

# 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	X	
b) Suggest appropriate sequences of investigation						X	X										X	X											
c) Collect, record and present evidence, e.g. statistical information				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										
e) Appreciate how values and attitudes affect issues									X																				
f) Communicate in different ways appropriate to the task and audience					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	X	
b) Select and use appropriate fieldwork techniques						X	X										X	X											
c) Use atlases, globes, maps and plans at a variety of scales	X								X				X								X								
d) Select and use secondary sources of evidence such as photos and ICT	X		X					X	X	X	X	X	X							X									
e) Draw maps and statistical diagrams							X																		X				
f) Communicate in different ways using ICT							X	X	X	X	X	X	X														X	X	
g) Use decision making skills, including ICT							X	X	X	X	X	X	X													X	X	X	
<b>3: KNOWLEDGE AND UNDERSTANDING OF PLACES</b>																													
Pupils should be taught:																													
a) The location of places and environments studied	X				X			X	X				X			X					X							X	
c) To describe and explain the characteristic physical and human features								X	X												X							X	
d) To explain changes and issues arising in a place								X	X	X			X							X								X	
e) To explain how places are interdependent								X					X							X								X	
<b>4: KNOWLEDGE/UNDERSTANDING OF PATTERNS AND PROCESSES</b>																													
Pupils should be taught to:																													
a) Describe and explain human and physical patterns					X	X			X				X			X												X	
b) Identify, describe and explain physical and human processes	X	X	X	X	X	X	X	X	X				X							X							X	X	
<b>5: KNOWLEDGE/UNDERSTANDING OF ENVIRONMENTAL CHANGE</b>																													
a) Describe and explain environmental change and management			X		X			X	X	X			X							X	X								
<b>BREADTH OF STUDY THEMES:</b>																													
<b>6c) Geomorphological processes and effects on landscapes and people</b>																													
i) Processes responsible for the development of selected landforms	X	X	X	X	X			X	X	X	X	X	X							X								X	
ii) The causes and effects of a hazard, and human responses to it									X				X							X	X								
<b>6e) Ecosystems: how physical/human processes influence vegetation</b>								X									X	X	X										
<b>6f) Environmental issues, including:</b>																													
ii) How conflicting demands on an environment arise			X										X												X		X	X	

