

Geographical enquiry and skills

1 In undertaking geographical enquiry, pupils should be taught to:

- a. ask geographical questions [for example, 'How and why is this landscape changing?', 'What is the impact of the changes?', 'What do I think about them?'] and to identify issues
- b. suggest appropriate sequences of investigation [for example, gathering views and factual evidence about a local issue and using them to reach a conclusion]
- c. collect, record and present evidence [for example, statistical information about countries, data about river channel characteristics]
- d. analyse and evaluate evidence and draw and justify conclusions [for example, analysing statistical data, maps and graphs, evaluating publicity leaflets that give different views about a planning issue]
- e. appreciate how people's values and attitudes [for example, about overseas aid], including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues
- f. communicate in ways appropriate to the task and audience [for example, by using desktop publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place].

2 In developing geographical skills, pupils should be taught:

- a. to use an extended geographical vocabulary [for example, drainage basin, urban regeneration]
- b. to select and use appropriate fieldwork techniques [for example, land-use survey, datalogging] and instruments [for example, cameras]
- c. to use atlases and globes, and maps and plans at a range of scales, including Ordnance Survey 1:25,000 and 1:50,000 maps
- d. to select and use secondary sources of evidence, including photographs (including vertical and oblique aerial photographs), satellite images and evidence from ICT-based sources [for example, from the internet]
- e. to draw maps and plans at a range of scales, using symbols, keys and scales [for example, annotated sketch maps] and to select and use appropriate graphical techniques to present evidence on maps and diagrams [for example, pie charts, choropleth maps], including using ICT [for example, using mapping software to plot the distribution of shops and services in a town centre]
- f. to communicate in different ways, including using ICT [for example, by writing a report about an environmental issue, exchanging fieldwork data using email]
- g. decision-making skills, including using ICT [for example, by using a spreadsheet to help find the best location for a superstore].