



Creative Learning at Springfield

Geography
Subject Leader's
check lists

Breadth of Study Checklist

Geography

Key Stage 1	Key Stage 2
<p>2 localities:</p> <p>The locality of the School</p> <p>A locality with contrasting physical and/or human features either in the UK or Overseas</p> <p>In the study of localities, pupils should:</p> <p>Study at a local scale</p> <p>Carry out fieldwork investigations outside the classroom</p>	<p>Localities:</p> <p>A locality in the UK</p> <p>A locality in a country that is less economically developed</p> <p>Themes:</p> <p>Water and its effects on landscapes and people, including:</p> <ul style="list-style-type: none">the physical features of rivers or coasts andthe processes of erosion and deposition that affect them <p>How settlements differ and change, including why they differ in size and character, and an issue arising from change in land-use</p> <p>An environmental issue, caused by a change in the environment and attempts to manage the environment sustainably.</p> <p>In the study of localities and themes, pupils should:</p> <ul style="list-style-type: none">study at a range of scales: Local, regional and nationalstudy a range of places beyond immediate locality (eg UK, Europe)carry out fieldwork outside the classroom

Skills Development

Geography

Key Stage 1	Key Stage 2
<p data-bbox="174 304 405 336">Enquiry Skills</p> <ul data-bbox="241 379 994 667" style="list-style-type: none">◆ Ask geographical questions [for example, 'What is it like to live in this place?']◆ Observe and record◆ Express own views about people, places and environments◆ Communicate in different ways (pictures, speech and writing)	<p data-bbox="1191 304 1422 336">Enquiry Skills</p> <ul data-bbox="1258 379 1939 786" style="list-style-type: none">◆ Ask geographical questions◆ Collect and record evidence◆ Analyse evidence and draw conclusions◆ Identify and explain different views that people, including themselves, hold about topical geographical issues◆ Communicate in ways appropriate to the task and audience
<p data-bbox="174 914 495 946">Geographical Skills</p> <ul data-bbox="241 989 994 1244" style="list-style-type: none">◆ Use geographical vocabulary◆ Use fieldwork skills◆ Use globes, maps and plans at a range of scales◆ Use secondary sources of information◆ Make maps and plans	<p data-bbox="1214 914 1534 946">Geographical Skills</p> <ul data-bbox="1258 989 1939 1439" style="list-style-type: none">◆ Use appropriate geographical vocabulary◆ Use appropriate fieldwork techniques and instruments◆ Use atlases, globes, maps and plans at a range of scales◆ Draw plans and maps at a range of scales◆ Use ICT to help in geographical investigations◆ Decision-making skills

Level 1

Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can describe my classroom or my local area and talk about it, sometimes using maps and plans.</p> <p>I can tell someone about the features I like about my local area</p> <p>I use words like: hill, road, river, near, far, north and south to describe places</p> <p>I ask and answer questions about places I see in books, videos and the internet</p>	<p>I count the number of cars, houses or other things in the streets close to the school</p> <p>When I am looking at pictures of places, I can work out problems like 'How many more cars would make 10?'</p> <p>I can collect house numbers and put them in order</p>	<p>With help from a teacher, I can use the internet to find pictures of places</p> <p>I use the digital camera to take photographs of the area around the school.</p>	<p>I sometimes work in a group or with a partner when I am finding out about places</p> <p>In lessons, I have a talk partner whom I sometimes share ideas with.</p> <p>When I am using equipment, I sometimes share it with a partner</p>	<p>I always get a chance to talk about my ideas with a friend or a teacher</p> <p>I listen very carefully when the teacher tells me what I am learning about</p> <p>I can tell someone about the best bits of my work</p>	<p>I can draw pictures of how I would change the classroom or a room at home, and talk about them.</p>

Level 2

Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I know that people and weather can change an environment</p> <p>I can draw labelled diagrams about my area, using geographical language</p> <p>I can write or draw pictures about how people or the weather can affect places</p> <p>I talk about places far away from home that are different to my area.</p>	<p>I answer questions about the number of things I see in my local area.</p> <p>I use tally charts and tables to record the number of cars that I see, or to record information about the type of buildings I see</p> <p>I can work out the difference in length between two routes around the school</p> <p>I can read a thermometer</p>	<p>I use the computer to draw graphs of information I have collected, and I can use this to answer questions. (Eg weather information or studies from my local area)</p> <p>I use the Internet to help me find out more about my local area.</p> <p>I can use text and pictures to tell people about my school or local area</p>	<p>I can listen to someone else's views about a place</p> <p>I can work in a small group to find out more about part of my school or my local area</p> <p>I listen carefully and take part in class discussions.</p> <p>I can describe how places all over the world are linked (eg food from other countries)</p>	<p>I check my own work using a list given to me by my teacher</p> <p>I can tell someone about what I am learning in a lesson.</p> <p>I use mind maps to record what I have learned</p> <p>I know what I need to do to make my work better because I always read what my teacher has written.</p>	<p>I can think of ways to improve my local area or my school.</p> <p>I can take two points of view about a local issue and look for a solution.</p> <p>I can count traffic and suggest reasons why the flow changes at different times</p> <p>I can find routes using maps and can find the longest and shortest routes</p>

Level 3

Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can write a newspaper article/ record a radio news report about a local issue</p> <p>I use the right geographical words to describe features (Eg: temperature, transport, industry)</p> <p>I draw maps, sketches and plans of local places (Eg shops)</p> <p>I write about how people improve their environment</p>	<p>I use atlases to locate page numbers for information.</p> <p>I can represent a 3d shape as a 2d image – Eg the globe as a flat map</p> <p>I measure wind speed, rainfall and noise levels around the school.</p> <p>I record my information on charts, graphs and tables.</p>	<p>I can make a simple database to record information I have found out.</p> <p>I use my database to answer questions about my observations</p> <p>I use e mail to discuss my school with another in a different area</p> <p>I use the internet to find out about a contrasting locality</p>	<p>I speak to visitors or to those my teacher suggests (under supervision) to find out about places or environments</p> <p>I prepare questionnaires to investigate people's views about an environmental issue eg. Litter or vandalism in the local park.</p>	<p>I have a list of key places in the British Isles that I know about. I add to this list regularly.</p> <p>I can tell someone about aspects of the British Isles</p> <p>I know about at least one theme in geography (<i>water and its effect on people or places; how settlements change, or an environmental issue</i>)</p>	<p>I can use four-figure grid references to locate points on a map.</p> <p>I can read symbols on an Ordnance Survey map</p> <p>I can plan a route and work out the distance using the map scale</p> <p>I can plan a journey on public transport from timetables</p>

Level 4

Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can write about the similarities and differences between my local area and one in an economically less developed country.</p> <p>I can describe where places all over the world are (<i>using eg: town, city, region, country, continent and hemisphere</i>)</p> <p>I can explain features of places and why they change (improved or damaged)</p>	<p>I collect statistics about people and places and present them in tables, charts, graphs and pie charts</p> <p>I make careful measurements of rainfall, noise levels and distances, and calculate as necessary.</p> <p>I can approximate the size of a place (Km²) using the scale of a map.</p> <p>I use a compass to describe a route on a map</p>	<p>I use multimedia presentations to explain my own and other people's views about environmental change.</p> <p>I use internet maps and atlases to locate information about places and environments</p>	<p>I understand how changes to a place or an environment can change the lives of people living there.</p>	<p>I know about three themes in geography (<i>water and its effect on people or places; how settlements change; and an environmental issue</i>)</p> <p>I know about key places in the British Isles, Europe and the world, and add to this information regularly.</p>	<p>I can describe some geographical patterns (Eg hotels next to the sea front, why water collects in school playground, or frost remains in some areas)</p> <p>I can plan a route, thinking about different forms of transport to be used</p> <p>I can identify time differences around the world</p>

Level 5

Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can analyse population data from two settlements and describe the similarities and differences</p> <p>I can compare the lives of people in two different places in the world.</p> <p>I can compare and contrast two localities from different parts of the world in terms of the physical processes in those places. I know that this affects the lives of people.</p>	<p>I can work out what scales of maps mean (Eg 1: 10 000 means that 1cm on the mp represents 10 000cm in real life)</p> <p>I can work out journey times on flights around the world using formulae and knowledge of time zones.</p> <p>I make careful measurements during fieldwork activities and represent my findings mathematically.</p>	<p>I often use the Internet to investigate issues.</p> <p>I use this information to present, using multimedia, conclusions about my findings.</p> <p>I can set up a database to store my findings from fieldwork or research</p>	<p>I can describe how human activity changes an environment, and I understand that people have differing views about this.</p> <p>I have written to groups to find out how they try to sustain their environments, and I can present a balanced argument.</p>	<p>I can explain my own views on environmental changes on a local and global level.</p> <p>I build on my knowledge of places and themes by beginning to find out about plate tectonics</p>	<p>I can use six- figure grid references to identify and match coastal/ river features shown on maps and photographs</p> <p>I can use a compass to follow a route around a locality near school or on a residential visit.</p> <p>I can take points raised by a number of groups around an important issue and offer suggestions.</p>