


ENVIRONMENT AND SOCIETY: Geography

The minimum content is set out below.

The statutory requirements are set out in **bold** and additional guidance appears in plain text. *All examples are in 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 Environment
<p>Young people 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"> - a range of local, national, European and global contexts; - contrasting physical and human environments; - issues of topical significance; 	<p>Young people should have opportunities to:</p> <p>Develop a sense of place and belonging at a local level, <i>for example, mapping journey to school, local boundaries, friendship patterns; investigating local place names etc.</i></p> <p>Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global, <i>for example, through travel, retail, sport; e-mail links to other schools comparing weather data, lifestyle etc.</i></p> <p><i>(Key Element: Personal Understanding)</i></p> <p>Challenge stereotypes and perceptions of different places, peoples and environments, for example, <i>by creating a photo gallery and/or fact-file etc.</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, <i>for example, family planning, economic migration etc.</i></p> <p><i>(Key Element: Mutual Understanding)</i></p> <p>Investigate factors that impact on personal health locally, for example, <i>location, pollution, lifestyle etc.</i></p>	<p>Young people should have opportunities to:</p> <p>Investigate differences in lifestyle within and between countries. 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 etc.</i></p> <p><i>(Key Element: Citizenship)</i></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) etc.</i></p> <p><i>(Key Element: Cultural Understand)</i></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</p>	<p>Young people 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, educating, marketing, planning, resource/environmental management, report-writing, surveying, tourism, transportation, weather forecasting etc.</i></p> <p><i>(Key Element: Employability)</i></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></p> <p><i>(Key Element: Economic Awareness)</i></p> <p>Investigate how physical processes operate to create distinct and diverse environments, for example, <i>Marble Arch caves, The Mourne, 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>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>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>Challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses. Take responsibility for choices and actions. (Key Element: Moral Character)</p> <p>Respond to the diversity and beauty of the natural and human world. Reflect on their experiences of a visit to a dramatic landscape, <i>for example, create a presentation about a personally inspiring environment or feature etc.</i> (Key Element: Spiritual Awareness)</p>	<p>inform about, for example, <i>an earthquake, volcano, extreme weather event, local pollution incident etc.</i> (Key Element: Media 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>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 style="text-align: center;">  </p>
<p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding about Geography.</p> <p>Young people should be able to:</p>	<ul style="list-style-type: none"> • demonstrate skills in using maps (and GIS), fieldwork equipment and methods of data collection in undertaking geographical enquiry • research and manage information effectively to investigate geographical issues, using Mathematics and ICT where appropriate; • show deeper geographical understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and 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.