

<b>Geography Profile</b>	<b>Aut</b>	<b>Spr</b>	<b>Sum</b>
<b>Skills</b>			
<b>Locating places, environments and patterns</b>			
1. identify and locate places and environments using globes, atlases, and maps, <i>e.g. use co-ordinates and four-figure references</i>			
2. follow directions, estimate and calculate distances, <i>e.g. follow map and ground routes, calculate map-to-ground distances</i>			
3. use maps, imagery and ICT to find and present locational information, <i>e.g. draw sketch maps using symbols and keys. Interpret maps, and photographs including oblique, aerial and satellite images</i>			
4. identify and describe the spatial patterns (distributions) of places and environments and how they are connected, <i>e.g. a line of towns in a valley, the pattern of areas affected by a tsunami</i>			
<b>Understanding places, environments and processes</b>			
1. identify and describe natural and human features, <i>e.g. weather conditions, types of buildings</i>			
2. identify similarities and differences to describe, compare and contrast places and environments			
3. describe the causes and consequences of how places and environments change, <i>e.g. by season; from past to present; the need for sustainability.</i>			
<b>Investigating</b>			
1. observe and ask questions about a place, environment or a geographical issue, <i>e.g. Why does it flood? How and why is our village changing?</i>			
2. measure, collect and record data through carrying out practical investigations and fieldwork, and using secondary sources, <i>e.g. use instruments to measure rainfall, use GIS, design questionnaires</i>			
3. organise and analyse evidence, develop ideas to find answers and draw conclusions, <i>e.g. use a data spreadsheet, compare weather data.</i>			
<b>Communicating</b>			
1. express their own opinions and be aware that people have different points of view about places, environments and geographical issues, <i>e.g. about wind farms, fair trade</i>			
2. make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments, <i>e.g. a traffic problem</i>			
3. communicate findings in a variety of ways, <i>e.g. using geographical terms, annotated photographs, maps, diagrams, or ICT.</i>			

Range	Aut	Spr	Sum
<ul style="list-style-type: none"> <li>• <b>study</b></li> <li>- living in Wales: their local area* and an investigation of at least one aspect of the geography of the whole of Wales, <i>e.g. national parks, where people live</i></li> </ul>			
<ul style="list-style-type: none"> <li>- living in other countries: two contrasting localities* in countries at different levels of economic development outside the United Kingdom</li> </ul>			
<ul style="list-style-type: none"> <li>- living in my world: caring for places and environments and the importance of being a global citizen</li> </ul>			
<ul style="list-style-type: none"> <li>• <b>carry out</b></li> <li>- investigations of 'geography in the news', topical events and issues in the local area and the wider world</li> </ul>			
<ul style="list-style-type: none"> <li>- fieldwork to observe and investigate real places and processes</li> </ul>			
<ul style="list-style-type: none"> <li>• <b>ask and answer the questions</b></li> <li>- where is this place/environment? What is it like and why? What is happening and why?</li> </ul>			
<ul style="list-style-type: none"> <li>- how is this place the same as or different from other places/environments and why? Is it always the same? Why is it changing?</li> </ul>			
<ul style="list-style-type: none"> <li>- how are places and environments linked/connected to other places and environments? How am I and/or other people linked to other parts of the world?</li> </ul>			
<ul style="list-style-type: none"> <li>- how have people affected this place/ environment? How can I and other people look after this environment?</li> </ul>			
<ul style="list-style-type: none"> <li>- how do people's views differ about this geographical issue and what do I think?</li> </ul>			
<p>* The local area should cover an area larger than the school's immediate vicinity. It will normally contain the homes of the majority of pupils in the school. The contrasting localities should be in areas of a similar size to the local area.</p>			