

English National Curriculum India



The curriculum for geography at **Key Stage 2** requires that pupils study a range of places and environments in different parts of the world, including a locality in a less economically developed country. The information and activities in this issue are designed to help you teach geographical knowledge, skills and understanding through a thematic study of India. Specific links are detailed below. The content also supports Unit 10 of the QCA Scheme of Work for Geography – A village in India.

Pages 2-3 Discovering India

Programme of study: geography

Geographical enquiry and skills

Pupils should be taught to:

- 1 a) ask geographical questions
- b) collect and record evidence
- 2 c) use atlases and globes, and maps and plans at a range of scales
- d) use secondary sources of information
- f) use ICT to help in geographical investigations
- 3 b) locate the places and environments they study
- c) describe where places are
- f) describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world.

Breadth of study

Pupils should:

- 7 b) study a range of places and environments in different parts of the world.

Programme of study: mathematics

Ma2 Number

Pupils should be taught to:

- 2 g) recognise approximate proportions of a whole and use simple fractions and percentages to describe them.

Ma3 Shape, space and measures

Pupils should be taught to:

- 4 b) recognise that measurement is approximate.

Ma4 Handling data

Pupils should be taught to:

- 2 c) represent and interpret discrete data using graphs and diagrams including pictograms and bar charts
- f) draw conclusions from statistics and graphs.

Breadth of study

Pupils should be taught through:

- 1 b) approximating and estimating more systematically in their work
- e) drawing inferences from data in practical activities
- h) using mathematics in their work in other subjects.

QCA link

Geography Unit 10 – A village in India, Unit 24 – Passport to the world, Unit 25 – Geography and numbers.

Pages 4-5 On the face of it

Programme of study: geography

Geographical enquiry and skills

Pupils should be taught to:

- 1 a) ask geographical questions
- b) collect and record evidence
- e) communicate in ways appropriate to the task
- 2 a) use appropriate geographical vocabulary
- c) use atlases and globes, and maps and plans at a range of scales
- d) use secondary sources of information
- f) use ICT to help in geographical investigations
- 3 a) identify and describe what places are like
- b) locate the places and environments they study



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National Curriculum India (continued)

- c) describe where places are
- g) recognise how places fit within a wider geographical context and are interdependent
- 4 a) recognise and explain patterns made by individual physical features in the environment
- b) recognise some physical processes and explain how these cause changes in places and environments.

Programme of study: English

En3 Writing

Breadth of study

Pupils should be taught to:

- 9 a) imagine and explore feelings and ideas focusing on creative uses of language
- b) inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader.

12 The range of forms of writing should include: poems, commentaries and reports.

QCA link

Geography Unit 14 – Investigating rivers, Unit 15 – The mountain environment.

Pages 6-7 Wild weather

Programme of study: geography

Geographical enquiry and skills

Pupils should be taught to:

- 1 a) ask geographical questions
- e) communicate in ways appropriate to the task
- 2 a) use appropriate geographical vocabulary
- c) use atlases and globes, and maps and plans at a range of scales
- d) use secondary sources of information
- e) draw maps and plans at a range of scales
- f) use ICT to help in geographical investigations
- 3 a) identify and describe what places are like
- b) locate the places and environments they study
- d) explain why places are like they are

- f) describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
- g) recognise how places fit within a wider geographical context
- 4 a) recognise and explain patterns made by individual physical features in the environment
- b) recognise some physical processes and explain how these cause changes in places and environments
- 5 b) recognise how and why people seek to manage environments.

Breadth of study

Pupils should be taught about:

- 6 c) water and its effects on landscapes and people, including the physical features of rivers.

Programme of study: mathematics

Ma4 Handling data

Pupils should be taught to:

- 1 f) decide how best to organise and present findings
- 2 b) interpret tables, lists and charts
- c) represent and interpret discrete data using graphs and diagrams including pictograms and bar charts
- f) draw conclusions from statistics and graphs.

Breadth of study

Pupils should be taught through:

- 1 e) drawing inferences from data in practical activities
- h) using mathematics in their work in other subjects.

QCA link

Geography Unit 7 – Weather around the world.



English

National Curriculum India (continued)

Pages 9-11 Changing times

Programme of study: geography

Geographical enquiry and skills

Pupils should be taught to:

- 1 d) identify and explain different views that people hold about topical geographical issues
- e) communicate in ways appropriate to the task
- 2 d) use secondary sources of information
- 3 e) identify how and why places change
- d) explain why places are like they are
- g) recognise how places fit within a wider geographical context
- 4 a) recognise and explain patterns made by individual physical features in the environment
- b) recognise some physical processes and explain how these cause changes in places and environments.

Programme of study: English

En1 Speaking and listening

Pupils should be taught to:

- 3 a) make contributions relevant to the topic and take turns in discussion
- b) vary contributions to suit the activity and purpose
- c) qualify or justify what they think after listening to others' questions
- 10 The range of purposes should include:
 - b) planning, predicting, exploring
 - c) explaining, reporting, evaluating.

En2 Reading

Pupils should be taught to:

- 2 a) use inference and deduction
- b) look for meaning beyond the literal.
- 9 The range should include:
 - a) diaries, autobiographies, letters.

QCA link

Geography Unit 10 – A village in India, Unit 18 – Connecting ourselves to the world.

Pages 12-13 Living in India

Programme of study: art and design

Pupils should be taught:

- 1 c) to collect visual and other information to help them develop their ideas
- 2 a) to investigate and combine visual and tactile qualities of materials to match the purpose of the work
- c) to use a variety of methods and approaches to communicate observations and ideas and to design and make images and artefacts
- 4 a) about visual and tactile elements, including colour and texture
- c) the roles and purposes of artists and craftspeople working in different times and cultures.

Programme of study: geography

Geographical enquiry and skills

Pupils should be taught to:

- 3 a) identify and describe what places are like
- b) locate the places and environments they study
- c) describe where places are
- d) explain why places are like they are
- f) describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
- g) recognise how places fit within a wider geographical context
- 4 a) recognise and explain patterns made by individual physical features in the environment
- b) recognise some physical processes and explain how these cause changes in places and environments
- 5 a) recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives
- 6 d) understand how settlements differ and change, and why they differ in size and character.



English

National Curriculum India (continued)

Programme of study: mathematics

Ma4 Handling data

Pupils should be taught to:

- 1 f) decide how best to organise and present findings
- h) explain and justify their methods and reasoning
- 2 b) interpret tables, lists and charts
- c) represent and interpret discrete data using graphs and diagrams, including pictograms and bar charts.

Programme of study: English

En1 Speaking and listening

Pupils should be taught to:

- 3 a) make contributions relevant to the topic and take turns in discussion
- b) vary contributions to suit the activity and purpose
- c) qualify or justify what they think after listening to others' questions
- 4 a) create, adapt and sustain different roles.

QCA link

Geography Unit 10 – A village in India, Unit 25 – Geography and numbers.

Pages 14-15 Just the job

Programme of study: art and design

Pupils should be taught:

- 2 a) to investigate and combine visual and tactile qualities of materials to match the purpose of the work
- 4 a) about visual and tactile elements, including colour and texture
- b) about materials and processes used in art, craft and design
- c) about the roles and purposes of artists and craftspeople working in different times and cultures
- 5 a) through exploring a range of starting

points for practical work

- c) using a range of materials and processes, including ICT
- d) through investigating art, craft and design in a variety of traditions.

Programme of study: geography

Geographical enquiry and skills

Pupils should be taught to:

- 2 d) use secondary sources of information
- e) draw maps and plans at a range of scales
- f) use ICT to help in geographical investigations.

Programme of study: science

Sc1 Scientific enquiry

Pupils should be taught:

- 1 b) that is important to test ideas using evidence from observation and measurement
- 2 a) ask questions that can be investigated scientifically
- c) to think about what might happen or try things out when deciding what to do
- e) to use simple equipment and materials appropriately and take action to control risks.

Sc2 Life processes and living things

Pupils should be taught:

- 2 b) about the need for food for activity and growth, and about the importance of an adequate and varied diet for health.

Sc3 Materials

Pupils should be taught:

- 1 a) to compare everyday materials and objects on the basis of their material properties.

QCA link

Geography Unit 25 – Geography and numbers.



English

National Curriculum India (continued)

Page 16 Tasty treats!

Programme of study: geography

Geographical enquiry and skills

Pupils should be taught to:

4 b) recognise some physical processes and explain how these cause changes in places and environments

5 a) recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives

b) recognise how and why people seek to manage environments.

Programme of study: mathematics

Ma3 Shape, space and measures

Pupils should be taught to:

4 a) choose standard measurements suitable for the task

b) recognise that measurement is approximate.

Breadth of study

Pupils should be taught through:

1 d) applying their measuring skills in a range of contexts.

Programme of study: science

Sc2 Life processes and living things

Pupils should be taught:

3 a) the effect of light, air, water and temperature on plant growth

d) about the parts of the flower and their role in the life cycle of flowering plants.

Programme of study: English

En3 Writing

Pupils should be taught to:

1 a) choose a form and content to suit a particular purpose

c) use language and style that are appropriate to the reader

9 b) inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader.

QCA link

Science 3B – Helping plants grow well, Unit 5B

– Life cycles.

