry** How is Rugby changing and why?