

Geography



Level 1

- Name items, real or pictures etc
- Find named items
- Find matching items, for example, 'find another sign-post or contour line like this one'

Level 2

- Identify by properties or attributes, for example, 'look at the map and show me a red/ or yellow road', 'how is a church drawn on a map?' or hilly vs flat, high vs low rainfall or temperatures
- Categorise items, for example, 'find all the rivers, write down their names', 'what do you think these brown shapes are?', list rivers or countries that are part of Europe
- Explain what is happening, for example, 'what is happening?', or 'what can you see in the picture?'
- Identify what other items might fit the same category, for example, 'what other colours are used to show a road?', other mountainous regions or areas with similar rainfall level

Level 3

- Name something that's in the category, but has an exception, for example, 'which church is not in a village?', mountain ranges not in Europe or not above 15,000ft
- Name something that does not fit the category, e.g. 'which of these coloured lines does not represent a road?'
- Recount, in sequence, anything that is a step-by-step event, for example, 'which roads would you walk along to get from the post-office to the school?', cloud formation or rainfall, rock formation etc. The task will be easier if the young person has the materials or pictures in front of them to give a visual

reminder and support the organisation of thought. Initially support the young person either by:

- - supplying the information (sentence strips or photos) for them to correctly organise, or
 - giving alternatives (for example, 'does X or Y happen next?') or a prompt (e.g. 'what happens after X?') for each step
- Predict the outcome of a course of action, for example, 'if the river floods which house will get wet?', deforestation etc
- Define words and technical terms, for example, 'what are flood defences?'

Level 4

- Justify the prediction made at Level 3, for example, 'why do you think X will happen?', and what is the evidence?
- Present a solution to a possible problem, for example, 'what could they do to stop the flooding?', what could they do to prevent the problems caused by deforestation or water pollution
- Justify why a certain course of action has been taken or is best, for example, 'why is it a good idea not to build houses on the flat areas by the river?'
- Make a judgement – how does the young person know something, for example, 'how do you know that this house on the map is on a hill?', 'how do you find the age of a rock formation or climate of a region or prosperity of a region'