

# MATRIX LINKING WORKSHEETS TO NATIONAL CURRICULUM

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
<b>GEOGRAPHY KEY STAGE 3</b>																													
<b>GEOGRAPHICAL ENQUIRY AND SKILLS</b>																													
<b>1: In an ENQUIRY pupils should:</b>																													
a) Ask geographical questions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
b) Suggest appropriate sequences of investigation																													
c) Collect, record and present evidence, e.g. statistical information							x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
d) Analyse and evaluate evidence and draw and justify conclusions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
e) Appreciate how values and attitudes affect issues																													
f) Communicate in different ways appropriate to the task and audience					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
<b>2: In developing SKILLS pupils should:</b>																													
a) Use an extended geographical vocabulary	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
b) Select and use appropriate fieldwork techniques						x											x												
c) Use atlases, globes, maps and plans at a variety of scales	x																x												
d) Select and use secondary sources of evidence such as photos and ICT	x	x															x												
e) Draw maps and statistical diagrams																	x												
f) Communicate in different ways using ICT																	x												
g) Use decision making skills, including ICT	x																x												
<b>3: KNOWLEDGE AND UNDERSTANDING OF PLACES</b>																													
Pupils should be taught:																													
a) The location of places and environments studied	x																x												
c) To describe and explain the characteristic physical and human features																	x												
d) To explain changes and issues arising in a place																	x												
e) To explain how places are interdependent																	x												
<b>4: KNOWLEDGE/UNDERSTANDING OF PATTERNS AND PROCESSES</b>																													
Pupils should be taught to:																													
a) Describe and explain human and physical patterns																	x												
b) Identify, describe and explain physical and human processes																	x												
<b>5: KNOWLEDGE/UNDERSTANDING OF ENVIRONMENTAL CHANGE</b>																													
a) Describe and explain environmental change and management	x																x												
<b>BREADTH OF STUDY</b>																													
<b>THEMES:</b>																													
6a) Geomorphological processes and effects on landscapes and people	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
i) Processes responsible for the development of selected landforms																	x												
ii) The causes and effects of a hazard, and human responses to it																	x												
6e) Ecosystems; how physical/human processes influence vegetation																	x	x	x	x	x	x	x	x	x	x	x		
6f) Environmental issues, including:																	x												
ii) How conflicting demands on an environment arise																	x												

Beaches at Risk - KS3 Resource pack

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	iii) How and why attempts are made to plan/manage the environment. jiii) Effects of environmental management on people/places/environments																											
<b>7: In their study of themes pupils should:</b>																												
a) Study at a range of scales	x																											x
b) Study different parts of the world/environment including local area	x																											x
c) Carry out fieldwork investigations outside the classroom																												x
d) Study issues of topical significance																												x
<b>SCIENCE KEY STAGE 3</b>																												
	<b>SC2 LIFE PROCESSES AND LIVING THINGS</b>																											
	<b>3 GREEN PLANTS AS ORGANISMS</b>																											
	Pupils should be taught that plants:																											
	a) Need carbon dioxide/water/light for photosynthesis. Produce biomass																											
	<b>5 LIVING THINGS IN THEIR ENVIRONMENT</b>																											
	Pupils should be taught:																											
	a) About ways in which living things/environment can be protected																											x
	b) That habitats support an inter-dependent diversity of plants and animals																											x
	c) How some organisms are adapted to daily and seasonal habitat change																											x
	d) How predation and competition for resources affects size of population																											x
	<b>FEEDING RELATIONSHIPS</b>																											
	e) About foodwebs, and pyramids of numbers																											x
	f) How toxic materials can accumulate in food chains																											x
	<b>CITIZENSHIP KEY STAGE 3</b>																											
	<b>KNOWLEDGE AND UNDERSTANDING - BECOMING INFORMED CITIZENS</b>																											
	1 Pupils should be taught about:																											
	a) Central and local government and services they offer																											x
	b) The work of community based national and international voluntary groups																											x
	<b>SKILLS OF ENQUIRY AND COMMUNICATION</b>																											
	2 Pupils should be taught to:																											
	a) Think about topical issues by analysing information and its sources. ICT																											x
	b) Justify orally/in writing a personal opinion about an issue/event/problem																											x
	c) Contribute to group and class discussion and debate																											x
	<b>SKILLS OF PARTICIPATION AND RESPONSIBLE ACTION</b>																											
	3 Pupils should be taught to:																											
	a) Use their imagination about other people's experiences/views																											x
	b) Negotiate, decide and take responsibility in school/community activities																											x
	c) Reflect on process of participating																											x

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