



GEOGRAPHY

IN THE NATIONAL CURRICULUM

DRAFT PROPOSALS

MAY 1994

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(1,94)

GB I-27(1,94)

Geography in the National Curriculum : draft proposals / [School Curriculum and Assessment Authority]. - London : SCAA, 1994. - 2, IV, 13 S. : Kt.

94/1772

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15 April 1994

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Schulbuchforschung
Braunschweig
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94/1772

REVIEW OF THE NATIONAL CURRICULUM

Thank you for your letter of 30 March enclosing the Authority's advice on a revised National Curriculum in England in the form of proposed consultation documents. I am extremely grateful to the Authority's members and officers, and to all those teachers and others on the advisory groups, for all their hard work, and I congratulate all concerned on the progress which has been made against a very tight timetable.

This letter gives my response to SCAA's advice and commissions the Authority to undertake a statutory consultation on my proposals in England. For those subjects for which there is currently a joint Order for England and Wales (English, maths, science, technology, modern foreign languages and PE), the Secretary of State for Wales and I propose that there should continue to be a joint Order. John Redwood is replying separately to the Chairman of the Curriculum and Assessment Authority for Wales.

I am particularly pleased to see the emphasis given to competitive team games in key stages 1-3 of the PE Order, and your recommendation that games should be made a requirement at key stage 4 for the first time. I am also content to adopt SCAA's other proposals, subject to the following:

- i. I propose to include in other appropriate subject Orders, in addition to the Order for English, a reference to the need for teachers to give attention to the quality of pupils' English in the course of their work on these subjects. Such is the need to raise standards of literacy that I believe it is vital that teachers of other subjects, in addition to English teachers, should take every opportunity to improve their pupils' ability to speak and write correct English, not least so that pupils can gain full benefit from every subject;
- ii. I propose to clarify the intention that pupils should be specifically required to study British history at key stage 1;
- iii. I propose to include more non-statutory examples in the final Orders. I believe that this would, for most subjects, be more helpful to teachers and more efficient than publishing separate non-statutory guidance. I am concerned to keep the volume of documents going to schools to the absolute minimum although I note that the Authority advised that guidance would be particularly helpful for Information Technology;
- iv. now that the ten-level scale will not be used for assessment beyond key stage 3, I am minded not to retain levels 9 and 10 provided that I can be satisfied that this would not prove to be a disincentive to higher achievement for the most able pupils and their teachers.

I shall want to consider carefully these points, together with the other key issues highlighted in the Authority's consultation documents, in the light of SCAA's further advice following consultation. I would be grateful, therefore, if you would ensure that the above points are addressed in the course of consultation.

As to the detailed arrangements for consultation, you will know that, in respect of proposals for new National Curriculum Orders published after 1 October 1993, I am required by section 242 of the Education Act 1993 to make such arrangements as I consider appropriate. I am grateful for, and agree, the Authority's advice on what those arrangements should be, in particular:

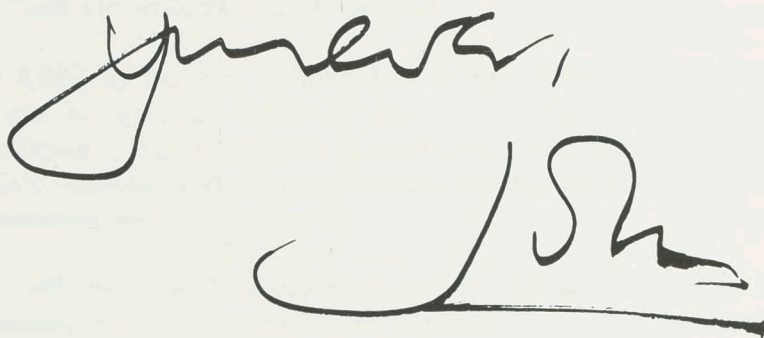
- i. that those consulted should include maintained schools, city technology colleges, local education authorities, and groups representing teachers, parents and employers, together with the other bodies listed in the introductory consultation document;
- ii. that the consultation should begin on 9 May and last until the end of July;
- iii. that the Authority should provide me with an analysis of responses, together with further advice, by the end of September;

- iv. that a report on the outcome of consultation should be published, and the Authority should also make available on request individual responses unless individual consultees would wish those responses to remain confidential.

Following SCAA's further advice, and subject to Parliamentary approval, I intend to make new Orders for all ten National Curriculum subjects and to circulate them to schools and others in January 1995. The Orders will come into force on 1 August 1995 in respect of all pupils in key stages 1-3, on 1 August 1996 in respect of pupils in the first year of key stage 4, and on 1 August 1997 in respect of all other pupils in key stage 4.

I would be grateful if the Authority would now proceed to consultation on the revised curricula, drawing the attention of all those consulted to this letter.

I am copying this to the Secretary of State for Wales.

A handwritten signature in black ink, appearing to read 'John Patten', with a large, stylized flourish underneath.

JOHN PATTEN



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From the Chairman
Sir Ron Dearing CB

The Rt Hon John Patten, MP
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30 March 1994

Dear Secretary of State

REVIEW OF SUBJECT CURRICULA

The Authority has now completed its review of the individual subject Orders on the lines set out in my final report of December 1993 on the National Curriculum and its assessment. I have pleasure in enclosing our proposals for each National Curriculum subject, together with an overview document summarising the changes and outlining the consultation process.

You will recall that I concluded in my report that urgent action was needed to reduce the statutorily required content of the National Curriculum and that the review of individual subjects should be guided by the need to:

- simplify and clarify the programmes of study
- reduce the volume of material to be taught
- reduce overall prescription so as to give more scope for professional judgement
- ensure that the Orders are written in a way which offers maximum support to the classroom teacher.

I believe we have made good progress in meeting these objectives and commend the proposals to you as a basis for consultation between May and July. Our consultation plans, including a proposed list of consultees, are summarised in the overview document enclosed. We see the consultation as a key element of the review process and believe that the views of teachers and others will be critical to the formulation of final Orders. The key objectives of the consultation will be:

- to explain the changes proposed from the existing curriculum and the rationale for the new drafts;
- to enable feedback from a wide range of consultees to inform further improvements to the proposals.

I look forward to receiving your agreement to proceed.

The Authority is indebted to those who served on the subject and key stage advisory groups, which have worked so hard between January and March to advise us in this task. The Curriculum Council for Wales has worked with us in the development of proposals for subjects where Orders are currently common to England and Wales.

I am copying this letter and the proposals to the Secretary of State for Wales.

Yours sincerely

Rae Deane

INTRODUCTION

This document contains the proposals for the geography curriculum. These are for consultation. The consultation period lasts until 29 July. It would be helpful if you would submit your views on the response form provided with the consultation pack.

THE AIM OF THE REVIEW

In all subjects, the overall aim of the review was to reduce the statutory content in line with the recommendations in Sir Ron Dearing's Final Report. In addition, for all subjects, the opportunity has been taken to:

- clarify the knowledge, understanding and skills to be taught;
- remove unhelpful areas of overlap between key stages and across subjects;
- make progression more explicit both across and within key stages;
- establish a clearer relationship between the programmes of study and attainment targets which is consistent across subjects;
- replace statements of attainment with level descriptions (except for music, art and physical education) as described below;
- extend access to pupils of all abilities;
- rectify any known areas of weakness within the current Orders.

FROM STATEMENTS OF ATTAINMENT TO LEVEL DESCRIPTIONS

The Dearing Report argued the need to reduce the complexity surrounding the 10-level scale. It raised particular concern about the fragmentation of teaching and learning which resulted from teachers planning work from the statements of attainment, and canvassed the possibility of a new approach to defining levels through level descriptions.

In developing this approach, the Authority has thought carefully about the relationship between the programmes of study and the level descriptions. We have concluded that it is the programmes of study which should guide the planning, teaching and day-to-day assessment of pupils' work. The essential function of the level descriptions is to assist in the making of summary judgements about pupils' achievement as a basis for reporting at the end of a key stage.

The Advisory Groups have worked hard to develop the level descriptions, and SCAA has concluded that there is a real advantage in moving from the present plethora of detailed statements of attainment to a synoptic description of the key elements that characterise achievement at a particular level. Their adoption removes much of the complexity of the present system and corresponds more realistically to the nature of pupils' progress.

Level descriptions will help with summative assessment by indicating the types and range of performance which pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment, teachers should judge which level description 'best fits' that pupil's performance. Teachers will be able to balance one element against another using professional judgement rather than counting numbers of statements of attainment mastered and using a mechanical rule. The introduction of level descriptions will reinforce earlier messages that there is no need for the use of elaborate tick-lists as a basis for assessment.

The proposals include 200 level descriptions for the subjects structured in terms of the 10-level scale in place of the 966 statements of attainment which currently exist. We would welcome comments on whether level descriptions provide a more manageable and satisfactory basis for making judgements about pupils' level of attainment than do statements of attainment.

LEVELS 9 AND 10

The decision to retain GCSE grades A* to G means that the 10-level scale now relates only to Key Stages 1 to 3. The scale has not been recalibrated, thus retaining broad equivalence with the levels in the current Orders. We believe that there remains a clear need to encourage and recognise high attainment, but questions have been raised during the review process about the necessity and desirability of retaining Levels 9 and 10 in the new Orders. The Authority therefore invites views on whether these levels should be removed from the new Orders on the basis that the achievement of the most able pupils could be recognised, as appropriate, through early entries for GCSE.

SPECIAL EDUCATIONAL NEEDS

The Dearing Report recommended that where pupils needed to work at levels below those which were defined in National Curriculum Orders for each key stage, they should be able to do so without recourse to a statement of special educational needs. In order to achieve this a number of measures has been taken.

Firstly, subject and key stage advisory groups were asked to write key stage programmes of study in a way which ensured that at each key stage there are elements of the programmes of study which can be taught at Level 1.

Secondly, where necessary, provision is made at each key stage for a minority of pupils at either end of the ability range to work from earlier or later key stage programmes of study. In the past, for many pupils, such provision would have meant disapplication or modification to the programme of study set out in statements of special educational needs. The greater flexibility in the proposals should reduce the need for disapplication and modification.

The recommendations of the Dearing Report on assessment for pupils with special educational needs are also being taken forward by SCAA; it is hoped that these measures will increase access to the National Curriculum for all pupils.

COMMENTARY ON THE PROPOSALS FOR GEOGRAPHY

The overall aim of the changes to the geography curriculum is to reduce the statutory content for geography. The opportunity has, in addition, been taken to rectify weaknesses in the current Order. In achieving this aim, the main objectives were to:

- reduce considerably the statutory content at each key stage to enable study of appropriate depth and rigour and a proper emphasis on the development of geographical skills;
- remove unhelpful duplication of content with other subjects. For example, weather is retained in geography, but removed from science; erosion is retained in geography, but weathering and rock types – retained in science – are omitted;
- remove major areas of overlap between key stages, while enhancing access for all pupils, including those with special educational needs;
- establish more clearly progression in geography across the key stages;
- reduce the numbers of attainment targets and statements of attainment in order to encourage greater integration of the teaching of skills, places and themes, and to make assessment and recording more manageable;
- establish a clearer relationship between the attainment target and the programmes of study;
- retain the main components identified in the current Orders – skills, places and themes (physical, human and environmental geography) – and emphasise the interdependence between them;
- retain the requirement for locational knowledge, as well as knowledge and understanding of particular places and their relations to the wider world;
- ensure that pupils have the opportunities to develop the same range of skills, including IT and fieldwork, contained within the current Order.

The main changes to the current Order are:

- a substantial reduction in the prescribed content in all three key stages;
- the restructuring of the Order at each key stage in order to clarify the knowledge, understanding and skills which should be taught, and to improve progression within and across key stages;
- a single attainment target called *Geography* replaces the five existing attainment targets;
- level descriptions have been introduced to replace statements of attainment. These provide a summary of performance and allow teachers to judge which level best describes a pupil's attainment.

REDUCTION OF CONTENT

At Key Stage 1, reduction in content has been achieved by:

- removing one of the three studies of places;
- reducing the number of themes to be studied from nine (the current strands) to one.

Pupils will therefore be required to carry out investigations of two places and one theme, develop and use a range of geographical skills and begin to develop a framework of locational knowledge. The requirements that pupils study a locality beyond the United Kingdom and be taught to identify the points of reference specified on Maps A and C have been lifted. They were not felt to be appropriate for five- and six-year-old pupils.

At Key Stage 2, reduction in content has been achieved by:

- removing two of the five studies of places;
- reducing the number of themes to be studied from eleven (the current strands) to five, while maintaining a balance between physical, human and environmental geography.

Pupils will therefore be required to carry out studies of three places (localities) and five themes, develop and apply a wider range of geographical skills, and expand their framework of locational knowledge. The requirement to study the home region has been removed as it was deemed inappropriate for pupils of this age.

At Key Stage 3, reduction in content has been achieved by:

- removing five of the seven studies of places;
- reducing the number of themes to be studied from eleven (the current strands) to nine, reducing the content of each and clarifying their focus.

Pupils will therefore be required to carry out studies of two places (contrasting countries) and a broad range of geographical themes. They should also develop and apply a wide range of geographical skills and expand further their framework of locational knowledge.

The changes proposed reflect the fact that Key Stage 3 will represent the end of the study of geography for many pupils. Breadth and balance within the programme of study have been maintained by retaining most of the current themes, but reducing significantly the number of studies of places. The thematic studies, between them, must involve work at local, regional, national, international and global scales, and in a range of contexts; the study of places will, therefore, remain a key element at Key Stage 3.

One effect of the reduction in statutory content is that pupils will no longer be required to carry out a study of a locality or country in the European Union. However, in order to ensure that pupils in Key Stages 2 and 3 experience some geographical study of Europe, the European Union must provide the context for some of the required thematic studies at each key stage.

PROGRESSION

Progression has been secured across the key stages in terms of breadth of studies, depth of studies and complexity of concepts, an increase in the range of spatial scales of what is studied and a continuing development of a widening range of increasingly complex skills.

THE ATTAINMENT TARGET

As attainment targets now identify the key components for summarising pupils' performance, one attainment target called *Geography* replaces the five attainment targets in the current Order. A single attainment target:

- emphasises the interrelatedness of the various elements of geographical knowledge, understanding and skills;
- avoids fragmentation and an artificial divide between knowledge, understanding and skills;
- reduces considerably the burden of assessment and recording.

LEVEL DESCRIPTIONS

Level descriptions are designed to provide a description of a pupil's performance as a whole and should be considered in their entirety. The descriptions have been written to represent progression through the ten levels in terms of:

- pupils' ability to show their knowledge, understanding and skills in studies at a widening range of scales and in contrasting contexts;
- pupils' ability to draw on a widening range of geographical skills, and use them with increasing selectivity, accuracy and independence;
- a growing understanding of the similarities and differences between places;
- a growing understanding of human and physical processes in geography and the effects of their interactions;
- a growing understanding about the ways in which environmental issues arise and are tackled.

GEOGRAPHY PROGRAMMES OF STUDY

The examples printed in italics are non-statutory.

Pupils should be given opportunities, where appropriate, to apply and develop their information technology (IT) capability in their study of geography.

The programme of study for each key stage should be taught to all or the great majority of pupils in the key stage, in ways appropriate to their abilities. However, for the small number of pupils who may need the provision, teachers may select material from earlier or later key stages where this is necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age.

Appropriate provision should be made for pupils who need to use:

- means of communication other than speech, including computers, technological aids, signing, symbols or lip-reading;
- non-sighted methods of reading, such as Braille, or need to acquire information in a non-visual or non-aural way;
- technological aids in producing written work;
- aids to allow access to practical activities within and beyond school.

KEY STAGE 1 PROGRAMME OF STUDY

The Key Stage 1 Programme of Study requires all pupils to carry out three geographical investigations. Two investigations focus on particular places – the locality of the school and a contrasting locality. The other focuses on a particular geographical theme. All should involve the development of skills, as well as knowledge and understanding of places and themes.

Pupils should develop an awareness of places other than those studied directly, building them into a 'locational framework' which provides a world context for their work in geography and other subjects.

Pupils should be encouraged to develop their skills, knowledge and understanding in geographical enquiries largely of the 'What/where is it?', 'What is it like?' type. Much of the pupils' learning should be based on direct experience, practical activities and fieldwork in the locality of the school.

The locality of the school includes the school buildings and grounds and the surrounding area within easy access. The contrasting locality should be an area of similar size.

Progression

Through the key stage, pupils will increasingly:

- broaden and deepen their knowledge and understanding of places and themes;
- recognise and describe what places are like, using appropriate geographical vocabulary;
- offer their own explanations for what they observe;
- make comparisons between places and between geographical features;
- develop and use appropriate geographical skills.

Geographical Skills

1. **In studying places and a theme**, pupils should be taught to:
 - a observe their surroundings from different viewpoints, examine photographs, pictures and pictorial maps of places, and use an increasing range of geographical terms, *eg hill, river, road*, in describing what they see;
 - b use relevant information from material provided by the teacher, *eg books, computer software, photographs*, to investigate particular places and themes;
 - c develop their geographical skills through work both in and out of the classroom.
2. **In studying places and a theme**, pupils should be taught to develop and use the following geographical skills:
 - a observing, communicating and recording information about places by asking and responding to questions about their surroundings;
 - b following directions, including the terms up, down, on, under, behind, in front of, near, far, left, right, north, south, east, west;
 - c using and making different kinds of maps and plans, both real and imaginary, at a variety of scales, using pictures/symbols and other aspects of a key;
 - d following a route on a plan or a map;
 - e using maps and a globe to identify major geographical features, *eg seas, rivers, cities*.

Places and Themes

Pupils should have opportunities to investigate:

- the locality of the school;
 - a contrasting locality, either in or beyond the United Kingdom;
 - the quality of the environment in a locality.
3. **In studying the physical and human features that give places their identity**, pupils should be taught:
 - a about the main physical and/or human features of the localities;
 - b about the effects of weather on themselves and their surroundings;
 - c how land and buildings are used;
 - d about similarities and differences between localities;
 - e that the localities studied are set within a broader geographical context.
 4. **In developing an awareness of places other than those studied directly**, pupils should be taught:
 - a to give the address of their home;
 - b to name the country in which they live;
 - c that their own country is part of the United Kingdom which is made up of England, Wales, Scotland and Northern Ireland;
 - d to locate on a map the constituent countries of the United Kingdom;
 - e to mark on a map of the United Kingdom approximately where they live.
 5. **In investigating the quality of the environment in a locality**, pupils should be taught:
 - a to express their likes and dislikes about the environment concerned;
 - b about changes in that environment;
 - c about ways in which the quality of that environment can be sustained and improved.

KEY STAGE 2 PROGRAMME OF STUDY

The Key Stage 2 Programme of Study requires all pupils to carry out studies of three places. It also requires that pupils study, in the context of actual places, five geographical themes, which may be taught alone, in combination with other themes, or as part of the studies of places. Elements of skills, places and themes should feature in all geographical studies, whether the main focus is a place or a theme.

Pupils are required to study three localities. The locality of the school should cover an area larger than the immediate vicinity of the school and contain the homes of the majority of pupils in the school. The other localities to be studied should be areas similar in size to the locality of the school.

Pupils should develop an awareness of places other than those studied directly, building them into a 'locational framework' which provides a world context for their work in geography and other subjects.

Pupils should be encouraged to develop their skills, knowledge and understanding through geographical enquiries, across a widening range of scales, based on fieldwork and classroom activities. Enquiry questions should be largely of the 'What/where is it?', 'What is it like?', 'How did it get like this?' type.

Thematic studies should, between them, involve work at local and national scales. A range of geographical contexts, including the European Union, should be used.

Progression

Through the key stage, pupils will increasingly:

- broaden and deepen their knowledge and understanding of places and themes;
- recognise and describe what places are like with accuracy and coherence;
- offer explanations for the characteristics of places;
- identify physical and human processes and describe some of their effects;
- apply geographical ideas learnt in one context to other studies at the same scale;
- acquire information, from secondary sources as well as first-hand observation, to investigate aspects of local and more distant physical and human environments;
- develop and use appropriate geographical skills.

Geographical Skills

1. **In studying places and themes**, pupils should be taught:
 - a to identify and describe geographical features and conditions, using simple instruments, *eg rain gauges, clinometers, compasses*, to make measurements;
 - b select and use relevant information from a variety of sources, *eg visitors, photographs, maps, television and radio programmes, computer databases, books, newspapers*, to investigate particular places or themes.

Pupils should be given the opportunity to use IT to collect and analyse geographical evidence.
2. **In studying places and themes**, pupils should be taught to develop and apply the following geographical skills:
 - a observing and communicating information about geographical features and places, using appropriate geographical vocabulary;
 - b measuring and recording accurately;
 - c interpreting information from maps and plans by developing a range of map skills (using coordinates and four-figure grid references, using symbols and keys, measuring direction and distance, following routes);
 - d using maps and photographs, including oblique aerial photographs, to identify features and relationships;
 - e making and using their own maps and plans at a variety of scales;
 - f using the contents page and index of atlases;
 - g understanding the relationship between a globe and a map.

Places

- During Key Stage 2 pupils should study:
- the locality of the school;
 - a contrasting locality in the United Kingdom;
 - a locality in a country in Latin America, Africa or Asia (excluding Japan).
3. **In studying how physical and human processes give places their character and distinctiveness**, pupils should be taught:
 - a about the physical and human features and environmental issues in the localities;
 - b about the relationships between the features of the localities and human activities;
 - c about the location of activities within the localities;
 - d about recent or proposed changes in the localities;
 - e similarities and differences between the localities;
 - f that the localities are set within a broader geographical context.
 4. **In developing an awareness of places other than those studied directly**, pupils should be taught:
 - a to locate, using globes, maps or atlases, places that they are studying and places that are in the news;
 - b to identify, using globes, maps or atlases, the points of reference specified on Maps A, B and C;
 - c major features of the geography of the United Kingdom.

Themes

Work on geographical themes must involve work at local and national scales and in a range of contexts, including the European Union. Each of the five themes can be taught alone, in combination with other themes, or as part of the studies of places. Thematic work should be set within the context of actual places.

Rivers

5. In studying a physical process and its effect on the landscape, pupils should be taught:
- a the main components of the water cycle;
 - b that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area, and that most eventually flow into a lake or a sea;
 - c that rivers erode, transport and deposit materials;
 - d about landscape features associated with rivers.

Weather

6. In studying how weather varies between places and over time, pupils should be taught:
- a how site conditions can influence the weather, *eg temperatures in the shade and in the sun, wind speed in sheltered and exposed sites*;
 - b about seasonal weather patterns;
 - c about weather conditions, including extremes, in different parts of the world.

Communications

7. In investigating how different forms of transport meet different needs and how transport changes affect human activities, pupils should be taught:
- a that people make journeys and use different means of transport;
 - b why roads and railways do not always take the shortest route between the places they link;
 - c about different modes of transport and transport networks and about the effects of changes in these networks.

Economic activities

8. In studying how goods and services are provided and how this is related to decisions about the use of land, pupils should be taught:
- a how goods and services are provided;
 - b that land is used in different ways, *eg farming, leisure, manufacturing industry*;
 - c about a particular issue which demonstrates how conflicts can arise over the use of land.

Environment

9. In investigating how the environment can be managed and protected, pupils should be taught:
- a that human activities affect the environment;
 - b ways in which people manage their environment;
 - c to consider whether some types of environment need special protection.

KEY STAGE 3 PROGRAMME OF STUDY

The Key Stage 3 Programme of Study requires that all pupils study, in the context of actual places, a broad range of geographical themes. It also requires all pupils to carry out studies of two countries at significantly different states of development. The geographical themes may be taught alone, in combination with other themes, or as part of the studies of places. Elements of skills, places and themes should feature in all geographical studies, whether the main focus is a place or a theme.

Pupils should develop an awareness of places other than those studied directly, building them into a 'locational framework' which provides a world context for their work in geography and other subjects.

Pupils should be encouraged to develop their skills, knowledge and understanding, through geographical enquiries across the whole range of scales, using fieldwork where appropriate. Enquiry questions should be largely of the 'What/where is it?', 'What is it like?', 'How did it get like this?', 'How and why has it changed?', 'How might it change?' type.

Thematic studies should, between them, cover the whole range of scales (local, regional, national, international and global) and provide coverage of different parts of the world and different types of environment. Contexts for thematic studies should include the United Kingdom (including the local area), the European Union, and countries in various states of development. Topicality should be a factor in the selection of examples.

■ Progression

Through the key stage, pupils will increasingly:

- broaden and deepen their knowledge and understanding of places and themes;
- make use of a wide and precise geographical vocabulary;
- analyse, rather than describe, geographical patterns, processes and change;
- appreciate the interactions within and between physical and human processes that operate in any environment;
- appreciate the interdependence of places;
- become proficient at conducting and comparing studies at a widening range of scales and in contrasting places and environments;
- apply their geographical knowledge and understanding to unfamiliar contexts;
- select and make effective use of skills and techniques to support their geographical investigations;
- appreciate the limitations of geographical evidence and the tentative and incomplete nature of some explanations.

Geographical Skills

1. In studying places and themes, pupils should be taught to:

- a pose geographical questions and gather evidence by making accurate measurements of geographical characteristics and selecting relevant information from secondary sources;
- b select and apply appropriate techniques to present and analyse evidence;
- c evaluate evidence and draw conclusions.

Pupils should be given the opportunity to use IT to collect, analyse and evaluate geographical evidence.

2. In studying places and themes, pupils should be taught to develop and apply the following geographical skills:

- a collecting, selecting and using evidence from a range of primary and secondary sources;
- b selecting and using appropriate instruments to measure and record accurately;
- c selecting and using appropriate graphical techniques to present evidence on a range of maps and diagrams;
- d interpreting and using information from maps, at a variety of scales, including OS 1:25000 and 1:50000, by developing a range of map skills (use of scales to measure distances, use of six-figure grid references, following routes, identifying relief and landscape features, interpreting simple relationships, making sketch maps, drawing cross-sections and using maps in decision-making exercises);
- e making effective use of atlases (using an index and contents page, finding appropriate maps, locating places and extracting information);
- f using oblique and vertical aerial photographs and satellite images to identify and describe geographical features and to recognise relationships;
- g identifying and describing geographical patterns, relationships and changes.

Places

During Key Stage 3 pupils should study two countries, other than the United Kingdom, in significantly different states of development and consider their relationships to the wider world. One country should be selected from the areas in List A, the other from those in List B.

List A

Europe
USA and Canada
Australia and New Zealand
Russia
Japan

List B

Latin America
Africa
Asia (excluding Japan)

3. In studying how physical and human processes together give places their character and variety, pupils should, in relation to each selected country, be taught:

- a about the physical and human features of the country which give rise to its distinctive characteristics and regional variety;
- b about the similarities and differences between two of the regions of the country;
- c the ways in which it may be judged to be more or less developed;
- d about its interdependence with other countries.

4. In developing an awareness of places other than those studied directly, pupils should be taught:

- a to locate, using globes, maps or atlases, local places, places that are frequently in the news, and places they are studying;

- **b** to identify, using globes, maps or atlases, the points of reference specified on Maps D, E and F;
- **c** major features of world geography, *eg political groupings, climatic zones.*

Themes

The thematic studies should, between them, involve work at local, regional, national, international and global scales and in a range of contexts, including the local area, the United Kingdom and the European Union. Each of the themes can be taught alone, in combination with other themes, or as part of the studies of places.

■ **Tectonic processes**

5. **In studying the impact of tectonic processes on landscapes and on people and human responses to these processes,** pupils should be taught:

EITHER

- **a** the nature, causes and effects of earthquakes;
- **b** the global distribution of earthquakes and its relationship with the boundaries of the crustal plates;
- **c** about human responses to the earthquake hazard;

OR

- **d** the nature, causes and effects of volcanic eruptions;
- **e** the global distribution of volcanoes and its relationship with the boundaries of the crustal plates;
- **f** about human responses to the volcanic hazard.

■ **Geomorphological processes**

6. **In investigating the impact of geomorphological processes on landscapes and on people, and human responses to these processes,** pupils should be taught:

EITHER

- **a** about the landforms associated with river channels, river valleys and drainage basins and the processes which form them;
- **b** the causes and effects of river floods and how people respond to the flood hazard, including methods used to control flooding;

OR

- **c** about coastal landforms, and processes which form them;
- **d** the causes and effects of a coastal hazard (cliff collapse or coastal flooding) and how people respond to it, including methods used to control it.

■ **Weather and climate**

7. **In studying how and why weather and climate vary,** pupils should be taught:

- **a** the difference between weather and climate;
- **b** the main components and links in the hydrological cycle;
- **c** how and why temperature and rainfall vary over space and time in the British Isles, including the effects of relief, convection and fronts on rainfall.

■ **Ecosystems**

8. **In investigating how physical and human processes interact to influence the character of vegetation,** pupils should be taught:

- **a** the characteristics and distribution of one type of vegetation, *eg coniferous forest, savanna grassland, tropical rain forest;*
- **b** how vegetation is related to climate, soil and human activity.

Population

9. In studying population distribution and change and the reasons for them, pupils should be taught:
- a about the global distribution of population;
 - b about changes in the population size of regions and countries;
 - c about the relationship between population and resources;
 - d the causes and effects of the migration of population.

Settlements

10. In studying how physical and human processes shape the character of settlements and investigating the impact of change on different groups of people, pupils should be taught:
- a the reasons for the location and growth of individual settlements;
 - b that the types and variety of goods and services provided in settlements of different size vary;
 - c how changes in layout and function of settlements affect different groups of people;
 - d about types and patterns of urban land-use and how conflicts can arise over the use of land.

Economic activities

11. In studying patterns of distribution and change of economic activities and the reasons for them, pupils should be taught:
- a about the differences between primary, secondary and tertiary industries;
 - b about the geographical distribution of one economic activity;
 - c how the distribution of the economic activity has changed and is changing, and the effects of such changes.

Development

12. In investigating contrasts in development within and between countries and their impact on the lives of people, pupils should be taught:
- a about differences in the level of development in different parts of the world;
 - b that the level of development affects the quality of life of different groups of people.

Managing environments and sustainable development

13. In investigating environmental issues and how they are addressed to allow development on a sustainable basis, pupils should be taught:
- a EITHER
about provision of a reliable supply of fresh water, the causes and effects of water pollution and ways in which such pollution can be prevented;
OR
about provision of a reliable supply of energy and the effect of the development of two different energy sources on the environment;
 - b why some areas are viewed as being of great scenic attraction, how conflicting demands on the areas can arise, and about the issues which result;
 - c how some leisure activities can affect areas of environmental value;
 - d how attempts are made to plan and manage environments, and how these can have unintended effects;
 - e about sustainable development, stewardship and conservation.

LEVEL DESCRIPTIONS FOR THE GEOGRAPHY ATTAINMENT TARGET

The following level descriptions describe the types and range of performance which 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 level description best fits the pupil's performance.

The great majority of pupils should be working at Levels 1 to 3 by the end of Key Stage 1, Levels 2 to 5 by the end of Key Stage 2 and Levels 3 to 7 by the end of Key Stage 3. Levels 8 to 10 are available for the most able pupils at Key Stage 3.

At Levels 1, 2 and 3, pupils show their knowledge, understanding and skills in relation to a limited range of studies of places and themes.

Level 1

Pupils recognise a small range of specific places and features of the environment, and express what they like about a place. They make simple observations about places and geographical features and use material provided to find information.

Level 2

Pupils specify some of the geographical characteristics which make places distinctive, and express likes and dislikes about places. They select from information provided to identify places or geographical features and use simple skills to pursue set tasks.

Level 3

Pupils describe aspects of human and physical processes in different localities and show an awareness that places can have both similar and different characteristics. They offer reasons for some of their observations and personal preferences about places. They use a range of appropriate skills and information to pursue set tasks.

At Levels 4, 5 and 6, pupils show their knowledge, understanding and skills in relation to studies of a range of places and themes at more than one scale and in contrasting environments.

Level 4

Pupils describe geographical features, distinguishing between physical and human processes. They show some understanding of how these processes can change the environment and lead to similarities and differences between places. They show an awareness that others may have different environmental preferences from their own. Pupils use a range of geographical skills (from the Key Stage 2 or Key Stage 3 Programmes of Study) and information to undertake simple tasks and draw conclusions.

Level 5

Pupils describe and offer simple explanations for a range of physical and human processes and show how these processes can change the environment and lead to similarities and differences between places. They describe and offer simple explanations for ways in which environments are managed. Pupils use, with some guidance, a wide range of geographical skills (from the Key Stage 2 or Key Stage 3 Programmes of Study) and evidence to undertake set tasks and draw valid conclusions.

Level 6

Pupils offer explanations for a range of physical and human processes and recognise that, in different places, the same processes can have different effects. They describe ways in which places can change over time. They describe and offer explanations for different approaches to managing environments. They identify, with some guidance, relevant geographical questions and make effective use of a wide range of skills (from the Key Stage 2 or Key Stage 3 Programmes of Study) and evidence to answer these questions. Pupils occasionally evaluate aspects of their work.

At Levels 7 and 8, pupils show their knowledge, understanding and skills in relation to a wide range of studies of places and themes at various scales.

■ Level 7

Pupils describe how physical and human processes act together and show how these interactions produce similarities and differences between places. They recognise the links between places and offer explanations for the way places change. They make comparisons between different approaches to environmental management. Pupils begin to show independence in identifying geographical questions and they select and use accurately a wide range of skills (from the Key Stage 3 Programme of Study) and evidence to draw valid conclusions from their enquiries. Pupils generally evaluate aspects of their work.

■ Level 8

Pupils describe the interactions within and between physical and human processes. They identify links between places, showing how these contribute to their similarities and differences. They explain how places change over time. Pupils analyse different approaches to tackling environmental issues and offer reasons for some of these differences. With very little guidance, they generate their own geographical questions and select and use appropriately a wide range of skills (from the Key Stage 3 Programme of Study) and evidence to draw valid conclusions from their enquiries. They evaluate most aspects of their work.

At Levels 9 and 10, pupils show their knowledge, understanding and skills in relation to the full range of studies of places and themes at various scales.

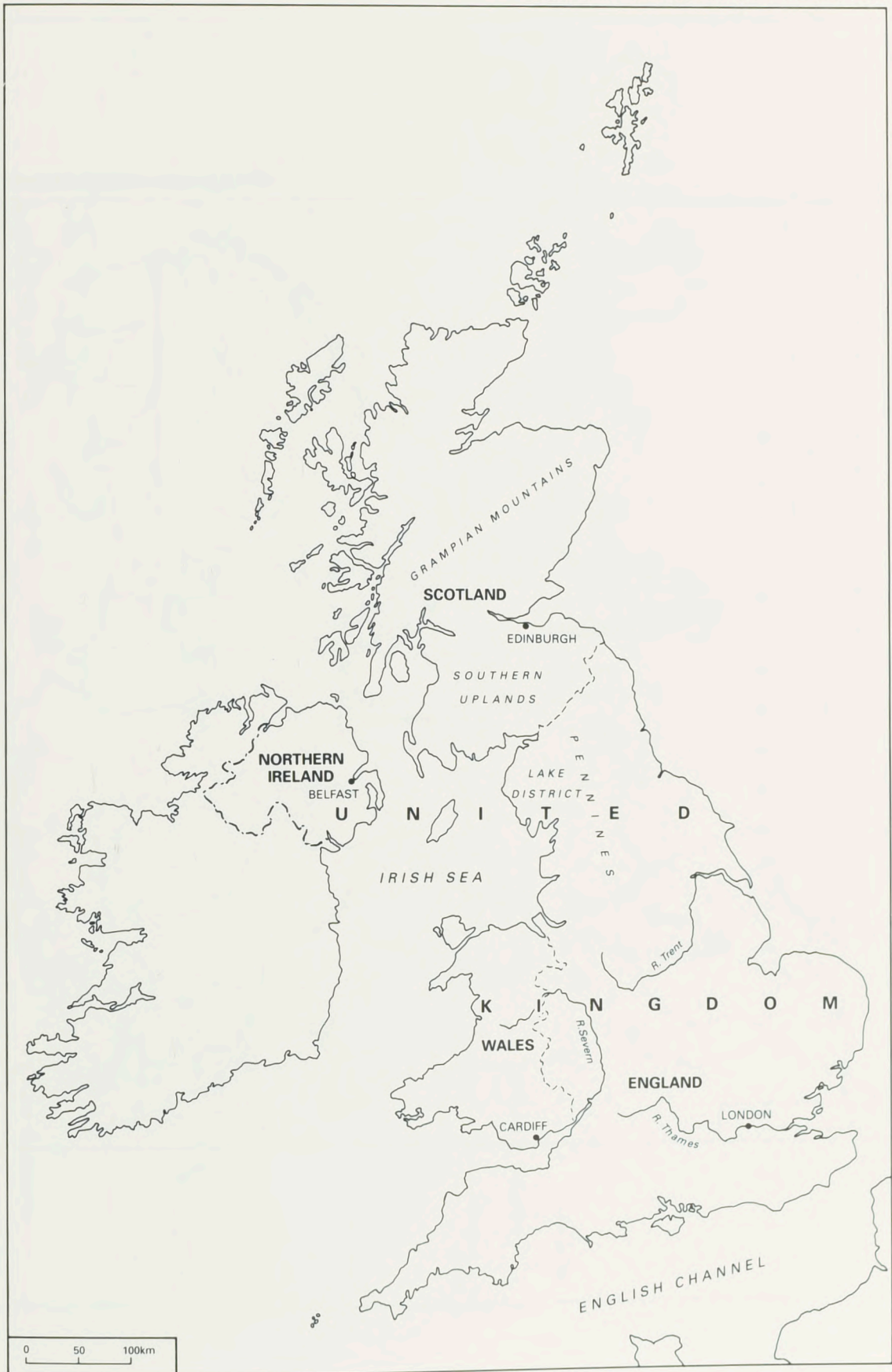
■ Level 9

Pupils demonstrate an understanding of the interactions within and between physical and human processes and apply these principles to unfamiliar contexts. They give reasons for disparities in the development of places, showing how these and other characteristics can change over time. Pupils can explain the rationale for different approaches to dealing with environmental issues. They identify relevant geographical questions, and generally select from and use accurately the full range of appropriate skills (from the Key Stage 3 Programme of Study), and consider a wide range of evidence. They draw valid conclusions to their enquiries and generally evaluate all stages of their work.

■ Level 10

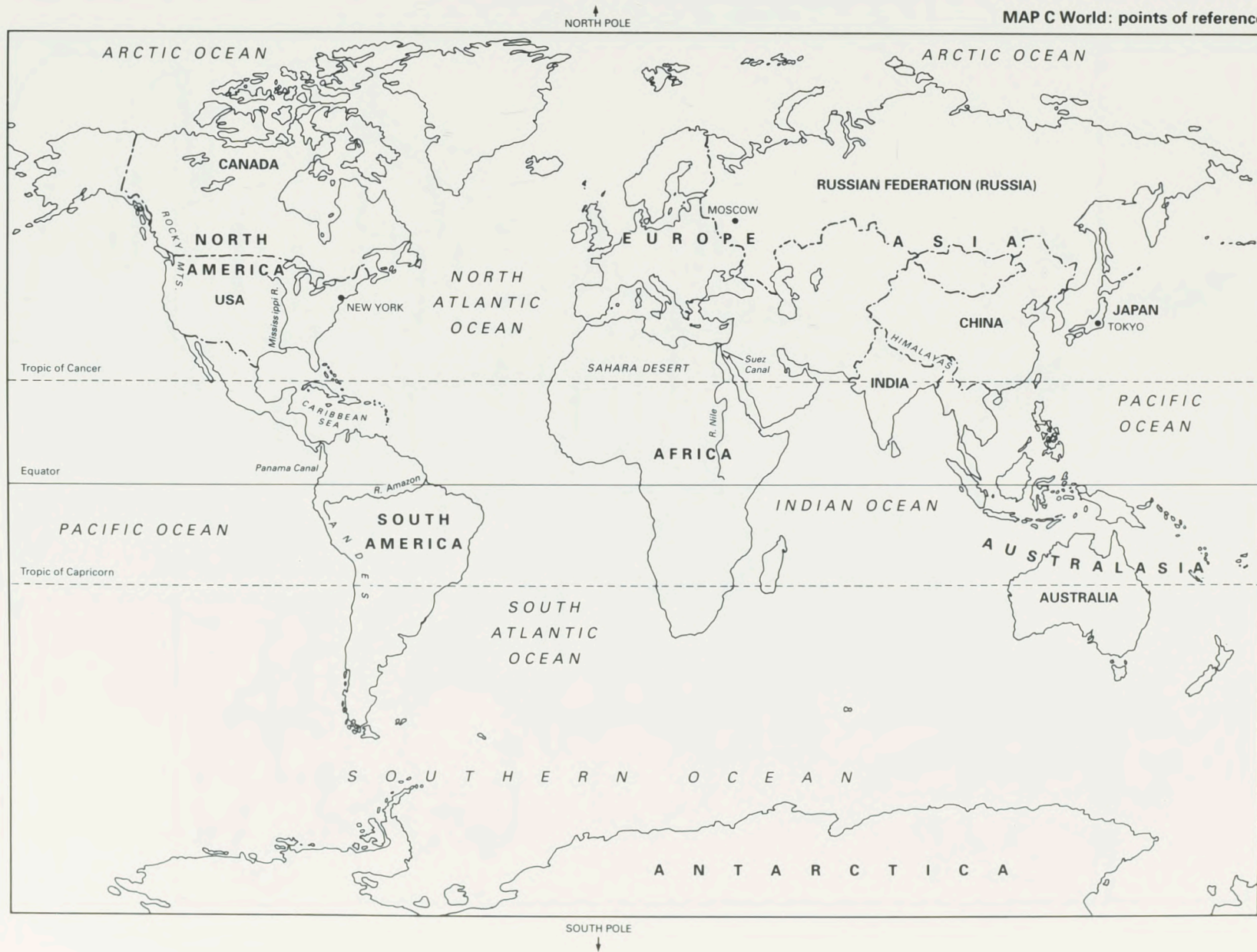
Pupils consistently apply to their studies their understanding of the way complex geographical processes operate over time. They evaluate the interdependency of places and its effects on their characteristics. Pupils assess the relative merits of different ways in which environmental issues are tackled. They independently identify the geographical questions which best promote investigation of elements of the programme of study. They consistently select and use accurately the full range of appropriate skills (from the Key Stage 3 Programme of Study), and evidence to draw valid conclusions to their enquiries. They consistently evaluate all stages of their work.

MAP A United Kingdom: points of reference

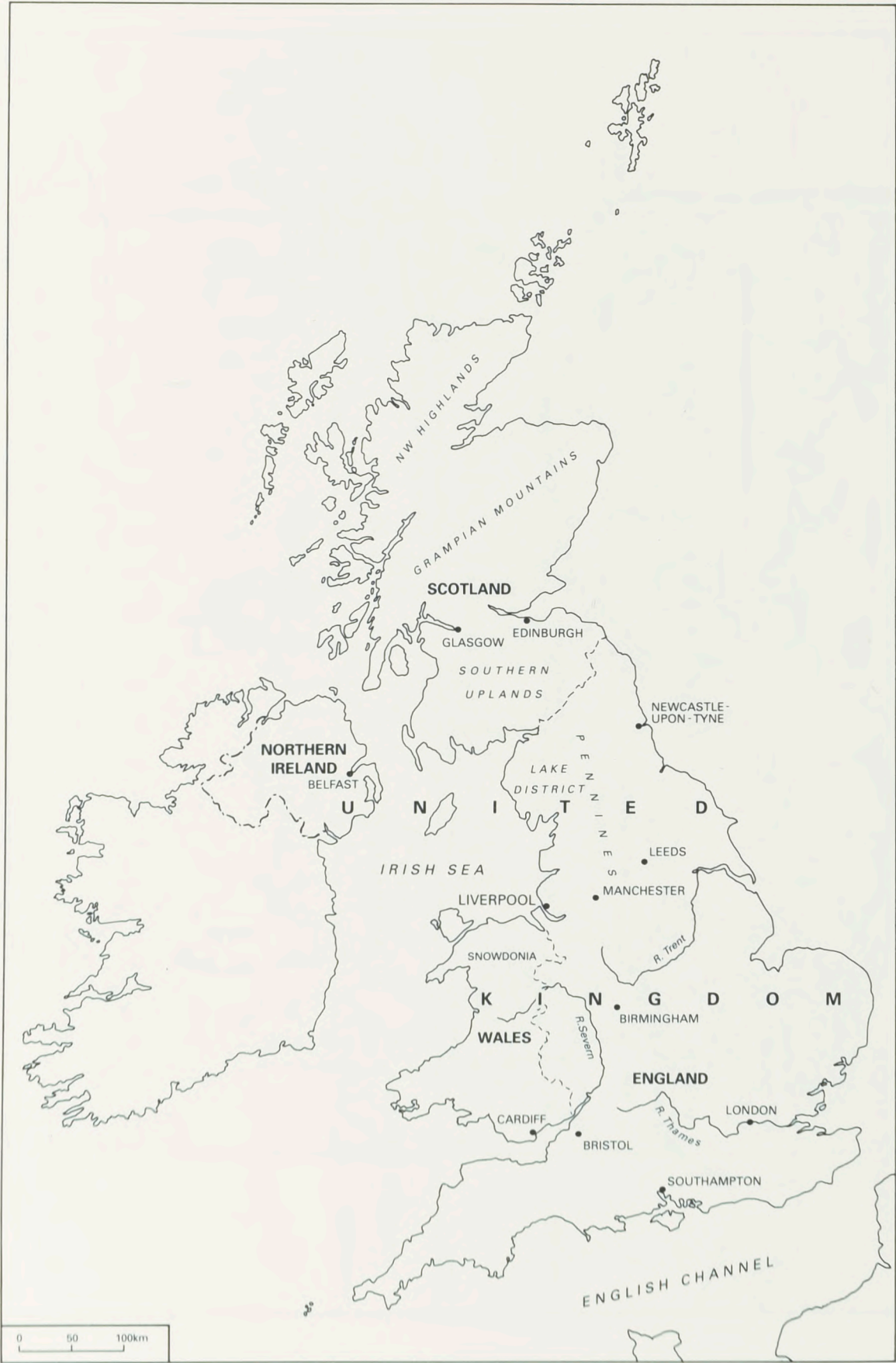


MAP B Europe: points of reference





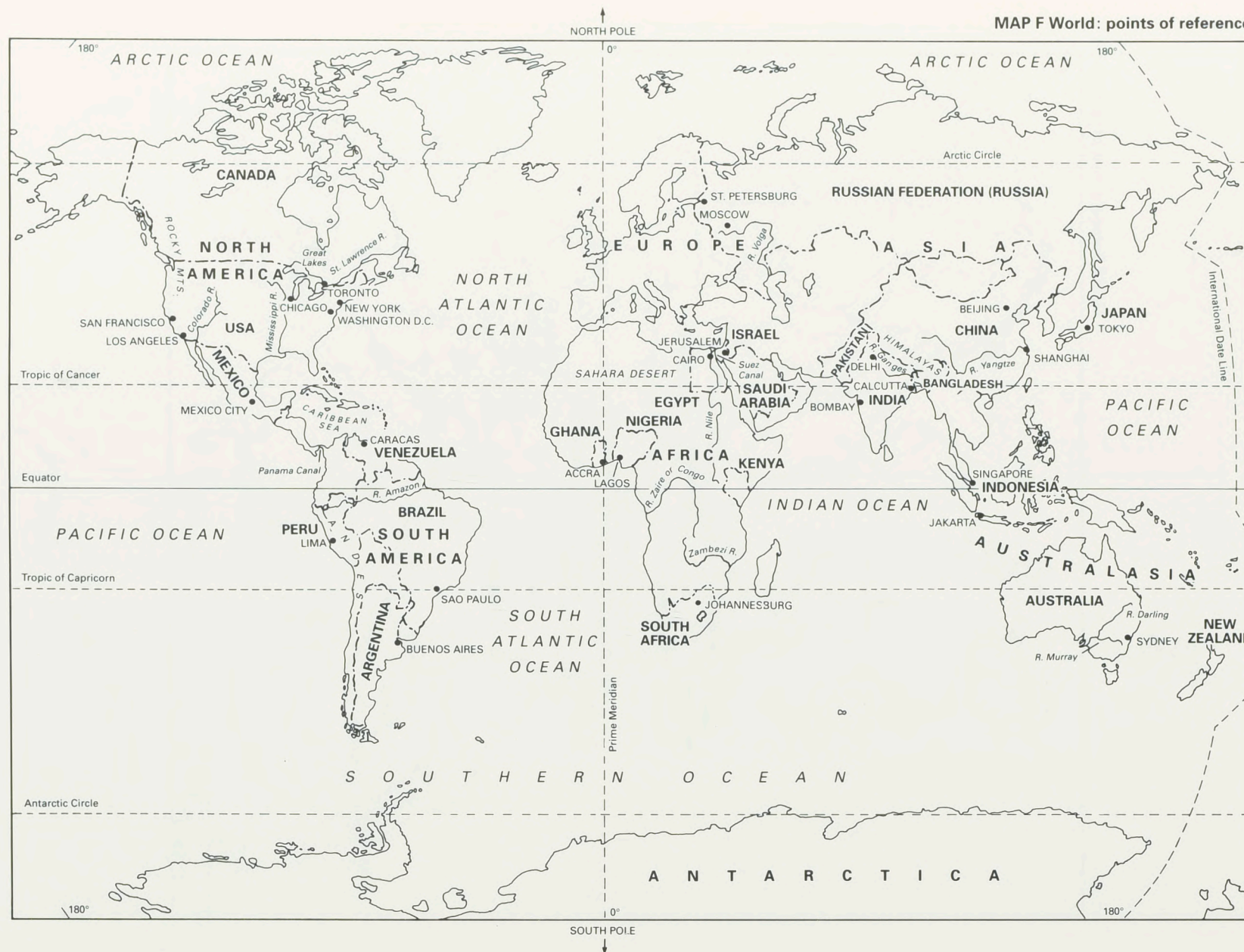
MAP D United Kingdom: points of reference



MAP E Europe: points of reference



MAP F World: points of reference



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Ref: COM/94/054.

Produced by SCAA and the Central Office of Information, 05/94.
Printed in the UK for HMSO. O/N 1203333. SCCU J032689NJ.