

APPENDIX A

Geography Standards in England

Introduction

England has a subject based national curriculum. Geography is a statutory (in law) 'foundation' subject for all children from age 5 to 14 years. From 14, students can choose to study geography to GCSE level (the external examination at 16 years). Currently about 30% of students choose to do so, though this figure varies widely from school to school – from zero to 90+% - depending on location, socio-economic setting, local school leadership principles, quality of teaching staff etc. Post-16, students can choose to study geography to Advanced Level [however, A level specifications and standards are not addressed in this paper].

This APPENDIX sets out the standards for geography for England in a changing context:

- We start with the current (2013) national curriculum 'programme of study': that is, what is currently law.
- This includes the 2008 revision for KS3 only, in accordance with the 'aims-led' curriculum reform of that time.
- This is followed by the proposed 'knowledge-led' national curriculum reform under consultation in 2013 and for first teaching in 2014.
- We then go to the current (2013) GCSE national subject criteria for geography, the standards that govern the design of examination 'specifications' (syllabuses). These two are under review.

The National Curriculum for Geography (England)

Key Stage 1 (5-7 years)

Teaching should ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.

During Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

1. Geographical enquiry

Pupils should be taught to;

- a. ask geographical questions [for example, 'What is it like to live in this place?']
- b. observe and record [for example, identify buildings in the street and complete a chart]
- c. express their own views about people, places and environments [for example, about litter in the school]
- d. communicate in different ways [for example, in pictures, speech, writing].

2. Developing geographical skills

Pupils should be taught to:

- a. use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]
- b. use fieldwork skills [for example, recording information on a school plan or local area map]
- c. use globes, maps and plans at a range of scales [for example, following a route on a map]
- d. use secondary sources of information [for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]
- e. make maps and plans [for example, a pictorial map of a place in a story].

3. Knowledge and understanding of places

Pupils should be taught to:

- a. identify and describe what places are like [for example, in terms of landscape, jobs, weather]
- b. identify and describe where places are [for example, position on a map, whether they are on a river]
- c. recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]
- d. recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]
- e. recognise how places are linked to other places in the world [for example, food from other countries].

4. Knowledge and understanding of patterns and processes

Pupils should be taught to:

- a. make observations about where things are located [for example, a pedestrian crossing near school gates] and about other features in the environment [for example, seasonal changes in weather]
- b. recognise changes in physical and human features [for example, heavy rain flooding fields].

5. Knowledge and understanding of environmental change and sustainable development.

Pupils should be taught to:

- a. recognise changes in the environment [for example, traffic pollution in a street]
- b. proved and sustained [for example, by restricting the number of cars].

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities:

- a. the locality of the school
- b. a locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school.

In their study of localities, pupils should:

- a. study at a local scale
- b. carry out fieldwork investigations outside the classroom.

Key Stage 2 (7-11 years)

Teaching should ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.

During Key Stage 2 pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

1. Geographical enquiry

Pupils should be taught to:

- a. ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']
- b. collect and record evidence [for example, by carrying out a survey of shop functions and showing them on a graph]
- c. analyse evidence and draw conclusions [for example, by comparing population data for two localities]
- d. identify and explain different views that people, including themselves, hold about topical geographical issues [for example, views about plans to build an hotel in an overseas locality]
- e. communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school].

2. Developing geographical skills

Pupils should be taught:

- a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
- b. to use appropriate fieldwork techniques [for example, labelled field sketches] and instruments [for example, a rain gauge, a camera]
- c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
- d. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]
- e. to draw plans and maps at a range of scales [for example, a sketch map of a locality]
- f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]
- g. decision-making skills [for example, deciding what measures are needed to improve safety in a local street].

3. Knowledge and understanding of places

Pupils should be taught:

- a. to identify and describe what places are like [for example, in terms of weather, jobs]
- b. the location of places and environments they study and other significant places and environments [for example, places and environments in the news]
- c. to describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]
- d. to explain why places are like they are [for example, in terms of weather conditions, local resources, historical development]
- e. to identify how and why places change [for example, through the closure of shops or

building of new houses, through conservation projects] and how they may change in the future [for example, through an increase in traffic or an influx of tourists]

f. to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world [for example, comparing a village with a part of a city in the same country]

g. to recognise how places fit within a wider geographical context [for example, as part of a bigger region or country] and are interdependent [for example, through the supply of goods, movements of people].

4. Knowledge and understanding of patterns and processes

Pupils should be taught to:

a. recognise and explain patterns made by individual physical and human features in the environment [for example, where frost forms in the playground, the distribution of hotels along a seafront]

b. recognise some physical and human processes [for example, river erosion, a factory closure] and explain how these can cause changes in places and environments.

5. Knowledge and understanding of environmental change and sustainable development

Pupils should be taught to:

a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives

b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project].

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities and three themes:

Localities

a. a locality in the United Kingdom

b. a locality in a country that is less economically developed

Themes

c. water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] or coasts [for example, beach], and the processes of erosion and deposition that affect them

- d. how settlements differ and change, including why they differ in size and character [for example, commuter village, seaside town], and an issue arising from changes in land use [for example, the building of new housing or a leisure complex]
- e. an environmental issue, caused by change in an environment [for example, increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [for example, by improving public transport, creating a new nature reserve, reducing water use].

In their study of localities and themes, pupils should:

- a. study at a range of scales - local, regional and national
- b. study a range of places and environments in different parts of the world, including the United Kingdom and the European Union
- c. carry out fieldwork investigations outside the classroom.

Attainment (Key stages 1 and 2)

Level descriptions for geography

Attainment of pupils in all subjects in the National curriculum is assessed using 'level descriptions'. The following are the level descriptions for geography deemed appropriate for the range of attainment expected in KS1-2 (5-11 year olds)

Level 1

Pupils show their knowledge, skills and understanding in studies at a local scale. They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality. They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.

Level 2

Pupils show their knowledge, skills and understanding in studies at a local scale. They describe physical and human features of places, and recognise and make observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment. They carry out simple tasks and select information using resources that are given to them. They use this information and

their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary.

Level 3

Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments. They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.

Level 4

Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views. Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

Level 5

Pupils show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. They use this to describe physical and human characteristics of places within a wider locational and contextual framework. They describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They describe and begin to explain geographical patterns. They understand some ways that human activities cause environments to change. They demonstrate an awareness of

sustainable development and recognise the range of views held about environmental interaction and change. Drawing on their knowledge and understanding, they suggest relevant geographical questions and use appropriate geographical skills to investigate places and environments. They select and begin to evaluate sources to establish evidence for their investigations. They suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary.

Key Stage 3 (11-14 years)

A revised KS3 curriculum, introduced from 2008¹, reduced considerably to quantity of prescribed content and instead oriented the school curriculum around themes, dimensions and skills. The statutory subject programmes, including geography were specified in terms of: the 'importance statement' for the subject, its 'key concepts', 'key processes', 'range and content' and 'curriculum opportunities'.

An 'aims-led' curriculum (from 2008)

Learning and undertaking activities in geography was articulated in terms of its contribution to the achievement of **statutory** curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The Qualifications and Curriculum Development Agency (disbanded in 2010)

Additional non-statutory guidance.

"Geography has a distinctive contribution to make to the aims of the national curriculum. The geography programme of study provides opportunities to plan sequences of work, learning outcomes and teaching approaches that develop:

Successful learners

The relevance of geography to pupils' lives, personal experiences and futures gives them the motivation to succeed and to enjoy learning. Geography equips and enthuses pupils with its range of approaches to learning, including fieldwork and discussion of current issues.

A central purpose of geography at key stage 3 is to develop, through the key concepts, an understanding of the big ideas and events that shape the world. Geography thus enables pupils to become successful

¹ Note: plans to revise the national curriculum for the primary years at this time faltered - and were set aside with a change of government in 2010

learners who have an understanding of issues at different scales and who can make sense of the world around them.

The aim of developing successful learners who are literate, numerate, enquiring and creative, and who can communicate clearly and work both independently and collaboratively, is at the heart of the geography programme of study. These skills are developed through the key processes of geographical enquiry, communication, and graphicacy.

Confident individuals

The variety of enquiry-based approaches used in geography builds pupils' capacity and confidence, enabling them to research and work effectively, alone and with others. The curriculum aim of developing confident learners who are open to the excitement and inspiration offered by the natural world and human achievements is a key aspect of teaching in geography.

Through experiencing regular and practical fieldwork in a variety of locations pupils learn to manage risk. The geography programme of study provides opportunities for pupils to express their ideas about places and events in local and global contexts. The emphasis on spatial thinking and locational representation is profoundly relevant to pupils in the 21st century.

Geography provides an environment for pupils to explore their own values and beliefs. By recognising and discussing different interpretations of ideas and issues and by understanding how to detect bias pupils learn to respond confidently, developing logical and informed arguments and justifying their own views with evidence.

Responsible citizens

The study of geography prepares pupils for roles as responsible citizens who can make a positive contribution to society locally, regionally, nationally and globally. Geography inspires pupils to think about their place in the world, their values, and their responsibilities to other people and the environment. Geography enables pupils to think in a disciplined way about alternative future scenarios for their planet. Through such analysis they become increasingly aware of people's opportunities to influence change. This is a key aspect of participation and part of pupil voice in geography.

Geographers have a strong sense of their own place in the world as well as of other people's cultures and traditions and how these interrelate. The key concepts of interdependence, environmental interaction and sustainability, and cultural understanding and diversity, make a major contribution to the development of responsible citizens.

Geography makes explicit the idea that no one place exists in isolation. The subject emphasises interconnectedness, helping pupils to understand global presence in a variety of localities. Globalisation is a process that affects us all. Geography helps pupils to analyse globalisation and to develop an understanding of its various manifestations and impacts. Through participating in responsible action in relation to real-world issues that affect their own and other lives as well as environments, pupils learn to challenge injustice, show commitment to human rights and strive to live peaceably with others. All are essential characteristics of citizens who live in the UK today.

The 2008 KS3 statutory Programme of Study for geography

The importance of geography

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places

at all scales, from the personal to the global. Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Key concepts

There are a number of key concepts that underpin the study of geography. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Place

- a. Understanding the physical and human characteristics of real places.
- b. Developing 'geographical imaginations' of places.

Space

- a. Understanding the interactions between places and the networks created by flows of information, people and goods.
- b. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Scale

- a. Appreciating different scales – from personal and local to national, international and global.

- b. Making links between scales to develop understanding of geographical ideas

Interdependence

- a. Exploring the social, economic, environmental and political connections between places.
- b. Understanding the significance of interdependence in change, at all scales.

Physical and human processes

- a. Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

Environmental interaction and sustainable development

- a. Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- b. Exploring sustainable development and its impact on environmental interaction and climate change.

Cultural understanding and diversity

- a. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.
- b. Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.

Key processes

These are the essential skills and processes in geography that pupils need to learn to make progress.

Geographical enquiry

Pupils should be able to:

- a. ask geographical questions, thinking critically, constructively and creatively
- b. collect, record and display information

- c. identify bias, opinion and abuse of evidence in sources when investigating issues
- d. analyse and evaluate evidence, presenting findings to draw and justify conclusions
- e. find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space
- f. plan geographical enquiries, suggesting appropriate sequences of investigation
- g. solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.

Fieldwork and out-of-class learning

Pupils should be able to:

- a. select and use fieldwork tools and techniques appropriately, safely and efficiently.

Graphicacy and visual literacy

Pupils should be able to:

- a. use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data
- b. construct maps and plans at a variety of scales, using graphical techniques to present evidence.

Geographical communication

Pupils should be able to:

- a. communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.

Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of geography should include:

- a variety of scales, from personal, local, regional, national, international and continental, to global

- a range of investigations, focusing on places, themes or issues
- the location of places and environments
- key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today
- different parts of the world in their wider settings and contexts, including the European Union and regions or countries in different states of development
- physical geography, physical processes and natural landscapes
- human geography, built and managed environments and human processes
- interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.

Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a. build on and expand their personal experiences of geography
- b. explore real and relevant contemporary contexts
- c. use a range of approaches to enquiries
- d. use varied resources, including maps, visual media and geographical information systems
- e. undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team
- f. participate in informed responsible action in relation to geographical issues that affect them and those around them
- g. examine geographical issues in the news
- h. investigate important issues of relevance to the UK and globally using a range of skills, including ICT

- i. make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.

Attainment Key Stage 3

Attainment of pupils in all subjects in the National curriculum is assessed using 'level descriptions'. The following are the level descriptions for geography deemed appropriate for the range of attainment expected in KS3 (11-14 year olds)

Level 4

Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and appreciate the importance of wider geographical location in understanding places. They understand that physical and human processes can change the features of places and explain how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views. Drawing on their knowledge and understanding, they suggest suitable geographical questions, and use a range of geographical skills to help them investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

Level 5

Pupils show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. They use this to describe physical and human characteristics of places within a wider locational and contextual framework. They demonstrate understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They describe and begin to explain geographical patterns. They understand some ways that human activities cause environments to change. They demonstrate an awareness of the idea of sustainable development and recognise the range of views people hold about environmental interaction and change. Drawing on their knowledge and understanding, they begin to suggest relevant geographical questions. They select and use appropriate skills and ways of presenting information to help them investigate places and environments. They select information and sources of evidence in which they are beginning to identify bias.

They suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary.

Level 6

Pupils use their knowledge and understanding of the geography of the UK and the wider world to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. They describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places. They demonstrate understanding of the ways in which physical and human processes lead to diversity and change in places. They identify geographical patterns at a range of scales. They recognise how conflicting demands on the environment may arise and describe and compare sustainable and other approaches to managing environments. They appreciate that different values and attitudes, including their own, result in different approaches to environmental interaction and change. Drawing on their knowledge and understanding, they suggest relevant geographical questions and issues and appropriate sequences of investigation. They select a range of skills and sources of evidence and use them effectively in their investigations. They identify potential bias in sources. They present their findings in a coherent way using appropriate methods and vocabulary and reach conclusions that are consistent with the evidence.

Level 7

Pupils make links in their knowledge and understanding of the geography of the UK and the wider world. They use these links to analyse the physical and human characteristics of places, drawing on their knowledge of a wide range of locations, contexts and scales. They describe and explain interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They identify and analyse geographical patterns that result from these interactions at a range of scales. They understand that many factors influence the decisions made about sustainable and other approaches to developing places and environments, and use this understanding to explain the resulting changes. They appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places. They recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict. With growing independence, they draw on their knowledge and understanding to identify geographical questions and issues and establish their own sequence of investigation. They select

and use accurately a wide range of skills. They evaluate sources of evidence critically, detect and respond to bias, present well-argued summaries of their investigations, use accurate geographical vocabulary and begin to reach substantiated conclusions.

Level 8

Pupils use their knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. They explain changes in the characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales. They analyse the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result. They analyse different approaches to developing places and environments and explain the causes and consequences of environmental change. They understand how the interaction between people and environments can result in complex and unintended changes. They understand and describe a range of views about environmental interaction. Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills and use them effectively and accurately. They evaluate sources of evidence critically before using them in their investigations. They present full and coherently argued summaries of their investigations and reach substantiated conclusions.

Exceptional performance

Pupils use their knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. They explain and predict change in the

characteristics of places over time by drawing on a detailed knowledge of a wide range of locations, contexts and scales. They explain complex interactions within and between physical and human processes and show how these interactions help change places and environments. They analyse complex geographical patterns. They understand alternative approaches to development and their implications for the quality of life in different places. They assess the relative merits of different ways of tackling environmental issues and justify their views about these different approaches. They understand how considerations of sustainable development can affect their own lives as

well as the planning and management of environments and resources. They illustrate this with a full range of examples. They draw selectively on geographical ideas and theories, and use accurately a wide range of appropriate skills and sources of evidence. They carry out geographical investigations independently at different scales. They evaluate sources of evidence critically and present coherent arguments and effective, accurate and well-substantiated conclusions.

National Curriculum Proposed Revisions 2012-14

The National Curriculum is being radically changed (for first teaching in 2014). The DRAFT aims, for a 'knowledge-based' curriculum are as follows².

Level Descriptions will be abandoned, but it is not clear what form of 'attainment target' will replace these.

From 2014: a **knowledge based** curriculum

Geography: Purpose of study

Learning about the world through the acquisition of knowledge about diverse places, people and environments is an essential part of any child's education. Geography inspires in pupils a curiosity and fascination about the world and its people that remains with them for the rest of their lives. Teaching should equip pupils with a deep knowledge and understanding of the Earth's key physical and human characteristics and processes, and an understanding of how human activity affects, and is affected by the physical environment. As they progress pupil's knowledge about the world should grow so they become familiar with the location of continents, nations oceans rivers mountain ranges and deserts cities and other settlements. Pupils should deepen their understanding of how human and physical landscapes and environments have formed, using frameworks which explain at different scales, how geographical features are shaped, interconnected and change over time.

Aims

The NC for geography aims to ensure that all pupils:

- Develop a knowledge of where places of global significance are located in the world, their defining physical and human characteristics and how they relate to one another. This place knowledge should thereby provide a sound context for understanding geographical processes.
- Understand the processes that give rise to key physical and human geographical features of the world, and how these are interdependent and bring about spatial variation and change over time;

² Note: these proposals were under statutory consultation from January- April 2013.

- Are equipped with geographical skills needed to collect, analyse and communicate with a range of data through fieldwork experiences that deepen their understanding of geographical processes; and
- Can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS) and can use maps to communicate geographical information.

Key Stage 1 (5-7 year olds)

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use first-hand observation to enhance their locational awareness.

Pupils will be taught:

- The name and location of the world's continents and oceans.
- The name, location and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- The human and physical geography of an area of the UK and a contrasting non-European country in order to understand geographical similarities and differences.
- Seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.
- The basic geographical vocabulary of key physical features including: beach; coast; forest; hill; mountain; ocean; river; soil; valley; vegetation; and weather.
- The basic geographical vocabulary of key human features including: city; town; village; factory; farm; house; office; shop.
- The use of simple compass directions - North, South, East and West - and locational language – e.g. near and far - to describe the location of features and routes on a map.
- The use of aerial photographs and plan perspectives to recognise landmarks and basic physical features; how to devise a simple map; and to use and construct basic symbols in a key.

The geography of their school and surrounding environment including fieldwork observations of key human and physical features

Key Stage 2 (7 to 11 year olds)

Pupils should develop their knowledge and understanding of the geography of the local area, the UK, Europe, North and South America, and the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational knowledge.

Pupils will be taught:

- To use maps of the world so that they begin to develop a locational awareness of the world's countries through a focus on Europe, North and South America: their environmental regions; key physical and human characteristics; countries; and major cities.
- The name and location of the regions of the United Kingdom and their identifying human and physical characteristics including counties, cities, rivers, key topographical features and land-use patterns; and how some of these aspects have changed over time.
- The position and significance of latitude, longitude; Equator, Northern Hemisphere, Southern Hemisphere; Tropics of Cancer and Capricorn; Arctic and Antarctic Circle; time zones including day and night.
- The human and physical geography of an area of the UK (different from that taught at KS1) , a European country, and a region or area within North or South America in order to understand geographical similarities and differences.
- To describe and understand key aspects of physical geography including: climate zones; biomes and vegetation belts; rivers; mountains; volcanoes and earthquakes; and the water cycle.
- To describe and understand key aspects of human geography including: settlements; land use; economic activity including trade links; and the geographical distribution of natural resources including energy, food, minerals and water supplies.
- The use of maps, atlases, globes and digital /computer mapping to identify the location of countries and features studied.
- To use the eight points of a compass, four-figure grid references; symbols and key, (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.
- Through fieldwork to observe, measure, record and describe the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

Key Stage 3 (11-14 year olds)

Pupils should acquire a firm grasp of the location of the world's major countries including their physical and human features. They should understand how the interaction of geographical processes combine to create distinctive human and physical landscapes that change over time. Their more developed use of geographical tools and skills should continue to enrich their locational knowledge and spatial awareness. Their understanding of geographical systems begins to develop and becomes increasingly complex. They should be able to analyse and interpret different data sources.

Pupils will be taught:

- To use maps of the world so that they continue to develop and deepen their locational knowledge of the world's countries through a focus on Africa, Asia (including China and India), the Middle East and Russia: their environmental regions including polar and hot deserts, key physical and human characteristics, countries and major cities.
- Through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography pertaining to: glaciation; plate tectonics; rocks, weathering and soils (including geological timescales); weather and climate; and rivers and coasts.
- Through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography pertaining to: population; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; urbanisation; and the use of natural resources.
- How human and physical processes interact to impact on and form distinctive landscapes.
- To build on their knowledge of globes, maps and atlases and to use these geographical tools in the classroom and in the field routinely.
- The interpretation of Ordnance Survey maps, including use of six-figure coordinates and scale; topographical and other thematic mapping; and aerial and satellite photographs.
- The use of Geographical Information Systems to view, analyse and interpret places and data.
- Through fieldwork to collect, analyse and draw conclusions from geographical data using multiple sources of increasingly complex information.

Geography in the post statutory years: GCSE³

The 'national subject criteria' for geography

[source: Ofqual 2011]

Note: GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in a given subject. They provide the framework within which the awarding organisation creates the detail of the specification.

Aims and learning outcomes

1. GCSE specifications in Geography should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

2. GCSE specifications in Geography must enable learners to:

- actively engage in the process of geography to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds;
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world;
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global;
- appreciate the differences and similarities between people's views of the world and its environments, societies and cultures;
- understand the significance of values and attitudes to the development and resolution of issues;

³ GCSE is the national examination for 16 year olds. Geography is not a compulsory subject after 14 years old. In 2011 approximately 30% of the age cohort sat a GCSE geography examination – schools select which 'specification' from the 8 offered by four 'awarding bodies' operating under a free market competition. Standards are regulated by Ofqual, using the 'national subject criteria'.

Note that national subject criteria are being revised in 2013, to guide the revision of GCSE specifications in the context of the government's demand for more 'rigour' and higher academic standards. New GCSEs are expected for 2015 and the criteria on which awarding bodies will write their specifications will have explicit topic, or content, requirements, such as: Geomorphology, Climatology; Ecosystems and environmental processes; Population and demographic processes; Urbanisation; Economic Development; Fieldwork and geographical skills.

- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive;
- develop and apply their learning to the real world through fieldwork and other out-of-classroom learning;
- use geographical skills, appropriate technologies, enquiry and analysis.

Subject content

The content of GCSE specifications in Geography must reflect the learning outcomes. GCSE specifications in Geography must allow learners to develop the knowledge, skills and understanding specified below. Specifications must include a rationale for the geographical approach adopted, whether place, issue, theme, people or environment based.

GCSE specifications in Geography must require learners to demonstrate knowledge and understanding of:

- new ideas and approaches to the study of geography in the 21st century;
- the importance of geographical location;
- a range of places, at local, regional, national and international scales, selected from the UK, other parts of Europe and other continents, to include places at different levels of development;
- aspects of physical and human geography, and their associated processes, including relationships between people and environments;
- current issues of local, national and global importance, including climate change and sustainable development;
- the importance of fieldwork and out-of-classroom learning;
- the use of new technologies, including GIS, to assist geographical investigation;
- geographical concepts and ideas including uneven development and alternative futures;
- the relevance of geographical studies to their lives and to the real world.

Subject Skills

GCSE specifications in Geography must require learners to:

- identify relevant geographical questions and issues, and establish appropriate sequences of investigation incorporating geographical skills, including enquiry skills;
- carry out fieldwork and out-of-classroom learning;
- use new technologies, including GIS, to assist geographical investigation;

- extract and interpret information from a range of sources, including field observations, maps (including Ordnance Survey maps of different scales), drawings, photographs (ground, aerial and satellite imagery), diagrams and tables;
- acquire and use geographical vocabulary;
- communicate in a variety of ways including extended writing and graphical forms;
- make informed geographical decisions;
- describe, analyse and interpret evidence, making decisions, drawing and justifying conclusions, and communicating findings in ways appropriate to the task audience;
- evaluate methods of collecting, presenting and analysing evidence and the validity and limitations of evidence and conclusions.

Outcomes: GCSE geography 'grade descriptions'

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Note: grades A-C 'count' in the national school league tables and therefore can be deemed 'pass grades'

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales.

They use geographical terminology accurately and appropriately. They apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. They understand how these can contribute to a future that is sustainable. They select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify

relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.

Grade C (considered to be the 'pass' grade)

Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately. They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches. They select and use a variety of skills, and appropriate techniques and technologies to identify questions and issues to undertake investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise

some of the limitations of evidence to reach plausible conclusions.

Grade F

Candidates recall, select and communicate knowledge and some limited aspects of understanding about places, environments and concepts at more than one scale. They communicate their ideas using everyday language. They apply their understanding of some simple physical and human processes and patterns in different contexts. They recognise simple relationships between people and the environment. They identify problems and issues and make decisions informed by simple reasons and evidence. They use skills and a limited number of techniques and technologies to undertake an investigation. They collect and record a limited selection of evidence from some sources, including fieldwork. They interpret evidence to reach some basic conclusions.