

Geography

Performance descriptors:

P1 (i) Pupils encounter activities and experiences

- They may be passive or resistant
- They may show simple reflex responses [for example, startling at sudden noises or movements]. Any participation is fully prompted.

P1 (ii) Pupils show emerging awareness of activities and experiences

- They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, listening to trees moving in a breeze]
- They may give intermittent reactions [for example, sometimes responding when moving from a warm/dark/indoor space to a cool/light/outdoor environment].

P2 (i) Pupils begin to respond consistently to familiar people, events and objects

- They react to new activities and experiences [for example, splashing their feet in water]
- They begin to show interest in people, events and objects [for example, briefly looking around in different indoor and outdoor environments]
- They accept and engage in coactive exploration [for example, feeling the textures of different items of clothing].

P2 (ii) Pupils begin to be proactive in their interactions

- They communicate consistent preferences and affective responses [for example, giving distinctive responses in different rooms around the school]
- They recognise familiar people, events and objects [for example, showing excitement when meeting the swimming instructor at the poolside]
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, repeatedly patting aromatic plants in the sensory garden]
- They cooperate with shared exploration and supported participation [for example, moving over different outdoor surfaces].

P3 (i) Pupils begin to communicate intentionally

- They seek attention through eye contact, gesture or action.
- They request events or activities [for example, moving over different outdoor surfaces]
- They participate in shared activities with less support
- They sustain concentration for short periods
- They explore materials in increasingly complex ways [for example, pressing tools into wet or dry sand]
- They observe the results of their own actions with interest [for example, disturbing the surface of still water with their fingers]
- They remember learned responses over more extended periods [for example, returning to a favourite location, plant or item of equipment in the school grounds day after day].

P3 (ii) Pupils use emerging conventional communication

- They greet known people and may initiate interactions and activities [for example, prompting a midday supervisory assistant to push them in a swing seat]

- They can remember learned responses over increasing periods of time and may anticipate known events [for example, moving to the fish tank when the fish food is taken down from the shelf]
- They may respond to options and choices with actions or gestures [for example, turning on the fan rather than a lamp on a warm, sunny day]
- They actively explore objects and events for more extended periods [for example, picking up pebbles and shells at the beach]
- They apply potential solutions systematically to problems [for example, pressing the button at a pedestrian crossing on a familiar route to the shops].

P4 Pupils extend the skills to help them explore the world

- They handle artefacts and materials given to them [for example, looking at the postal worker's bag and letters, or using a bin to collect litter]
- They know that certain actions produce predictable results [for example, pushing the button will make the fire engine siren sound]
- They know familiar places and people and what they are there for [for example, park, school, police person, and use gestures, signs, symbols or single words to show that they know them].

P5 Pupils consolidate a sense of place and direction [for example, they can follow set routes around familiar places]

- They show their awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places [for example, 'cars here' on a noisy street, 'cars gone' in the park]
- They can answer simple questions about places and people [for example, 'Who can help us?']
- They start to sort and classify objects in terms of simple features or properties [for example, pebbles or rocks found on a local walk, according to colour or size].

P6 Pupils understand the differences between the physical/natural and human/made features of places

- They use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas
- They show what they think about different people and environments and answer simple questions about places and people [for example, 'What can you buy in this shop? 'What can you do in the park?'].

P7 Pupils communicate their preferences about the physical/natural and human/made features of places

- They begin to use symbols to represent direction, and can represent and record key features of a place using models or symbols
- They are aware of their role in caring for their own environment [for example, watering plants in the classroom or garden, picking up litter].

P8 Pupils recognise the physical/natural and human / made features of places [for example, identifying buildings and their uses]

- They use simple geographical language to communicate their ideas about various locations, functions and roles
- They use resources given to them and their own observations to respond to simple questions about places and people
- They recognise simple symbols or representations on maps and plans
- They show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive.