



Jointly published by

**Department for Education  
and Employment**

Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

**Qualifications and  
Curriculum Authority**

29 Bolton Street  
London W1Y 7PD

First published in 1999

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# Foreword

The National Curriculum lies at the heart of our policies to raise standards. It sets out a clear, full and statutory entitlement to learning for all pupils. It determines the content of what will be taught, and sets attainment targets for learning. It also determines how performance will be assessed and reported. An effective National Curriculum therefore gives teachers, pupils, parents, employers and their wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. It allows schools to meet the individual learning needs of pupils and to develop a distinctive character and ethos rooted in their local communities. And it provides a framework within which all partners in education can support young people on the road to further learning.

Getting the National Curriculum right presents difficult choices and balances. It must be robust enough to define and defend the core of knowledge and cultural experience which is the entitlement of every pupil, and at the same time flexible enough to give teachers the scope to build their teaching around it in ways which will enhance its delivery to their pupils.

The focus of this National Curriculum, together with the wider school curriculum, is therefore to ensure that pupils develop from an early age the essential literacy and numeracy skills they need to learn; to provide them with a guaranteed, full and rounded entitlement to learning; to foster their creativity; and to give teachers discretion to find the best ways to inspire in their pupils a joy and commitment to learning that will last a lifetime.

An entitlement to learning must be an entitlement for all pupils. This National Curriculum includes for the first time a detailed, overarching statement on inclusion which makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.

Equality of opportunity is one of a broad set of common values and purposes which underpin the school curriculum and the work of schools. These also include a commitment to valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Until now, ours was one of the few national curricula not to have a statement of rationale setting out the fundamental principles underlying the curriculum. The handbooks for primary and secondary teachers include for the first time such a statement.

This is also the first National Curriculum in England to include citizenship, from September 2002, as part of the statutory curriculum for secondary schools. Education in citizenship and democracy will provide coherence in the way in which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens in a modern democracy. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils to deal with difficult moral and social questions that arise in their lives and in society. The handbooks also provide for the first time a national framework for the teaching of personal, social and health education. Both elements reflect the fact that education is also about helping pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society.



Rt Hon David Blunkett  
Secretary of State for Education  
and Employment



Sir William Stubbs  
Chairman, Qualifications  
and Curriculum Authority

# About this booklet

This booklet:

- sets out the legal requirements of the National Curriculum in England for geography
- provides information to help teachers implement geography in their schools.

It has been written for coordinators, subject leaders and those who teach geography, and is one of a series of separate booklets for each National Curriculum subject.

The National Curriculum for pupils aged five to 11 is set out in the handbook for primary teachers.

The National Curriculum for pupils aged 11 to 16 is set out in the handbook for secondary teachers.

All these publications, and materials that support the teaching, learning and assessment of geography, can be found on the National Curriculum web site at [www.nc.uk.net](http://www.nc.uk.net).

# About geography in the National Curriculum

## The structure of the National Curriculum

The programmes of study<sup>1</sup> set out what pupils should be taught, and the attainment target sets out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study for geography.

### The programmes of study

The programmes of study set out what pupils should be taught in geography at key stages 1, 2 and 3 and provide the basis for planning schemes of work. When planning, schools should also consider the general teaching requirements for inclusion, use of language and use of information and communication technology that apply across the programmes of study.

The **Knowledge, skills and understanding** in the programmes of study identify the aspects of geography in which pupils make progress:

- geographical enquiry and skills
- knowledge and understanding of places
- knowledge and understanding of patterns and processes
- knowledge and understanding of environmental change and sustainable development.

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.

These aspects are developed through the study of places and themes set out in **Breadth of study**. It is not necessary for each of the four aspects to be developed in each of the places and themes specified, although all work in geography should include elements of geographical enquiry and skills. The places and themes do not need to be taught separately.

Schools may find the DfEE/QCA exemplar schemes of work at key stages 1, 2 and 3 helpful to show how the programmes of study and attainment target can be translated into practical, manageable teaching plans.

<sup>1</sup> The Education Act 1996, section 353b, defines a programme of study as the 'matters, skills and processes' that should be taught to pupils of different abilities and maturities during the key stage.

## Attainment target and level descriptions

The attainment target for geography sets out the 'knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage'<sup>2</sup>. The attainment target consists of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

In geography, the level descriptions indicate progression in the four aspects of knowledge, skills and understanding set out in the programmes of study.

The level descriptions provide the basis to make judgements about pupils' performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are the main means of assessing attainment in geography.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key stage 1	<b>1–3</b>	at age 7	<b>2</b>
Key stage 2	<b>2–5</b>	at age 11	<b>4</b>
Key stage 3	<b>3–7</b>	at age 14	<b>5/6</b>

## Assessing attainment at the end of a key stage

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. When doing so each description should be considered alongside descriptions for adjacent levels.

Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA's annual booklets about assessment and reporting arrangements.

<sup>2</sup> As defined in the Education Act 1996, section 353a.

## Learning across the National Curriculum

The importance of geography to pupils' education is set out on page 14. The handbooks for primary and secondary teachers also set out in general terms how the National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The examples below indicate specific ways in which the teaching of geography can contribute to learning across the curriculum.

### Promoting pupils' spiritual, moral, social and cultural development through geography

For example, geography provides opportunities to promote:

- *spiritual development*, through helping pupils to reflect on their experiences, such as a visit to an imposing natural landscape, or to respond to dramatic environments, both physical and human, such as photographs of the world from space
- *moral development*, through helping pupils to consider the impact of their own and others' actions, such as dropping litter, on the environment or to investigate environmental issues, such as global warming, in which people's current needs have to be balanced against the needs of future generations
- *social development*, through pupils working together to investigate how changes in transport in the local area affect different groups of people, such as the elderly or children, or how differences in development in different countries can affect the quality of life of different groups of people
- *cultural development*, through finding out about the different traditions and activities of a family in a less economically developed country, or studying the way the school's local environment reflects the cultures of its inhabitants.

### Promoting citizenship through geography

Geography can play a significant part in promoting citizenship through, for example:

- developing pupils' knowledge and understanding of the institutions and systems that influence their lives and communities, and how to participate in decision making, for example, in relation to a local planning issue
- providing opportunities for pupils to reflect upon and discuss topical social, environmental, economic and political issues
- developing pupils' knowledge and understanding about the diverse national, regional, religious and ethnic identities in the United Kingdom and the wider world
- developing pupils' understanding of the world as a global community and the issues and challenges of global interdependence and responsibility.

### Promoting key skills through geography

For example, geography provides opportunities for pupils to develop the key skills of:

- *communication*, through learning to talk knowledgeably and accurately about geographical matters, participating in discussion and debate about contemporary geographical issues, and presenting information and ideas about places and environments in maps and diagrams as well as in words

- *application of number*, through providing purposeful and real-life contexts for the use, application and understanding of number, using maps (for example, involving coordinates, directions, distance and scales), and collecting, recording, presenting and interpreting data, involving graphs, charts and statistical analysis
- *IT*, through using CD-ROMs and the internet selectively to find information about places and environments, using e-mail to communicate and exchange information with people in other places, using spreadsheets and databases to handle and present geographical data, and developing IT skills specific to geography [for example, geographical information systems (GIS) and remote sensing]
- *working with others*, through fieldwork that requires pupils to cooperate to plan an activity, to collect data safely, and to record and interpret the information, through giving group presentations, and through finding a solution to a problem by working with others
- *improving own learning and performance*, through setting targets as part of geographical enquiry, and reviewing their achievements and identifying ways to improve their own work
- *problem solving*, through recognising geographical problems and issues as part of the geographical enquiry process, identifying and undertaking sequences of investigation, interpreting and explaining results, and making decisions about geographical issues [for example, deciding on the best route for a new road].

### Promoting other aspects of the curriculum

For example, geography provides opportunities to promote:

- *thinking skills*, through emphasis on the process of geographical enquiry, and helping pupils to evaluate information and reflect on their own work
- *work-related learning*, through focusing on matters relevant to employment and working life, such as types and classifications of economic activity and employment, changing distributions of economic activities and the effects of such changes, and the impact of economic activity on the human and physical environment; and through using a wide range of skills, both subject specific [for example, the use of maps and GIS] and general [for example, making presentations, decision making].

Geography plays a significant part in promoting *education for sustainable development* through:

- developing pupils' knowledge and understanding of the concept of sustainable development and the skills to act upon this understanding [for example, as part of a Local Agenda 21 initiative]
- developing pupils' knowledge and understanding of key concepts of sustainable development, such as interdependence, quality of life and diversity
- developing pupils' skills of critical enquiry and an ability to handle and interpret information
- exploring values and attitudes about complex issues, such as resource use and global development.





# The programmes of study for geography



# A common structure and design for all subjects

## The programmes of study

The National Curriculum programmes of study have been given a common structure and a common design.

In each subject, at each key stage, the main column **1** contains the programme of study, which sets out two sorts of requirements:

- **Knowledge, skills and understanding** **2** – what has to be taught in the subject during the key stage
- **Breadth of study** **3** – the contexts, activities, areas of study and range of experiences through which the **Knowledge, skills and understanding** should be taught.

Schools are not required by law to teach the content in grey type. This includes the examples in the main column [printed inside square brackets], all text in the margins **4** and information and examples in the inclusion statement. In the programmes of study *italic type* is used to emphasise options, where schools and teachers can choose between requirements.

## The programmes of study for English, mathematics and science

The programmes of study for English and science contain sections that correspond directly to the attainment targets for each subject. In mathematics this one-to-one correspondence does not hold for all key stages – see the mathematics programme of study for more information. In English, the three sections of the programme of study each contain **Breadth of study** requirements. In mathematics and science there is a single, separate set of **Breadth of study** requirements for each key stage.

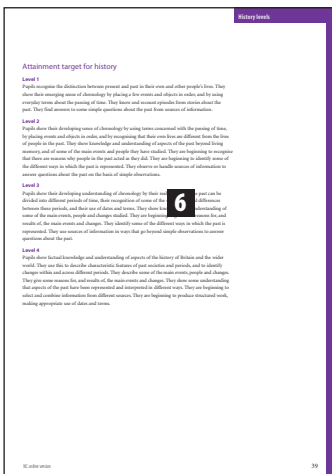
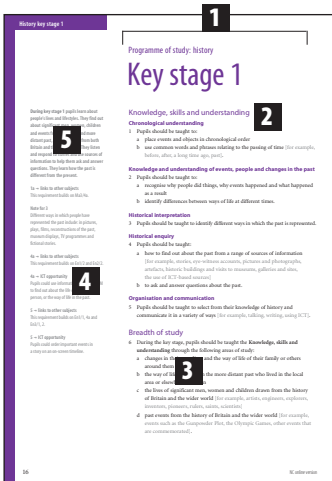
## The programmes of study in the non-core foundation subjects

In these subjects (except for citizenship) the programme of study simply contains two sets of requirements – **Knowledge, skills and understanding** and **Breadth of study**. The programmes of study for citizenship contain no **Breadth of study** requirements.

## Information in the margins

At the start of each key stage, the margin begins with a summary **5** of the main things that pupils will learn during the key stage. The margins also contain four other types of non-statutory information:

- notes giving key information that should be taken into account when teaching the subject
- notes giving definitions of words and phrases in the programmes of study
- suggested opportunities for pupils to use information and communication technology (ICT) as they learn the subject
- some key links with other subjects indicating connections between teaching requirements, and suggesting how a requirement in one subject can build on the requirements in another in the same key stage.



## The referencing system

References work as follows:

### A reference in ...

Physical education key stage 2

Art and design key stage 1

Citizenship key stage 3

### ... reads ...

11a, 11b → links to other subjects  
These requirements build on Gg/2c.

4a → links to other subjects  
This requirement builds on  
Ma3/2a, 2c, 2d.

1a → links to other subjects  
This requirement builds on Hi/10, 13.

### ... and means ...

Physical education key stage 2,  
requirements 11a and 11b build on  
geography (key stage 2), paragraph  
2, requirement c.

Art and design key stage 1,  
requirement 4a builds on  
mathematics (key stage 1),  
Ma3 Shape, space and measures,  
paragraph 2, requirements a, c and d.

Citizenship key stage 3,  
requirement 1a builds on history  
(key stage 3) paragraphs 10 and 13.

## The attainment target

The attainment target 6 is at the end of this booklet.



THE STEAMING RAIN,  
THE HOT BLINDING SUN,  
THE RICH GREEN TREES, THE BEAUTIFUL  
BUT DEADLY CREATURES, THE CIRCLING BIRDS IN  
THE SKY, THE RICH COLOURED EXOTIC PLANTS, BEAUTIFUL ORCHIDS,  
THE CO-CO PLANT, EVERY PLANT HAS A USE, THE NIGHT HUNTER,  
STALKS ITS PREY, THE EXOTIC FISH SWIM IN THE WARM WATER,  
MONKEYS SWING FROM TREES, SOME PEOPLE DESTROY THE RAINFOREST,  
SOME PEOPLE PROTECT THE RAINFOREST, TRY TO SAVE THE RAINFOREST,  
TRY TO SAVE THE RAINFOREST, TRY TO SAVE THE RAINFOREST,  
BUT ANCIENT CIVILIZATIONS ARE DISAPPEARING, NUTRIENTS  
ARE BEING DESTROYED BY FIRE, THE TREES GIVE OXYGEN  
TO HELP THE WORLD TO BREATHE, THE RAIN COMES DOWN  
IN MONSOONS, THE TREES HELP SHELTER THE PEOPLE  
AND THE TRANSPORT CREATURES. PEOPLE STEAL IRON AND  
IT AWAY BY TRAIN, THE MOUNTAINS  
GROW INCREASINGLY SMALLER,  
THE FOREST BURNS IN PLACES,  
THERE COULD BE PRECIOUS  
GOLD HIDDEN, MENDEZ  
WAS MURDERED FOR  
TRYING TO PROTECT  
THE RAINFOREST, HE  
IS NOW A SYMBOL,  
TRY TO SAVE THE  
RAINFOREST. TRY  
TO SAVE THE  
RAINFOREST, TRY  
TO SAVE THE  
RAINFOREST

### **The importance of geography**

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Geography brings theory down to earth. And in a world where 80 per cent of information is referenced to locations, it develops spatial awareness.

Dr Rita Gardner, Director and Secretary, Royal Geographical Society  
(with the Institute of British Geographers)

What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures?

Jonathon Porritt, Forum for the Future

What other subject tells us so much about the great issues of the age – global change, natural and human?

Professor Andrew Goudie, University of Oxford

Geography makes us aware that we must think globally.

Bill Giles OBE, Head, BBC Weather



## Programme of study: geography

# Key stage 1

**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.

### 1b → links to other subjects

This requirement builds on Ma2/5a.

### 1d → links to other subjects

This requirement builds on En1/1b–1f and En3/1a, 1c–1f and Ma2/1f and Ma2/1e, 1g.

### Note for 2

Geographical skills are developed in the context of geographical enquiry.

### Note for 2b

Fieldwork skills are developed during fieldwork investigations outside the classroom.

### 2c → ICT opportunity

Pupils could use a programmable toy to develop instructions for following a route.

### 2c, 2e → links to other subjects

These requirements build on Ma3/3a, 3b.

### 2d → links to other subjects

This requirement builds on En2/2 and ICT/1a.

### Note for 3b

This begins to develop pupils' framework of locational knowledge.

### Note for 3e

This provides a basis for pupils' understanding of global citizenship in later key stages.

## Knowledge, skills and understanding

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**.

### Geographical enquiry and skills

- 1 In undertaking 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 In 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].

### Knowledge and understanding of places

- 3 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].

### Knowledge and understanding of patterns and processes

- 4 Pupils should be taught to:
- 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]
  - recognise changes in physical and human features [for example, heavy rain flooding fields].

### Knowledge and understanding of environmental change and sustainable development

- 5 Pupils should be taught to:
- recognise changes in the environment [for example, traffic pollution in a street]
  - recognise how the environment may be improved and sustained [for example, by restricting the number of cars].

### Breadth of study

- 6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the study of two localities:
- the locality of the school
  - 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.
- 7 In their study of localities, pupils should:
- study at a local scale
  - carry out fieldwork investigations outside the classroom.

#### Note for 4

'Pattern' refers to the way in which physical and human features occur or are arranged (for example, weather changes, street layout). 'Process' refers to a series of events that cause changes in a place or environment (for example, flooding, increasing traffic).

#### 4a → ICT opportunity

Pupils could use a digital camera to record places, people and events observed outside the classroom.

#### Note for 6

The 'locality' of the school is its immediate vicinity, including school buildings and grounds and the surrounding area within easy access. The contrasting locality should be an area of similar size.

#### 6b → ICT opportunity

Pupils could use CD-ROMs or the internet to investigate a contrasting locality.

#### Note for 7a

'Scale' refers to the geographical extent of a study. A local-scale study is a study of a small area (for example, a neighbourhood, village or small town).

## Programme of study: geography

# Key stage 2

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.

### 1b → links to other subjects

This requirement builds on Ma4/1a–1c, 2b, 2c.

### 1c → links to other subjects

This requirement builds on Ma4/2b, 2c, 2f.

### 1e → links to other subjects

This requirement builds on En1/1a–1d and En3/1 and ICT/3a, 3b.

### Note for 2

Geographical skills are developed in the context of geographical enquiry.

### Note for 2b

Fieldwork techniques are developed during fieldwork investigations outside the classroom.

### 2c, 2e → links to other subjects

These requirements build on Ma3/2c, 2d, 3c, 4b.

### 2d → links to other subjects

This requirement builds on En2/3, 5a, 5b, 5g.

### 2d → ICT opportunity

Pupils could use a database to sort, question and present information about different countries.

## Knowledge, skills and understanding

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**.

### Geographical enquiry and skills

- 1 In undertaking 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 e-mail to exchange information about the locality with another school].
  
- 2 In 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].

### Knowledge and understanding of places

- 3 Pupils should be taught:
- to identify and describe what places are like [for example, in terms of weather, jobs]
  - the location of places and environments they study and other significant places and environments [for example, those listed on page 21 and places and environments in the news]
  - 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]
  - to explain why places are like they are [for example, in terms of weather conditions, local resources, historical development]
  - 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]
  - 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]
  - 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].

### Knowledge and understanding of patterns and processes

- 4 Pupils should be taught to:
- 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]
  - recognise some physical and human processes [for example, river erosion, a factory closure] and explain how these can cause changes in places and environments.

### Knowledge and understanding of environmental change and sustainable development

- 5 Pupils should be taught to:
- 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
  - 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].

#### Note for 3b

This develops pupils' framework of locational knowledge. Places they study could include those studied in other subjects (for example, Greece in history).

#### 3d, 3f → ICT opportunity

Pupils could use the internet to access comparative weather information about different locations.

#### Note for 3g

This provides a basis for pupils' understanding of global citizenship in key stage 3.

#### Note for 4

'Pattern' refers to the way in which physical and human features occur or are arranged (for example, variations in rainfall across the United Kingdom, layout of hedgerows in a landscape). 'Process' refers to a series of events that cause changes in a place or environment (for example, river flow eroding the banks of a river, closure of local shops).

**Note for 6a**

The locality in the United Kingdom may be either the school locality or a locality elsewhere in the United Kingdom. If the school locality is chosen, it should cover an area larger than the school's immediate vicinity and will normally cover the homes of the majority of pupils in the school. Other localities studied should be similar in size to the locality of the school.

**Note for 6b**

Countries that are less economically developed include most of those in Africa, Asia, South and Central America (including the Caribbean).

**6d → ICT opportunity**

Pupils could use e-mail to exchange information about features of settlements with another school.

**Note for 7**

'Scale' refers to the geographical extent of a study, ie local – a small area like a village or small town; regional – a larger area like the midlands of England or a stretch of coast; and national – a whole country.

Studies of themes could be carried out in the context of the local area, but as the studies of localities are at a local scale, the studies of themes should also include work at regional and national scales.

## Breadth of study

6 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].

7 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.

## Locational knowledge – examples of significant places and environments

British Isles	Significant places and environments
The two largest islands of the British Isles	Great Britain, Ireland
The two countries of the British Isles	The United Kingdom, the Republic of Ireland
Parts of the United Kingdom	England, Scotland, Wales, Northern Ireland
Capital cities	London, Dublin, Edinburgh, Cardiff, Belfast
The largest mountain areas in Wales and Scotland and the two largest in England	The Cambrian Mountains, the Grampian Mountains, the Lake District, the Pennines
The three longest rivers in the United Kingdom	River Severn, River Thames, River Trent
The seas around the United Kingdom	The English Channel, the Irish Sea, the North Sea
Europe	Significant places and environments
The two countries of the British Isles and their capital cities	The United Kingdom, the Republic of Ireland; London, Dublin
The three countries in the European Union with the highest populations and their capital cities	France, Germany, Italy; Paris, Berlin, Rome
The three countries in the European Union with the largest areas and their capital cities	France, Spain, Sweden; Paris, Madrid, Stockholm
The largest mountain range in Europe	The Alps
The longest river in the European countries identified above	River Rhine
The two largest seas around Europe	The Mediterranean Sea, the North Sea
The world	Significant places and environments
The continents	Africa, Asia, Europe, North America, Oceania, South America, Antarctica
The largest city in each continent	Lagos, Tokyo, Paris, New York, Sydney, Sao Paulo
The six countries with the highest populations	Brazil, China, India, Indonesia, Russia, USA
The six countries with the largest areas	Australia, Brazil, Canada, China, Russia, USA
Areas of family origin of the main minority ethnic groups in the United Kingdom	Bangladesh, the Caribbean, India, Pakistan, the Republic of Ireland
The three largest mountain ranges in the world (on the basis of height and geographical extent)	The Andes, the Himalayas, the Rocky Mountains
The three longest rivers in the world	River Amazon, River Mississippi, River Nile
The largest desert in the world	The Sahara
The oceans	The Arctic, Atlantic, Indian and Pacific oceans
Two canals linking seas and/or oceans	The Panama Canal, the Suez Canal
Main lines of latitude and meridian of longitude	The Poles, the Equator, the Tropics, the Prime Meridian

Exemplar maps showing this information can be found on the National Curriculum web site ([www.nc.uk.net](http://www.nc.uk.net)) and in the schemes of work for geography.

## Programme of study: geography

# Key stage 3

During key stage 3 pupils investigate a wide range of people, places and environments at different scales around the world. They learn about geographical patterns and processes and how political, economic, social and environmental factors affect contemporary geographical issues. They also learn about how places and environments are interdependent. They carry out geographical enquiry inside and outside the classroom. In doing this they identify geographical questions, collect and analyse written and statistical evidence, and develop their own opinions. They use a wide range of geographical skills and resources such as maps, satellite images and ICT.

### 1c → links to other subjects

This requirement builds on Ma4/1a, 3a, 3b.

### 1c → ICT opportunity

Pupils could use a digital camera to record appropriate images to support fieldwork.

### 1d → links to other subjects

This requirement builds on Ma4/1a, 4a, 5a–5c, 5f and ICT/1c.

### 1f → links to other subjects

This requirement builds on En1/1a–1e and En3/1.

### Note for 2

Geographical skills are developed in the context of geographical enquiry.

### Note for 2b

Fieldwork techniques are developed during fieldwork investigations outside the classroom.

### 2c, 2e → links to other subjects

These requirements build on Ma3/3d, 3e.

### 2d → links to other subjects

This requirement builds on En2/1a–1e, 4a–4c.

## Knowledge, skills and understanding

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**.

### Geographical enquiry and skills

- 1 In undertaking geographical enquiry, pupils should be taught to:
  - a ask geographical questions [for example, ‘How and why is this landscape changing?’, ‘What is the impact of the changes?’, ‘What do I think about them?’] and to identify issues
  - b suggest appropriate sequences of investigation [for example, gathering views and factual evidence about a local issue and using them to reach a conclusion]
  - c collect, record and present evidence [for example, statistical information about countries, data about river channel characteristics]
  - d analyse and evaluate evidence and draw and justify conclusions [for example, analysing statistical data, maps and graphs, evaluating publicity leaflets that give different views about a planning issue]
  - e appreciate how people’s values and attitudes [for example, about overseas aid], including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues
  - f communicate in ways appropriate to the task and audience [for example, by using desktop publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place].
  
- 2 In developing geographical skills, pupils should be taught:
  - a to use an extended geographical vocabulary [for example, drainage basin, urban regeneration]
  - b to select and use appropriate fieldwork techniques [for example, land-use survey, datalogging] and instruments [for example, cameras]
  - c to use atlases and globes, and maps and plans at a range of scales, including Ordnance Survey 1:25,000 and 1:50,000 maps
  - d to select and use secondary sources of evidence, including photographs (including vertical and oblique aerial photographs), satellite images and evidence from ICT-based sources [for example, from the internet]
  - e to draw maps and plans at a range of scales, using symbols, keys and scales [for example, annotated sketch maps] and to select and use appropriate graphical techniques to present evidence on maps and diagrams [for example, pie charts, choropleth maps], including using ICT [for example, using mapping software to plot the distribution of shops and services in a town centre]

- f to communicate in different ways, including using ICT [for example, by writing a report about an environmental issue, exchanging fieldwork data using e-mail]
- g decision-making skills, including using ICT [for example, by using a spreadsheet to help find the best location for a superstore].

### Knowledge and understanding of places

- 3 Pupils should be taught:
- a the location of places and environments studied, places and environments in the news and other significant places and environments [for example, those listed on pages 26 and 27]
  - b to describe the national, international and global contexts of places studied [for example, on the Pacific Rim, a member of the European Union]
  - c to describe and explain the physical and human features that give rise to the distinctive character of places
  - d to explain how and why changes happen in places, and the issues that arise from these changes
  - e to explain how places are interdependent [for example, through trade, aid, international tourism, acid rain], and to explore the idea of global citizenship.

### Knowledge and understanding of patterns and processes

- 4 Pupils should be taught to:
- a describe and explain patterns of physical and human features and relate these to the character of places and environments
  - b identify, describe and explain physical and human processes, and their impact on places and environments.

### Knowledge and understanding of environmental change and sustainable development

- 5 Pupils should be taught to:
- a describe and explain environmental change [for example, deforestation, soil erosion] and recognise different ways of managing it
  - b explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives.

#### 2f → links to other subjects

This requirement builds on ICT/3b.

#### Note for 3a

This develops pupils' framework of locational knowledge. Places they study could include those studied in other subjects (for example, Germany or France in modern foreign languages).

#### Note for 3b, 3e

These develop pupils' understanding of global citizenship, which includes awareness of what it means to be a citizen in the local community and of the United Kingdom, Europe and the wider world.

#### 5a → ICT opportunity

Pupils could use the internet to obtain Earth observation, satellite and other information about rainforest depletion and sustainable use.

**Note for 6a**

If the United Kingdom is one of the countries selected for study, the contexts chosen for the studies of themes should ensure an appropriate range of study.

**Note for 6b–6k**

The 10 geographical themes may be taught separately, in combination with other themes, or as parts of studies of places. However they are combined, the study of themes should always be set within the context of real places.

**6b → ICT opportunity**

Pupils could use the internet to access resources that explain and explore tectonic processes.

**6c → links to other subjects**

This requirement builds on Sc3/2d, 2f.

**6d → ICT opportunity**

Pupils could use an automatic weather station for datalogging weather information for comparison with similar data from other places.

**Note for 6e**

A biome is a global-scale community of plants and animals that exists in relative equilibrium with its environment.

**6g → ICT opportunity**

Pupils could collect information from ICT-based sources about different settlements and select and revise some of this for a report, using presentation software.

## Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the study of two countries and 10 themes:

### Countries

- a two countries in significantly different states of economic development, including:
  - i the regional differences that exist in each country and their causes and consequences
  - ii how and why each country may be judged to be more or less developed

### Themes

- b tectonic processes and their effects on landscapes and people, including:
  - i the global distribution of tectonic activity and its relationship with the boundaries of plates
  - ii the nature, causes and effects of earthquakes *or* volcanic eruptions
  - iii human responses to the hazards associated with them
- c geomorphological processes and their effects on landscapes and people, including:
  - i the processes responsible for the development of selected landforms and the role of rock type and weathering
  - ii the causes and effects of a hazard [for example, flooding, landslides], and human responses to it
- d how and why weather and climate vary, including:
  - i the differences between ‘weather’ and ‘climate’
  - ii the components and links in the water cycle
  - iii how and why aspects of weather and climate vary from place to place
- e ecosystems – how physical and human processes influence vegetation, including:
  - i the characteristics and distribution of one major biome [for example, savannah grassland, tropical rainforest, temperate forest]
  - ii how the ecosystems of this biome are related to climate, soil and human activity
- f population distribution and change, including:
  - i the global distribution of population
  - ii the causes and effects of changes in the population of regions and countries, including migration
  - iii the interrelationship between population and resources
- g the changing characteristics of settlements, including:
  - i the reasons for the location, growth and nature of individual settlements
  - ii how and why the provision of goods and services in settlements varies
  - iii how and why changes in the functions of settlements occur and how these changes affect groups of people in different ways
  - iv patterns and changes in urban land use

- h changing distribution of economic activity and its impact, including:
    - i types and classifications of economic activity
    - ii the geographical distribution of one or more economic activities [for example, farming, tourism]
    - iii how and why the distribution has changed and is changing [for example, the impact of new technologies], and the effects of such changes
  - i development, including:
    - i ways of identifying differences in development within and between countries
    - ii effects of differences in development on the quality of life of different groups of people
    - iii factors, including the interdependence of countries, that influence development
  - j environmental issues, including:
    - i how conflicting demands on an environment arise
    - ii how and why attempts are made to plan and manage environments
    - iii effects of environmental planning and management on people, places and environments [for example, managing coastal retreat, building a reservoir]
  - k resource issues, including:
    - i the sources and supply of a resource
    - ii the effects on the environment of the use of a resource
    - iii resource planning and management [for example, reducing energy use, developing alternative energy sources].
- 7 In their study of countries and themes, pupils should:
- a study at a range of scales – local, regional, national, international and global
  - b study different parts of the world and different types of environments, including their local area, the United Kingdom, the European Union and parts of the world in different states of economic development
  - c carry out fieldwork investigations outside the classroom
  - d study issues of topical significance.

**6h → ICT opportunity**

Pupils could consider the increase in ‘telecommuting’ and its impact on the distribution of economic activities.

**6j → ICT opportunity**

Pupils could use a spreadsheet to collate transport management information and graph the findings.

**Note for 7b**

The study of places and themes in the United Kingdom and European Union contributes towards pupils’ broader knowledge and understanding of the geography of the United Kingdom and of the European Union.

Exemplar maps showing this information can be found on the National Curriculum web site ([www.nc.uk.net](http://www.nc.uk.net)) and in the schemes of work for geography.

## Locational knowledge – examples of significant places and environments

British Isles	Significant places and environments
The two largest islands of the British Isles	Great Britain, Ireland
The two countries of the British Isles	The United Kingdom, the Republic of Ireland
Parts of the United Kingdom	England, Scotland, Wales, Northern Ireland
Capital cities	London, Dublin, Edinburgh, Cardiff, Belfast
The six largest cities (apart from the capital cities)	Birmingham, Glasgow, Leeds, Liverpool, Manchester, Newcastle
Four other important regional cities selected on the basis of population and regional spread	Bristol, Norwich, Nottingham, Sheffield
The six largest mountain areas in the United Kingdom	The Cambrian Mountains, the Grampian Mountains, the Lake District, the North West Highlands, the Pennines, the Southern Uplands
The three longest rivers in the United Kingdom	River Severn, River Thames, River Trent
The seas around the United Kingdom	The English Channel, the Irish Sea, the North Sea

Europe	Significant places and environments
The two countries of the British Isles	The United Kingdom, the Republic of Ireland
The six countries in Europe with the highest populations and their capital cities	France, Germany, Italy, Poland, Spain, Ukraine; Paris, Berlin, Rome, Warsaw, Madrid, Kiev
The six countries in Europe with the largest areas and their capital cities	France, Germany, Norway, Spain, Sweden, Ukraine; Paris, Berlin, Oslo, Madrid, Stockholm, Kiev
The six countries in Europe with the highest population density (excluding very small countries) and their capital cities	Belgium, Germany, Italy, Luxembourg, Netherlands, Switzerland; Brussels, Berlin, Rome, Luxembourg, Amsterdam*, Bern
Other European Union member countries not included above and their capital cities	Austria, Denmark, Finland, Greece, Portugal; Vienna, Copenhagen, Helsinki, Athens, Lisbon
The largest mountain range in Europe	The Alps
The two longest rivers in West and Central Europe	River Danube and River Rhine
The four largest seas around Europe	The Baltic Sea, the Black Sea, the Mediterranean Sea, the North Sea

\* Amsterdam is the capital of the Netherlands; The Hague is the seat of government.

The world	Significant places and environments
The continents	Africa, Asia, Europe, North America, Oceania, South America, Antarctica
Two countries from each continent on the basis of population, area, gross national product (GNP), population density	Nigeria, South Africa, China, India, France, Germany, Canada, USA, Australia, New Zealand, Argentina, Brazil
Five other countries on the basis of population, area and population density	Bangladesh, Indonesia, Japan, Pakistan, Russia
Areas of family origin of the main minority ethnic groups in the United Kingdom	Bangladesh, the Caribbean, India, Pakistan, the Republic of Ireland
Cities with the highest population in each continent	Lagos, Tokyo, Paris, New York, Sydney, Sao Paulo
The nine largest world cities (apart from those identified above)	Beijing, Bombay (Mumbai), Buenos Aires, Calcutta (Kolkata), Jakarta, Los Angeles, Mexico City, Seoul, Shanghai
The three largest mountain ranges in the world (on the basis of height and geographical extent)	The Andes, the Himalayas, the Rocky Mountains
The four longest rivers in the world	River Amazon, River Mississippi, River Nile, River Yangtse
The largest desert in the world	The Sahara
The oceans	The Arctic, Atlantic, Indian and Pacific Oceans
Two canals linking seas and/or oceans	The Panama Canal, the Suez Canal
Main lines of latitude and meridian of longitude	The Poles, the Equator, the Tropics, the Antarctic and Arctic Circles, the Prime Meridian, the International Date Line



# General teaching requirements



# Inclusion: providing effective learning opportunities for all pupils

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- A Setting suitable learning challenges
- B Responding to pupils' diverse learning needs
- C Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

## Three principles for inclusion

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

### A Setting suitable learning challenges

- 1 Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions].

- 2 For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.<sup>1</sup>
- 3 For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.<sup>2</sup>

## B Responding to pupils' diverse learning needs

- 1 When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- 2 To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.<sup>3</sup>
- 3 Teachers should take specific action to respond to pupils' diverse needs by:
  - a creating effective learning environments
  - b securing their motivation and concentration
  - c providing equality of opportunity through teaching approaches
  - d using appropriate assessment approaches
  - e setting targets for learning.

### Examples for B/3a – creating effective learning environments

Teachers create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability

<sup>1</sup> Teachers may find QCA's guidance on planning work for pupils with learning difficulties a helpful companion to the programmes of study.

<sup>2</sup> Teachers may find QCA's guidance on meeting the requirements of gifted and talented pupils a helpful companion to the programmes of study.

<sup>3</sup> The Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995.

- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment, including racial harassment, are challenged
- pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

#### **Examples for B/3b – securing motivation and concentration**

Teachers secure pupils' motivation and concentration by:

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

#### **Examples for B/3c – providing equality of opportunity**

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations. (See **Overcoming potential barriers to learning and assessment for individuals and groups of pupils.**)

**Examples for B/3d – using appropriate assessment approaches**

Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

**Examples for B/3e – setting targets for learning**

Teachers set targets for learning that:

- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

## **C Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

- 1 Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

### **Pupils with special educational needs**

- 2 Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities (see paragraphs C/4 and C/5). In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need.



Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

- 3 Teachers should take specific action to provide access to learning for pupils with special educational needs by:
  - a providing for pupils who need help with communication, language and literacy
  - b planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
  - c planning for pupils' full participation in learning and in physical and practical activities
  - d helping pupils to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work
  - e helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

**Examples for C/3a – helping with communication, language and literacy**

Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text and Braille
- using ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

**Examples for C/3b – developing understanding**

Teachers develop pupils' understanding through the use of all available senses and experiences, by:

- using materials and resources that pupils can access through sight, touch, sound, taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

**Examples for C/3c – planning for full participation**

Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

**Examples for C/3d – managing behaviour**

Teachers help pupils to manage their behaviour, take part in learning effectively and safely, and, at key stage 4, prepare for work by:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills
- teaching essential safety rules.

**Examples for C/3e – managing emotions**

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

**Pupils with disabilities**

- 4 Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.
- 5 Teachers should take specific action to enable the effective participation of pupils with disabilities by:
  - a planning appropriate amounts of time to allow for the satisfactory completion of tasks
  - b planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
  - c identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.



**Examples for C/5a – planning to complete tasks**

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

**Examples for C/5b – developing skills in practical aspects**

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

**Examples for C/5c – overcoming specific difficulties**

Teachers overcome specific difficulties for individuals presented by aspects of the programmes of study and attainment targets through:

- using approaches to enable hearing impaired pupils to learn about sound in science and music
- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- discounting these aspects in appropriate individual cases when required to make a judgement against level descriptions.



### Pupils who are learning English as an additional language

- 6 Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.
- 7 The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
- 8 Teachers should take specific action to help pupils who are learning English as an additional language by:
  - a developing their spoken and written English
  - b ensuring access to the curriculum and to assessment.

#### Examples for C/8a – developing spoken and written English

Teachers develop pupils' spoken and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

#### Examples for C/8b – ensuring access

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate.



## Additional information for geography

Teachers may find the following additional information helpful when implementing the statutory inclusion statement: **Providing effective learning opportunities for all pupils.** Teachers need to consider the full requirements of the inclusion statement when planning for individuals or groups of pupils. There are specific references to geography in the examples for C/5b and C/5c.

To overcome any potential barriers to learning in geography, some pupils may require:

- activities to be adapted to enable them to be included and participate actively and safely in geography fieldwork
- support to compensate for difficulties in managing visual information and other visual resources. Where support cannot be provided [for example, access for colour-blind pupils to OS maps or satellite images] alternative resources should be used
- help to observe and gain understanding about geographical features and the environment where, because of visual or multi-sensory impairment or mobility difficulties, they are unable to gain incidental learning of the wider world and the environment.

In assessment:

- when judgements against level descriptions are required, these should, where appropriate, allow for the provision above.



# Use of language across the curriculum

- 1 Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognise and use standard English.

## Writing

- 2 In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

## Speaking

- 3 In speaking, pupils should be taught to use language precisely and cogently.

## Listening

- 4 Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

## Reading

- 5 In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.
- 6 Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject [for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments].



# Use of information and communication technology across the curriculum

- 1 Pupils should be given opportunities<sup>1</sup> to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects (with the exception of physical education at key stages 1 and 2).
- 2 Pupils should be given opportunities to support their work by being taught to:
  - a find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
  - b develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
  - c exchange and share information, both directly and through electronic media
  - d review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

<sup>1</sup> At key stage 1, there are no statutory requirements to teach the use of ICT in the programmes of study for the non-core foundation subjects. Teachers should use their judgement to decide where it is appropriate to teach the use of ICT across these subjects at key stage 1. At other key stages, there are statutory requirements to use ICT in all subjects, except physical education.

# The attainment target for geography



# About the attainment target

An attainment target sets out the ‘knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage’<sup>1</sup>. Except in the case of citizenship<sup>2</sup>, attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils’ performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are the main means of assessing attainment in geography.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key stage 1	<b>1–3</b>	at age 7	<b>2</b>
Key stage 2	<b>2–5</b>	at age 11	<b>4</b>
Key stage 3	<b>3–7</b>	at age 14	<b>5/6<sup>3</sup></b>

## Assessing attainment at the end of a key stage

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. When doing so, each description should be considered alongside descriptions for adjacent levels.

Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA’s annual booklets about assessment and reporting arrangements.

<sup>1</sup> As defined by the Education Act 1996, section 353a.

<sup>2</sup> In citizenship, expected performance for the majority of pupils at the end of key stages 3 and 4 is set out in end of key stage descriptions.

<sup>3</sup> Including modern foreign languages.

## Attainment target for geography

### 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 knowledge, skills and understanding in studies at a local scale. They describe and compare the physical and human features of different localities and offer explanations for the locations of some of those features. They are aware that different places may have both similar and different characteristics. They offer reasons for some of their observations and for their views and judgements about places and environments. They recognise how people seek to improve and sustain 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 their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They begin to recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places. They recognise and describe physical and human processes. They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there. They understand how people can both improve and damage the environment. They explain their own views and the views that other people hold about an environmental change. Drawing on their knowledge and understanding, they suggest suitable geographical questions, and use a range of geographical skills from the key stage 2 or 3 programme of study 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 their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They describe and begin to explain geographical patterns and physical and human processes. They describe how these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They recognise some of the links and relationships that make places dependent on each other. They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. They recognise how people try to manage environments sustainably. They explain their own views and begin to suggest relevant geographical questions and issues. Drawing on their knowledge and understanding, they select and use appropriate skills and ways of presenting information from the key stage 2 or 3 programme of study to help them investigate places and environments. They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.

### Level 6

Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world. They describe and explain a range of physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places. They describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places. They appreciate the many links and relationships that make places dependent on each other. They recognise how conflicting demands on the

environment may arise and describe and compare different approaches to managing environments. They appreciate that different values and attitudes, including their own, result in different approaches that have different effects on people and places. 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 from the key stage 3 programme of study and use them effectively in their investigations. They present their findings in a coherent way and reach conclusions that are consistent with the evidence.

### **Level 7**

Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world. They describe interactions within and between physical and human processes, and show how these interactions create geographical patterns and help change places and environments. They understand that many factors, including people's values and attitudes, influence the decisions made about 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. They appreciate that considerations of sustainable development affect the planning and management of environments and resources. 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 from the key stage 3 programme of study. They evaluate critically sources of evidence, present well-argued summaries of their investigations and begin to reach substantiated conclusions.

### **Level 8**

Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world. They offer explanations for interactions within and between physical and human processes. They explain changes in the characteristics of places over time, in terms of location, physical and human processes, and interactions with other places. They begin to account

for disparities in development and understand the range and complexity of factors that contribute to the quality of life in different places. They recognise the causes and consequences of environmental issues and understand a range of views about them and different approaches to tackling them. They understand how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. They use examples to illustrate this. 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 from the key stage 3 programme of study and use them effectively and accurately. They evaluate critically sources of evidence before using them in their investigations. They present full and coherently argued summaries of their investigations and reach substantiated conclusions.

### **Exceptional performance**

Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments at the full range of scales, from local to global, and in different parts of the world. They explain complex interactions within and between physical and human processes. They refer to a wide range of geographical factors to explain and predict change in the characteristics of places over time. They understand alternative approaches to development and the implications of these 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 from the key stage 3 programme of study. They carry out geographical investigations independently at different scales. They evaluate critically sources of evidence and present coherent arguments and effective, accurate and well-substantiated conclusions. They evaluate their work by suggesting improvements in approach and further lines of enquiry.

# Acknowledgements

## About the work used in this document

The artwork and photographs used in this book are the result of a national selection organised by QCA and the Design Council. We would like to thank all 3,108 pupils who took part and especially the following pupils and schools whose work has been used throughout the National Curriculum.

**Pupils** Frankie Allen, Sarah Anderson, Naomi Ball, Kristina Battleday, Ashley Boyle, Martin Broom, Katie Brown, Alex Bryant, Tania Burnett, Elizabeth Burrows, Caitie Calloway, Kavandeep Chahal, Donna Clarke, Leah Cliffe, Megan Coombs, Andrew Cornford, Samantha Davidoff, Jodie Evans, Holly Fowler, Rachel Fort, Christopher Fort, Hannah Foster, Ruth Fry, Nicholas Furlonge, Tasleem Ghanchi, Rebecca Goodwin, Megan Goodwin, Joanna Gray, Alisha Grazette, Emma Habbeshon, Zoe Hall, Kay Hampshire, Jessica Harris, Aimee Howard, Amy Hurst, Katherine Hymers, Safwan Ismael, Tamaszina Jacobs-Abiola, Tomi Johnson, Richard Jones, Bruno Jones, Thomas Kelleher, Sophie Lambert, Gareth Lloyd, Ope Majekodunmi, Sophie Manchester, Alex Massie, Amy McNair, Dale Meachen, Katherine Mills, Rebecca Moore, Andrew Morgan, Amber Murrell, Sally O'Connor, Rosie O'Reilly, Antonia Pain, Daniel Pamment, Jennie Plant, Christopher Prest, Megan Ramsay, Alice Ross, David Rowles, Amy Sandford, Zeba Saudagar, Nathan Scarfe, Daniel Scully, Bilal Shakoor, Sandeep Sharma, Morrad Siyahla, Daryl Smith, Catriona Statham, Scott Taylor, Amy Thornton, Jessica Tidmarsh, Alix Tinkler, Lucy Titford, Marion Tulloch, Charlotte Ward, Kaltuun Warsame, Emily Webb, Bradley West, Daniel Wilkinson, Soriah Williams, Susan Williamson, Helen Williamson, Charlotte Windmill, Ryan Wollan, Olivia Wright.

**Schools** Adam's Grammar School, Almondbury Junior School, Bishops Castle Community College, Bolton Brow Junior and Infant School, Boxford C of E Voluntary Controlled Primary School, Bugbrooke School, Cantell School, Charnwood Primary School, Cheselbourne County First School, Chester Catholic High School, Dales Infant School, Deanery C of E High School, Driffield C of E Infants' School, Dursley Primary School, Fourfields County Primary School, Furze Infants School, Gosforth High School, Grahame Park Junior School, Green Park Combined School, Gusford Community Primary School, Hartshill School, Headington School, Holyport Manor School, Jersey College for Girls Preparatory School, King Edward VI School, King James's School, Kingsway Junior School, Knutsford High School, Leiston Primary School, Maltby Manor Infant School, Mullion Comprehensive School, North Marston C of E First School, Norton Hill School, Penglais School, Priory Secondary School, Redknock School, Richard Whittington Primary School, Ringwood School, Sarah Bonnell School, Sedgemoor Manor Infants School, Selly Park Technology College for Girls, Southwark Infant School, St Albans High School for Girls, St Denys C of E Infant School, St Helen's C of E (Aided) Primary School, St John's Infants School, St Joseph's RC Infant School, St Laurence School, St Mary Magdalene School, St Matthews C of E Aided Primary School, St Michael's C of E School, St Saviour's and St Olave's School, St Thomas The Martyr C of E Primary School, Sawtry Community College, The Duchess's High School, Tideway School, Torfield School, Trinity C of E Primary School, Upper Poppelton School, Walton High School.

*QCA and the Design Council would also like to thank the figures from public life who contributed their ideas about the value of each curriculum subject.*

Excellence  
in schools

This booklet:

- sets out the legal requirements of the National Curriculum in England for geography
- provides information to help teachers implement geography in their schools.

It has been written for coordinators, subject leaders and those who teach geography, and is one of a series of separate booklets for each National Curriculum subject.

The National Curriculum for pupils aged five to 11 is set out in the handbook for primary teachers. The National Curriculum for pupils aged 11 to 16 is set out in the handbook for secondary teachers.

All these publications, and materials that support the teaching, learning and assessment of geography, can be found on the National Curriculum web site at [www.nc.uk.net](http://www.nc.uk.net).