

Programme of Study for Geography at Key Stage 2

2

KEY STAGE

Programme of Study
GEOGRAPHY

Introduction

The study of geography at Key Stage 2 is about helping pupils to enjoy and appreciate the richness and diversity of the world around them by opening up and expanding their awareness of places, people, jobs, the weather and the environment, including the environment in and around the school. Where possible, pupils should have opportunities to engage in practical work in the school, its grounds, in the locality or on school visits to other areas, and to be involved in investigations, using books, photographs, slides, videos, broadcast materials and information technology as appropriate.

The Key Stage 2 Geography Programme of Study should provide a context for developing pupils' talking and listening, reading and writing and mathematical skills. Teachers should give attention to the quality of language and take opportunities to reinforce good practice.

The content of the programme of study is set out under the three broad headings below, and 'Geographical Skills', which should be developed and reinforced, for the most part as an integral part of the work undertaken to deliver the following thematic content:

- Weather;
- Where People Live and What People Do;
- The Environment.

Approaches to Geography at Key Stage 2

There is no requirement to teach the programme of study in the order, or under the headings, in which it is set out. Geographical work should aim to integrate, where appropriate, aspects of the thematic content in the planning of:

- *Place studies, for example, of villages, towns or cities in Northern Ireland, Great Britain, Europe and other parts of the developed or developing world;*
- *Issues or topical events at home or abroad, such as shanty towns, rain forests, local pollution, a severe storm or a volcanic eruption; or*
- *Topics, for example, forests, water, the textile industry.*

Regardless of the approach adopted, geographical skills should be developed and reinforced, for the most part as an integral part of the work undertaken to deliver the thematic content, and pupils should have opportunities to:

- locate the events, issues and places they have encountered as part of their geography work; and
- make effective use of atlases, globes and a variety of maps and photographs to support their work.

Requirements in Relation to the Study of Places and Issues

As a minimum requirement, pupils should have opportunities to investigate:

- at least one place in each of the following,
 - Northern Ireland,
 - the developed world, *for example, places in Europe, North America, Australia, New Zealand or the Far East, and*
 - the developing world, *for example, places in Africa, the Indian sub-continent or South America;*
- an issue at a local and/or global scale from different viewpoints, by addressing questions including,
 - What has happened and where?
 - Why and how has it happened?
 - What are the different views?
 - What action(s) should be taken and by whom?

Contribution to Educational (Cross-curricular) Themes

Throughout work relating to the programme of study, pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. In some cases the objectives of the themes overlap, for example, Education for Mutual Understanding (EMU), Cultural Heritage and Health Education have strands which relate to personal development and the environment. In such cases, the examples listed, and therefore associated subject work, will be contributing to more than one of the themes.

The opportunities listed below should not be treated as a check list to be covered but as illustrations of some of the ways in which the cross-curricular themes can be highlighted and developed as an integral part of geography-related activity.

Pupils should be given opportunities to:

EMU/ Cultural Heritage/ Health Education

- understand and appreciate their own way of life, their environment and culture and that of others and the interdependence of people by exploring,
 - how their identity, way of life and culture has been shaped by influences from the local and wider world, *for example, food and diet, goods and services, the influence of travel and television,*
 - some of the ways in which Northern Ireland is interdependent with other parts of these islands, *for example, way of life, transport and trade,*
 - the culture and lifestyle of people who are similar and different, *for example, in Europe or the developing world, in order to understand and respect others, and to question and challenge prejudice and stereotypes,*

- ways in which the local and global environment are interdependent, *for example, in the use of natural resources, such as water, wood, air, how damage to the local environment can affect the global environment, how conflict can arise over the use of resources, for example, trees, and how such conflict might be avoided, resolved, or compromises reached,*
- their own views, decisions and actions in relation to the environment and the need to accept personal responsibility for, and to reflect on the consequences of, different choices for themselves and others
- the work of some local agencies which work towards conserving the environment, *for example, Conservation Volunteers, RSPB, or promoting just development, for example, Oxfam or Trocaire;*

Information Technology

- use a word processor to write descriptions of places and geographical features and processes;
- enter weather or other information, *for example, traffic flows past the school at different times of the day, into a database to present information in a variety of forms;*
- use simulations or remote control toys to acquire directional language and skills, make decisions and respond to the consequences of action, *for example, following a route on a map using left and right and/or North South, East, West.*

Geographical Skills

The following geographical skills should be developed and reinforced, for the most part as an integral part of work undertaken to implement the thematic content.

Pupils should have opportunities to:

- a use photographs, plans and maps of different scales for different purposes, *for example, pupils could*
 - locate objects on a plan;
 - locate places or features on a map or photograph;
 - follow directions on a plan of the school or a map of their local area;
- b draw simple plans and maps without the use of scale, *for example, pupils could draw a plan of the classroom, playground or journey to school. (NB in line with the mathematics programme of study, it may be appropriate to use scale for pupils working at Level 5 in mathematics);*
- c use the eight points of the compass, *for example, pupils could use compass directions to describe a route followed on a map of the local area or an area visited as part of a school trip;*
- d use a key of Ordnance Survey symbols to identify some familiar features, *for example, pupils could identify roads, railways, churches, post offices and other familiar features on an OS map of the local area;*
- e use letter number co-ordinates and four figure grid references, *for example, pupils could locate features and places on maps with letter/number referencing;*
- f use a globe and the contents and index in an atlas to locate places, including the continents, oceans, equator, poles, countries and capitals of the British Isles and any other places studied;
- g observe, measure, record, present and discuss field work information and information from other sources (using information technology as appropriate), *for example, pupils could*
 - survey house types in the local area or traffic flows near school at different times of the day;
 - draw picture diagrams to represent the process involved in the production of a product, such as from potato to crisp or from cow to milk bottle.

Weather

Pupils should have opportunities to learn about:

- a **the collection, recording and explanation of data relating to the main elements of the weather**, *for example, pupils could use a database to record and present data such as temperature, rainfall or wind strength/direction;*
- b **some of the differences between places with contrasting weather conditions**, *for example, pupils could find out about a place which experiences weather which is very different from ours, and some of the plants and animals which live there, such as*
 - *polar/tundra regions;*
 - *deserts;*
 - *tropical rain forests;*
- c **the effects of weather on the lives of people here and elsewhere**, *for example, pupils could investigate how weather affects aspects of life here and in another country such as*
 - *house types;*
 - *work such as farming, or recreational activities;*
- d **the effects of extreme weather events upon the lives of people here and elsewhere**, *for example, pupils could find out about the impact upon peoples' lives of an extreme weather event, such as*
 - *freak flooding in the British Isles compared with seasonal/monsoon flooding in places like Bangladesh;*
 - *freak storms at home compared with seasonal hurricanes in areas like the Caribbean;*
 - *drought as a result of warm summers in the British Isles compared with long term severe drought in parts of Africa.*

Where People Live and What People Do

Pupils should have opportunities to learn about:

- a major similarities and differences between places, and why many or few people live there (by comparing a rural or urban area in Northern Ireland with a contrasting area in Europe or the wider world), for example, pupils could compare and contrast their local area with another area in terms of aspects, such as
- location, altitude, availability of water, weather conditions;
 - size of settlements, number of inhabitants;
 - size, shape and use of buildings and the materials from which they are made;
 - the attractions and drawbacks of living there;
- b some of the different jobs people do to provide goods and services, for example, pupils could investigate
- aspects of farming, forestry, fishing, or transport, or tourism;
 - the provision of services such as water/sewage or electricity;
- c stages in the preparation and journey of a product from raw materials to the consumer, for example, pupils could find out about the production and journey of a product, such as
- apple juice and cheese in Northern Ireland;
 - flowers from Holland;
 - garments or carpets from SE Asia;
- d the effects of a natural disaster or lack of basic resources on a place and on peoples' lives, for example, pupils could find out about the impact of, and responses to
- a recent earthquake or volcanic eruption (housing, transport, water and food supplies, health and hygiene);
 - lack of food or clean drinking water or proper housing and sanitation in parts of Africa, India or South America.

The Environment

Pupils should have opportunities to learn about:

- a **the location, size, shape and use of common landscape features**, *for example, pupils could identify in their own environment and/or from illustrations and videos, and talk about the location, size, shape and use of, landscape features such as hills, valleys, rivers, islands, cliffs, beaches, or other common features;*
- b **some of the plants and animals which live in a chosen habitat in Northern Ireland**, *for example, pupils could find out about some plants and animals associated with local environments, such as*
- *the school grounds;*
 - *the local park;*
 - *a local woodland;*
 - *a seashore;*
 - *a lake, river or pond;*
 - *a peat bog;*
 - *a protected area;*
- c **the importance and use of natural resources in Northern Ireland**, *for example, pupils could find out about the location and use of*
- *natural resources, such as, water, rock and timber;*
 - *resources which are imported, such as, coal, oil and tropical hardwood;*
- d **some of the ways in which people affect the environment both locally and globally**, *for example, pupils could investigate how people can affect the environment in a positive and negative way, such as*
- *pollution of land, water, or air;*
 - *quarrying and mining;*
 - *deforestation/land clearance;*
 - *planting trees/creating a pond;*
 - *protecting habitats and wildlife;*
 - *designating areas for environmental protection;*
- e **issues associated with conservation of the environment**, *for example, pupils could consider the benefit to the environment and the effects on peoples' lives of possible measures, such as*
- *recycling and clean-up activities;*
 - *efficient use of energy;*
 - *better use of public transport;*
 - *wider use of 'green' products and softwood timber.*