The new KS3 document, which is for first teaching from September 2014 connects with the Pole of Cold trip in several ways. A unit based on the expedition and its outcomes would connect in the following ways:

There are some key areas which can be explored

- **Develop contextual knowledge of the location of globally significant places** – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and **how they bring about spatial variation and change over time**
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

See the Russia document for more detail on these areas.