



# **GEOGRAPHY**

**in the  
National Curriculum  
in Wales**

**Key Stages 2–3**

## **Title of document**

Geography in the National Curriculum in Wales

## **Audience**

Headteachers and governing bodies of maintained schools in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

## **Overview**

This document sets out the Welsh Assembly Government's proposed changes to geography in the national curriculum in Wales.

## **Action required**

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to [curriculum@beaufortresearch.co.uk](mailto:curriculum@beaufortresearch.co.uk). Alternatively, online questionnaires are available at [www.wales.gov.uk/consultations](http://www.wales.gov.uk/consultations)

## **Further information**

Enquiries about this consultation should be directed to Manon Edwards on 029 2037 5432.

## **Additional copies**

Can be obtained from:

Tel: 029 2037 5427

Fax: 029 2037 5494

Or by visiting the Welsh Assembly Government's website [www.wales.gov.uk/consultations](http://www.wales.gov.uk/consultations)

## **Address for return of comments**

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This document contains the proposals for geography in the national curriculum in Wales. These are for consultation. The consultation lasts until 30 March 2007. It would be helpful if you would submit your views on the response questionnaire provided with the consultation pack or respond via the website at [www.wales.gov.uk/consultations](http://www.wales.gov.uk/consultations)

## Wales Curriculum 2008: The objectives

The Welsh Assembly Government intends that, from 2008, there exists in Wales:

- a single coherent framework for curriculum, assessment and qualifications 3–19 which will help schools to raise standards of achievement and widen educational opportunity
- a set of revised subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5–16: A Report to the Welsh Assembly Government April 2004*. That report described the context for the review and the evidence that was gathered to inform ACCAC's advice.

Advisory groups for cross-phase (primary and secondary) and additional educational needs worked alongside the personal and social education and subject advisory groups to help revise the curriculum.

In revising the subject Orders, opportunities have been taken to:

- revise the Common Requirements section to clarify each subject's contribution to developing skills across the curriculum, the Curriculum Cymreig, and personal and social education
- review the use of the icons for skills and other requirements to give a fuller picture of opportunities for skills development and application
- revise the 'Access for all pupils' text to clarify breadth and depth of study, and to ensure inclusion and accessibility for all pupils, especially those with additional educational needs
- revise and rename focus statements to reflect the focus on skills development and application, and to provide an overview of what is involved in each key stage for each subject

- develop a common structure – Skills and Range – initially identifying the required skills for each subject and then the range of contexts, opportunities and activities through which these skills should be developed
- use the non-statutory skills framework to underpin the review of the subject Orders, adding text consistent with that used in the skills framework to indicate where opportunities and contexts exist to develop skills across the curriculum
- update and reduce content where necessary to ensure relevance to the twenty-first century, taking account of learners' personal development and well-being, their preparedness for citizenship, community life and employability within a bilingual Wales, and education for sustainable development and global citizenship
- add non-statutory examples where necessary to clarify key experiences and learning opportunities
- re-draft level descriptions, where necessary, to indicate clearly progression in skills relevant to each subject, and to recognise the progress of pupils who are working below Level 1
- remove references to the Key Stage 2 and 3 Programmes of Study from the level descriptions
- reduce the level of prescription in the Key Stage 4 Programme of Study to allow qualifications that provide different and more inclusive pathways through each subject, giving learners greater opportunities for choice and participation.

# Commentary on the proposals: key changes

## The main changes to the current (2000) Order are:

- The programmes of study have been reorganised. For both Key Stage 2 and Key Stage 3 there are four groups of geographical skills: Locating places, environments and patterns; Understanding places, environments and processes; Investigating; and Communicating. Range describes the contexts in which the skills, knowledge and understanding will be developed. At Key Stage 2 the range is focused on places; at Key Stage 3 the range is focused on themes.
- The content for Key Stage 2 has been modified. 'A contrasting area in Wales' is replaced by 'An investigation into an aspect of the geography of the whole of Wales'. The theme of 'environmental change' becomes 'living in my world' to include both sustainability and global citizenship.
- The content of Key Stage 3 has been reduced and updated, and overlap has been removed. The current requirement to study three places and ten themes has been replaced by nine topics.
- A requirement to investigate 'geography in the news' is introduced for both key stages to encourage pupils to understand how geography is relevant to their everyday lives.
- The level descriptions have been revised to achieve greater consistency and describe progression for each of the four skills areas.



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## Responsibilities on schools

Under the requirements of equal opportunities legislation covering race, gender and disability, schools in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of school life.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan in all subjects 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/cultural identities of all pupils 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 and provide an inclusive curriculum which will offer opportunities for **all** learners to achieve in school in preparation for further learning and life.

Schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For learners with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- increase access to education and associated services
- provide information in a range of formats.

Schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure 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 spoken and written English and/or Welsh through the curriculum. Schools should ensure that learners are provided with material that is appropriate to their ability and previous education/experience, and that extends their language development and challenges them cognitively.

## Learner entitlement

Schools in Wales should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities. Schools should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

To enable **all** learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier or later phases/key stages within the curriculum. Schools should present 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 design their curriculum to meet the priority needs of their learners. Sufficient flexibility exists within the curriculum to meet the needs of all learners without the need for disapplication. Where it is not possible to cover **all** of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by using the full range of subjects as contexts for learning.

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways that extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, ICT and thinking skills across the curriculum.

Schools should choose material (to be covered in depth or in outline) 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.

A non-statutory Skills Framework has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT 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 at 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.

## 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 gather, sort and analyse information to develop their understanding, draw conclusions 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.

## 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

## ICT



Learners develop their ICT skills across the curriculum by **creating, presenting, finding and developing 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.

## Number



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

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.

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

## Curriculum Cymreig

Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

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 well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

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.

## Geography at Key Stage 2

At Key Stage 2, learners build on the knowledge, understanding and skills 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 during 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 and imagery to find and present locational information, e.g. *draw sketch maps using symbols and keys. Interpret maps, photographs including oblique, aerial and satellite images to describe a locality* 
4. identify and describe distributions of places and environments and how they are connected, e.g. *recognise a parade of shops, a line of towns in a valley, the pattern of settlements 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, slope of the land, types of land use, housing, railways, the jobs people do* 
2. identify similarities and differences to describe, compare and contrast places and environments, e.g. *locations, landscapes, the weather, land use, jobs, people's everyday lives* 
3. describe the causes and consequences of how places and environments change, e.g. *the impact of seasonal changes for farmers or a seaside town; changes in houses, industries from past to present; increases in pollution; 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. *rivers, weather, or 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 find out about 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? Why is there a litter problem in our park?*
2. measure, collect and record data through carrying out practical investigations and fieldwork and using secondary sources, e.g. *use instruments to measure rainfall, questionnaires to conduct a shopping survey* 
3. organise and analyse evidence, develop ideas to find answers and draw conclusions, e.g. *use a data spreadsheet, compare the weather data for two localities, draw conclusions about seasonal changes.*  

## 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, the building of a new supermarket, fair trade* 
2. make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments, e.g. *use data and weigh evidence to suggest how a travel-to-school traffic problem could be solved* 
3. communicate findings in a variety of ways, e.g. *using geographical terms (temperature, transport, settlements), 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 peoples' 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; locate the capital cities of EU countries, locate natural hazards* 
2. use maps, plans and imagery of different types and scales to interpret and present locational information, *e.g. use relief maps, draw sketch maps, construct choropleth maps, annotate a satellite image, use GIS* 
3. explain the spatial patterns of features, places and environments at different scales and how they are interconnected, *e.g. local traffic flows, rainfall distribution in Wales, 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 characteristics of a river, a threatened ecosystem, different types of economic activity, regional differences in rural or urban Wales* 
2. explain the causes and effects of physical and human processes and how the processes interrelate, *e.g. causes of tectonic activity and human responses. How a type of vegetation is related to climate, soil and human activity. Causes and consequences 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, urban renewal, international initiatives for global change.* 

## Range

Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations in 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 changing this coast? How can people manage these processes? How can trade/aid help an area to develop?*
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, measure water quality, design a questionnaire, use census data, GIS and the internet, link with a school in another country* 
3. analyse and evaluate ideas and evidence, answer questions and justify conclusions, e.g. *undertake numerical analysis of data, sort or rank data, compare and contrast, identify cause and effect.*  

## 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 personal responsibility for buying local or global produce, child labour in poor countries* 
2. assess bias and reliability of geographical evidence to weigh arguments, make decisions and solve problems, e.g. *media reports from a disaster zone, proposing a site for a wind farm* 
3. communicate findings, ideas and information using geographical terminology, maps, visual images, a range of graphical techniques and ICT, e.g. *use extended terminology (ecosystem, drainage basin, watershed, tertiary industry, renewable energy); construct pie charts, population pyramids, graphs, annotated cross-sections; conduct a debate, produce a PowerPoint presentation.*  

### • carry out

– at least one group investigation and one independent investigation into a geographical question or issue

– research 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? 

# 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.

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.



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# 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 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 characteristic 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 suitable 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 but limited 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 understand that change can be managed sustainably. 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.

## 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 identify solutions to manage change 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 environmental issues. 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. They use GIS, and 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 and the complexity of interactions between people and their environment. They explain and predict change over time and the implications for places and environments, understanding that change can take place in the short and long term. They 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.

