

### **1. Did Wrigley choose a good site for their chewing gum factory?**

The unit of work explored an issue that was causing concern at the school - chewing gum. The overall intention was for pupils to know and understand the pattern of production and disposal of this product. For this activity, pupils investigated the production of chewing gum. They used an Ordnance Survey map and extract, alongside an aerial photograph and road map extract, to investigate the location of a chewing gum factory in the UK. They were asked to decide whether this was a good choice of location for the factory.

### **2. Patterns of chewing gum around the school site**

For this activity, pupils investigated the pattern of chewing gum litter around the school site. They worked in groups to collect information but worked individually to display and analyse the data. They used quadrats to measure the density of chewing gum at locations they selected around the school and displayed this in map and graph form before writing about their results.

### **3. Letter to head teacher about chewing gum issue**

#### **Context**

The unit of work explored an issue that was causing concern at the school - chewing gum. The overall intention was for pupils to know and understand the pattern of production and disposal of this product. For this activity, pupils responded to the issue by writing to their head teacher to summarise the problem they had investigated and suggest solutions

### **4. UK route map for tourist itinerary**

This unit of work encouraged pupils to investigate different locations around Britain, understanding the physical and human characteristics of a range of places. In this activity, the pupil was asked to draw on their knowledge of places around Britain to create a practical but exciting itinerary for a tourist visiting the country (or part of the country). The work incorporated a route map and written description.

### **5. The site of Norwich**

This unit focused on settlements and explored the reasons for their location and the way in which settlement form and function changes over time. The emphasis was on the pupil's own experience of their nearest city – Norwich. In this activity, the focus was on the factors that made Norwich a good site for a settlement and how these influence the form of the city. Pupils were challenged to apply factors they had learned about in theory to their own city.

### **6. Land-use patterns across Norwich**

This unit focused on settlements and explored the reasons for their location and the way in which settlement form and function changes over time. The emphasis was on the pupil's own experience of their nearest city – Norwich. In this activity the pupil produced an interactive slide show describing and offering reasons for the characteristics of different parts of the city.

### **7. Living in a desert environment**

Pupils studied hot deserts as an example of an 'extreme' environment. The aim of the unit was to inspire a sense of awe and wonder about these places, to investigate their physical landscapes and the ways in which plants, animals and people are adapted to survive there. For these activities, the pupils researched (and annotated) an image and information about a desert of their choice, designed an animal suited to this environment, completed a climate graph for a hot desert and used a 'living graph' technique to suggest how people might be affected by the climate conditions there.

### **First piece of evidence**

#### **Did Wrigley choose a good site for their chewing gum factory?**

##### **Context**

The unit of work explored an issue that was causing concern at the school - chewing gum. The overall intention was for pupils to know and understand the pattern of production and disposal of this product. For this activity, pupils investigated the production of chewing gum. They used an Ordnance Survey map and extract, alongside an aerial photograph and road map extract, to investigate the location of a chewing gum factory in the UK. They were asked to decide whether this was a good choice of location for the factory.

##### **Teacher's notes**

###### **AF1 4b 3c**

The pupil has recognised the range of human and physical features that offer advantages for the location of a chewing gum factory at this site. The pupil has recognised the impact the physical processes and the environment can have on decisions made by people and has identified some limitations of this place for factory use.

###### **AF3 4a 4b 4c**

This pupil is able to combine information from a range of sources of information (aerial photograph, Ordnance Survey map and map extracts) to communicate his findings about the factory location. The pupil makes use of an OS map extract and uses scale, map symbols, grid references and directions accurately. These skills have been used to reinforce observations made from an OS map.

##### **Next steps**

The pupil could show understanding of location in a wider geographical context by referring to the need for access to markets, for example. Learning to work with less support, the pupil could select his own sources of information rather than rely on evidence presented by his teacher.

## **Second piece of evidence**

### **Patterns of chewing gum around the school site**

#### **Context**

The unit of work explored an issue that was causing concern at the school - chewing gum. The overall intention was for pupils to know and understand the pattern of production and disposal of this product. For this activity, pupils investigated the pattern of chewing gum litter around the school site. They worked in groups to collect information but worked individually to display and analyse the data. They used quadrats to measure the density of chewing gum at locations they selected around the school and displayed this in map and graph form before writing about their results.

#### **Teacher's notes**

##### **AF2 4b 4c**

The pupil identifies how people can damage the environment through the dropping of gum and has offered some reasons for the patterns observed.

##### **AF3 4b 4c**

This pupil shows group work skills by selecting locations for data collection in the field and making appropriate use of a fieldwork technique. He displays primary data in appropriate forms that allow simple patterns to be identified.

#### **Next steps**

The pupil could make better use of his data in describing patterns. To do so, the pupil needs to refer to evidence in describing areas of high and low density.

The pupil could develop greater independence and learn to ask his own questions about patterns of data, moving on from his teacher's suggestions.

**Third piece of evidence**  
**Letter to head teacher about chewing gum issue**

**Context**

The unit of work explored an issue that was causing concern at the school - chewing gum. The overall intention was for pupils to know and understand the pattern of production and disposal of this product. For this activity, pupils responded to the issue by writing to their head teacher to summarise the problem they had investigated and suggest solutions

**Teacher's notes**

**AF2 4b 4c**

The pupil's letter describes patterns of gum around the school site and offers some reasons for this pattern. The influence of human behaviour on the environment is recognised and ways in which improvements to the environment can be made are identified.

**AF3 4c**

The pupil communicates using appropriate language and presentation. Findings are communicated clearly.

**Next steps**

The pupil could begin to recognise the range of views of the issue of chewing gum (by teachers, pupils, cleaners and others) and use this to better understand the nature of the problem. His conclusions could be more plausible if linked to the viewpoints of different groups and ideas about cost, enforcement etc.

## **Fourth piece of evidence** **UK route map for tourist itinerary**

### **Context**

This unit of work encouraged pupils to investigate different locations around Britain, understanding the physical and human characteristics of a range of places. In this activity, the pupil was asked to draw on their knowledge of places around Britain to create a practical but exciting itinerary for a tourist visiting the country (or part of the country). The work incorporated a route map and written description.

### **Teacher's notes**

#### **AF1 3c 4c**

The pupil accurately locates places they have visited or researched onto the base map. They include a number of destinations with varied physical and human features and show awareness of the attractiveness of different environments from a tourist perspective. The pupil makes some accurate observations about each locality.

#### **AF3 4a 4b 4c**

The pupil demonstrates the ability to investigate places using primary (personal experiences) and secondary (internet and road atlas) sources of evidence. He makes use of varied skills including the use of scale and direction. The pupil communicates his ideas clearly using simple map skills and description

### **Next steps**

The pupil could improve the descriptive detail about each place, to incorporate physical and human characteristics that might appeal to tourists. He could select a more appropriate regional map to communicate his ideas more clearly, building in use of scale, grid references from the road atlas.

## **Fifth piece of evidence**

### **The site of Norwich**

#### **Context**

This unit focused on settlements and explored the reasons for their location and the way in which settlement form and function changes over time. The emphasis was on the pupil's own experience of their nearest city – Norwich. In this activity, the focus was on the factors that made Norwich a good site for a settlement and how these influence the form of the city. Pupils were challenged to apply factors they had learned about in theory to their own city.

#### **Teacher's notes**

##### **AF1 4a 4b**

The pupil describes both physical and human features at various points around the original site of Norwich. The influence of these features on people is recognised using a system of ranking devised by the pupil to show which factors he considers most important in the case of Norwich.

##### **AF3 4a 4c**

The pupil applies a number of questions he has learned about settlement location to the base map provided. He uses these in his investigation to decide which features were most important to the original site of the city. The pupil uses some appropriate language and presents the work in a way that makes his findings clear, making some use of colour, symbols and numbers.

#### **Next steps**

The pupil could make more specific reference to the wider scale – the locational context that made this an important site for a settlement within this region.  
The pupil could recognise how site factors have changed over time.

## **Sixth piece of evidence** **Land-use patterns across Norwich**

### **Context**

This unit focused on settlements and explored the reasons for their location and the way in which settlement form and function changes over time. The emphasis was on the pupil's own experience of their nearest city – Norwich. In this activity the pupil produced an interactive slide show describing and offering reasons for the characteristics of different parts of the city.

### **Teacher's notes**

#### **AF1 4b 4c 5a 5c**

The pupil identifies different types of land use across the city and locates these within an urban transect. He describes the urban landscape and character of each part of the city and offers some reasons for the differences identified. He begins to show the importance of locational context and human processes in shaping the characteristics of different parts of the city

#### **AF2 4b**

The pupil describes generalised patterns of land use across the city of Norwich.

#### **AF3 4b 4c**

The pupil has created an interactive slide show using ICT skills. This incorporates the use of maps, photographs and text as part of the investigation. Map extracts and photographs are interpreted and some plausible conclusions are drawn about the type of landscape seen in different parts of the city. The language used is generally appropriate and some specialist terms are employed.

### **Next steps**

The pupil needs to draw links to show how processes (such as the movement of people and goods) link different parts of the city together. He needs to acknowledge how these processes create changes to the city and how the lives of people are affected.

## **Seventh piece of evidence**

### **Living in a desert environment**

#### **Context**

Pupils studied hot deserts as an example of an 'extreme' environment. The aim of the unit was to inspire a sense of awe and wonder about these places, to investigate their physical landscapes and the ways in which plants, animals and people are adapted to survive there. For these activities, the pupils researched (and annotated) an image and information about a desert of their choice, designed an animal suited to this environment, completed a climate graph for a hot desert and used a 'living graph' technique to suggest how people might be affected by the climate conditions there.

#### **Teacher's notes**

##### **AF1 4b 4c**

The pupil locates a hot desert and describes its physical features through photograph annotation, written research and a description of a desert animal. She indicates how the features of her animal are influenced by the environmental processes operating in a hot desert, such as temperature changes from day to night.

##### **AF2 4a 4b**

The pupil describes the climate patterns in a hot desert on an annual basis (the climate graph description) and daily basis (the desert creature). She suggests and describes ways in which the lives of people might be affected by these changes.

##### **AF3 4b 4c**

The pupil uses a range of skills (such as internet research, photograph annotation and the completion of a climate graph) to investigate the desert environment. She communicates her ideas for a desert creature using an annotated sketch and prose description. She uses appropriate language to pick out a range of the creature's features and habits (e.g. "nocturnal").

#### **Next steps**

This pupil could be more explicit about the ways in which peoples' lives might change as a result of the physical processes operating in hot deserts. She could begin to explain rather than describe the characteristics and habits of the 'Ralamabo' and relate these more clearly to the physical conditions that exist in this environment.



### Assessment summary

#### AF1

This pupil describes both human and physical features of places as different as the school grounds, factory or tourist locations across Britain or even distant places such as deserts. In each case, the pupil is able to distinguish human and physical features of the landscape and environment, as appropriate. Each place is located clearly using a variety of means, including written descriptions, plans and annotated maps.

The influence of human processes (locating factories, dropping chewing gum, creating and developing cities) and physical processes (rivers and water supply, climatic cycles) on the features of places is made clear. In describing these influences, the pupil makes reference to the suitability of sites for locating human features (such as factories, cities or waste bins) or to the potential challenges posed by physical processes to people and wildlife.

#### AF2

The pupil suggests and describes ways in which peoples' lives are affected by physical processes (e.g. climatic cycles) as well as human ones (e.g. the ways in which different land use zones develop across cities). There is a recognition that processes – be they physical or human- can lead to change.

The pupil is able to draw out simple patterns from data. By mapping, graphing and describing variations in litter around the school site, urban landscapes across a city and temperature and rainfall averages in a desert, the pupil shows a consistent ability to identify and describe overall patterns which summarise more complex geographical information. He is able to pick out important features from these patterns, such as peak temperatures or litter 'hot spots'.

The pupil identifies how people damage environments (e.g. through dropping chewing gum) but also how they can improve their environment through more careful management.

#### AF3

The pupil is able to pose questions using different sources of evidence. He raises questions about the factors of factory and city location using Ordnance Survey and sketch maps and questions why people drop chewing gum in particular places using fieldwork evidence and a plan of the school site. The pupil asks questions about the type of animal that would be best suited to a hot desert environment and how people living or travelling there might be affected. The pupil exhibits an inquisitive approach to using sources of information.

The pupil demonstrates a range of geographical skills throughout the collection. Maps, graphs, photographs and text are all employed as sources of information and tools for making sense of data. The pupil draws on ICT sources and skills, uses simple fieldwork techniques and makes use of multiple sources when choosing locations or making decisions.

The language and presentation used is mostly appropriate. The pupil uses some specialist vocabulary and generally communicates ideas and information using appropriate methods. Written communication is straightforward and accurate and the pupil's findings, where applicable, are clearly stated. Where alternative forms of communication are used (such as maps, graphs or photographs) these are presented effectively.