

Key Stages 2–3

# Geography

in the National Curriculum for Wales



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# Geography in the National Curriculum for Wales

<b>Audience</b>	Teachers, headteachers and governing bodies of maintained schools in Wales; local education authorities; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
<b>Overview</b>	This document sets out the Welsh Assembly Government's requirements for geography in the national curriculum for Wales. It is issued pursuant to the powers contained in Section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
<b>Action required</b>	Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are implemented in line with the dates specified in the Foreword.
<b>Further information</b>	Enquiries about this document should be directed to: Curriculum and Assessment 3–14 Division Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Floor 10, Southgate House Wood Street Cardiff CF10 1EW Tel: 0800 083 6003 Fax: 029 2037 5496 e-mail: C&A3-14.C&A3-14@wales.gsi.gov.uk
<b>Additional copies</b>	Can be obtained from: Tel: 029 2037 5427 Fax: 029 2037 5494 Or by visiting the Welsh Assembly Government's website <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>

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# Foreword

This document sets out the revised national curriculum for **geography** in Wales.

## The structure of the national curriculum

The national curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of three key stages, which are broadly as follows\*:

	Pupils' ages	Year groups
Key Stage 2	7–11	3–6
Key Stage 3	11–14	7–9
Key Stage 4	14–16	10–11

In Wales, the following subjects are included in the national curriculum at the key stages shown:

Key Stage 2	English, Welsh, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education.
Key Stage 3	As at Key Stage 2, plus a modern foreign language.
Key Stage 4	English, Welsh, mathematics, science and physical education.

For each subject, in each of the key stages listed above, programmes of study set out what pupils should be taught and, for Key Stages 2 and 3, attainment targets set out the expected standards of pupils' performance.

At the end of Key Stages 2 and 3, standards of pupils' performance are set out in eight level descriptions of increasing difficulty, with an additional description above Level 8 to help teachers in differentiating Exceptional Performance.

At Key Stage 4, external qualifications are the main means of assessing attainment in the national curriculum. The Welsh Assembly Government publishes annually the list of qualifications that, under Section 96 of the Learning and Skills Act 2000, are approved for use with pupils of compulsory school age.

\* The key stages are defined precisely in Section 103 of the Education Act 2002.

## Including all learners

The revised national curriculum contains a section on including all learners which clarifies learner entitlement and schools' responsibilities.

## Implementation dates

The revised programmes of study and attainment target for **geography** become legal requirements by means of an Order made by the Welsh Assembly Government and come into effect on:

- 1 August 2008 for Years 3, 4 and 5 and Years 7 and 8
- 1 August 2009 for Year 6 and Year 9.

From these dates the existing national curriculum for **geography** is superseded.

**Welsh Assembly Government  
January 2008**

## Including all learners

### Responsibilities of schools

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both English and Welsh through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners' home languages for learning.

## Learner entitlement

Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier phases or key stages within the curriculum. Schools should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Schools should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.

## Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the ‘big picture’; familiar to unfamiliar; and supported to independent and interdependent.

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Key Skills.

### Developing thinking



Learners develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting**.

In **geography**, learners develop their thinking skills through investigation, planning enquiries and carrying out fieldwork. They ask and answer questions, and gather, sort and evaluate information. They draw conclusions, make decisions and form opinions about places, environments and the geographical issues that affect the world around them. They reflect on what they have learned in one context to develop more abstract understanding and apply their knowledge and skills in new contexts.

### Developing communication



Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing** and **wider communication**.

In **geography**, learners select, use, apply and combine a variety of skills to communicate their geographical understanding, through maps, images and extended writing with specialist terminology. Through their investigations they learn to acquire information, assess the authenticity and bias of data and media reports and adapt their own presentations to different audiences. In discussing geographical issues, they develop and justify their ideas, views and opinions in debates and through multimedia presentations.



## Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In **geography**, learners use their ICT skills to access the internet for information, including maps and satellite images. They use different databases, spreadsheets, multimedia and geographical information systems (GIS) to identify relationships and patterns. In fieldwork they use equipment to gather and organise information and select programmes to enhance the presentations of findings.

## Developing number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings**.

In **geography**, learners apply number skills in the classroom and in fieldwork to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes.

## Learning across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

At Key Stage 4, learners' knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

### **Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)**



Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of their 14–19 Learning Core entitlement. For 14–19 learners, this is a part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

**Geography** contributes to the Curriculum Cymreig by offering opportunities for learners to explore by investigation and fieldwork the diversity of the natural and human landscapes in Wales. They examine the economic processes that have changed Wales and how decision making at local, national and European levels can affect Wales' development. They explore the reasons for economic and environmental issues that affect communities in Wales, including their own. They develop a sense of place and identity through investigating the links between communities and between regions in Wales, as well as understanding relationships between Wales and other countries.

### **Personal and social education**



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **geography**, learners have opportunities to study their role as local and global citizens and appreciate the diversity of communities in Wales and other countries. They investigate how and why environments change and the importance of sustainability. They learn about the links between producers and consumers and how people's economic and environmental actions in one part of the world can impact on the lives of others. They learn to use information about places and peoples to counter stereotyping, make well-informed judgments about issues, develop their own views and opinions, and appreciate the values and attitudes of others.

## Careers and the world of work



Learners aged 11–19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **geography**, learners have opportunities to investigate factors that affect the economy in their local community, in Wales and globally. They learn about the connections between producing and consuming and the potential impact on employment opportunities, including on their own career development. They develop their understanding of terminology used in the world of work such as cheap labour, competition, service industries. They consider how economic processes are changing Wales and have opportunities to discuss how sustainability and global issues affect the world of work. They also develop valuable work-related skills and techniques, including the use of GIS, using and creating maps, conducting surveys, analysing data, and carrying out investigations.

## Progression in geography

### **Knowledge and Understanding of the World in the Foundation Phase (embracing geography)**

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate using an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

### **Geography at Key Stage 2**

At Key Stage 2, learners build on the skills, knowledge and understanding and that they have already acquired during the Foundation Phase. Geography develops and stimulates learners' interest in, and fosters a sense of wonder of, places and the world about them. Through the study of their own Welsh locality, the world beyond, different environments and events in the news, learners develop their understanding of what places are like and how and why they change. Through practical activities and first-hand investigations in the classroom and out of doors, learners develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion. Geography provides opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked. They are encouraged to understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.

## Geography at Key Stage 3




At Key Stage 3, learners build on the knowledge, understanding and skills that they have already acquired at Key Stage 2. Geography develops and stimulates learners' interest and fosters a sense of wonder about the variety of places and the complexity of the world. Through a study of Wales, Europe, other countries, different environments and issues in the news, learners extend their locational knowledge and understanding of how processes shape both natural and human landscapes. They carry out investigations, use maps, gather data, and analyse and synthesise information. They apply their knowledge and skills to explain relationships between places and patterns of activity at a range of scales from local to global. Learners are encouraged to make informed judgments about everyday issues and develop and reflect on their own views and opinions. They develop an understanding of why countries are interdependent, how people interact with their environments and the importance of sustainability. They are encouraged to develop a sense of responsibility for the environment and their role as global citizens.



## Skills

### Locating places, environments and patterns

Pupils should be given opportunities to:

1. identify and locate places and environments using globes, atlases, and maps, *e.g. use co-ordinates and four-figure references* 
2. follow directions, estimate and calculate distances, *e.g. follow map and ground routes, calculate map-to-ground distances* 
3. use maps, imagery and ICT to find and present locational information, *e.g. draw sketch maps using symbols and keys. Interpret maps, and photographs including oblique, aerial and satellite images* 
4. identify and describe the spatial patterns (distributions) of places and environments and how they are connected, *e.g. a line of towns in a valley, the pattern of areas affected by a tsunami.*

### Understanding places, environments and processes

Pupils should be given opportunities to:




1. identify and describe natural and human features, *e.g. weather conditions, types of buildings*
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, *e.g. by season; from past to present; the need for sustainability.*

## Range


**Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues.**

Pupils should be given opportunities to:

- **study**


- living in Wales: their local area\* and an investigation of at least one aspect of the geography of the whole of Wales, *e.g. national parks, where people live* 
- living in other countries: two contrasting localities\* in countries at different levels of economic development outside the United Kingdom 
- living in my world: caring for places and environments and the importance of being a global citizen 

- **carry out**

- investigations of 'geography in the news', topical events and issues in the local area and the wider world 
- fieldwork to observe and investigate real places and processes



## Investigating

Pupils should be given opportunities to:




1. 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?*
2. measure, collect and record data through carrying out practical investigations and fieldwork, and using secondary sources, *e.g. use instruments to measure rainfall, use GIS, design questionnaires* 
3. organise and analyse evidence, develop ideas to find answers and draw conclusions, *e.g. use a data spreadsheet, compare weather data.*

## Communicating

Pupils should be given opportunities to:

1. 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, fair trade* 
2. make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments, *e.g. a traffic problem* 
3. communicate findings in a variety of ways, *e.g. using geographical terms, annotated photographs, maps, diagrams, or ICT.*

- **ask and answer the questions**

- where is this place/environment? What is it like and why? What is happening and why?
- how is this place the same as or different from other places/environments and why? Is it always the same? Why is it changing?
- 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? 
- how have people affected this place/environment? How can I and other people look after this environment? 
- how do people's views differ about this geographical issue and what do I think? 



- \* 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.



## Skills

### Locating places, environments and patterns

Pupils should be given opportunities to:

1. locate places and environments using globes, atlases, maps and plans, e.g. use six-figure grid references, OS 1:25,000 and 1:50,000 maps, and internet/satellite imagery 
2. use maps, plans and imagery of different types and scales and ICT to interpret and present locational information, e.g. use relief maps, satellite images, GIS, draw sketch maps 
3. explain the spatial patterns of features, places and environments at different scales and how they are interconnected, e.g. local traffic flows, global population density.

### Understanding places, environments and processes

Pupils should be given opportunities to:

1. describe and explain physical and human features, e.g. the features of a river, characteristics of economic activity
2. explain the causes and effects of physical and human processes and how the processes interrelate, e.g. causes and consequences of tectonic activity, impacts of migration in Europe
3. explain how and why places and environments change and identify trends and future implications, e.g. population increase, climate change, globalisation.

## Range

**Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations within Wales, the European Union and the wider world.**

Pupils should be given opportunities to:

- **study**
  - the town and country: the variations and changes in quality of life in rural and/or urban environments
  - the physical world: the processes and landforms of coasts or rivers
  - people and the planet: population patterns, change and movement

– people as consumers: the impacts on and changes in economic activity



– the rich and poor world: economic development in different locations/countries



– the hazardous world: global distribution, causes, and impacts of extreme tectonic and other hazardous events

– threatened environments: characteristics of, and possibilities for, their sustainable development




– tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen









## Investigating

### Pupils should be given opportunities to:


1. identify and establish sequences of questions for investigation, e.g. *What are the processes? How can people manage these processes? What are the issues? What decision would I make?*
2. observe, measure, extract and record data through carrying out practical investigations and fieldwork and using a variety of secondary sources, e.g. *carry out land use mapping, use GIS* 
3. analyse and evaluate ideas and evidence, answer questions and justify conclusions, e.g. *analyse trends over time, evaluate causes and effects.*

## Communicating

### Pupils should be given opportunities to:

1. develop opinions and understand that people have different values, attitudes and points of view on geographical issues, e.g. *about buying local or global produce* 
2. assess bias and reliability of geographical evidence to weigh arguments, make decisions and solve problems, e.g. *about a proposed route for a new bypass* 
3. communicate findings, ideas and information using geographical terminology, maps, visual images, a range of graphical techniques and ICT, e.g. *use extended terminology, construct graphs, conduct a debate, produce a PowerPoint presentation.*   


### • carry out


- at least one group investigation and one independent investigation into a geographical question or issue
- investigations into 'geography in the news', topical events and issues in the locality and the wider world 
- fieldwork to observe and investigate real places and processes


### • ask and answer the questions


- what are the features, the processes and patterns of this place/environment and why do they occur?
- how and why is this place/environment changing? What might happen next, in the short/long term and why?

– how and why is this place/environment/feature connected to and interdependent with other places/environment/features?

– how do environments and people interact?

– how can changes be sustainable and why is it important for this place/environment? 

– what are the geographical issues for people living in this location? How and why do people's views on issues differ and what do I think? 

– how can my actions and those of other people make a difference locally, nationally and globally? 

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

### Level 1

Pupils show knowledge and understanding of their immediate locality. They describe where they are, using everyday terms, draw a simple map and follow directions. They recognise features of specific places and are aware that some change. They find answers to simple questions about places using resources provided. They express their views on features of places.

### Level 2

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

### Level 3

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

## Level 4

Pupils show knowledge and understanding of places, environments and issues at more than one scale. They 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. They begin to recognise patterns of obvious distributions of places and how they are connected. They begin to explain the natural and human features of different localities and how and why places are different. They identify straightforward causes and consequences of change and show some understanding of how people's actions, including their own, can improve or damage the environment. They suggest relevant questions, observe, collect, measure and record relevant data, indoors and outdoors, and organise information to present straightforward conclusions to their investigations. They express their own views and begin to take account of other people's views and opinions on geographical issues. They present information and ideas using some geographical terms and appropriate methods.

## Level 5

Pupils show knowledge and understanding of a range of places, environments and issues at more than one scale. They locate places accurately, use map co-ordinates, understand distance and direction and draw maps with a sense of scale and proportion. They describe obvious geographical patterns and how places are interconnected. They describe and offer explanations for the characteristic natural and human features of different localities. They 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. They ask relevant questions and suggest sequences, collect, accurately measure and record relevant data from different resources, including from fieldwork. They use evidence and draw plausible conclusions from their investigation. They evaluate different opinions to help form and express their own views and make decisions including about current geographical issues. They communicate their understanding using correct geographical vocabulary, and by selecting appropriate methods.

## Level 6

Pupils show and begin to apply knowledge and understanding of a range of places, environments and issues at different scales. They construct and use maps, showing understanding and accuracy in use of scale, co-ordinates and direction. They identify and describe geographical patterns and recognise how places and patterns are interconnected. They explain physical and human features and some processes. They compare and contrast places, explain how places change, and begin to recognise trends. They describe how people affect the environment and how change can be sustainable. They identify relevant geographical questions, establish sequences for their investigations, select, collect, measure and record relevant data from a range of sources, including fieldwork. They analyse information to provide logical explanations, and present conclusions that are consistent with the evidence. They distinguish between fact and opinion, evaluate conflicting views and opinions, justify their own views and make informed decisions about current geographical issues. They select and use correctly geographical terminology and techniques to present information.

# Attainment target

## Level 7

Pupils show and apply knowledge and understanding of a wide range of places, environments and issues at various scales. Pupils construct and use plans and maps and apply map skills accurately to obtain information. They identify and explain geographical patterns and how places and patterns are interconnected. They explain a range of physical and human features and processes, and describe the interactions within and between the processes. They explain how places change, identify trends and describe how people have different impacts on the environment. They recognise environmental issues and understand how change can be managed sustainably. With growing independence they implement effective sequences of questions and select their own methods for investigations. They collect, measure and record accurately more complex data, including that obtained from fieldwork. They analyse evidence to construct and justify valid explanations and substantiated conclusions. They evaluate conflicting views and opinions to help them form and justify their own views, and make informed decisions about current geographical issues. They evaluate fact and opinion and begin to recognise bias. They select and use accurately geographical terminology and a range of appropriate techniques to present information.

## Level 8

Pupils show and apply knowledge and understanding of a wide range of places, environments, topical events and issues at various scales. They demonstrate and apply a range of skills accurately and competently. They interpret maps to obtain information, and construct maps and plans that convey their geographical understanding. They explain how places are interconnected at different scales and how geographical patterns are formed and change. They offer explanations for interactions within and between physical and human features and processes. They explain how places change, identify trends and future implications. They explain how people and environments are interrelated, and recognise the causes and consequences of global and environmental issues, including sustainable opportunities. They show independence in identifying appropriate questions and implementing effective sequences of investigation, including for fieldwork, and work independently to collect, measure and record accurately more complex data. They analyse and interpret evidence, explain the relationships between cause and effect, and reach substantiated conclusions. They evaluate their methodology and findings and assess the reliability of evidence. They use their own ideas, and consider conflicting views and opinions to draw conclusions and make informed decisions about current geographical issues. They select and use precisely a range of geographical terminology and appropriate techniques to effectively present information.

## Exceptional Performance

Pupils show and apply effectively their depth and breadth of knowledge and understanding at a range of scales and in a wide variety of contexts, including topical events and issues. They apply their knowledge and skills effectively to unfamiliar situations to develop their understanding. Independently they interpret and analyse different maps to select information and identify relationships between spatial patterns. They understand that processes and patterns operate at different scales and have complex causes and effects. They recognise and offer explanations for the complex interactions within and between physical and human processes between people and their environment, including the impacts of global citizenship and managing sustainable change. They explain and predict change over time and understand that change can take place in the short and long term. They ask probing questions and carry out investigations, including fieldwork, independently. They analyse evidence and draw selectively on geographical ideas and theories to reach substantiated conclusions. They evaluate their work by suggesting improvements in approach and further lines of enquiry. They evaluate differing views and opinions to draw substantiated and informed conclusions, decisions and judgements about current geographical issues and events. They use, apply and select appropriately from a wide range of geographical terminology and techniques to effectively and accurately communicate information, points of view and decisions.

## National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National Curriculum Outcomes 1, 2 and 3 align with the Foundation Phase Outcomes 1, 2 and 3.

Foundation Phase	National Curriculum
Foundation Phase Outcome 1	National Curriculum Outcome 1
Foundation Phase Outcome 2	National Curriculum Outcome 2
Foundation Phase Outcome 3	National Curriculum Outcome 3
Foundation Phase Outcome 4	National Curriculum Level 1
Foundation Phase Outcome 5	National Curriculum Level 2
Foundation Phase Outcome 6	National Curriculum Level 3

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

### Outcome 1

Pupils explore their immediate and familiar environment and use words, signs or symbols to communicate their observations. They recognise themselves and familiar people in pictures and stories, and show knowledge of daily routines. Pupils begin to use basic tools and assemble familiar resources.

### Outcome 2

Pupils begin to group objects together, recognising similar characteristics. They handle and explore the use of a range of tools and materials safely to make simple constructions. Pupils make straightforward choices and respond to questions ('what?', 'where?') about recent events and familiar stories. They offer their own ideas, sometimes making connections to earlier experiences. Pupils begin to match specific activities to certain times of day or week, and show some appreciation of differences between present and past. They gain confidence in finding their way in familiar surroundings, developing knowledge of roles of familiar people in school and the local community.

### Outcome 3

Pupils sort objects and materials according to simple criteria, and with help safely cut, shape and assemble these to make simple products that are meaningful to them. They communicate their developing knowledge of items in everyday use and often ask 'how?' and 'why?' Pupils may suggest where to find information and begin to record their observations and intentions using symbols, pictures, drawings or simple phrases. They take part in the planning of future activities and begin to make predictions by thinking about and talking through earlier experiences. Through enquiry, pupils are able to identify changes in their environment and in materials, natural features, pictures and artefacts. They are able to follow simple instructions and sequence events in stories and creative activities. Pupils are beginning to use everyday terms about their surroundings and the passing of time, remembering significant events in the past and anticipating events in the future.

# Notes