

Geography

Key Stage 3 Non Statutory Guidance
for Geography

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Section 01

Purpose of this Guidance

This guidance is part of the support and implementation package for the Revised Northern Ireland Curriculum (hereafter referred to as Northern Ireland Curriculum) already with your school that includes:

- The Statutory Curriculum at Key Stage 3: Supplementary Guidance; and
- The Curriculum Support and Implementation Box.

Both these resources and additional learning and teaching materials are also available at www.nicurriculum.org.uk.

Geography is part of the minimum requirement for every pupil at Key Stage 3. This guidance seeks to build on good practice and to provide heads of department with information and practical approaches to help them plan and roll-out the requirements for Geography in a manageable way. The guidance explains and provides interpretation of the statutory requirements for Geography.

There are departmental questions and activities after each section which can help you and the members of your department to reflect on and evaluate your current practice and identify actions for departmental planning.

The questions and activities follow *The 4A's Model for Planning* as documented in the booklet, *Planning for the Revised Curriculum at Key Stage 3*, in your school's Curriculum Support and Implementation Box. Working through this guidance and its accompanying activities means that your department will be well on course for rolling out the Northern Ireland Curriculum.

Section 02

Geography in the Northern Ireland Curriculum

The Northern Ireland Curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives. It is about helping all pupils prepare for life and work:

- as individuals;
- as contributors to society;
- as contributors to the economy and the environment.

Geography has a significant role to play in this. Many pupils have a keen interest in trying to understand major issues that directly affect their lives and their communities. In addition they have a concern about what is happening in other parts of the world. Pollution, migration, climate change, global poverty and natural hazards are commonplace news items. These issues highlight how change in one part of the world influences, and is influenced by, what happens in another part.

This is an important time and opportunity in pupils' lives to help them explore:

- their sense of identity and belonging;
- their curiosity about the world around them; and
- their value system about how we interact with our world and with each other.

Geography helps us to view the world in which we live, both locally and globally, in a holistic way, by exploring the interdependencies of natural, social and economic systems. Through engagement with issues which have relevance to pupils, teachers can help them see the importance of geographical knowledge to their lives now and in the future.

Meeting Curriculum Objectives

Geography **develops pupils as individuals** by:

- helping them explore their sense of place and belonging, in relation to their own locality and the wider world;
- enabling them to develop an appreciation for physical and human diversity and gaining some understanding of the needs and perspectives of others.

Geography **develops pupils as contributors to society** by:

- helping them gain a sense of themselves as social beings and exploring how they relate to one another and their environments;
- making them aware of values and lifestyles that are different from their own and helping them make reasoned judgements in relation to a wide range of issues.

Geography **develops pupils as contributors to the economy and environment** by:

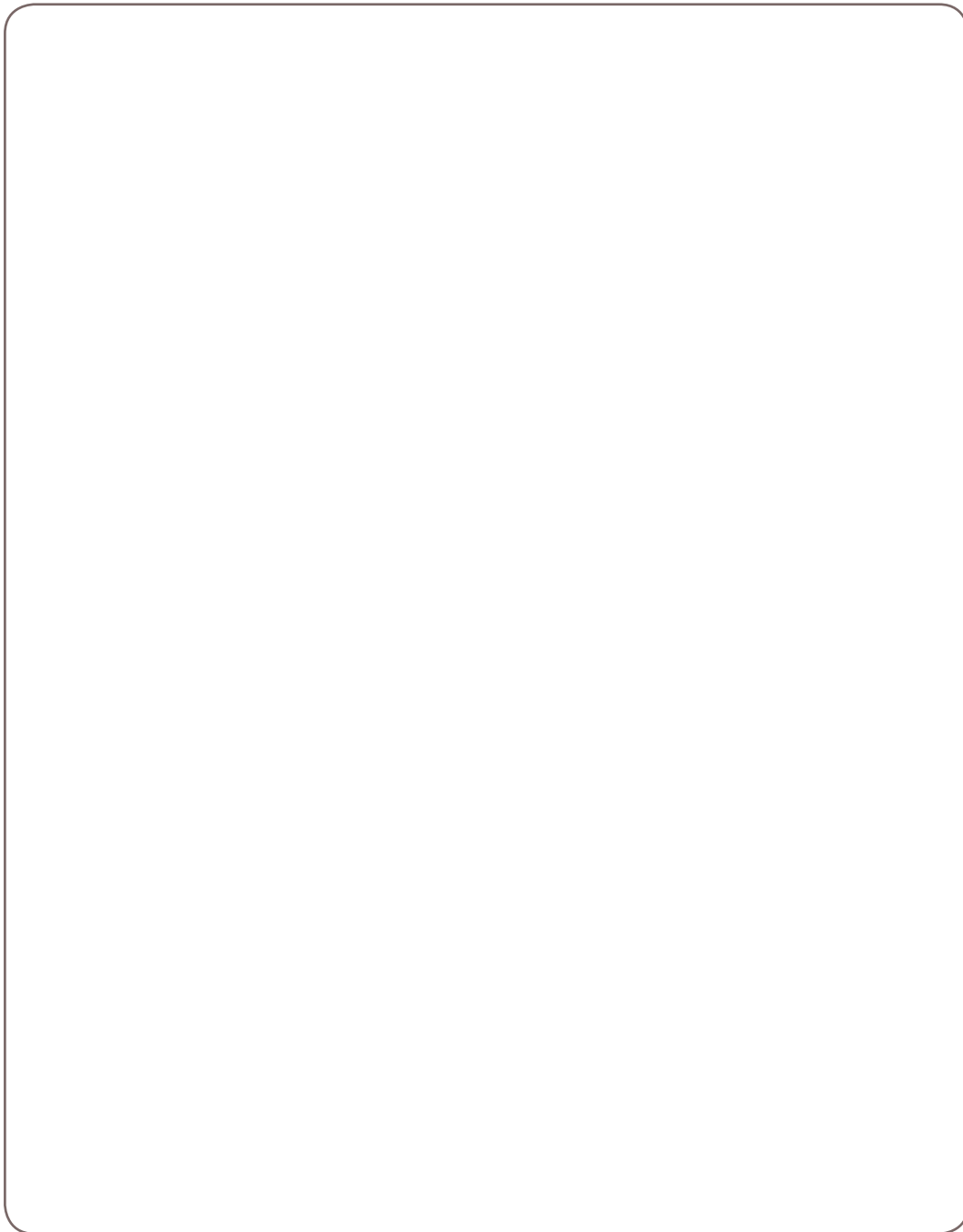
- helping them gain an awareness of our place in a changing local and global economy;
- challenging them to explore the consequences of our interactions with the environment;
- making them aware of the need for change to be sustainable and the importance of thinking globally, acting locally.

Questions for Departments

In order to contribute to the curriculum objectives during Key Stage 3, what do we want our pupils in Geography to:

- know (knowledge and understanding);
- be able to do (skills);
- be like (attitudes and dispositions)?

Action



Section 03

Links to Key Stage 2 and Key Stage 4

3.1 Key Stage 2

Geography is a contributory element to the The World Around Us at Key Stage 1 and 2, along with History and Science and Technology.

The World Around Us is organised under the following four interrelated strands:

- **Interdependence;**
- **Place;**
- **Movement and Energy;**
- **Change Over Time.**

The statutory requirements for The World Around Us at **Key Stage 2** are set out below.

Through the contributory elements of Geography, History, and Science and Technology, teachers should enable pupils to develop knowledge, understanding and skills in:

Interdependence

Pupils should be enabled to explore:

- How they and others interact in the world;
- How living things rely on each other within the natural world;
- Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications;
- The effect of people on the natural and built environment over time.

Place

Pupils should be enabled to explore:

- How place influences the nature of life;
- Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment;
- Features of, and variations in places, including physical, human, climatic, vegetation and animal life;
- Our place in the universe;
- Change over time in places;
- Positive and negative effects of natural and human events upon place over time.

Movement and Energy

Pupils should be enabled to explore:

- The causes and effect of energy, forces and movement;
- Causes that effect the movement of people and animals;
- How movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods;
- Positive and negative consequences of movement and its impact on people, places and interdependence.

Change over Time

Pupils should be enabled to explore:

- How change is a feature of the human and natural world and may have consequences for our lives and the world around us;
- Ways in which change occurs over both short and long periods of time in the human and natural world;
- The effects of positive and negative changes globally and how we contribute to some of these changes.

In fulfilling the statutory requirements, teachers should provide a balance of experiences across Geography, History and Science and Technology and to connect these where possible.

In addition, teaching in The World Around Us should provide opportunities for children as they move through Key Stages 1 and 2 to progress:

- **from** making first hand observations and collecting primary data **to** examining and collecting real data and samples from the world around them;
- **from** identifying similarities and differences **to** investigating similarities and differences, patterns and change;
- **from** using everyday language **to** increasingly precise use of subject specific vocabulary, notation and symbols;
- **from** developing a sense of place using maps to locate places **to** using resources such as atlases, maps and digital sources to identify and describe places and environments investigated.

3.2 Key Stage 4

The flexible framework at Key Stage 3 allows:

- teachers to establish foundations for Key Stage 4 study by providing opportunities for pupils to demonstrate deeper understanding;
- pupils to become more independent learners who will be more adept and experienced in managing their own learning.

Key Stage 3 experiences should provide a robust basis for learning at Key Stage 4. The knowledge, understanding and skills outlined in the minimum requirements for Key Stage 3 Geography provide a framework that enables teachers to tailor the breadth and depth of coverage to meet the needs and interests of their pupils.

CCEA offers a range of qualifications, details of which are available on the CCEA website. At the time of writing, GCSE specifications in all subjects are currently being reviewed.

For those pupils who elect not to continue with further study of Geography their experiences during the key stage should have provided them with the geographical knowledge, understanding and skills necessary to help them engage meaningfully with **real** and **relevant** issues in their world.

Section 04

Understanding the Statutory Requirements for Geography

This section includes explanation of:

- The Layout of the Statutory Requirements;
- Knowledge, Understanding and Skills;
- Curriculum Objectives and Key Elements;
- Learning Outcomes;
- Thinking Skills and Personal Capabilities.

4.1 The Layout of the Statutory Requirements

Objectives
The curriculum objectives provide the real and relevant contexts in which geographical knowledge, understanding and skills are developed. The objectives should be developed throughout the key stage.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
<p>Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by:</p> <ul style="list-style-type: none"> • expressing meaning, feelings and viewpoints; • talking, to include debate, role-play, interviews, presentations and group discussions; • listening actively and reporting back; • reading and viewing for key ideas, engagement and empathy; • writing and presenting in different forms for different audiences and purposes; • participating in a range of drama; • interpreting visual stimuli including moving image; • developing an understanding of different forms, genres and methods of communication and an understanding of how they are created; • developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar; • using spoken and other texts; and • using spoken and other texts; and 	<p>Pupils should have opportunities to:</p> <p>Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential, for example, discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities etc. [Key Element: Personal Understanding]</p> <p>Explore and respond to others' emotions as</p>	<p>Pupils should have opportunities to:</p> <p>Use literature, drama, poetry or the moving image to explore others' needs and rights, for example, consider the needs of a fictional character; participate in a role play involving conflicting rights etc. [Key Element: Citizenship]</p> <p>Explore how different cultures and beliefs are reflected in a range of communication methods, for example, investigate local oral traditions and dialects etc; compare and contrast how the</p>
<p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of English and Media Education.</p> <p>Pupils should be able to:</p>	<p>Issue such as dealing with misuse of substances. Improvise a scene demonstrating peer support or peer pressure about a health related issue. [Key Element: Personal Health]</p> <p>Explore issues related to Moral Character : Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, discuss moral choices of real-life and fictional characters; take responsibility for choices and actions. [Key Element: Moral Character]</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, comment on a film, novel, performance or poem which has stimulated a personal insight. [Key Element: Spiritual Awareness]</p>	<p>Techniques used to explore a relevant ethical issue, for example, track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for a young audience etc. [Key Element: Ethical Awareness]</p>
	<p>research and manage information; show deeper understanding; demonstrate critical thinking; work effectively; demonstrate communication skills; attention to detail;</p>	<p>research and manage information; show deeper understanding; demonstrate critical thinking; work effectively; demonstrate communication skills; attention to detail;</p>

Exemplar
See back cover for an A3 version of the Statutory Requirements for Geography with additional guidance and examples

The Knowledge Understanding and Skills in Geography to be developed during Key Stage 3

The objectives are made up of Key Elements. These provide opportunities for subjects to connect with Learning for Life and Work and with other subjects.

Learning Outcomes
These state the skills and capabilities pupils should be able to demonstrate throughout the key stage in the context of Geography.

NB: Teachers may develop activities that combine many of the statutory requirements. Aspects highlighted in BOLD (including each of the Key Elements) are met.

4.2 Knowledge, Understanding and Skills

The first column in the Statutory Requirements for Geography is headed “Developing pupils’ Knowledge, Understanding and Skills.”

- Everything in this column is a statutory requirement for the key stage as a whole; not for individual years within the key stage.
- It is intended that schools interpret and develop these requirements as appropriate to their own context.
- The recursive nature of Geography means that the bullet points in the knowledge, understanding and skills column are likely be covered a number of times in each academic year within the key stage.

The table below seeks to explain, illustrate and expand on the bullet points under Knowledge, Understanding and Skills.

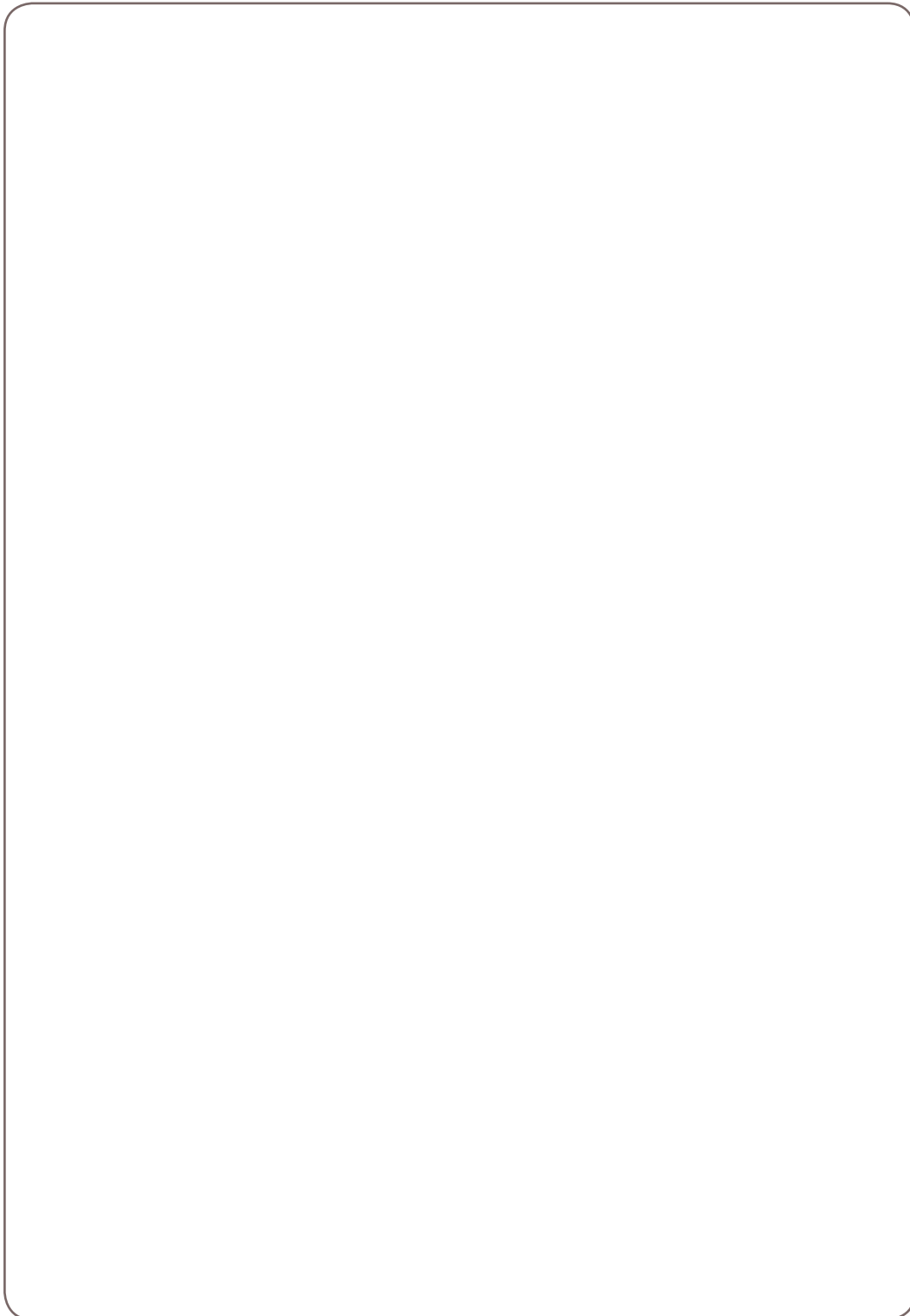
Developing pupils’ Knowledge, Understanding and Skills	Supporting notes
<ul style="list-style-type: none"> • develop geographical skills to interpret spatial patterns... <ul style="list-style-type: none"> – atlas and map-work skills • develop enquiry and fieldwork skills... <ul style="list-style-type: none"> – planning, collecting, recording, presenting, analysing, interpreting information and drawing conclusions relating to a range of primary and secondary sources • develop critical and creative thinking skills to solve geographical problems and make informed decisions... 	<p>Map work and atlas skills should be developed and practised in context throughout the key stage.</p> <p>Geography lends itself to an enquiry approach, both through fieldwork and the exploration of relevant issues. This encourages active participation with pupils finding out for themselves, making choices and drawing conclusions based on evidence. The starting points for enquiry can be key questions or hypotheses which the pupils can identify and devise. This approach is good preparation for coursework at GCSE and beyond. The main stages of an enquiry are listed here although initially pupils will need fewer stages and greater scaffolding.</p> <p>Many of the issues which Geography addresses have no single answer or solution and are rich contexts for pupils to develop their problem solving and decision making skills.</p>

Developing pupils' Knowledge, Understanding and Skills	Supporting notes
<ul style="list-style-type: none"> • develop a sense of place through the study of... <ul style="list-style-type: none"> – a range of local, national, European and global contexts – contrasting physical and human environments – issues of topical significance <p>...in order to form and develop an understanding of</p> <ul style="list-style-type: none"> • physical processes of landscape development • the interrelationships between physical and human environments • the dynamic nature of physical and human environments • the ways in which places are interdependent • the need for social, economic and environmental change to be sustainable 	<p>Pupils should develop locational knowledge and spatial awareness through the contexts of the issues and topics they study. They should have opportunities to study a range of different human and physical environments (for example, biomes, rural-urban, developed-developing world, etc.)</p> <p>One of the key strengths of Geography is that it is based in the real world and is happening in real time. The geography that is in the news, both locally and globally, provides a real context to develop knowledge, understanding and skills.</p> <p>These can be seen as organising principles that define what Geography is about. It is important that pupils are aware of these so that they can see why they are studying rivers, ecosystems or settlement etc. By defining the subject in these broader terms (rather than in Geographical Themes) pupils have a better overview of what the subject is about and teachers have greater flexibility in choosing the themes, topics and issues they wish to develop. These principles will be revisited in a range of different contexts at a range of scales.</p>

Questions for Departments

- What is the current balance between Geographical knowledge, understanding and skills in the Department's provision?
- What are the implications for future learning and teaching at Key Stage 3?

Action



4.3 Curriculum Objectives and the Key Elements

The curriculum objectives are broken down into key elements. The key elements are a vehicle for ensuring that Geography directly connects to the curriculum objectives. The key elements also provide a means for connecting learning in Geography to other subjects and Learning for Life and Work. Using Learning for Life and Work to make connections is explored in Section 5.3 Connecting the Learning.

The table below shows how each curriculum objective is linked to specific key elements.

The Northern Ireland Curriculum should provide relevant learning opportunities to help each pupil develop as:		
Objective 1 An individual	Objective 2 A contributor to society	Objective 3 A contributor to the economy and the environment
<p>Key Elements</p> <ul style="list-style-type: none"> Personal Understanding Mutual Understanding Personal Health Moral Character Spiritual Awareness 	<p>Key Elements</p> <ul style="list-style-type: none"> Citizenship Cultural Understanding Media Awareness Ethical Awareness 	<p>Key Elements</p> <ul style="list-style-type: none"> Employability Economic Awareness Education for Sustainable Development

For example, developing pupil as individuals (curriculum objective 1) will require a focus on the key elements of Personal Understanding, Mutual Understanding, Personal Health, Moral Character and Spiritual Awareness.

Each subject must contribute to all key elements across the key stage. Some subjects will have more naturally occurring opportunities to promote certain key elements.

The key elements that Geography contributes to more fully are:

- Personal Understanding;
- Citizenship;
- Cultural Understanding;
- Employability;
- Education for Sustainable Development.

Appendix 3 shows how current Geographical themes can be reframed to focus on developing key elements.

Geography will have a leading role in Educational for Sustainable Development (ESD). Although every other subject will address aspects of it, much of what is already covered in Geography can be looked at through an ESD lens. This gives added relevance and significance to existing Geography content. Please see Appendix 4 for further detail.

The table overleaf gives examples of some of the questions which may help to explore each key element through Geography.

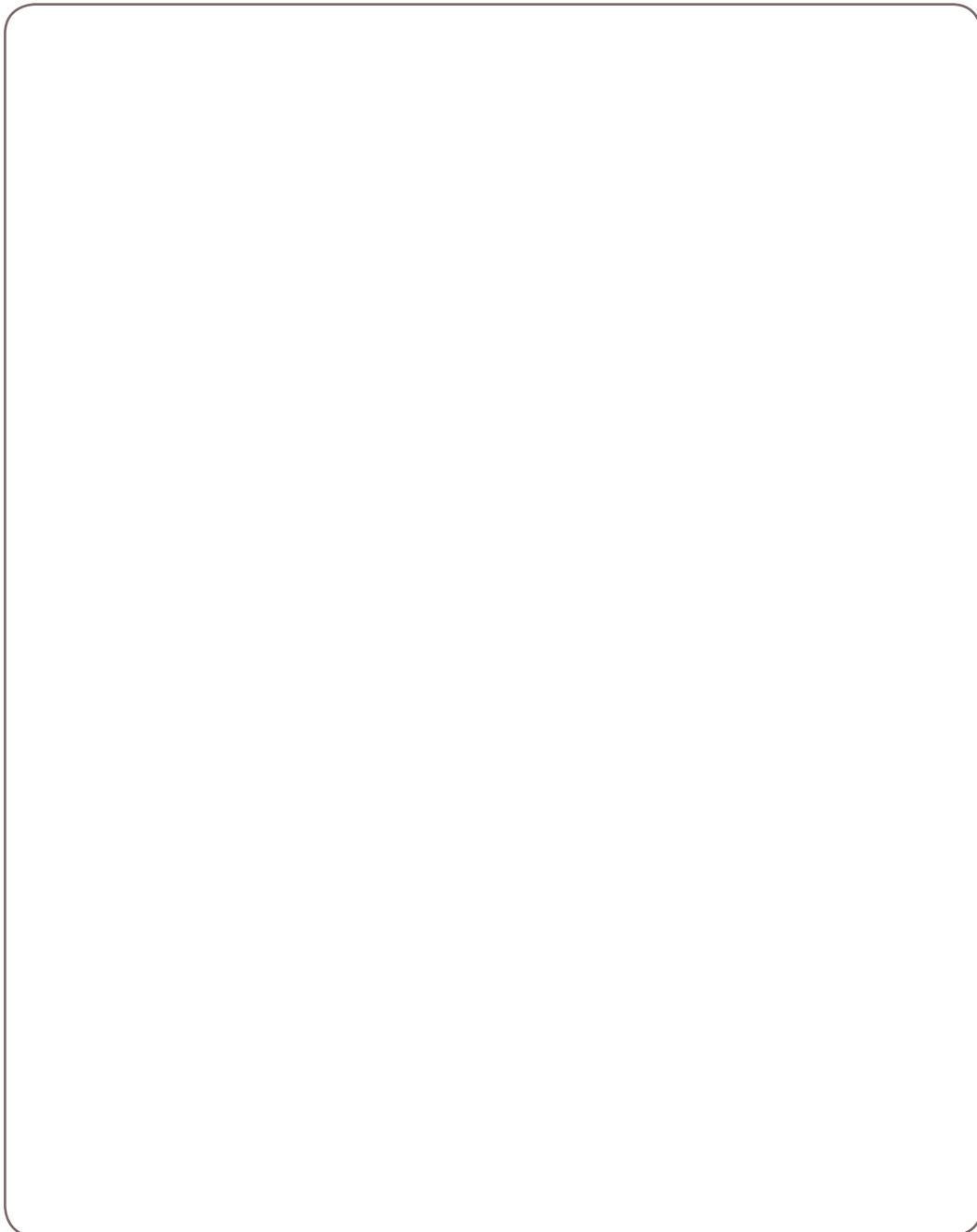
Developing the Key Elements through Geography

Developing pupils as individuals contributors to society contributors to the economy and environment
<p>Personal Understanding Where do I feel I belong to? What is distinctive about this place? How would I like to change this place? How am I connected to other places?</p> <p>Mutual Understanding How do we view other people and other places? What makes others different? How do we treat others? What if I was in someone else's shoes?</p> <p>Personal Health How does where I live affect my health and wellbeing? What if I lived somewhere else?</p> <p>Moral Character What do I really think about? What makes me think this? What is the best thing for me to do about it?</p> <p>Spiritual Awareness What/where in the world inspires me? What/where in the world makes me think and ask questions?</p>	<p>Citizenship What is right or wrong about the world - locally, nationally, globally? Why do people have different opportunities? Is it fair? How can we help?</p> <p>Cultural Understanding What would it be like to live there? Why do they do that? What would we do if ...?</p> <p>Media Awareness What information can we get from the media about an event, place or issue? What sort of information is it...fact, opinion? How useful/helpful/accurate/relevant/objective is the information? Are the headlines/conclusions based on real evidence? What is the motivation of the reporter/photographer/producer? How could we communicate more effectively?</p> <p>Ethical Awareness Who makes the big decisions? What are their values, motives? What are the consequences of action/inaction? How could things be fairer?</p>	<p>Employability What skills do we develop in Geography? What does a "geographer" do? What other skills does a planner/resource-manager/tourist operator use in a typical day?</p> <p>Economic Awareness How does what happens on the other side of the world affect us? What are the local and global employment trends? What does the future look like?</p> <p>Education for Sustainable Development. What is special and unique about this place? What information do we need about this place? Why should we care about it? What are the threats? How can we get a 'win-win' situation?</p>

Questions for Departments

- What key elements do we
 - address well;
 - need to focus more on;
 - not address at all?
- Are there any key elements that we could develop with another department to promote connected learning?
- How could we use the curriculum objectives or key elements to move our departmental planning forward?
- What are the implications for our resources?

Action

A large, empty rounded rectangular box with a thin black border, intended for writing action plans or notes related to the questions above.

4.4 Learning Outcomes

Learning Outcomes incorporate the skills and capabilities pupils should be able to demonstrate throughout Key Stage 3 in each subject strand. These are similar across each subject strand and promote the infusion of the **cross-curricular skills** (Communication, Using Mathematics and Using ICT) (please refer to Appendix 1 for further guidance on the cross-curricular skills). The learning outcomes also promote the infusion of **Thinking Skills and Personal Capabilities** (also refer to Appendix 2 for further guidance on Thinking Skills and Personal Capabilities).

As with all subjects, it is statutory for teachers to provide opportunities for pupils to **acquire** and **develop** the cross-curricular skills and the Thinking Skills and Personal Capabilities in Geography. Pupils should also be given opportunities to demonstrate their skills and application of knowledge and understanding of Geography to meet the Learning Outcomes.

Evidence for Learning Outcomes

Evidence of the application of skills, knowledge and understanding for a learning outcome can be demonstrated at any point in the learning process. Learning outcomes can be based on process or product. They may be evidenced by teacher, pupil or peer assessment of a range of pupils' work and performance, including work generated using ICT. The nature of feedback on learning outcomes can be qualitative, quantitative, verbal or written to suit the purpose of the assessment.

Using and Recording Evidence

The number of occasions when learning outcomes are internally recorded, the system for internal recording and the use made of internal records is at the discretion of departments in line with whole school policy. Learning outcomes can be demonstrated through formal or informal assessment, formative and /or summative assessment.

Evidence of learning outcomes can be:

- recorded informally, that is, primarily for feedback to pupils and for teacher reference;
- recorded formally, that is, in line with departmental and internal whole school assessment policy requirements;
- used to inform reporting, for example, in relation to Pupil Profile requirements.

Skills and the Learning Outcomes

The relationship between the cross-curricular skills and the Thinking Skills and Personal Capabilities to the learning outcomes is set out in the table below.

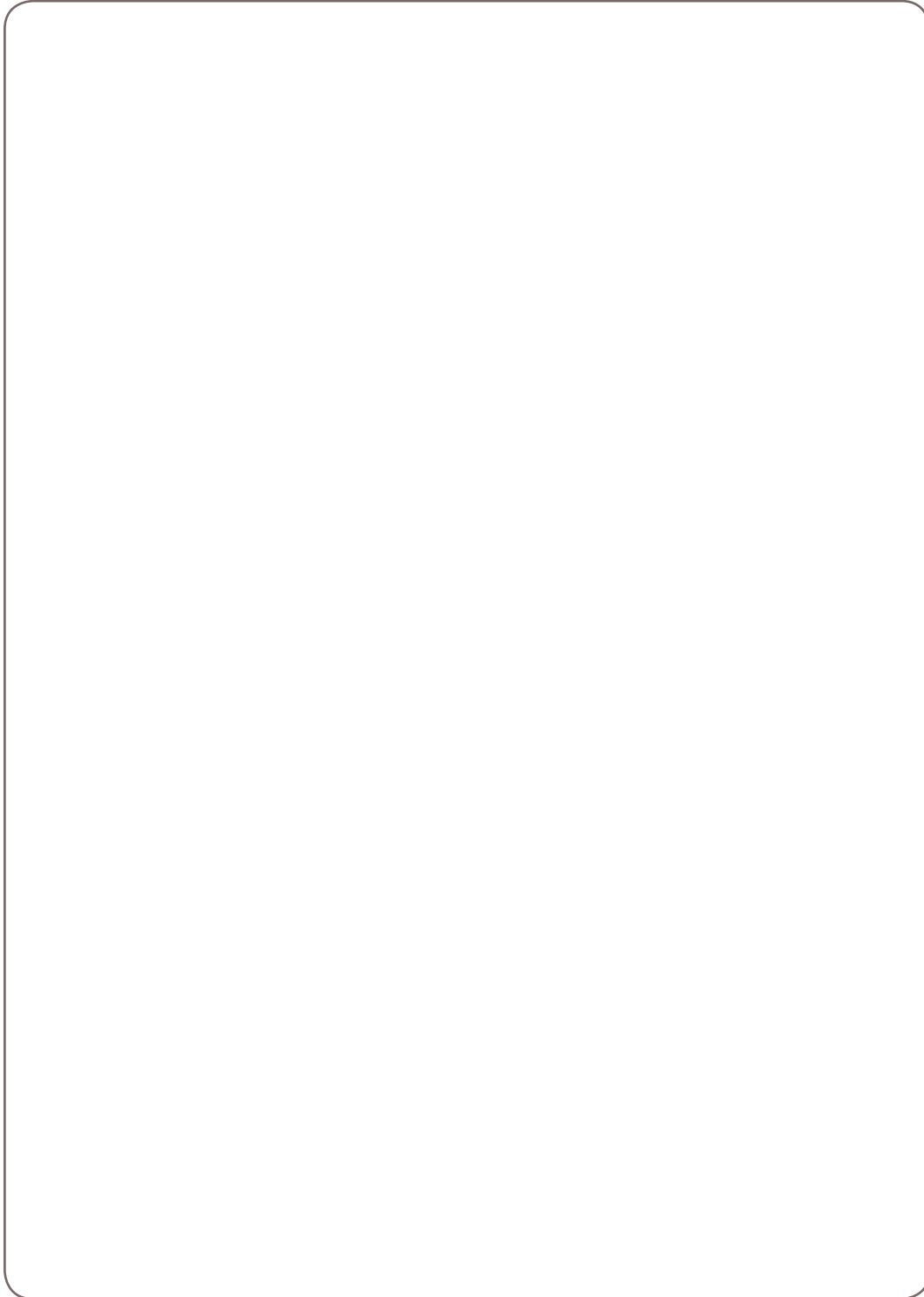
Learning Outcomes	Cross-Curricular Skills/Thinking Skills and Personal Capabilities
Demonstrate skills in using maps (and GIS), fieldwork equipment and methods of data collection in undertaking geographical enquiry;	Geographical skills
Research and manage information effectively to investigate geographical issues, including Using Mathematics and Using ICT where appropriate;	Managing Information Using Mathematics Using ICT
Show deeper geographical understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;	Thinking, Problem-Solving, Decision-Making Using Mathematics Using ICT
Demonstrate creativity and initiative when developing ideas and following them through;	Being Creative
Work effectively with others;	Working with Others
Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;	Self-Management
Communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.	Communication Using mathematics Using ICT

See further details in Appendix 3.

Questions for Departments

- How can we plan for these learning outcomes?
- Which will be the most challenging for our department?

Action



4.5 Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities Framework consists of five overlapping strands:

- Managing Information;
- Thinking, Problem-Solving, Decision-Making;
- Being Creative;
- Working with Others;
- Self-Management.

These sets or strands are broken down further into specific skills in order to facilitate lesson planning and to provide criteria against which pupils' performances can be assessed and reported. For example, Thinking, Problem-Solving, Decision-Making includes exploring patterns and relationships (sequencing, classifying, linking cause and effect, etc.), making judgements (examining evidence, fact and opinion, drawing conclusions, etc.), solving problems (generating and trying out possible solutions) and making decisions (weighing up options).

Many of the skills are not new and are already being developed across a range of subjects. This single framework aims to make the development of the Thinking Skills and Personal Capabilities more structured and explicit, to encourage application across a range of contexts and to provide a common language that pupils and teachers can use to talk about their thinking and learning.

There are a number of teaching strategies that will promote the development of the Thinking Skills and Personal Capabilities generally, for example; setting open ended tasks, effective questioning, using thinking frames and diagrams, talking about thinking and learning, providing meaningful opportunities for collaborative learning, etc. Many of these activities also support the principles of Assessment for Learning.

The big shift, however, is to focus on opportunities in Geography where a specific thinking skill or personal capability can be used to deepen pupils' understanding of a particular geographical concept or context. This, in turn provides an opportunity for the development and practice of the thinking skill/personal capability. This promotes lessons where there is the parallel development of subject knowledge and understanding as well as the development of a particular mode of thinking. This approach is referred to as infusion; adding one thing to another to give it a new significance.

Planning for infusion involves, for example;

- (a) looking across a series of units of work in a particular year group and identifying the most appropriate contexts to introduce and develop specific skills. Refer to the example in the table below:

Context	Appropriate Thinking Skills and Personal Capabilities to deepen understanding of context
Investigating the causes and consequences of a natural hazard	<p>Managing Information; for example,</p> <ul style="list-style-type: none"> • What questions do we need to ask? • What information do we need (task definition)? • Where do we get it (information seeking)? • What are the most relevant and important points (engaging and extracting)? • How can we best present our findings (organising)? • Have we answered the main questions (evaluation)?

- b) identifying the specific skills and capabilities which are best developed through Geography and then setting up contexts to introduce and practice them, such as; comparing and contrasting (different places), sharing and cooperating (fieldwork), decision making (environmental issue). Refer to the example in the table below:

Thinking Skills and Personal Capabilities to be developed	Possible Context for skills development
<p>Decision-Making; for example,</p> <ul style="list-style-type: none"> • Why is a decision necessary? • What are the options? • What are the likely consequences of each option (pros and cons)? • How important are the consequences? • What is the best option having weighed up the consequences? 	<p>Local environmental issue, for example;</p> <p>How can traffic congestion in our area be reduced?</p> <p>Which source of energy is best?</p> <p>Where should a new supermarket be located?</p>

This explicit approach to infusing skills provides opportunities to observe, record, feedback and report on pupils' strengths and areas for future focus in terms of their development in Thinking Skills and Personal Capabilities. It also enables pupils to transfer particular skills to other contexts.

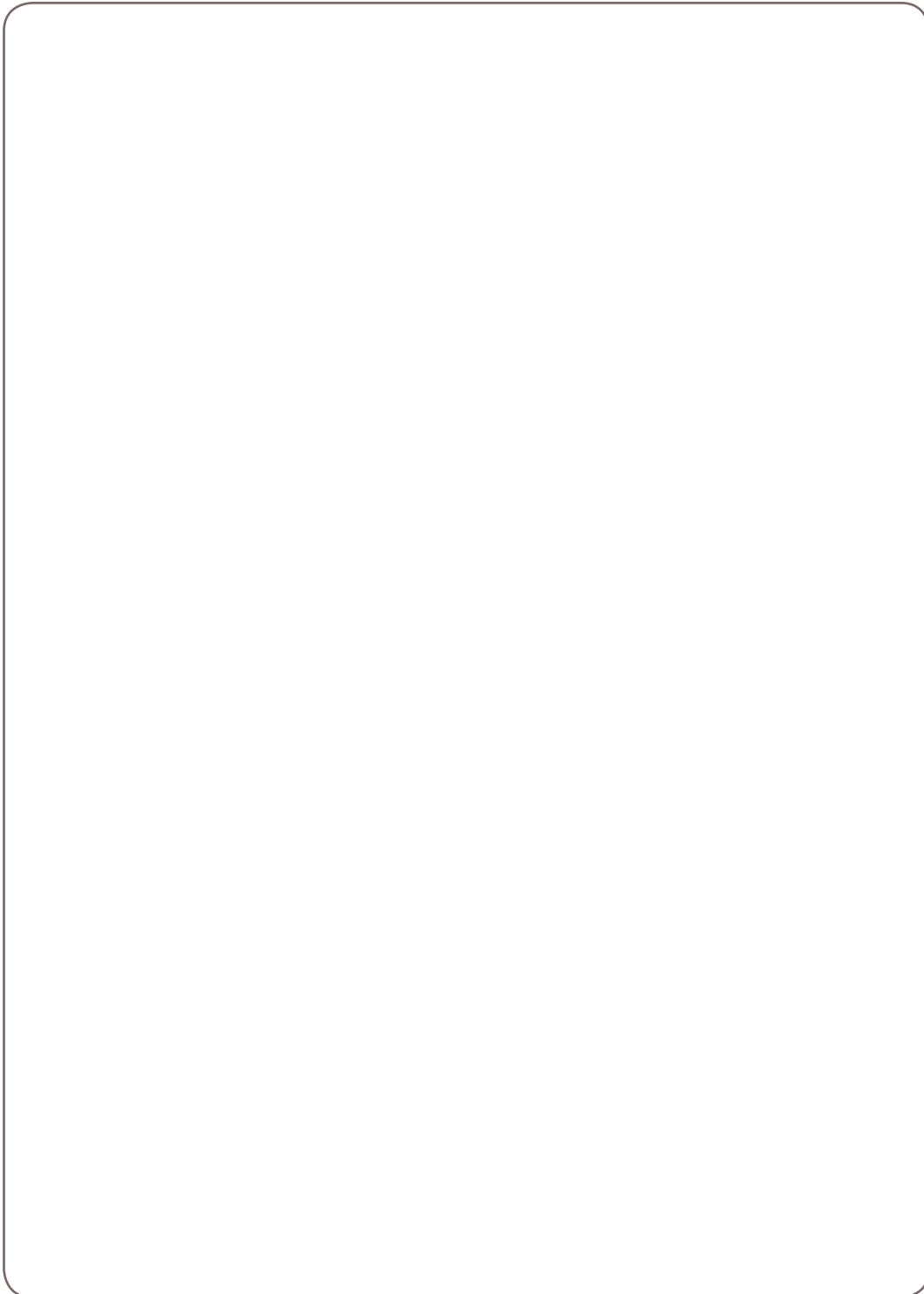
Progression in Thinking Skills and Personal Capabilities is only made through practice and application through a range of contexts and at increasing levels of challenge and demand.

Continuous Professional Development materials have been developed to promote the infusion of Thinking Skills and Personal Capabilities across the curriculum. These materials are available at www.nicurriculum.org.uk.

Questions for Departments

- How can Geography meaningfully develop each strand of the Thinking Skills and Personal Capabilities Framework?
- Where are the key opportunities in Geography for infusion?

Action



Section 05

Approaches to Learning and Teaching

5.1 Key Messages

Flexibility

Teachers now have the opportunity to use the more minimal statutory requirements to devise schemes and units of work in Geography that follow the needs and interests of the pupils. This does not mean throwing out schemes of work that have been carefully developed over the years, but instead building on those units that best engage and inform their pupils and revitalising or replacing those units that are not so successful.

Relevance

Teachers have greater opportunities to look for themes or issues that are real and relevant to the lives of pupils today in order to directly address the curriculum objectives. The local area, the media and the pupils' own experiences can serve as starting points to develop Geographical knowledge, understanding and skills. Opportunities should also be taken to focus on key environmental and global issues in which the pupils express interest and concern.

Integrated

The geography requirements are set out to show alternatives to the teaching of discrete geographical themes. Teachers may consider developing units of work that bring together knowledge and understanding from different themes to help pupils gain a better understanding of how the world around us works. This can be done through a more issue-based enquiry approach. In terms of connecting learning across the curriculum, the key elements help identify natural links to other subjects.

Value Based

The key elements provide opportunities for pupils to discuss a range of attitudes and values relating to moral, ethical, spiritual, social and cultural dimensions of geographical issues. Pupils are encouraged to express and discuss their own views about them and value the viewpoints of others.

Action Orientated

Pupils can be encouraged to take action, individually and collectively, in relation to some of the issues they have explored in Geography. Some opportunities are signposted, for example, drawing up a charter for a sustainable classroom, participating in an eco-award scheme, developing and promoting a Fair Trade policy. Valuable links can be made here to Citizenship Action Projects. Classes can demonstrate social and environmental responsibility through links with the local community and external organisations, in relation to local environmental projects, international development issues, fund raising campaigns, etc.

Future Focused

Pupils are challenged to think about the type of world they would like to share in years to come and how best to achieve it. They will also have opportunities to explore how the skills developed through geography might help them in the future.

5.2 Assessment for Learning

'Assessment for Learning' is an approach that can support effective learning and teaching. This approach focuses on the learning process (rather than the end product) and attempts not to prove learning, but rather improve it. It is formative assessment. It is a way for us to take stock of learning during the process and it can help inform us of how the learning is progressing.

In 'Assessment for Learning';

- there is a high emphasis on *transferable learning*;
- assessment becomes a much more transparent process because it is based on critical information that is shared with the learners;
- learners are able to take *responsibility* for their own learning and for aspects of assessment.

'Assessment for Learning' is not something extra or 'bolted on.' It integrates with existing classroom practice. Assessment for Learning involves the following key actions:

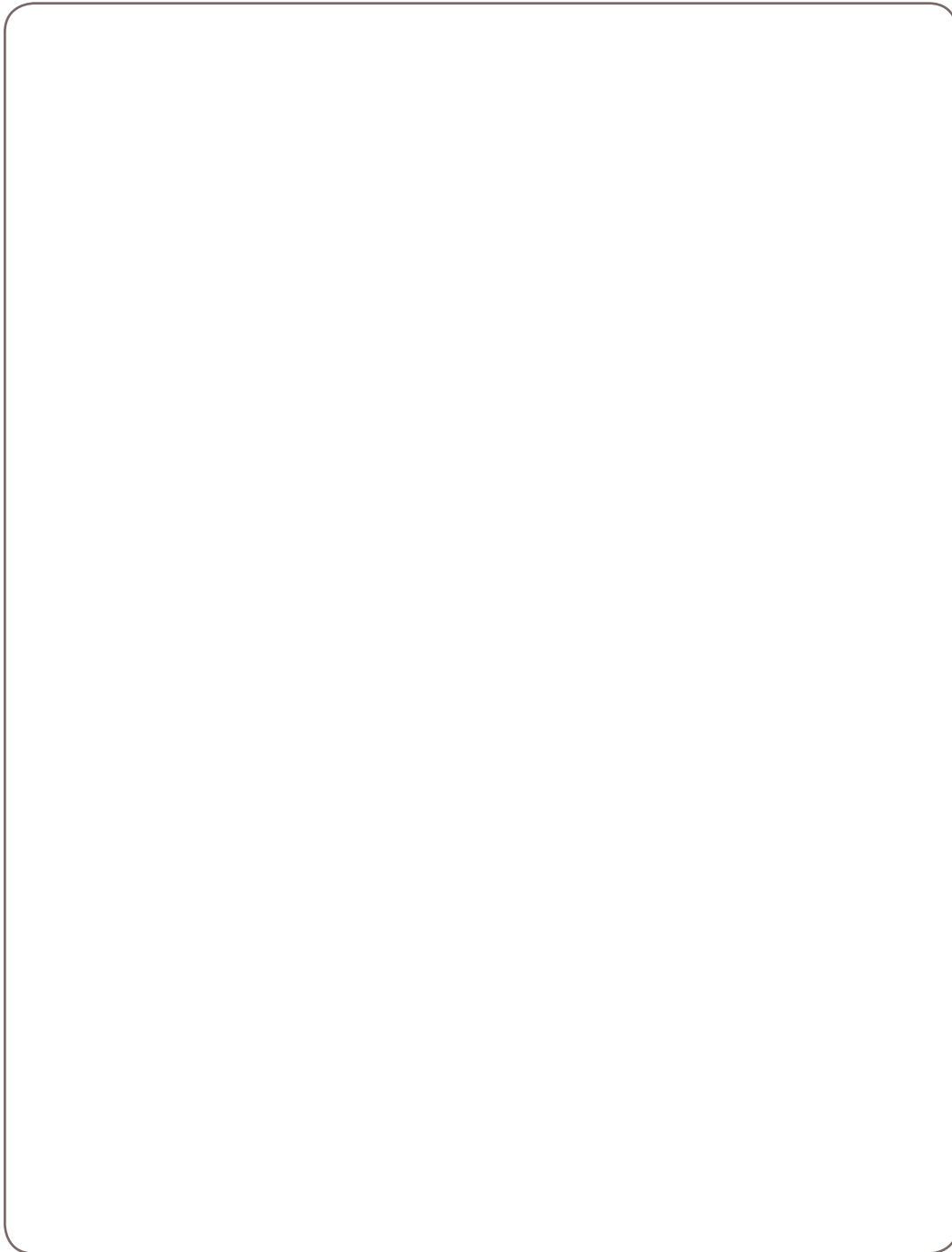
Sharing learning intentions	A learning intention is a description of what teachers want pupils to know, understand or be able to do by the end of an activity. It tells pupils what the focus for learning is going to be. It helps both teachers and pupils to focus on the learning rather than the activity, for example: Identify what pupils will be learning (We are learning to.....) Explain the reason for learning (We are learning this because.....)
Sharing and negotiating success criteria	Success criteria are statements that help pupils recognise if they have been successful in their learning. Pupils may be involved in deciding these. They summarise the processes or characteristics needed for success and they always link directly to the learning intention. They essentially spell out the steps or ingredients required to achieve the learning intention, offering specific guidance on how to be successful.
Giving feedback to pupils	Quality feedback is essential for effective learning and teaching. Feedback can motivate pupils by building self-esteem and reinforcing the positive. To be truly formative the feedback must inform the next steps in the learning process. For example, when offering written feedback: 1.Find two occasions where they have achieved success (symbols can be used); 2.Identify an aspect of their work that they can immediately improve; 3.Provide them with a prompt or strategy on how to improve; 4.Give them time to make this improvement.
Effective questioning	Effective questioning is about asking questions in a way that elicits maximum feedback from pupils, which can then be used to evaluate, plan and extend learning, for example: • Ask better questions: ask 'open' questions or reframe questions where there is no single correct answer and pupils are rewarded for exploring options and sharing possible solutions; • Ask questions better: provide pupils with time to think; by increasing the wait time to 3 or 5 seconds between posing the question and asking for the answer, teachers can make a significant difference to the question's effectiveness.
Self and peer assessment	Pupil reflection promotes independent learning, communication and support in the classroom. Teachers can develop pupil reflection in the classroom through the use of peer and self-assessment and self-evaluation.

CPD materials have been developed to promote Assessment for Learning across the curriculum.

Questions for Departments

- What are the benefits for Assessment for Learning actions in our classrooms?
- Which of the Assessment for Learning key actions are part of our existing classroom practice?
- Which do we need to give more attention to?
- How do we do this?

Action



5.3 Connecting the Learning

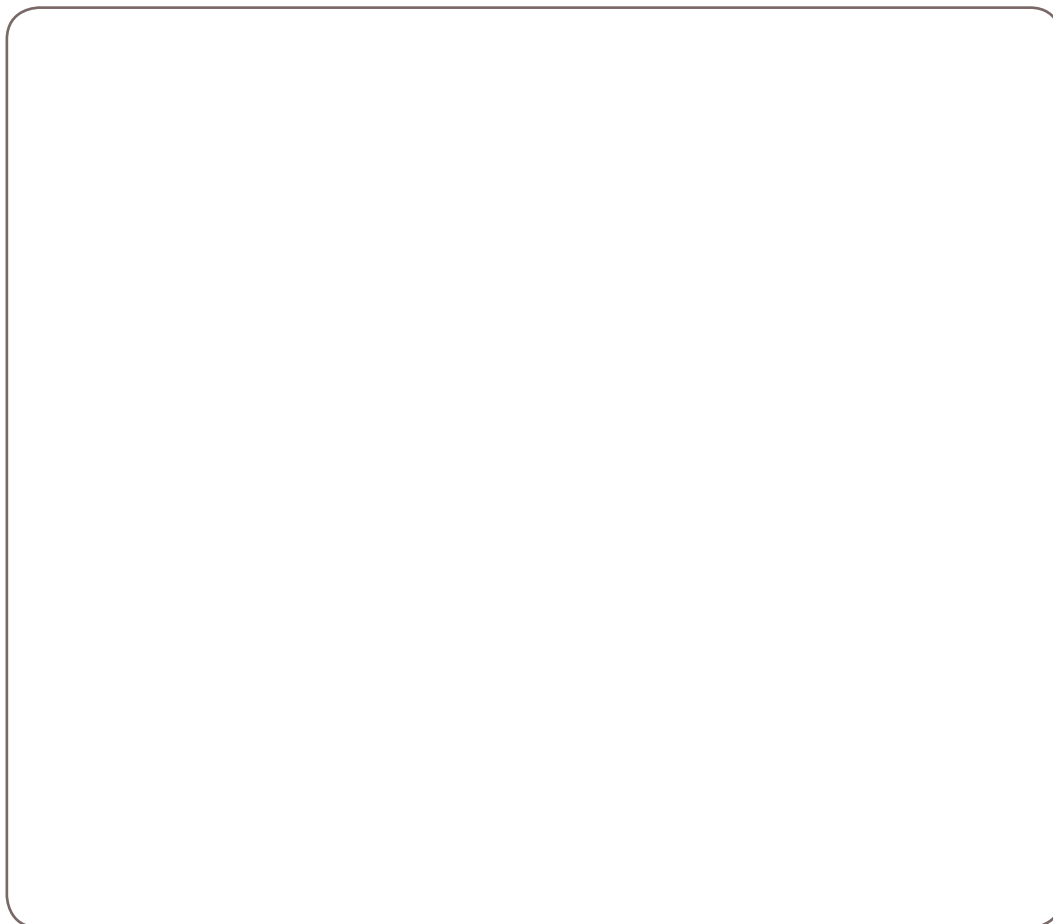
The Northern Ireland Curriculum is designed to accommodate links across the curriculum. Many existing topics have a number of natural links across subjects which at the moment are underexploited. These links have the potential to make topics more meaningful and to make learning more informed and purposeful. Opportunities to connect the learning can range from small and informal opportunities to ones that are formally planned and involve the whole school. Any of the following may be used as drivers for connected learning between two or more subjects:

- Skills/Learning Outcomes;
- Key Elements;
- Themes;
- Knowledge;
- Concepts;
- Learning experiences;
- Learning for Life Work;
- Other suitable approaches.

Questions for Departments

- Which of these could best be used as a starting point to make meaningful connections with other subjects?

Action



[Examples of connecting learning across subjects are available in the Thematic Units]

Connecting to Learning for Life and Work (LLW)

The four strands within the Learning for Life and Work area (Personal Development, Local and Global Citizenship, Home Economics and Education for Employability) contribute directly to the three curriculum objectives.

Each subject also contributes to the curriculum objectives and Learning for Life and Work. Well planned and organised work within subjects make a distinctive and natural contribution to Learning for Life and Work and help to strengthen and enrich its provision as a whole.

Relevant key elements within subjects can support learning related to Personal Development, Local and Global Citizenship, Home Economics and Education for Employability. Teachers have flexibility to enhance the breadth and depth of their subject's contribution to Learning for Life and Work. Subject teachers can therefore:

- raise awareness about Learning for Life and Work concepts;
- develop more detailed understanding about Learning for Life and Work concepts within their subject context;
- explore some Learning for Life and Work concepts in sufficient depth to enable a Learning Area/subject strand to take full responsibility for a particular statement of requirement.

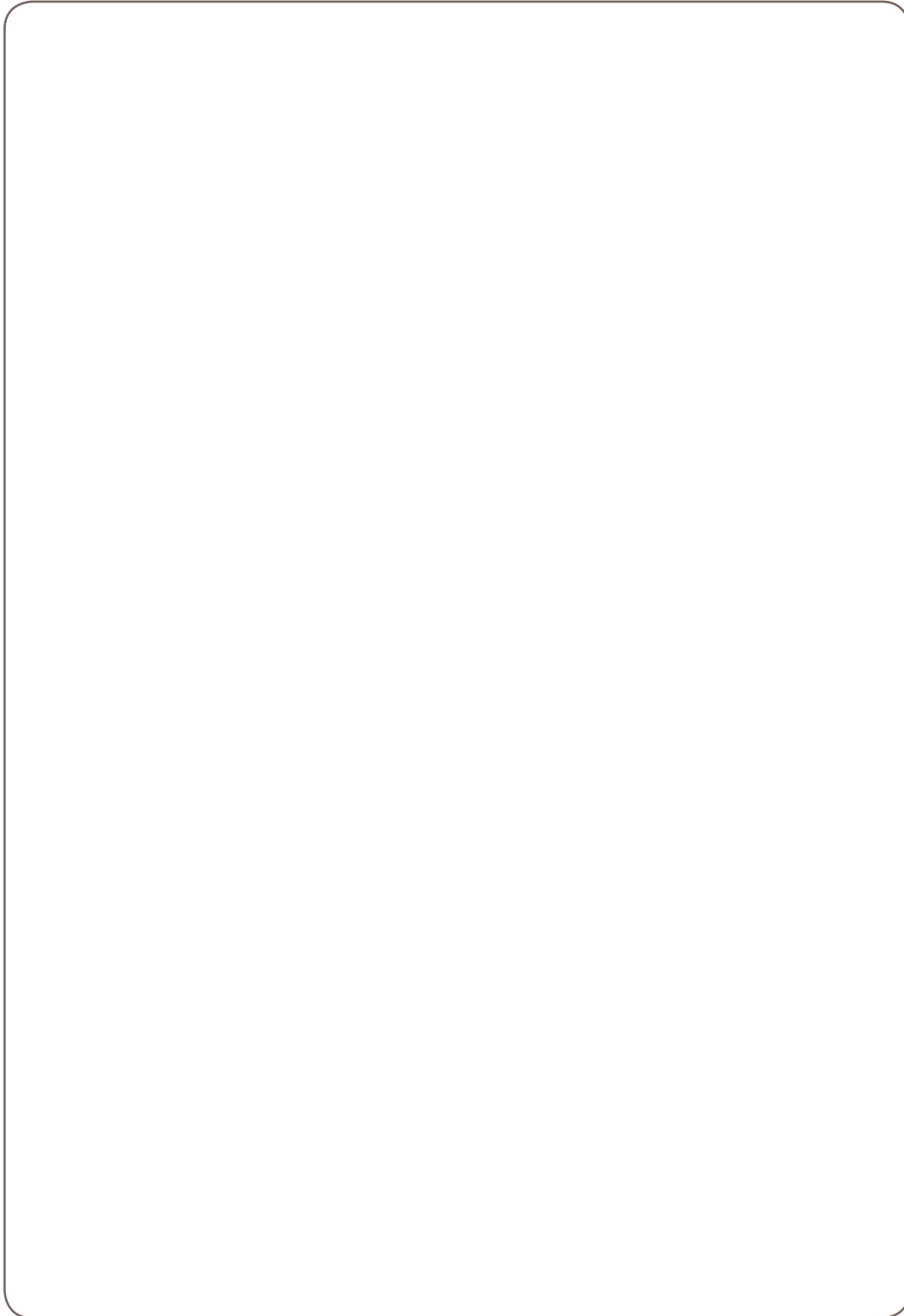
How Geography can make a direct contribution to Learning for Life and Work strands

Geography	Learning for Life and Work
<p>(Personal understanding) Develop a sense of place and belonging at a local level.</p>	<p>(Local and Global Citizenship; Diversity and Inclusion) Investigate factors including religious and political, that influence individual and group identity.</p> <p>(Personal Development; Self Awareness) Explore and express a sense of self.</p>
<p>(Mutual Understanding) Challenge stereotypes and perceptions of different places, peoples and environments. Investigate the impact of diversity on a local settlement.</p> <p>(Citizenship) Investigate differences in lifestyles within and between countries.</p>	<p>(Local and Global Citizenship; Diversity and inclusion) Investigate how and why conflict, including prejudice/ stereotyping/sectarianism/racism may arise in the community.</p> <p>Investigate ways of managing conflict and promoting community relations/reconciliation.</p> <p>(Local and Global Citizenship; Human Rights and Social Responsibility) Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.</p> <p>(Local and Global Citizenship; Equality and Social Justice) Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts.</p>
<p>(Citizenship) Explore how we can play a role in helping to promote a fairer world for all.</p>	<p>(Local and Global Citizenship; Equality and Social Justice) Explore the work of inter-governmental, governmental and NGOs which aim to promote equality and social justice.</p>
<p>(Economic Awareness) Investigate the impact of globalisation and how it has produced winners and losers.</p>	<p>(Employability; Work in the Local and global Economy) Describe different types of work and investigate the range of employment in the local area – including any changes in employment trends – taking account of the implications for career planning. Investigate the impact of the global market on life and work locally.</p>
<p>(Education for Sustainable Development) Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally.</p>	<p>(Local and Global Citizenship; Democracy and Active Participation) Investigate various ways to participate in school/society Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation, in a local or global context.</p> <p>(Employability; Work in the Local and Global Economy) Investigate how environmental considerations are affecting work and work practices.</p>

Questions for Departments

- Which aspects of our current practice promote connected learning?
- What are the issues around the management of connected learning?
- How will we know that pupils are learning to make connections?

Action



5.4 Active Learning

Engaging pupils more in their learning and providing them with opportunities to demonstrate Thinking Skills and Personal Capabilities requires an approach beyond traditional didactic methods.

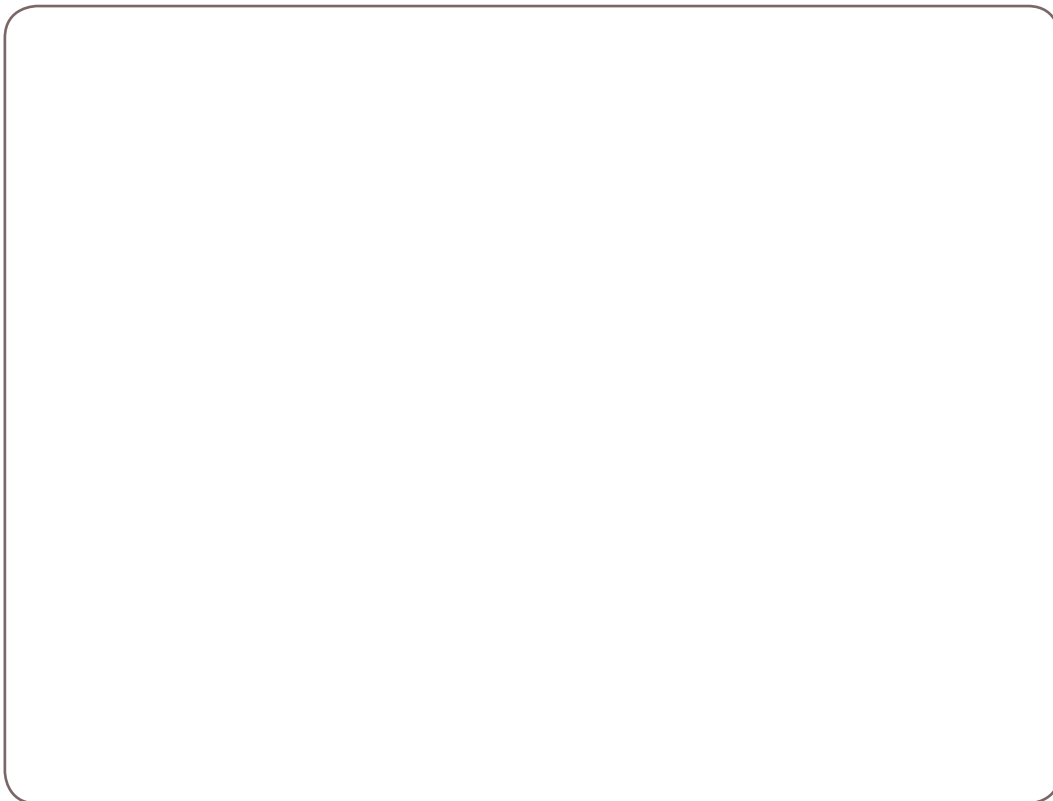
The glossary *Active Learning and Teaching Methods for Key Stage 3* is available from www.nicurriculum.org.uk and contains a wide range of active and experiential strategies to promote pupils' participation and collaboration, engagement and enjoyment, thinking and reflection.

However, not all learning will be investigative or enquiry based. There will continue to be a need to convey information, give facts and figures, explain concepts and present formulas. Geography in particular provides a range of rich contexts to use different active learning strategies.

Questions for Departments

- What active learning strategies might work for us?
- How does the climate in your classroom support the use of active learning?
- How can you observe, evaluate and refine your teaching strategies?

Action



Section 06

Auditing and Planning

It is important to evaluate existing schemes of work in relation to the statutory requirements for Geography. Departmental planning for the Northern Ireland Curriculum should be informed by an evaluation process and may result in a completely fresh approach.

6.1 Conducting a Departmental Audit

When planning to carry out a departmental audit, refer to the training materials *Planning for the Revised Curriculum at Key Stage 3*. Used in conjunction with the following guidance, departments can decide how to evaluate existing and planned provision.

Audits are a starting point for the long term planning process. There are a number of possible 'ways-in' to carrying out an audit. Some of these are outlined in the table below. Further details are available at www.nicurriculum.org.uk.

Starting Point for Audit	Description of Process
Curriculum Objectives	What do we teach and why ? Look at how the topics currently taught address the broad curriculum objectives. The objectives provide a rationale for the topic. The key elements can provide the footholds into the objectives.
Key Elements	Check where units of work contain aspects of the key elements, or could be re-focused to suit. Check for coverage across the key stage. Remove excessive duplication, add material to address any omissions.
Thinking Skills and Personal Capabilities	Starting with current units of work it is possible to audit the provision of Thinking Skills and Personal Capabilities using the statements from the "From – To Progress Map". After completing an audit in this way, gaps in provision can easily be detected and it will then be possible to develop opportunities to ensure overall coverage in a year and progression across the key stage.
Learning Experiences	List the categories of learning experience from the 'Big Picture' document in a column. Beside each, match the units of work in your scheme which fit with the category. Assess the coverage: is there a good mixture and variety of experience planned?
'Blue Skies'	Begin with aspirations for a completely new scheme of work, and work up details so as to match planned experiences with Northern Ireland Curriculum requirements.

6.2 Long, Medium and Short Term Planning

Long Term Planning

In producing long term plans or schemes of work you need to think about:

- how Geography links with the wider curriculum objectives;
- coverage of knowledge, understanding and skills;
- how and when to develop skills and capabilities;
- what range of places will be studied;
- how Geography can actively link with other curricular areas.

Medium Term Planning

In planning units of work you need to think about:

- identifying big questions to engage pupils and promote an enquiry based approach;
- the teaching and learning activities and strategies to best develop the skills;
- what opportunities could be developed to contribute to the formal assessment;
- how to built in time for time for review, reflection and remediation.

Short Term Planning

In planning a lesson or series of lesson you need to think about:

- making the learning intentions explicit to clarify what you want the pupils to know, understand and/or be able to do;
- agreeing and negotiating with the pupils what success in this task, activity will look like;
- using a launch activity to engage the pupils and develop their sense of enquiry;
- using a range of activities/challenges;
- supporting and prompting pupil performance;
- planning and using plenaries to reflect on thinking and learning, make connections to other learning situations and set up next lesson(s).

Questions for Departments

Try figuring out why some lessons work, while others don't succeed as we would like. For any scheme or unit of work ask;

- How well did the pupils respond to these lessons/this topic?
 - did they enjoy it?
 - did they see the relevance?
 - were they motivated to learn?

- How well did they achieve?
 - what evidence of achievement was there?
 - was there evidence of deeper understanding?
 - how did I collect it, respond to it?

- What could I do better next time in relation to
 - the content?
 - the learning materials?
 - the learning activities?

- When did you last experience a “buzz” in the classroom?
 - What place/theme/issue were the pupils learning about?
 - What was the big enquiry/key question?
 - What activity were they doing?
 - What was the purpose of their learning?
 - Why had you chosen these particular resources to use in this session with those learners?

- What role should textbooks have in your lessons?
 - How can they enhance learning and teaching in your subject?
 - Think about a lesson you have taught recently using the textbook. How might you have used it in a different way?
 - How might the lesson have been more effective?

These questions in relation to long term, medium term and short term planning are from a CPD unit on Curriculum Making on the Geography Teaching Today website:
<http://www.geographyteachingtoday.org.uk/ks1-3-courses/course/curriculum-making-cpd-unit/>

Appendices

Appendix 1

Cross-Curricular Skills

Communication Across the Curriculum

Communication is central to the whole curriculum. Pupils should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Pupils should be given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

The modes of communication include talking and listening, reading and writing. However, effective communication also includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Pupils are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

The requirements for Communication are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

Talking and Listening

Pupils should be enabled to:

- listen to and take part in discussions, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener;

Reading

Pupils should be enabled to:

- read a range of texts* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts*;
- use evidence from texts* to explain opinions;

* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Writing

Pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

Using Mathematics Across the Curriculum

Using Mathematics is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Ideally these should be in relevant real life situations that require a mathematical dimension.

Pupils are likely to acquire and consolidate their mathematical knowledge, concepts and skills within the Area of Learning for Mathematics and Numeracy. However, they should be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Pupils can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.

The requirements for Using Mathematics are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- choose the appropriate materials, equipment and mathematics to use in a particular situation;
- use mathematical knowledge and concepts accurately;
- work systematically and check their work;
- use mathematics to solve problems and make decisions;
- develop methods and strategies, including mental mathematics;
- explore ideas, make and test predictions and think creatively;
- identify and collect information;
- read, interpret, organise and present information in mathematical formats;
- use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain way of working;
- develop financial capability;
- use ICT to solve problems and/or present their work.

Using Information and Communications Technology Across the Curriculum

Using Information and Communications Technology (ICT) provides powerful tools and contexts to support meaningful learning and has the potential to transform and enrich pupils' learning experiences and environments across the curriculum. The creative use of ICT can empower learners to become independent, self-motivated and flexible, helping in turn to develop self-esteem and positive attitudes to learning, with which to realise their full potential. It also provides opportunities to collaborate within and beyond the classroom to pose questions, take risks and respond positively to 'what if' questions.

To help develop skills in researching, handling and communicating information pupils should have opportunities, using ICT, to engage in genuine research and purposeful tasks set in meaningful contexts. They should be encouraged to re-work information, present and exchange their ideas and translate their thinking into creative products and productions which show an awareness of audience and purpose.

The requirements for Using ICT are set out below.

Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;
- understand how to keep safe and display acceptable online behaviour.

Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used;

Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.

Links between Cross-Curricular Skills and Geography

Cross-curricular skill	Communication	Using Mathematics	Using ICT
<p>Purpose</p>	<p>To provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of Communication</p>	<p>To provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of Using Mathematics</p>	<p>To provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of Using ICT</p>
<p>Examples of processes</p>	<p>Discussion, presentation, demonstration, asking questions, reading text for information, using evidence from text to explain opinion, communicate information in a clear and organised way, present ideas in a variety of formats for different audiences and purposes, etc.</p>	<p>Use mathematical knowledge and concepts, use mathematics to solve problems and make decisions, mental mathematics, make and test predictions, data handling, using statistics, developing financial capability, etc.</p>	<p>Explore information using electronic tools, create, develop, present and publish ideas using a range of digital media, communicate electronically, etc.</p>
<p>Examples of contexts in Geography</p>	<ul style="list-style-type: none"> • Interpret and transform information from a wide range of sources, for example, maps, diagrams, images into a written/oral account for different audiences • Draw and annotate maps and diagrams to convey information and meaning • Give an account of an issue from a different point of view, for example, write a newspaper report from the perspective of a coffee producer, earthquake survivor, property developer • Analyse text from different media. Identify fact and opinion and pose questions about reliability and relevance of information • Make a presentation about a Geographical issue or topic, using precise Geographical terms to convey understanding • Debate a relevant Geographical issue, making and sustaining an argument • Communicate visually about a significant place, event or issue, for example, using a poster-presentation, flyer, newspaper report 	<ul style="list-style-type: none"> • Design and use data collection sheets/questionnaires for primary data collection • Use grid references, scale and other evidence to follow directions on a map • Identify and talk about Geographical trends from a set of data • Analyse, interpret and draw conclusions from a range of data sources, for example climate graphs, time-tables, carbon footprints, fieldwork surveys • Make and justify predictions using data sources, for example, population pyramids, • Interpret/create maps and diagrams which show distributions, densities and flows, for example, choropleth maps, • Use spreadsheets and data bases to organise and present Geographical information 	<ul style="list-style-type: none"> • Access information from a wide and varied range of secondary sources including the internet • Refine and present data in appropriate forms, for example, tables, graphs, maps • Use GIS, for example, Infomapper to find out about places • Interact with GIS, for example, Infomapper to add layers and provide new information about a significant place • Use editing software to present ideas and information creatively, for example, add a soundtrack to images to enhance sense of place, make a video/animation about a local issue • Create a presentation, bringing together a range of assets for example, produce a travel brochure, news-bulletin, or slide show to inform about life in another country

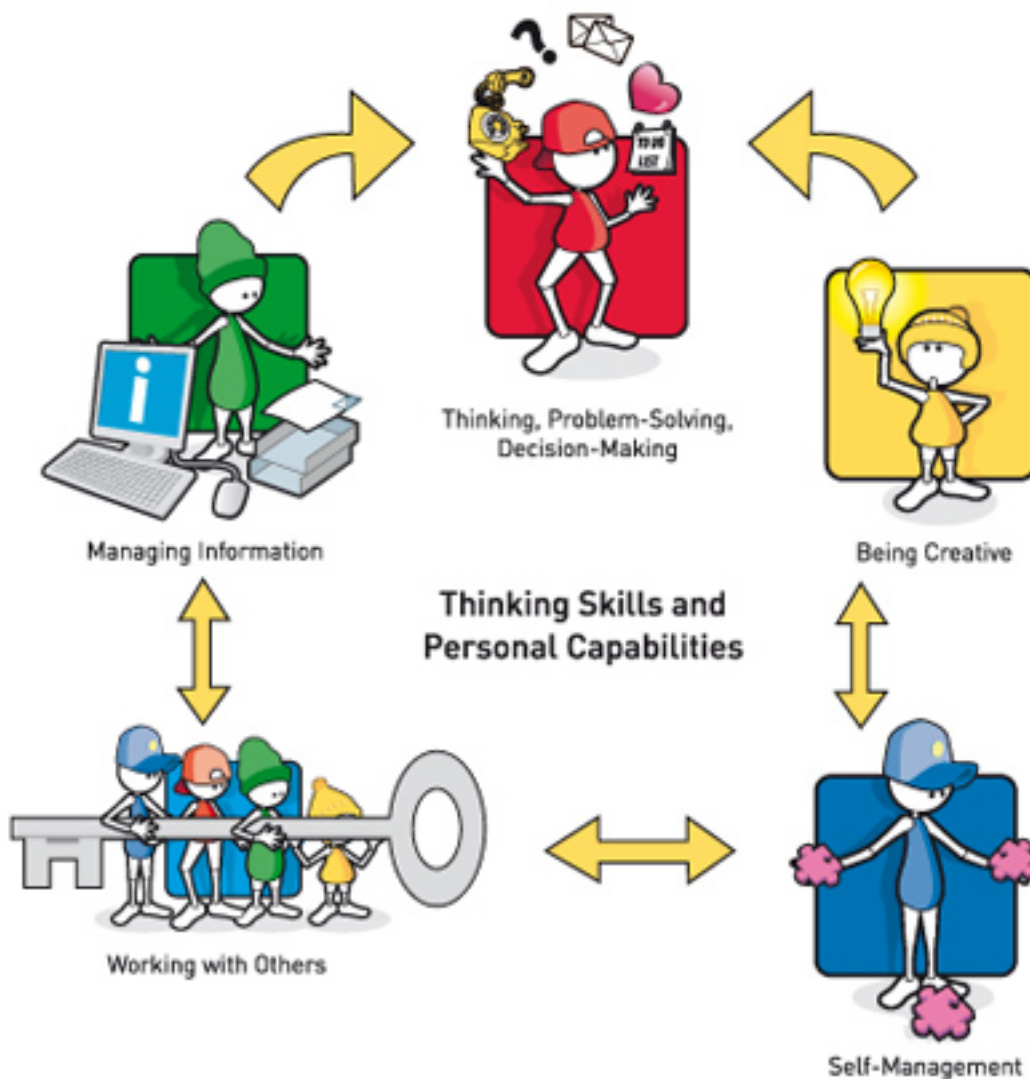
Appendix 2

Thinking Skills and Personal Capabilities

Thinking skills are tools that help pupils to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that pupil's self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers should help pupils to develop Thinking Skills and Personal Capabilities by focusing on the following areas.



Thinking Skills and Personal Capabilities in Geography

Thinking skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
Purpose	To develop learners' abilities in an information intensive environment	To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures	To encourage personal response of the learner by promoting dispositions for curiosity, exploration, experimentation and invention	To enable learners to engage in collaborative activities and to make the most of their learning when working with others	To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term
Examples of processes in which pupils are involved	Asking, accessing, selecting, recording, integrating, communicating	Searching for meaning, deepening understanding, coping with challenges	Imagining, generating, inventing, taking risks for learning	Being collaborative, being sensitive to others' feelings, being fair and responsible	Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self
Examples of contexts in Geography	Generate a range of focused Geographical questions about a topic or issue, for example, where? Why there? Use own and others ideas to identify and access Geographical information Evaluate information, taking into account how useful, reliable, accurate and current it is Compare and contrast information from different sources Select and combine information from a range of sources relevant to a particular topic, including maps, diagrams and photographs	Describe and give reasons for spatial patterns and relationships, for example, population distribution Identify and explain significant similarities and differences, for example, between cities, sections of a river, rock-types, etc. Order and sequence information using time-lines, chain of events, cycles, etc. to explain processes, for example, weathering, erosion, development of a settlement	Demonstrate curiosity by asking questions about patterns, processes and places, for example, what if? Could? Should? Generate a wide range of ideas by, for example, brainstorming, pairing and sharing, mind-mapping, etc. Decide what ideas to work on. Select the best ones or combine others to make better ideas Think through different ways to solve a problem, for example, looking at it from other angles and viewpoints	Listen actively and share opinions when working in small groups or as a whole class Take responsibility for work agreed within the group, for example, when planning and undertaking fieldwork Agree and take on a range of different roles in a group, for example, facilitator/resource-manager/reporter/chairperson Take the lead in demonstrating learning to others, for example, peer teaching, mentoring	Plan and set goals for a task, for example, following the steps of a Geographical enquiry Seek out and act on guidance in relation to tasks, for example, using a thinking frame to help organize and structure ideas Show independence by making and organising notes and keeping work up to date Maintain and use a range of helpful strategies to support learning, for example, glossary of geographical terms, learning diary, list of key questions

Thinking skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
<p>Examples of contexts in Geography</p>	<p>Select the best strategies for presenting information for a particular purpose and audience, for example, a fact-file, photo-gallery, annotated sketch map</p>	<p>Make and justify predictions about change using evidence to assess likelihood (likely, unlikely, uncertain, etc.), for example, weather forecasting</p> <p>Draw conclusions that are supported by evidence, for example, compiling a case study of a natural disaster</p> <p>Appreciate an issue from several points of view, and explain why such views are held, for example, impact of a new development</p> <p>Make decisions about a Geographical issue, for example, energy choices. Identify a range of options and weigh up the pros and cons of each. Think through the consequences of a decision for now, the future and for different interested parties</p>	<p>Use a variety of creative processes and outcomes, for example, role-play, cartoons, animation to explore controversial issues</p> <p>Evaluate work throughout. Redraft until satisfied</p>	<p>Give and respond positively to feedback from others, for example, when evaluating each other's work/ideas</p>	<p>Act on feedback from teacher and peers</p> <p>Talk about the types of thinking and learning these would be helpful in other Geographical contexts and activities</p>

Appendix 3

Focusing on Key Elements

The table below shows an example of how current Geographical themes can be reframed to focus on developing key elements.

Current Theme	Shifting the Focus to Develop Key Elements
Settlement (site, shape, function, change etc.)	<p>Why here? (e.g. year 8) <i>Changing emphasis; Personal Understanding. Exploring sense of place and belonging to local settlement. Exploring how our place is distinctive/unique. Recognising and explaining patterns. Investigating the origins and development of our place.</i></p>
Settlement change	<p>What's going on here? (e.g. year 9) <i>Changing emphasis; ESD. Investigating something that has changed recently in our area to see how it addresses the needs of the local economy, society and environment, now and for the future. Is the balance right? How could it be better?</i></p>
Patterns and changes in developed and developing world settlements.	<p>A tale of two cities! (e.g. year 10) <i>Changing emphasis; Cultural Understanding. Investigating a developing world city. Describing lifestyle choices from different perspectives. Identifying similarities and differences with developed city. Explaining most important similarities and differences. Drawing conclusions.</i></p>

Appendix 4

Education for Sustainable Development

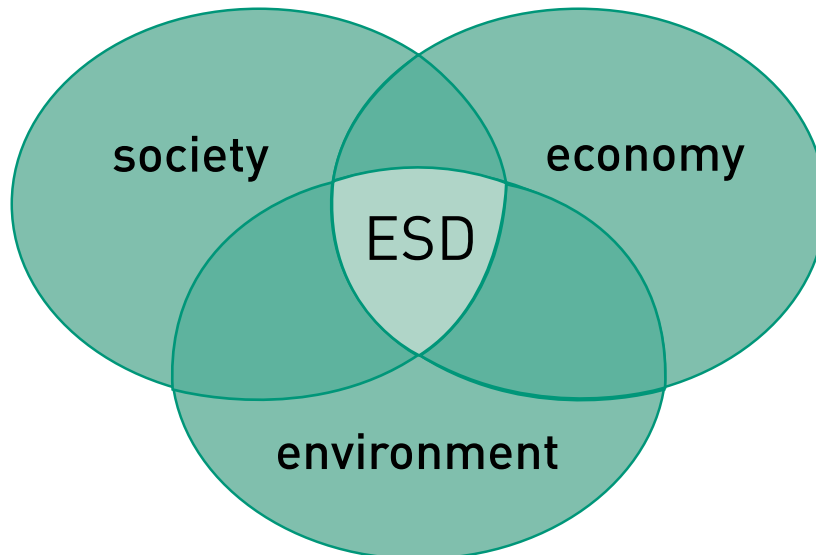
What is Education for Sustainable Development?

Education for Sustainable Development has evolved from aspects of environmental education and development education. It goes beyond teaching about the environment or learning about distant places. It aims to give pupils the knowledge, understanding, skills and values to help them make their own informed decisions about issues relating to the world around them. Consequently, they should be able to act, individually and collectively, to improve the quality of life for everyone at present without compromising the ability of future generations to meet their needs.

The aims of Education for Sustainable Development are to;

- understand the interdependence of society, the economy and the environment;
- develop respect for the needs of both present and future generations;
- demonstrate how action can help improve the quality of life for people locally and globally; and
- exercise environmental responsibility through conservation of resources, waste management and promotion of local biodiversity.

ESD is about balancing the needs of society, economy and environment.



Consider the following quotation and discuss how it might be useful in helping pupils clarify what Education for Sustainable Development is about.

“Recently I was at the Dept. of Trade and Industry, where I heard a senior official speak of how Viet Nam was developing. With pride in his voice, he explained that over two years ago, when coming from the airport in Ho Chi Minh City the roads were full of bikes – and now you find yourself in a traffic jam!”

From ‘Creating Sustainable Cities’ by Herbert Girardet

Developing Global Awareness

The global dimension is a key aspect of Education for Sustainable Development and Local and Global Citizenship.

Global issues are part of pupils' lives from the clothes they wear, the food they eat, the music they listen to, the literature they read, the media they watch and the places they visit.

Pupils need the knowledge understanding and skills to be able to participate fully in this global society. Equally they need to be aware of their responsibilities as global citizens and be willing and able to make informed decisions and take responsible actions.

The global dimension provides challenging, relevant and real life contexts to support the development of knowledge, understanding, skills and values in Geography. It encourages an enquiry-based approach and provides opportunities for pupils to make links between their learning in a number of different subjects. It helps develop and promote positive attitudes and dispositions such as curiosity, concern, respect, tolerance and personal responsibility. It is about educating pupils for, and not just about, a just and sustainable world.

One way of developing global awareness and challenging stereotypes and perceptions of other places and other people is to use some of the enquiry questions from Oxfam's Cool Planet site to explore distant locations.

Avaiable at: <http://www.oxfam.org.uk/coolplanet/teachers/geography/activity4.htm>

Enquiry Questions for Exploring Different Places:

Where is this place?

What does it look like?

What is this place like?

What made it like that?

What is it like to live there?

How do people use and care for the environment?

What links does it have with other places?

What would it feel like to be in this place?

How is this place changing?

What are the issues affecting the people who live there?

What are the views of the people who live there?

Who decides what should happen in this place?

Why is this place special?

Possible Contexts or Case-Studies for Exploring ESD in Geography

The table below identifies just some of the topics and issues that could be explored through an ESD lens.

In exploring an issue through an ESD lens, the following questions may be useful; for example, how does this issue impact on:

- environment;
- society;
- economy?

Is the balance just right?

- For all?
- For now?
- For the future?

What can be done to get a better balance?

	Topics/Issues	Examples of Local Issues	Examples of Global Issues
Environment	Energy Water Waste Pollution Biodiversity Landuse Climate change	Energy conservation Renewable energy Water conservation Peat extraction Landfill Urban Sprawl Greenfield/brownfield sites Landfill Use of pesticides Air pollution Water pollution Hedgerow removal Intensive farming	Climate change Deforestation Desertification Food miles Eco-tourism Ozone depletion Water quality
Society	Conservation Housing Poverty Culture Politics Health	Built heritage Migrant workers Economic migration Multiculturalism Lifestyle and consumer choices Transport choices	Child labour Disease Education Population policies Appropriate technology Self-help housing
Economy	Industrial location Investment Markets	Changing employment patterns Commuting Rural development Urban regeneration Consumer choices	Aid Multinationals Fair Trade

Environment and Society: Geography

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives and Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
<p>Pupils should have opportunities, through the contexts opposite, to:</p> <ul style="list-style-type: none"> develop geographical skills to interpret spatial patterns including atlas and map-work skills; develop enquiry and fieldwork skills—questioning, planning, collecting, recording, presenting, analysing, interpreting information and drawing conclusions relating to a range of primary and secondary sources; develop critical and creative thinking skills to solve geographical problems and make informed decisions; develop a sense of place through the study of: <ul style="list-style-type: none"> range of local, national, European and global contexts; contrasting physical and human environments; issues of topical significance; <p>in order to develop an understanding of:</p> <ul style="list-style-type: none"> physical processes of landscape development; the interrelationships between physical and human environments; the dynamic nature of physical and human environments; the ways in which places are interdependent; the need for social, economic and environmental change to be sustainable. 	<p>Pupils should have opportunities to:</p> <p>Develop a sense of place and belonging at a local level, for example, <i>mapping journey to school, local boundaries or friendship patterns; investigating local place names.</i></p> <p>Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global, for example, <i>through travel, retail or sport; e-mail links to other schools comparing weather data, lifestyle, etc.</i> (Key Element: Personal Understanding)</p> <p>Explore issues related to Mutual Understanding</p> <p>Challenge stereotypes and perceptions of different places, peoples and environments, for example, <i>by creating a photo gallery and/or fact-file.</i></p> <p>Investigate the impact of diversity on a local settlement, for example, <i>segregation, conflict, multiculturalism, etc.</i></p> <p>Investigate the physical and human factors that result in people having to make life-changing decisions, for example, <i>family planning, economic migration, etc.</i> (Key Element: Mutual Understanding)</p> <p>Explore issues related to Personal Health</p> <p>Investigate factors that impact on personal health locally, for example, <i>location, pollution, lifestyle, etc.</i></p> <p>Explore the influences on global patterns of health, for example, <i>poverty, Aids, access to clean water, education, etc.</i> (Key Element: Personal Health)</p> <p>Explore issues related to Moral Character</p> <p>Challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses.</p> <p>Take responsibility for choices and actions. (Key Element: Moral Character)</p> <p>Explore issues related to Spiritual Awareness</p> <p>Respond to the diversity and beauty of the natural and human world.</p> <p>Reflect on their experiences of a visit to a dramatic landscape, for example, <i>create a presentation about a personally inspiring environment or feature.</i> (Key Element: Spiritual Awareness)</p>	<p>Pupils should have opportunities to:</p> <p>Investigate differences in lifestyle within and between countries.</p> <p>Explore how we can play a role in helping to promote a fairer world for all, for example, <i>draw up a school recycling and/or Fair Trade policy, evaluate different types of aid.</i> (Key Element: Citizenship)</p> <p>Develop an understanding of how people in different places interact with their environment, for example, <i>contrast how people from different parts of the world adapt to threats/opportunities posed by their environments (physical, social, economic).</i> (Key Element: Cultural Understanding)</p> <p>Explore issues related to Media Awareness</p> <p>Investigate the causes and consequences of an environmental event making the news and evaluate how it is reported in the media.</p> <p>Create a video/news-bulletin to inform about, for example, <i>an earthquake, volcano, extreme weather event, local pollution incident, etc.</i> (Key Element: Media Awareness)</p> <p>Explore issues related to Ethical Awareness</p> <p>Research and debate ethical issues in geography, for example, <i>world debt, nuclear power, population policies, use of non-renewable resources, etc.</i> (Key Element: Ethical Awareness)</p>	<p>Pupils should have opportunities to:</p> <p>Investigate how the skills developed through Geography will be useful to a range of careers, for example, <i>jobs involving charting and mapping, data handling, managing, marketing, planning, resource or environmental education, report-writing, surveying, tourism, transportation, weather forecasting, etc.</i> (Key Element: Employability)</p> <p>Investigate how physical processes operate to create distinct and diverse environments, for example, <i>Marble Arch caves, The Mournes, The Giant's Causeway, local peatlands, The Burren, The Alps, Grand Canyon, tropical rainforests, savannah grassland, etc.</i></p> <p>Investigate the impact of conflict between social, economic and environmental needs, both locally and globally for example, <i>erosion, flooding, pollution, loss of biodiversity, climate change, desertification, deforestation, etc.</i></p> <p>Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally, for example, <i>sustainable classrooms, eco-schools, Citizenship Action Projects, resource and waste management strategies, promotion of geo- and bio-diversity, sustainable towns/cities, conservation of natural resources, eco-tourism, Fair Trade, etc.</i> (Key Element: Education for Sustainable Development)</p> <p>Explore issues related to Economic Awareness</p> <p>Investigate the impact of globalisation and how it has produced winners and losers, for example, <i>impact on a N. Ireland business/industry, child labour, trans-national corporations, etc.</i> (Key Element: Economic Awareness)</p>
<p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Geography.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> demonstrate skills in using maps, fieldwork equipment and methods of data collection in undertaking geographical enquiry; research and manage information effectively to investigate geographical issues, including Using Mathematics and Using ICT where appropriate; show deeper geographical understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; demonstrate creativity and initiative when developing ideas and following them through; work effectively with others; demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance; communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose. 		

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in **BOLD** (including each of the Key Elements) are met.



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