

GEOGRAPHY Key Stage 3 PROGRAMME OF STUDY Check List

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Programme of Study 1. Pupils should be given opportunities to:

1.a investigate places and themes across the whole range of scales	
1.b undertake studies that focus on geographical questions, eg "What/where is it?", "What is it like?", "How did it get like this?", "How and why is it changing?", "What are the implications?", and that should involve fieldwork and classroom activities; studies should involve the development of skills, and the development of knowledge and understanding about places and themes.	
1.c explain geographical patterns, and physical and human processes	
1.d consider issues that arise from people's interaction with their environments	
1.e become aware of the global context within which places are set, how they are interdependent, and how they may be affected by processes operating at different scales	

GEOGRAPHICAL SKILLS

3. Pupils should be taught to:

3.a use an extended geographical vocabulary, eg <i>ecosystem, drainage basin, tertiary industry, sustainable development</i> , to explain geographical patterns and change and to investigate relationships	
3.g select and use secondary sources of evidence – photographs (including vertical and oblique aerial photographs), satellite images and other sources, eg <i>census data, visits to school by representatives of local interest groups</i> – to inform their studies	
3.h use IT to gain access to additional information sources and to assist in handling, presenting and analysing geographical evidence, eg <i>automatic weather stations to collect weather data, spreadsheets to record environmental impact scores, CD ROMs to obtain census data, desktop publishing packages to produce a leaflet on a local issue, simulation packages to investigate a flood hazard</i>	

PLACES

5. pupils should be taught:

a) about the physical and human characteristics	
b) about the characteristics of two regions	
c) ways the country may be judged to be more or less developed	
d) how the country is set within a global context and is interdependent with other countries	

PLACES LIST A		write the name of place being used
Australia and New Zealand		
Europe		
Japan		
North America		
Russian Federation		
PLACES LIST B		
Africa		
Asia (excluding Japan)		
South and Central America (including the Caribbean)		

THEMATIC STUDIES

7. Tectonic Processes

In studying earthquakes or volcanoes and their effects on people, pupils should be taught:

7.a the global distribution of earthquakes and volcanoes and their relationship with the boundaries of the crustal plates	
7.b the nature, causes and effects of earthquakes	
7.c about human responses to the earthquake hazard	
7.d the nature, causes and effects of volcanic eruptions	
7.e about human responses to the volcanic hazard	

8. Geomorphological Processes

In studying geomorphological processes and their effects on landscapes and people, pupils should be taught:

8.a about the landforms associated with river channels, river valleys and drainage basins and the processes that form them, and about the role of rock type and weathering in landform development	
8.b the causes and effects of river floods and how people respond to and seek to control the flood hazard	
8.d the causes and effects of either cliff collapse or coastal flooding and how people respond to and seek to control the hazard	

12. Settlement

In investigating the characteristics of settlements and the impact of change, pupils should be taught:

12.a the reasons for the location, growth and nature of individual settlements	
12.c about types and patterns of urban land use, how conflicts can arise over the use of land, and how they can be addressed	

15. Environmental Issues

In investigating environmental issues, pupils should be taught:

15.c how considerations of sustainable development, stewardship and conservation affect environmental planning and management	
15.d about provision of a reliable supply of fresh water and the causes, effects and prevention of water pollution	
15.e about provision of a reliable supply of energy and the effect on the environment of the development of two different energy sources	