

Geography

SOCIAL STUDIES

What skills will my child develop?

- Detailed knowledge and understanding of our changing world and its human and physical processes
- A range of geographical skills, techniques and experiences including fieldwork and practical activities
- Detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- A geographical perspective on environmental and social issues
- An open mind and respect for other values, beliefs and cultures
- An interest in, and concern for, the environment, leading to sustainable development and environmental stewardship
- Using, interpreting and explaining a range of geographical information and geographical phenomena including maps and data
- The ability to investigate, research, critically evaluate and communicate information and findings
- An awareness of geographical information systems (e.g. using ICT)



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, evaluating progress
- A blend of classroom approaches including practical and experiential learning through fieldwork; group work; whole class learning and teaching; discussion and debate; outdoor learning
- Collaborative learning: learners can work in groups and with others locally, nationally and internationally; inter-curricular projects with the sciences and other social studies
- Space for personalisation and choice: learners may choose their assignment topic and research methodology, including field work
- Applying learning
- Embedding literacy and numeracy skills: researching and presenting information; evaluating; communicating.

ASSESSMENT

The course will be assessed through a question paper (exam) and an assignment, which will be marked by SQA and graded A to D.

- The question paper is worth 80 marks and makes up 80% of the total assessment mark. It has three sections: physical environments (30 marks), human environments (30 marks) and global issues (20 marks).
- The assignment is worth 20 marks and makes up 20% of the total assessment mark. The assignment has two stages: research and production of evidence on a chosen geographical topic or issue. Learners research, organise and process their findings, and reach a conclusion supported by evidence.

National 5 progresses onto Higher Geography

For more detailed course information:

SQA: Geography National 5: www.sqa.org.uk/sqa/45706.html

Education Scotland: <https://education.gov.scot/nationalqualifications>

Curriculum for Excellence Key Terms and Features Factfile:

<https://education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

DISCUSSION IN THE CLASSROOM

 We organised a formal debate, working with a Modern Studies class. We divided into two teams, one for the motion and one against. Our issue was “This house believes that wind farms are a blot on the landscape of Scotland”. Each team had to undertake research on the internet and in the media, to see what the arguments were in support of the motion and against the motion. We were all given the task of researching one argument for our team, supported by evidence. This was tricky! To help us organise our arguments, we invited two guest speakers in, both local elected politicians, who had opposing views on the debate topic. The key argument was about having sustainable energy sources versus the look of wind farms. The debate was held in front of sixth year pupils, who voted on the winners. It was a very heated debate and those supporting wind farms won, but not by much.



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