

Skills and learning

Geography  
in the national curriculum for Wales

This document highlights those statements or sections in the programmes of study for geography that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- Curriculum Cymreig and Wales Europe and the world
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



## **Developing thinking**

Schools should provide opportunities, where appropriate, for learners to develop and apply their thinking across the curriculum through the processes of planning, developing and reflecting.

In geography, learners develop their thinking skills through investigation, planning enquiries and carrying out fieldwork. They ask and answer questions, and gather, sort and evaluate information. They draw conclusions, make decisions and form opinions about places, environments and the geographical issues that affect the world around them. They reflect on what they have learned in one context to develop more abstract understanding and apply their knowledge and skills in new contexts.

In geography, opportunities to develop thinking apply throughout the Skills and Range sections of the programmes of study for Key Stages 2 and 3.



## **Developing communication**

Schools should provide opportunities, where appropriate, for learners to develop and apply their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In geography, learners select, use, apply and combine a variety of skills to communicate their geographical understanding, through maps, images and extended writing with specialist terminology. Through their investigations they learn to acquire information, assess the authenticity and bias of data and media reports and adapt their own presentations to different audiences. In discussing geographical issues, they develop and justify their ideas, views and opinions in debates and through multimedia presentations.

In geography, opportunities to develop communication apply throughout the Skills and Range sections of the programmes of study for Key Stages 2 and 3.



## Developing ICT

Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

In geography, learners use their ICT skills to access the internet for information, including maps and satellite images. They use different databases, spreadsheets, multimedia and geographical information systems (GIS) to identify relationships and patterns. In fieldwork they use equipment to gather and organise information and select programmes to enhance the presentations of findings.

### Key Stage 2

#### Skills

##### *Locating places, environments and patterns*

Pupils should be given opportunities to:

3. use maps, imagery and ICT to find and present locational information, e.g. draw sketch maps using symbols and keys. Interpret maps, and photographs including oblique, aerial and satellite images.

### Key Stage 3

#### Skills

##### *Locating places, environments and patterns*

Pupils should be given opportunities to:

2. use maps, plans and imagery of different types and scales and ICT to interpret and present locational information, e.g. use relief maps, satellite images, GIS, draw sketch maps.

##### *Communicating*

Pupils should be given opportunities to:

3. communicate findings, ideas and information using geographical terminology, maps, visual images, a range of graphical techniques and ICT, e.g. use extended terminology, construct graphs, conduct a debate, produce a PowerPoint presentation.



## Developing number

Schools should provide opportunities, where appropriate, for learners to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In geography, learners apply number skills in the classroom and in fieldwork to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes.

### Key Stage 2

#### Skills

##### *Locating places, environments and patterns*

Pupils should be given opportunities to:

1. identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references
2. follow directions, estimate and calculate distances, e.g. follow map and ground routes, calculate map-to-ground distances.

##### *Investigating*

Pupils should be given opportunities to:

2. measure, collect and record data through carrying out practical investigations and fieldwork, and using secondary sources, e.g. use instruments to measure rainfall, use GIS, design questionnaires.

### Key Stage 3

#### Skills

##### *Locating places, environments and patterns*

Pupils should be given opportunities to:

1. locate places and environments using globes, atlases, maps and plans, e.g. use six-figure grid references, OS 1:25,000 and 1:50,000 maps, and internet/satellite imagery.

### *Investigating*

Pupils should be given opportunities to:

2. observe, measure, extract and record data through carrying out practical investigations and fieldwork and using a variety of secondary sources, e.g. carry out land use mapping, use GIS.

### *Communicating*

Pupils should be given opportunities to:

3. communicate findings, ideas and information using geographical terminology, maps, visual images, a range of graphical techniques and ICT, e.g. use extended terminology, construct graphs, conduct a debate, produce a PowerPoint presentation.



## **Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)**

Schools should provide opportunities, where appropriate, for learners aged 7–14 to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.

Geography contributes to the Curriculum Cymreig by offering opportunities for learners to explore by investigation and fieldwork the diversity of the natural and human landscapes in Wales. They examine the economic processes that have changed Wales and how decision making at local, national and European levels can affect Wales' development. They explore the reasons for economic and environmental issues that affect communities in Wales, including their own. They develop a sense of place and identity through investigating the links between communities and between regions in Wales, as well as understanding relationships between Wales and other countries.

### **Key Stage 2**

#### Range

Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues.

Pupils should be given opportunities to:

#### Study

- living in Wales: their local area\* and an investigation of at least one aspect of the geography of the whole of Wales, e.g. national parks, where people live.

\* The local area should cover an area larger than the school's immediate vicinity. It will normally contain the homes of the majority of pupils in the school. The contrasting localities should be in areas of a similar size to the local area.

### **Key Stage 3**

#### Range

Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations within Wales, the European Union and the wider world.

Pupils should be given opportunities to:

Study

- tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen.



## Personal and social education

Schools should provide opportunities, where appropriate, for learners to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

In geography, learners have opportunities to study their role as local and global citizens and appreciate the diversity of communities in Wales and other countries. They investigate how and why environments change and the importance of sustainability. They learn about the links between producers and consumers and how people's economic and environmental actions in one part of the world can impact on the lives of others. They learn to use information about places and peoples to counter stereotyping, make well-informed judgments about issues, develop their own views and opinions, and appreciate the values and attitudes of others.

### Key Stage 2

#### Skills

##### *Communicating*

Pupils should be given opportunities to:

1. express their own opinions and be aware that people have different points of view about places, environments and geographical issues, e.g. about wind farms, fair trade
2. make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments, e.g. a traffic problem.

#### Range

Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues.

Pupils should be given opportunities to:

##### Study

- living in other countries: two contrasting localities in countries at different levels of economic development outside the United Kingdom
- living in my world: caring for places and environments and the importance of being a global citizen.

##### Carry out

- investigations of 'geography in the news', topical events and issues in the local area and the wider world.

Ask and answer the questions

- how are places and environments linked/connected to other places and environments? How am I and/or other people linked to other parts of the world?
- how have people affected this place/ environment? How can I and other people look after this environment?
- how do people's views differ about this geographical issue and what do I think?

### **Key Stage 3**

#### Skills

##### *Communicating*

Pupils should be given opportunities to:

1. develop opinions and understand that people have different values, attitudes and points of view on geographical issues, e.g. about buying local or global produce
2. assess bias and reliability of geographical evidence to weigh arguments, make decisions and solve problems, e.g. about a proposed route for a new bypass.

#### Range

Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations within Wales, the European Union and the wider world.

Pupils should be given opportunities to:

##### Study

- people as consumers: the impacts on and changes in economic activity
- the rich and poor world: economic development in different locations/countries
- threatened environments: characteristics of, and possibilities for, their sustainable development
- tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen.

##### Carry out

- investigations into 'geography in the news', topical events and issues in the locality and the wider world.

Ask and answer the questions

- how can changes be sustainable and why is it important for this place/environment?

- what are the geographical issues for people living in this location? How and why do people's views on issues differ and what do I think?
- how can my actions and those of other people make a difference locally, nationally and globally?



## Careers and the world of work

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

In geography, learners have opportunities to investigate factors that affect the economy in their local community, in Wales and globally. They learn about the connections between producing and consuming and the potential impact on employment opportunities, including on their own career development. They develop their understanding of terminology used in the world of work such as cheap labour, competition, service industries. They consider how economic processes are changing Wales and have opportunities to discuss how sustainability and global issues affect the world of work. They also develop valuable work-related skills and techniques, including the use of GIS, using and creating maps, conducting surveys, analysing data, and carrying out investigations.

### Key Stage 3

#### Range

Pupils should be given opportunities to:

#### Study

- people as consumers: the impacts on and changes in economic activity.