

Geography

Extended Curriculum Overview 2026-27

At Cleanswell Hill, chronological age determines the Geography experiences pupils encounter. Individual starting points determine the level of cognitive demand, communication, support, specialist approaches and independence through which pupils access those experiences. Geography enables pupils to make sense of the world around them by developing locational and place knowledge, understanding human and physical processes, and using maps, fieldwork and geographical enquiry. This approach enables Extended Pathway pupils to encounter the same broad curriculum offer while accessing it through carefully tailored, developmentally appropriate methods that secure meaningful progress for every learner.

Intent

Our Geography curriculum is ambitious, relevant and age-respectful. Pupils build knowledge of places, environments and the processes that shape them; develop a secure sense of location; learn to interpret maps and geographical information; and investigate the world through observation, fieldwork and enquiry. The curriculum develops curiosity, geographical vocabulary, communication, spatial awareness, independence and an informed understanding of local and global communities.

All pupils encounter a broad range of Geography experiences. Adaptation is used to remove barriers and enable pupils to work from their individual starting points without reducing the ambition or subject identity of the curriculum.

Implementation

A three-year thematic spine sets out the age-related experiences taught from Key Stage 1 to Key Stage 3. Across these themes, pupils repeatedly develop four core areas of Geography: Locational and Place Knowledge, Human and Physical Geography, Maps and Spatial Skills, and Fieldwork and Geographical Enquiry.

Knowledge and skills are built cumulatively. Pupils may begin by noticing familiar places, signs, symbols, routes and features before moving towards locating and comparing places, explaining human and physical processes, interpreting maps and data, and carrying out increasingly independent fieldwork. Teachers revisit prior learning across topics, explicitly teach geographical vocabulary and likely misconceptions, and use maps, atlases, globes, aerial or satellite imagery and digital mapping where appropriate. Fieldwork is planned as geographical learning, not simply as a visit.

Impact

Pupils know more about the world, can use a wider range of geographical tools and become increasingly independent from their individual starting points. They recall and connect prior learning, locate, describe and compare places, use geographical vocabulary, interpret maps, observe and record environments, apply knowledge in new contexts and, where appropriate, use fieldwork evidence to reach conclusions. Pupils apply these skills in Preparation for Adulthood, travel, community, careers and vocational contexts.

What pupils learn

The curriculum separates the geographical knowledge pupils acquire from the geographical practices they use. Pupils develop substantive knowledge of places and processes alongside procedural knowledge of maps and fieldwork and, where appropriate, disciplinary understanding of how geographical questions are investigated and conclusions are reached.

Geographical knowledge - what pupils know	Geographical practice - what pupils learn to do
Locational and place knowledge: familiar places; the UK; continents, oceans, countries, regions and	Locate, identify, describe and compare places at different scales; use prior knowledge to recognise patterns, connections and change.

major cities; how places are characterised and connected.	
Physical geography: weather and climate, landscapes, rivers, coasts, mountains, volcanoes, earthquakes, climate zones, biomes, the water cycle and environmental change.	Observe, name, describe and increasingly explain physical features, processes, patterns and change using geographical vocabulary and evidence.
Human geography: settlements, population, travel and migration, agriculture and food production, trade, tourism, land use, energy and natural resources.	Investigate how people use, shape and connect places; compare human features and explain relationships between people, place and environment.
Geographical tools and representations: maps, atlases, globes, aerial and satellite images, symbols, compass directions, grid references, fieldwork data and GIS where appropriate.	Use maps and spatial information; observe, collect, measure, record, present and analyse geographical information; answer questions and draw or evaluate conclusions.

Age-related curriculum experiences: three-year thematic spine

The three-year spine sets the Geography experiences pupils encounter by chronological age from Key Stage 1 to Key Stage 3. Within each theme, pupils work at the appropriate point on the cognitive progression below, so that the context remains age-respectful while knowledge, skill and independence are built from individual starting points. From Key Stage 4 onwards, relevant geographical knowledge is applied through Preparation for Adulthood, community and vocational contexts.

Stage 1 - Themes and experiences aligned with Key Stage 1			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Continents & Oceans Land and Water	Hot & Cold Antarctica & Jungle	Maps Symbols
Spring	Weather & Climate UK weather	Cities Landmarks	Landscapes Mountains (volcanoes)
Summer	The Local Area Agriculture - Farming	Beaches Seaside	What a wonderful world UK explorers

Stage 2 - Themes and experiences aligned with Key Stage 2			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Continents & Oceans Oceans	Hot & Cold Deserts	Maps Planning a route
Spring	Weather & Climate Rainforests	Cities Travel	Landscapes Rivers
Summer	The Local Area Agriculture - Food Production	Beaches Coast and energy	What a wonderful world Migration

Stage 3 - Themes and experiences aligned with Key Stage 3			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Continents & Oceans Continents	Hot & Cold The Poles & Africa	Maps Locating
Spring	Weather & Climate Extreme Weather	Cities Homes (Population)	Landscapes Earthquakes (mountains)
Summer	The Local Area Agriculture - Trade	Beaches Tourism	What a wonderful world Climate Change

Stage 4- Geography applied through Preparation for Adulthood and community learning			
Application	2026 - 2027	2027 - 2028	2028 - 2029
Travel & independent living	Personal safety and rights when travelling; plan and follow routes in the UK and beyond.	Use local and digital information to access shops, services and community facilities with increasing independence.	Plan future living arrangements and identify routes, services and support needed for adult life.
Employment & wider world	Explore vocational options and how place, travel and access can affect future choices.	Consider local, national and international labour-market patterns and the global economy.	Understand the global job market and use networks, specialists and travel planning to support future pathways.
Community inclusion	Map and access community facilities; understand public services and take part in volunteering.	Compare community spaces and places of worship; participate in local activities and shared projects.	Understand rights, diversity and belonging and participate confidently in local and wider communities.

Cognitive progression: building Geography knowledge and skills from individual starting points

Progression is not tied to chronological age or a fixed pathway. It shows how the same Geography knowledge and skills can build from a pupil's individual starting point. A pupil may be at different points in different aspects of Geography, and teaching should move learning forward through reduced prompting, more precise vocabulary, greater spatial awareness, deeper explanation, stronger use of evidence and increased independence.

Locational & Place Knowledge - Progression moves from recognising familiar places towards secure spatial awareness, comparison and understanding links between places.						
Skill thread	Explore & respond	Recognise & communicate	Locate & describe	Explain & apply	Analyse, connect & generalise	Assessment Framework anchor(s)
Familiar places & environment	Notice familiar rooms, routes, signs and significant places; respond to changes in location.	Name familiar rooms or places; match signs or symbols to locations; comment on where they live.	Describe familiar places and routes using simple locational language; identify basic human and physical features.	Use maps and observations to explain how familiar places are organised and how features or land use may change.	Interpret less familiar places using evidence; connect local patterns to wider geographical ideas and transfer route knowledge.	Prerequisite: • Can travel short distances to transition between activities • Can move around and find areas in familiar environments with minimal support • Notices

						signs/symbols for significant places • Comments on aspects of their familiar world • Can name different rooms • Uses directional language
World locations & spatial awareness	Explore maps, globes and images; respond to land, water and familiar locations.	Recognise the UK or another familiar place; distinguish simple land/water or hot/cold locations.	Name and locate the 7 continents, 5 oceans, the 4 UK countries and capital cities; identify surrounding seas.	Locate countries and regions in Europe and the Americas; locate UK counties/cities and use latitude, longitude and hemispheres.	Extend spatial awareness across Africa, Russia, Asia and the Middle East; connect locations, regions and scales confidently.	KS1: • Can name and locate the world's 7 continents and 5 oceans • Can name, locate and identify characteristics of the 4 UK countries/capitals and surrounding seas KS2: • Can locate the world's countries • Can name and locate UK counties/cities • Can identify latitude, longitude, Equator, hemispheres and time zones
Characteristics of place	Attend to or explore distinctive sights, sounds, materials and features of a familiar place.	Name or choose a familiar human or physical feature; communicate a simple preference or observation.	Describe places using basic geographical vocabulary and identify characteristic human and physical features.	Explain how physical and human features combine to give a region its character and how some aspects change over time.	Build a rounded regional understanding using multiple characteristics and sources; avoid simplistic or single-	KS1: • Can use basic geographical vocabulary for human and physical features KS2: • Can name and

					story views of places.	locate geographical regions and identify human and physical characteristics and land-use patterns
Similarities, differences & links	Respond to whether two familiar places or features feel or look the same or different.	Identify a simple similarity or difference between familiar places.	Compare a small UK area with a contrasting non-European area using human and physical features.	Compare regions of the UK, Europe and North/South America and identify geographical links between them.	Explain connections between places through movement, trade, migration, resources or environmental processes and how these links change.	KS1: • Can understand geographical similarities and differences between a UK area and a contrasting non-European area KS2: • Can understand similarities and differences between a UK region, a European region and a region in North/South America

Human & Physical Geography - Progression moves from noticing familiar features and weather towards explaining processes, patterns, connections and geographical change.

Skill thread	Explore & respond	Recognise & communicate	Locate & describe	Explain & apply	Analyse, connect & generalise	Assessment Framework anchor(s)
Weather & climate	Experience and respond to daily weather, temperature, wind, rain or seasonal change.	Recognise and name familiar weather; make simple choices linked to conditions.	Identify seasonal/daily UK weather patterns and locate hot and cold areas in relation to the Equator and Poles.	Describe climate zones, biomes, vegetation belts and the water cycle; connect weather and climate to places studied.	Explain patterns, causes and impacts of extreme weather and climate change using evidence from different places and scales.	KS1: • Can identify seasonal and daily UK weather patterns and hot/cold areas in relation to the Equator and Poles KS2: • Can describe key

						aspects of physical geography including climate zones, biomes and the water cycle
Physical landscapes & processes	Explore land, water, slopes, textures and natural features through first-hand or sensory experience.	Recognise and name familiar physical features such as beach, hill, river, sea or mountain.	Use geographical vocabulary to describe key physical features and simple landscape characteristics.	Describe and understand rivers, mountains, volcanoes, earthquakes and coasts; identify how processes shape landscapes.	Explain interacting physical processes including plate tectonics, weathering, hydrology, glaciation and coastal change using place-based examples.	KS1: • Can use basic geographical vocabulary for physical features KS2: • Can describe and understand rivers, mountains, volcanoes, earthquakes and the water cycle
Settlements, population & movement	Notice familiar homes, buildings, transport and movement of people.	Name familiar human features such as house, shop, farm, town or city.	Describe basic human features and recognise simple reasons people travel or live in different places.	Describe settlement, land use and population patterns; explain how travel and migration connect places.	Analyse population, urbanisation, migration and settlement change using examples at different scales.	KS1: • Can use basic geographical vocabulary for key human features KS2: • Can describe types of settlement and land use
Economic activity, resources & trade	Explore familiar products, food, work places or services and notice where things come from.	Match familiar jobs, products or services to places or activities.	Recognise farms, factories, shops, ports and other human features; make simple links between people, products and places.	Describe economic activity, trade links and the distribution of natural resources including energy, food, minerals and water.	Explain primary, secondary, tertiary and quaternary activity, trade and resource use; connect local choices to wider systems.	KS1: • Can use basic geographical vocabulary for human features KS2: • Can describe economic activity, trade links and

						distribution of natural resources
People, environment & change	Notice how people use and change familiar spaces and environments.	Identify a simple positive or negative change in a familiar place.	Describe how people use land and how human and physical features can affect one another.	Explain how land use, tourism, energy, food production and resource choices affect places and environments.	Evaluate geographical change and human-environment relationships, considering evidence, consequences and different viewpoints.	KS2: • Can identify land-use patterns and understand how aspects have changed over time • Can describe distribution of natural resources

Maps & Spatial Skills - Progression moves from recognising signs and simple representations towards confident use and interpretation of maps, routes, grid references and GIS.

Skill thread	Explore & respond	Recognise & communicate	Locate & describe	Explain & apply	Analyse, connect & generalise	Assessment Framework anchor(s)
Symbols, keys & representation	Notice photographs, symbols or objects that represent familiar places.	Match a simple symbol or picture to a place or feature.	Recognise landmarks on aerial photographs; devise a simple map and use or construct basic symbols in a key.	Interpret a wider range of symbols and keys, including Ordnance Survey conventions, to describe features and places.	Select and interpret appropriate map types and thematic representations; explain what different representations reveal or omit.	Prerequisite: • Notices signs/symbols for significant places KS1: • Can use aerial photographs and plan perspectives; devise a simple map; use and construct basic symbols in a key KS2: • Can use symbols and key including OS maps
Direction, compass &	Move towards or between familiar	Follow a short familiar route and use words	Use North, South, East and West and	Use eight compass points to plan, follow	Combine direction, distance, scale and	Prerequisite: • Can move around

route planning	locations with support; respond to simple directional cues.	or symbols such as left/right, near/far.	locational language to describe locations and routes on a map.	and describe routes with increasing independence.	spatial evidence to plan efficient routes and explain route choices in unfamiliar contexts.	familiar environments • Can move around a course using directional language KS1: • Can use simple compass directions and locational/directional language KS2: • Can use the 8 points of a compass
Maps, atlases, globes & digital mapping	Handle or attend to maps, globes, photographs and simple digital maps.	Use a familiar map or globe to find a known place with support.	Use world maps, atlases and globes to identify the UK, countries, continents and oceans studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Routinely select and interpret maps, atlases, aerial/satellite imagery and GIS to view, analyse and compare places and data.	KS1: • Can use world maps, atlases and globes to identify the UK, countries, continents and oceans KS2: • Can use maps, atlases, globes and digital/computer mapping
Scale, grid references & spatial patterns	Notice relative position or distance such as near/far, inside/outside or next to.	Place or find an item using a simple positional cue or visual route.	Describe positions and routes using simple locational language and map features.	Use four- and six-figure grid references and map scale to locate features and build knowledge of the UK and wider world.	Interpret topographical and thematic maps at different scales; identify spatial patterns and use evidence to explain them.	KS1: • Can use locational and directional language to describe locations and routes KS2: • Can use 4- and 6-figure grid references,

						symbols and key including OS maps
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Fieldwork & Geographical Enquiry - Progression moves from noticing the immediate environment towards planning enquiries, using evidence and evaluating geographical conclusions.

Skill thread	Explore & respond	Recognise & communicate	Locate & describe	Explain & apply	Analyse, connect & generalise	Assessment Framework anchor(s)
Observe & notice	Attend to sensory and physical features of the school, grounds or local environment.	Notice and communicate a change, feature or pattern in a familiar place.	Use simple observational skills to identify human and physical features in the school and surrounding environment.	Make systematic observations of human and physical features using agreed categories or measures.	Select observations that are relevant to a geographical question and compare patterns across contrasting locations.	KS1: • Can use simple fieldwork and observational skills to study the school, grounds and surrounding environment KS2: • Can use fieldwork to observe human and physical features
Ask geographical questions	Show curiosity about a place, object, event or environmental change.	Ask or respond to simple questions about their familiar world.	Answer simple geographical questions such as where, what and how a place is different.	Frame questions that can be investigated using maps, observations or fieldwork evidence.	Refine enquiry questions, identify suitable evidence and recognise that geographical conclusions can be debated or revisited.	Prerequisite: • Asks questions about aspects of their familiar world KS1/KS2: evidenced through fieldwork and place knowledge; no standalone Earwig question statement supplied
Collect & measure	Participate in collecting an object, image, count or simple	Collect one type of information using a familiar method.	Gather simple information during fieldwork using observation, tallying,	Observe and measure geographical features using a range of appropriate methods	Select and apply increasingly complex fieldwork methods in contrasting locations,	KS1: • Can use simple fieldwork and observational skills

	observation with support.		photographs or supported recording.	and digital technologies.	considering reliability and limitations.	KS2: • Can use fieldwork to observe and measure human and physical features
Record & present	Make a mark, choice, photograph or symbol that represents something noticed.	Record a simple observation using pictures, symbols, objects or a supported tally.	Record observations using simple maps, labels, photographs, tables or charts.	Record and present fieldwork using sketch maps, plans, graphs and digital technologies.	Choose suitable presentation methods for different data; combine maps, graphs, photographs and digital tools to communicate patterns clearly.	KS2: • Can use fieldwork to record and present features using sketch maps, plans, graphs and digital technologies
Interpret & analyse	Respond to a simple difference, pattern or change noticed in collected information.	Identify which of two results is more/less, same/different or near/far.	Use simple observations or maps to say what the information shows.	Compare data and mapped information, identify patterns and relate findings to human or physical geography.	Analyse multiple sources and increasingly complex information, recognising patterns, anomalies, relationships and limitations.	KS2: • Fieldwork statement includes presenting features; analysis is developed through curriculum application
Conclude, evaluate & communicate	Show a response or preference about what was noticed or experienced.	Communicate one thing learned about a place or investigation.	Give a simple answer to a geographical question using an observation, map or fieldwork example.	Draw a supported conclusion from evidence and explain how the findings answer the question.	Reach and evaluate conclusions, justify interpretations with evidence and identify how an enquiry or method could be improved.	KS2: • Fieldwork evidence supports explanation and presentation

SMSC and Fundamental British Values through Geography

SMSC and Fundamental British Values are developed naturally through curiosity about the world, understanding places and communities, fieldwork, environmental responsibility, discussion and reflection. The curriculum provides meaningful opportunities for pupils to encounter different perspectives, make informed choices and participate respectfully in their local and wider communities.

SMSC / FBV area	What Geography develops	Expected Geography activities and applications
Spiritual	Curiosity and fascination about the world; reflection on places, landscapes, people and pupils' own relationship with their environment.	Explore contrasting places and environments; experience local fieldwork; respond to landscapes, weather and natural processes; reflect on what makes places distinctive.
Moral	Understanding consequences of human actions; environmental responsibility; consideration of sustainability, resources and different viewpoints.	Discuss climate, energy, tourism, trade, food production and land-use choices; consider impacts on people and environments; make responsible choices during fieldwork.
Social	Communication, teamwork and cooperation; understanding how communities function and how people are connected through places and movement.	Collaborative fieldwork and mapping; share observations and data; plan routes together; investigate local services, settlements, migration and community issues.
Cultural	Appreciation of cultural influences, heritage and the diversity of places and communities in Britain and the wider world.	Study places through varied sources and perspectives; compare cultures and communities; explore local and global heritage; avoid stereotypes and simplistic 'single stories'.
Democracy	Pupil voice, shared decision-making and understanding that communities can influence how places are used and changed.	Choose enquiry questions or fieldwork methods; contribute to group decisions; consider different views about local environments, land use or community improvement.
Rule of Law	Understanding that rules, rights and responsibilities support safe travel, fieldwork, community life and the protection or management of places.	Follow fieldwork and travel expectations; explore the role of public services and institutions; consider rules linked to access, safety, land use and environmental protection.
Individual Liberty	Increasing independence in navigation, travel, decision-making and expressing informed personal views about places and environments.	Plan and follow routes; use maps or digital mapping independently; make choices about destinations and community access; explain preferences using geographical evidence.
Mutual Respect & Tolerance	Respect for people from different cultural, religious, ethnic and socio-economic groups and for different perspectives on places and issues.	Compare places and communities respectfully; listen to different viewpoints; use accurate, current sources; challenge stereotypes and recognise that places have multiple stories.

Preparation for Adulthood through Geography

Geography supports Preparation for Adulthood because pupils learn to navigate places, plan routes, understand local services, interpret information, investigate environments and make sense of the communities in which they live. These links are most powerful when the geographical learning remains clear and the activity also has an authentic adult-life, community or vocational purpose.

PfA outcome	What Geography develops	Expected Geography activities and applications
Employment	Spatial awareness, observation, mapping, data handling, route planning, communication, problem-solving and understanding how people, places and environments are connected. Geography also introduces vocational contexts including conservation, horticulture, GIS, transport, surveying, community projects and outdoor education.	Use maps and digital mapping; collect and present fieldwork data; plan journeys; interpret local information; investigate land use, trade, tourism and resources; take part in community or environmental projects and explore geography-related careers.
Independent living	Navigation, travel confidence, recognising local services, using spatial information and making practical decisions about journeys and access to the community.	Follow and plan routes; use maps, symbols, compass directions and digital navigation; identify shops, leisure, health and public services; interpret weather or travel information and access familiar and unfamiliar places with increasing independence.
Health	Awareness of weather, environmental conditions, risk, outdoor safety and how local environments support physical and emotional wellbeing.	Interpret weather forecasts; plan safe outdoor activity and journeys; identify local parks, leisure and health facilities; consider environmental quality and practise safe, responsible fieldwork.
Community inclusion	Knowledge of the local area, public services, community spaces, cultural diversity and how individuals can participate in and improve places.	Carry out local-area fieldwork; map services and community facilities; visit and compare community spaces; contribute to conservation or volunteering projects; explore places of worship, local landmarks and opportunities for participation.

Progression, accreditation and pathways: Key Stage 4 to Key Stage 5

From Key Stage 4 onwards, pupils continue to develop and apply geographical knowledge, spatial awareness, map and fieldwork skills, geographical enquiry and independence at a level matched to their individual starting point, interests and intended destination. Progress is recognised through the school curriculum and linked assessment, supported by Earwig evidence, practical fieldwork, community learning and the application of geographical knowledge in real-life contexts. The Geography curriculum develops from prerequisite understanding of familiar places and routes through to increasingly sophisticated use of maps, geographical data, human and physical geography and fieldwork.

Where external accreditation becomes appropriate, any qualification or wider vocational programme should be selected because it reflects the pupil's attainment and supports their next stage rather than determining the Geography curriculum. Geography also contributes directly to Preparation for Adulthood through travel, community access, understanding services and environments, and making informed decisions about places and journeys. Careers learning identifies links with sectors including conservation, horticulture, GIS, transport, surveying, community projects and outdoor education.

The levels below therefore provide a progression guide rather than a statement of the school's current accredited Geography offer.

Progression point	Expected Geography learning	Recognition / possible next step
Pre-Entry Foundation	Develops prerequisite geographical understanding through familiar people, places and environments. Notices significant signs, symbols and landmarks; identifies familiar rooms and places; comments on aspects of the local environment; follows familiar routes and begins to use simple positional and directional language.	Progress recognised through prerequisite Geography statements, observation, photographs/video, practical experiences, community learning and curriculum assessment evidence. Foundation or personalised accreditation could be considered where appropriate.
Entry Level 1	Participates in highly structured geographical activities; recognises familiar places and features; follows simple maps, symbols or routes; identifies basic differences between places and environments; observes weather or local features and communicates simple geographical choices or observations.	Curriculum and Earwig-linked evidence. Entry Level 1 geographical, environmental, life-skills or relevant vocational units could be considered where an appropriate qualification is available.
Entry Level 2	Uses familiar maps, photographs, symbols and directional language with increasing independence; identifies basic human and physical features; compares familiar places; collects or records simple information during fieldwork; begins to apply geographical knowledge when planning routes and accessing the community.	Practical fieldwork, curriculum assessment and evidence of geographical application. Entry Level 2 geographical, environmental or relevant vocational accreditation could support progression where appropriate.
Entry Level 3	Uses maps and other geographical information to locate and compare places; describes human and physical features using increasingly accurate vocabulary; recognises relationships between people, places and environments; undertakes simple fieldwork and records findings; uses	Increasingly independent curriculum and fieldwork evidence. Entry Level 3 geographical, environmental or wider vocational accreditation could be considered in relation to the pupil's next steps.

	geographical information to make practical decisions.	
Level 1	Applies increasingly secure locational, place, human and physical geography knowledge; interprets maps, aerial images and geographical information; collects, presents and interprets fieldwork data; explains simple geographical patterns, processes and relationships; applies geographical thinking to issues such as land use, resources, weather, climate, travel and sustainability.	Level 1 geographical, environmental or vocational qualification where appropriate and available. GCSE grades 1–3 are Level 1 qualifications. Geography may also contribute to wider vocational study, community learning, work-related experiences and Preparation for Adulthood.
Level 2	Works with greater independence to analyse places, processes and geographical relationships; uses maps, data, fieldwork and, where appropriate, digital mapping or GIS; draws conclusions from geographical evidence; considers interactions between human and physical processes and evaluates geographical issues from different perspectives.	Level 2 geographical, environmental or vocational qualification where appropriate and available. GCSE grades 4–9 are Level 2 qualifications. This may support progression towards further education, environmental or land-based study, travel and transport, public services or other related vocational routes.
Post-16 destination pathway	Builds on individual geographical strengths through increasingly functional application of mapping, route planning, fieldwork, environmental awareness, data interpretation and understanding of communities and services. Pupils apply this knowledge to unfamiliar places and increasingly independent adult-life situations.	Personalised next-step planning through Preparation for Adulthood and careers guidance. Possible contexts include college or vocational learning, supported internships, community participation and employment-related experiences in areas such as conservation, horticulture, GIS, transport, surveying, community projects and outdoor education.

Personalised progression: pupils do not need to move through these levels at the same rate or in a fixed sequence. Geography learning is matched to each pupil's attainment, independence, interests, next steps and intended destination. Pupils who are not working towards an external Geography qualification continue to make and evidence meaningful progress through increasingly secure geographical knowledge, map and fieldwork skills, enquiry, independence and the ability to apply learning to travel, community participation, Preparation for Adulthood and real-life decision-making.