

Boardworks Geography Toolkit – Skills Mapping Grid

Boardworks Geography Toolkit covers essential geographical skills for KS3 and KS4. Activities aimed at the most able students are distinguished by a red bar of plus signs beneath the slide title. The following table maps key skills to the presentations which they appear in. The list of key skills is based upon the QCA revised program of study for KS3, and at KS4 it is based upon the QCA GCSE subject criteria and individual exam board specifications.

Key Skill	Maps and Direction	Scale	OS Maps	Grid References	Creating a Map	Relief	Introduction to Fieldwork	Processing and analysing data	Rivers	Settlement	Sustainability	ICT & GIS	Coasts	Tourism	Mountain Mystery	Acrobat Mystery	Pirate Mystery
KS3 Key Concepts																	
1.1 a) Understand the physical and human characteristics of real places	✓		✓						✓	✓	✓	✓	✓	✓			
1.1 b) Developing 'geographical imaginations' of places	✓	✓	✓		✓	✓									✓	✓	✓
1.2 a) Understanding the interactions between places created by flows of information, people, goods								✓		✓	✓			✓			✓

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1.2 b) Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.	✓		✓					✓	✓	✓			✓	✓			
1.3 a) Appreciating from different scales – from personal to local and national, international and global.		✓														✓	✓
1.3 b) Making links between scales to develop understanding of geographical ideas		✓						✓								✓	✓
1.4 a) Explore the social, economic, environmental and political connections between places							✓	✓		✓	✓					✓	✓
1.4 b) Understanding the significance of interdependence in change at all scales											✓					✓	✓
1.5 a) Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.													✓		✓	✓	✓
1.6 a) Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.							✓				✓		✓	✓			

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1.6 b) Exploring sustainable development and its impact on environmental interaction and climate change											✓					✓	
1.7 a) Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies											✓					✓	✓
1.7 b) Appreciating how people's values and attitudes differ and may influence, social environmental, economic and political issues and developing their own values and attitudes about such issues.															✓	✓	✓
KS3 Key Processes																	
2.1 a) Ask geographic questions, thinking critically and constructively							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1b) Collect, record and display information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1 c) identify bias, opinion and abuse of evidence in sources when investigating issues															✓	✓	✓
2.1 d) analyse and evaluate evidence, presenting findings to draw and justify conclusions							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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2.1 e) find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space		✓	✓		✓	✓										
2.1 f) plan geographical enquiries, suggesting appropriate sequences of investigation							✓	✓	✓	✓	✓	✓	✓			
2.1 g) solve problems and make decisions to develop analytical skills and creative thinking about geographical issues														✓	✓	✓
2.2 a) select and use fieldwork tools and techniques appropriately, safely and efficiently							✓	✓	✓	✓	✓	✓	✓			
2.3 a) use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3 b) construct maps and plans at a variety of scales, using graphical techniques to present evidence	✓	✓	✓	✓	✓	✓										
2.4 a) Communicate their knowledge and understanding using geographical vocabulary and conventions both in speech and writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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KS3 Range and Content																	
3 a) a variety of scales from personal, local, regional, national, international and continental, to global		✓								✓	✓	✓				✓	✓
3 b) a range of investigations, focusing on places themes or issues							✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
3 c) the location of places and environments	✓		✓	✓					✓	✓		✓	✓	✓	✓	✓	✓
3 d) key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today									✓	✓			✓	✓		✓	
3 e) different parts of the world in their wider settings and contexts, including the European Union and regions of countries in different states of development															✓		✓
3 f) physical geography, physical processes and natural landscapes	✓		✓			✓	✓		✓				✓		✓		
3 g) human geography, built and managed environments and human processes										✓	✓	✓		✓		✓	✓
3 h) interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact										✓	✓		✓	✓			

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KS3 Curriculum opportunities																	
4 a) build on and expand their personal experiences of geography							✓				✓				✓	✓	✓
4 b) explore real and relevant contemporary contexts									✓	✓	✓	✓	✓	✓	✓	✓	✓
4 c) use a range of approaches to enquiries							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 d) use varied resources, including maps, visual media and geographic information systems	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 e) undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team							✓		✓	✓	✓	✓	✓	✓			
4 f) participate in informed responsible action in relation to geographic issues that affect them and those around them											✓						
4 g) examine geographical issues in the news															✓	✓	✓
4 h) investigate the important issues of relevance to the UK and globally using a range of skills, including ICT							✓				✓	✓			✓	✓	✓
4 i) make links between geography and other subjects, including citizenship and ICT and areas of the curriculum including sustainability and global dimension.								✓			✓			✓		✓	✓

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KS4 Key Skills Taken from QCA GCSE subject criteria																	
Know about current issues of local, national and global importance, including climate change and sustainable development											✓						
Know the importance of fieldwork and out of classroom learning							✓										
Understand the use of new technologies including GIS to assist geographical investigation								✓				✓	✓				
Identify relevant geographical questions and issues and establish appropriate sequences of investigation incorporating geographical skills , including enquiry skills							✓		✓	✓	✓		✓	✓	✓	✓	✓
Carry out fieldwork and out of classroom learning							✓		✓	✓	✓		✓	✓			
Extract and interpret from a range of sources, including field observations, maps (including OS maps of different scales) drawing photographs (ground, aerial and satellite imagery) diagrams and tables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acquire and use geographical vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communicate in a variety of ways including extended writing and graphical forms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Make informed geographical decisions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe analyse and interpret evidence making decisions and justifying conclusions and communicating findings in ways appropriate to the task audience							✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions							✓	✓							✓	✓	✓