

Geography

General skills

Locating places, environments and patterns

Pupils should be given opportunities to:

- Identify and locate places and environments using globes, atlases and maps e.g. *use co-ordinates and four figure references.*
- Follow directions, estimate and calculate distances e.g. *follow map and ground routes, calculate map - to - ground distances.*
- Use maps and imagery to find and present locational information, e.g. *draw sketch maps using symbols and keys. Interpret maps, photographs including oblique, aerial and satellite images to describe a locality.*
- Identify and describe patterns [distributions] of places and environments and how they are connected e.g. *recognise a parade of shops, a line of towns in valley, the pattern of settlement affected by a tsunami.*

Understanding places, environments and processes

Pupils should be given opportunities to:

- Identify and describe natural and human features e.g. *weather conditions, slope of the land, types of land use, housing, railways, the jobs people do.*
- Identify similarities and differences to describe, compare and contrast places and environments e.g. *locations, landscapes, the weather, land use, jobs, people's everyday lives.*
- Describe the causes and consequences of how places and environments change e.g. *the impact of seasonal changes for farmers at a seaside town; changes in houses, industries from past to present; increases in pollution; the need for sustainability.*

Investigating

Pupils should be given opportunities to:

- Observe and ask questions about a place, environment or a geographical issue e.g. *why does it flood? How and why is our village changing? Why is there a litter problem in our park?*
- Measure, collect and record data through carrying out practical investigations and field work and using secondary sources e.g. *use instruments to measure rain fall, questionnaires to conduct a shopping survey.*
- Organise and analyse evidence, develop ideas to find answers and draw conclusions, e.g. *use a data spreadsheet, compare the weather data for 2 localities, draw conclusions about seasonal changes.*

Communicating

Pupils should be given opportunities to:

- Express their own opinions and be aware that people have different points of view about places, environments and geographical issues e.g. *about wind farms, the building of a new supermarket, and fair trade.*
- Make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments e.g. *use data and weigh evidence to suggest how a travel - to - school traffic problem could be solved.*
- Communicate findings in a variety of ways e.g. *using geographical terms (Temperature, transport, settlements), annotated photographs, maps, diagrams or ICT.*

Level 2

- To show knowledge and understanding of different localities
- To find information from a map, draw simple maps with symbols and are aware of compass directions.
- To describe the natural and human features of different localities and recognise how some change
- To recognise that people's actions affect the environment
- To ask simple questions, make observations, collect information indoors and outdoors and find answers using resources provided.
- To express their views about the environment of a locality.

Level 3

- To show knowledge and understanding of different localities and environments.
- To use globes and maps to find information about places and draw maps using a key and symbols, and understand directions.
- To recognise simple comparisons and offer some reasons for the natural and human features of different localities
- To recognise that people have impacts on their environment
- To ask and respond to a range of simple questions, observe, collect and record information indoors and outdoors, and find answers to their investigations
- To express their views about places, supported with some reasons, and recognise that people have different views
- To present information in a variety of ways

Level 4

- To show knowledge and understanding of places, environments and issues at more than one scale.
- To use direction, distance and simple co-ordinates on maps, in atlases and on globes to locate places, and draw maps using a key and appropriate symbols.
- To begin to recognise patterns of obvious distributions of places and how they are connected.
- To begin to explain the natural and human features of different localities and how and why places are different
- To identify straight forward causes and consequences of change and show some understanding of how people's actions, including their own, can improve or damage the environment
- To suggest suitable questions, observe, collect, measure and record relevant data, indoors and outdoors, and organise information to present straight forward conclusions to their investigations.
- To express their own views and begin to take account of other people's views and opinions on geographical issues.
- To present information and ideas using some geographical terms and appropriate methods.

Level 5

- To show knowledge and understanding of a range of places, environments and issues at more than one scale.
- To locate places accurately, use map co-ordinates, understand distance and direction and draw maps with a sense of scale and proportion.
- To describe obvious geographical patterns and how places are interconnected.

- To describe and offer explanations for the characteristic natural and human features of different localities
- To identify reasons for the differences between places and describe how processes and the role of people in managing their environment results in changes to places.
- To ask relevant questions and suggest sequences, collect, accurately measure and record relevant data from different resources, including from field work
- To use evidence and draw plausible conclusions from their investigation.
- To evaluate different opinions to help form and express their own views and make decisions including about current geographical issues.
- To communicate their understanding using correct geographical vocabulary and by selecting appropriate methods.