

**GEOGRAPHY PROGRESSION**

**LOCATIONAL KNOWLEDGE**

**National Curriculum Aims:**

The National Curriculum for Geography aims to ensure that all pupils:

**Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context**

**for understanding the actions of processes**

**KS1 Programme of Study:**

Pupils should develop knowledge about the world, the United Kingdom and their locality.

Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**KS2 Programme of Study:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Name and locate own settlement, county, region and country within the United Kingdom e.g. on a large map of the British Isles or world</li> <li>• Name and locate places and journeys within own experience e.g. mark on a pictorial local map the location of the school, location of homes of children in class etc</li> <li>• Identify the main physical and human features in the locality.</li> <li>• Identify similarities and differences in the human and physical features of the locality and a small area in a contrasting country.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Name the seas surrounding the UK</li> <li>• Locate the capital cities of the countries of the UK and identify their characteristics</li> <li>• Identify the similarities and differences in the human and physical features of Braintree and / or contrasting non-European country..</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate counties, cities and geographical regions of the UK</li> <li>• Identify the human and physical characteristics, key topographical features (hills,mountains, coasts and rivers) and land use patterns of counties, cities and geographical regions of the UK and understand how these aspects have changed over time.</li> <li>• Describe and understand key aspects of hamlets, villages, towns and cities.</li> <li>• Identify similarities and differences between the physical and human features of a region in the UK and / or a contrasting locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Name some countries, cities and environmental regions of South America.</li> <li>• Identify the position and significance of: The Equator, Northern hemisphere, Southern hemisphere.</li> <li>• Identify human and physical characteristics of some countries, environmental regions and major cities of South America and understand how these have changed over time.</li> <li>• Identify similarities and differences between the physical and human features of places in South America and the UK</li> <li>• Describe and understand key aspects of biomes and climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Name some countries, cities and environmental regions of Europe (including Russia)</li> <li>• Identify human and physical characteristics of some countries, environmental regions and major cities of Europe and understand how these have changed over time.</li> <li>• Identify similarities and differences between the physical and human features of some places in Europe.</li> <li>• Describe and understand key aspects of types of economic activity including trade links.</li> <li>• Understand how physical features of a location can affect human activity, trade/economy.</li> <li>• Describe and understand key aspects of the water cycle.</li> <li>• Describe and understand key aspects of rivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Name some countries, cities and environmental regions of North America.</li> <li>• Identify the position and significance of latitude, longitude, the tropics of Cancer and Capricorn, Arctic and Antarctic circle.</li> <li>• Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• Identify human and physical characteristics of some countries, environmental regions and major cities and North America and understand how these have changed over time.</li> <li>• Identify similarities and differences between the physical and human features of places in North America.</li> <li>• Describe and understand the physical features of volcanoes.</li> <li>• Describe and understand the physical features of earthquakes.</li> </ul>

# HUMAN AND PHYSICAL GEOGRAPHY

## National Curriculum Aims:

The National Curriculum for Geography aims to ensure that all pupils:

**understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time**

## KS1 Programme of Study:

Pupils should understand basic subject-specific vocabulary relating to human and physical geography

Pupils should be taught to:

- identify **seasonal and daily weather patterns** in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## KS2 Programme of Study:

Through studying areas beyond the locality including the United Kingdom and Europe, North and South America, pupils will extend their knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features.

Pupils should be taught to:

- describe and understand key aspects of:
  - physical geography, including: **climate zones, biomes and vegetation belts, rivers, mountains**, volcanoes and earthquakes, **and the water cycle**
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Year 1	Year 2	Year 3 Teach through study of UK	Year 4 Teach through the study of the UK and South America	Year 5 Teach through the study of the UK and Europe	Year 6 Teach through study of UK and North America
<ul style="list-style-type: none"> <li>• Understand and use the following vocabulary:                             <ul style="list-style-type: none"> <li>- Physical features: forest, hill, wood, mountain, sea, beach, ocean, river, season and weather</li> <li>- Human features: city, town, village, factory, farm, house, flat, office, shop, road, street, car park</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the following vocabulary:                             <ul style="list-style-type: none"> <li>• Physical features: beach, <b>cliff, coast</b>, forest, wood, hill, mountain, <b>farmland</b>, sea, ocean, river, <b>soil, valley, vegetation</b>, season and weather</li> <li>• Human features: city, town, village, factory, farm, house, flat, office, <b>port, harbour</b>, shop, road, street, car park</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the following vocabulary: As for Y2 plus:                             <ul style="list-style-type: none"> <li>• Physical geography: rivers, mountains</li> <li>• Human geography: types of settlement (e.g. market town, industrial town etc) and land use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the following vocabulary: As of Y3 plus:                             <ul style="list-style-type: none"> <li>• Physical geography: The Equator, Northern hemisphere, Southern hemisphere, climate zones, biomes (a large region of earth that has a certain climate and certain types of living things. The main types are tundra, desert, grassland and tropical rainforest)</li> <li>• Human geography: land uses, trade links and economic activity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe, understand and use the following vocabulary: As for Y4 plus:                             <ul style="list-style-type: none"> <li>• Physical geography: The water cycle, rivers, mountains.</li> <li>• Human geography: types of settlement, land use (e.g. agricultural, leisure, industrial, commercial, residential), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe, understand and use the following vocabulary; As for Y5 plus:                             <ul style="list-style-type: none"> <li>• Physical geography: vegetation belts, volcanoes, and earthquakes. latitude, longitude, the tropics of Cancer and Capricorn, Artic and Antarctic circle.</li> <li>• Human geography: types of settlement, land use (e.g. agricultural, leisure, industrial, commercial, residential), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK (e.g. keep a daily class weather chart and discuss changes)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK and hot and cold areas of the world (relating to the equator and North and South Poles)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of <b>types of settlement and land use</b></li> <li>• Describe and understand key aspects of <b>rivers and mountains</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of climate zones (polar, temperate, tropical)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of the <b>water cycle</b></li> <li>• Describe and understand key aspects of types of <b>economic activity including trade links.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of types of settlement and land use. the distribution of natural resources including energy, food, minerals and water</li> <li>• Describe and understand key aspects of <b>volcanoes and earthquakes</b></li> </ul>

# PLACE KNOWLEDGE

**National Curriculum Aims:**

The National Curriculum for Geography aims to ensure that all pupils:

**Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context**

**for understanding the actions of processes**

**KS1 Programme of Study:**

Pupils should develop knowledge about the world, the United Kingdom and their locality.

Pupils should be taught to:

- understand geographical **similarities and differences** through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**KS2 Programme of Study:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Pupils should be taught to:

- understand **geographical similarities and differences** through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locating	<ul style="list-style-type: none"> <li>• Say where a place is in relation to e.g. the school or from own home, near, far away</li> </ul>	<ul style="list-style-type: none"> <li>• Say where a place is with regards to the place name, country, continent</li> </ul>	<ul style="list-style-type: none"> <li>• Describe where a place is with regards to the continent, country, region, towns, cities.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe where a place is with regards to the continent, country, region, towns, cities and rivers</li> </ul>	<ul style="list-style-type: none"> <li>• Describe where a wide range of places are with regards to continents, countries, regions, counties, towns, cities, rivers and climate.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe where a wide range of places are with regards to continents, countries, regions, counties, towns, cities, rivers, climate and biomes.</li> </ul>
Describing features of places	<ul style="list-style-type: none"> <li>• Talk about/describe what a familiar place is like (e.g. noisy, quiet, busy, streets, roads, woods etc ) and the types of buildings that are there (e.g. houses, shops, flats, factory, offices etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the types of buildings in a place and use this information to decide whether a place is a city, town, village, coastal, rural etc</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the physical and human features of places being studied including: rivers, mountains, types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the physical and human features of places being studied including: climate zones, temperature, rivers, mountains, types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a wide range of places in terms of their human and physical features: climate zones, temperature, biomes and vegetation belts, rivers, mountains and the water cycle, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a wide range of places in terms of their human and physical features: climate zones, temperature, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
Comparing places	<ul style="list-style-type: none"> <li>• Make simple comparisons between places e.g. ....is a quiet place but .....is a noisy place</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similar places e.g, seaside towns</li> <li>• Identify differences between places e.g. town and village</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons between the physical and human features of places</li> </ul>	<ul style="list-style-type: none"> <li>• Give some reasons for the similarities and differences between places using geographical language</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast places studied using the physical and human features for comparisons, and knowledge of continents, countries, climate, temperature, and economy.</li> </ul>	<ul style="list-style-type: none"> <li>• Give reasons for the similarities and differences between places and understand how physical features of a location can affect human activity (e.g. leisure and tourism in a hot country, settlements near rivers etc)</li> </ul>
Changes	<ul style="list-style-type: none"> <li>• Describe how a place is changing e.g. new houses being built</li> </ul>	<ul style="list-style-type: none"> <li>• Identify why places have changed and become as they are e.g. lots of shops/offices bring lots of people and make places busier, farmland is quiet because there are not many people living there or much need for people to go there</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how the human and physical features of a place where people live (settlement) have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how the human and physical features of a place where people live (settlement) have changed over time and begin to give reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how a place where people live (settlement) has changed over time and give some reasons for this referring to human and physical features and land use</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest how a place might change in the future and back ideas up with evidence related to human and physical features</li> </ul>

Links between places	<ul style="list-style-type: none"> <li>Know some of the reasons why people travel between places e.g. work, school, holidays, leisure</li> </ul>	<ul style="list-style-type: none"> <li>Identify how places are linked e.g. by paths, roads, rail, air and sea</li> <li>Know reasons why people travel between familiar places and how they would travel there</li> </ul>	<ul style="list-style-type: none"> <li>Identify how places being studied are linked with the rest of the world</li> </ul>	<ul style="list-style-type: none"> <li>Identify how places being studied are linked to the rest of the world (a focus on climate)</li> </ul>	<ul style="list-style-type: none"> <li>Identify how places being studied are linked with the rest of the world (focus on trade/economy)</li> </ul>	<ul style="list-style-type: none"> <li>Identify how places being studied are linked with the rest of the world (focus on the human impacts)</li> </ul>
----------------------	--	--	---	--	--	--

## GEOGRAPHICAL SKILLS AND FIELDWORK

### National Curriculum Aims:

The National Curriculum for Geography aims to ensure that all pupils are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### KS1 Programme of Study:

Pupils should begin to use geographical skills, including first-hand observation, to enhance their locational awareness

### KS2 Programme of Study:

Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- use world **maps, atlases and globes** to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple **compass directions** (North, South, East and West) and **locational and directional language** [for example, near and far; left and right], to describe the location of features and routes on a map
- use **aerial photographs and plan perspectives** to recognise landmarks and basic human and physical features; **devise a simple map; and use and construct basic symbols in a key**
- use simple **fieldwork and observational skills** to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Pupils should be taught to:

- use **maps, atlases, globes and digital/computer mapping** to locate countries and describe features studied
- use the **eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)** to build their knowledge of the United Kingdom and the wider world
- use **fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MAPPING	Style of map	<ul style="list-style-type: none"> <li>Teacher-drawn base maps</li> <li>Infant atlas</li> <li>Computer mapping (Google Earth)</li> <li>Globes</li> </ul>	<ul style="list-style-type: none"> <li>Simple world atlas</li> <li>Globe</li> <li>Simple maps of UK (showing countries and capital cities)</li> <li>UK weather maps</li> <li>World weather maps</li> <li>Plans</li> <li>Aerial photographs</li> </ul>	<ul style="list-style-type: none"> <li>World atlas</li> <li>Globe</li> <li>Large scale OS maps</li> <li>Plan perspectives</li> <li>Aerial photographs</li> <li>'Political' maps (showing boundaries of regions and counties of UK)</li> </ul>	<ul style="list-style-type: none"> <li>World atlas</li> <li>Globe</li> <li>Digital/computer maps</li> <li>Climate' maps of world</li> <li>Political' maps of South America (showing boundaries of countries and major cities)</li> <li>'Physical maps' of South America/Amazon showing physical features and high/low elevations)</li> <li>'Road' maps of South America/Amazon (showing geographical features)</li> <li>Large-scale OS maps</li> <li>Aerial photographs</li> </ul>	<ul style="list-style-type: none"> <li>World atlas</li> <li>Globe</li> <li>Digital/computer maps</li> <li>Maps with 4-figure grid references and keys/symbols including OS maps</li> <li>- 'Political' maps (showing boundaries of countries and major cities in Europe)</li> <li>'Road' maps (showing roads and other geographical features of Europe,</li> <li>'Physical' maps (showing physical features and high/low elevations)</li> <li>- Aerial photographs</li> </ul> <p>Select a geographical source, e.g. a map for a specific purpose</p>	<ul style="list-style-type: none"> <li>World atlas</li> <li>Globe</li> <li>Digital/computer maps</li> <li>'Political' maps (showing boundaries of countries, states and major cities in North America) –</li> <li>'Road' maps (showing roads and other geographical features)</li> <li>'Physical' maps of environmental regions (showing physical features and high/low elevations)</li> <li>'Contour' (topographical) maps (e.g. showing height of volcanoes)</li> <li>'Thematic' maps (e.g. showing only volcanoes/earthquakes)</li> <li>Maps with 6-figure grid references and keys/symbols</li> <li>Aerial photographs</li> </ul> <p>Select a geographical source, e.g. a map for a specific purpose</p>

	Direction/ location	<ul style="list-style-type: none"> <li>Use locational and directional language e.g. near, far, left, right etc to describe the location, features and routes on a map/plan.</li> <li>Begin to use simple compass directions (NSEW) to describe the location, features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple compass directions (NSEW) to describe a location, features and routes on a map/plan.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use letter/number co-ordinates to locate features on a map.</li> <li>Use four compass points (NSEW) to follow and give directions.</li> </ul>	<ul style="list-style-type: none"> <li>Use letter/number co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use the 8 compass points to describe a location and geographical features.</li> <li>Use 4-figure grid references to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 6 figure grid references to locate features on a map</li> </ul>
	Drawing maps/plans	<ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and from stories.</li> <li>Draw a 'memory map' of a walk i.e. pick up e.g. sticks, stones, leaves and use these to create a map representing the journey</li> <li>Use different sized blocks to create a 'plan view' of the school and draw around objects to make a plan.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a simple map of a real place</li> <li>Look down on objects to make a simple plan view map.</li> </ul>	<ul style="list-style-type: none"> <li>To draw a simple sketch map using standard symbols to make a key.</li> </ul>	<ul style="list-style-type: none"> <li>To draw a simple sketch map using standard symbols to make a key.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data</li> <li>Draw a plan view map accurately e.g. floor layout of a building or a plan view of an aerial photograph</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data</li> </ul>
	Representation	<ul style="list-style-type: none"> <li>Recognise class-agreed symbols on a map/plan.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need for a key.</li> <li>Recognise standard symbols for human and physical features on a map/plan and in a key.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some common symbols for human and physical features on large scale OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a range of common symbols for human and physical features (including types of woodland/forest) on large scale OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise an increasing range of symbols including <ul style="list-style-type: none"> <li>- water/river features on OS maps</li> <li>- tourist facilities/attractions on maps.</li> </ul> </li> <li>Use contour lines to identify the height of mountains above sea level.</li> <li>Measure straight line distance on a plan.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a wide range of symbols on maps.</li> <li>Use contour lines to identify volcanoes (mountains) and valleys (steep [if close together] and shallow [if far apart])</li> <li>Use scale to measure distances on a map</li> </ul>

FIELDWORK	Using maps etc	<ul style="list-style-type: none"> <li>Begin to explore infant atlases</li> <li>With support, find location of local and well-known places within own experience on a large UK picture map</li> <li>Use a simple picture map to move around the school</li> </ul>	<ul style="list-style-type: none"> <li>Use an infant atlas to locate places</li> <li>Find land/sea on a globe</li> <li>Locate and name on a UK map major features e.g. England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, River Thames, home location, surrounding seas.</li> <li>Locate and name on a world map the seven continents and five oceans</li> <li>Follow a route on a map with agreed symbols to move around the school</li> </ul>	<ul style="list-style-type: none"> <li>Use a junior atlas to locate places using index and contents pages</li> <li>Locate places and human/physical features being studied being studied on a globe, UK, world and computer maps (Google Earth) e.g. rivers, mountains, hills, towns and cities</li> <li>Follow a route on a large scale map (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>Identify geographical features on aerial/oblique photographs</li> </ul>	<ul style="list-style-type: none"> <li>Use atlases to find out about features of places (e.g. wettest part of the world, mountain regions, weather patterns)</li> <li>Locate places being studied on a globe and recognise a world map as a flattened globe</li> <li>Locate places and human/physical features being studied on a globe, UK, world, OS and computer maps (Google Earth)</li> <li>Follow a short route on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>Compare maps with aerial photographs.</li> <li>Recognise a wider range of geographical features on aerial/oblique photographs and identify patterns (e.g. 'ribbon development', industry around rivers and ports etc)</li> <li>Select a map for a specific purpose. (e.g. pick an atlas to find California, an OS map to find a local village)</li> </ul>
	Scale/distance	<ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, longer/shorter)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise the UK on a small scale and on a larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (e.g. find the same boundary of a country on different scale maps)</li> </ul>	<ul style="list-style-type: none"> <li>Make a simple scale drawing</li> <li>Use a variety of large scale maps</li> </ul>	<ul style="list-style-type: none"> <li>Find/recognise places on maps of different scales (e.g. the River Thames)</li> <li>Use maps and plans at a range of scales</li> </ul>	<ul style="list-style-type: none"> <li>Use a scale to measure distance on maps/plans.</li> <li>Draw maps/plans using a range of scales</li> </ul>
	Data collection	<ul style="list-style-type: none"> <li>Use observation to collect simple data about the school environment</li> <li>Record collected data in simple charts e.g. pictograms, block charts</li> </ul>	<ul style="list-style-type: none"> <li>Use observation to collect data about e.g. the environment close to the school or the weather</li> <li>Record collected data in simple charts e.g. tally, bar chart, pictogram</li> </ul>	<ul style="list-style-type: none"> <li>Collect data/opinions about the local area using observation, questionnaires and a range of measuring equipment</li> <li>Record collected data in a variety of ways e.g. bar charts, tally charts, graphs etc</li> </ul>	<ul style="list-style-type: none"> <li>Collect data/opinions about the local area using observation, questionnaires and a range of measuring equipment.</li> <li>Record collected data in a variety of ways e.g. barcharts, tally charts, graphs etc</li> <li>Draw conclusions from data about the local area</li> </ul>	<ul style="list-style-type: none"> <li>Collect data/opinions about the local/wider area using observation, questionnaires and an increasing range of measuring equipment</li> <li>Present collected data/opinions in an appropriate way e.g. organise results in simple spreadsheet, graphs, simple database etc</li> </ul>	<ul style="list-style-type: none"> <li>Collect data/opinions about the local/wider area using observation, questionnaires and an increasing range of measuring equipment</li> <li>Present collected data/opinions in an appropriate way e.g. organise results in simple spreadsheet, graphs, simple database etc</li> <li>analyse and draw conclusions from data about the local area</li> <li>Identify patterns in data</li> </ul>

	Field sketching	<ul style="list-style-type: none"> <li>• Draw simple features they observed in familiar environments</li> <li>• Add colour and textures to prepared sketches.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw outlines of simple geographical features observed in the local environment</li> <li>• Join labels to correct features.</li> <li>• Add colour, textures and detail to prepared field sketches.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a field sketch of geographical features from observation or photographs</li> <li>• Annotate field sketches with simple labels.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotate field sketches with title, location, direction, descriptive and explanatory labels.</li> <li>• Add colour, texture and detail to own field sketches.</li> </ul>	<ul style="list-style-type: none"> <li>• Select field sketching from a range of techniques for a geographical investigation</li> <li>• Draw detailed field sketches as evidence in geographical investigations</li> </ul>	<ul style="list-style-type: none"> <li>• Annotate field sketches to describe and explain geographical processes and patterns</li> <li>• Evaluate the quality/usefulness of a field sketch as evidence for a geographical investigation</li> </ul>
	Photography	<ul style="list-style-type: none"> <li>• Use a camera/ipad to take photos of the school/local environment and use them to help describe a place</li> </ul>	<ul style="list-style-type: none"> <li>• Use a camera/ipad to take photos of the local environment and label them with the key geographical features</li> </ul>	<ul style="list-style-type: none"> <li>• Identify useful views to photograph for their investigation</li> <li>• Annotate photographs with titles, labels, date and location</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest how photos provide useful evidence for their investigations</li> <li>• Identify the location of a photograph on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Select photography from a range of techniques as the most appropriate for the evidence they need</li> <li>• Make a judgement about the best angle or viewpoint for a photo to support a geographical investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Select photography from a range of techniques as the most appropriate for the evidence they need</li> <li>• Make a judgement about the best angle or viewpoint for a photo to support a geographical investigation</li> <li>• Evaluate the quality/usefulness of photographs as evidence for a geographical investigation</li> </ul>
	Video/audio recording	<ul style="list-style-type: none"> <li>• Recognise a video/recording as a record of what they have seen/heard in a geographical location</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the features/activities/sounds on a recording from a geographical location</li> </ul>	<ul style="list-style-type: none"> <li>• Point out useful views/sounds to record for a geographical investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch/listen carefully to and comment on recordings of a geographical location and suggest explanations of what they see.</li> </ul>	<ul style="list-style-type: none"> <li>• Select recording from a range of techniques as the most appropriate for the evidence they need to support a geographical location</li> <li>• Make a judgement about the best angle or viewpoint for a video recording of a geographical location</li> </ul>	<ul style="list-style-type: none"> <li>• Select recording from a range of techniques as the most appropriate for the evidence they need to support a geographical location</li> <li>• Make a judgement about the best angle or viewpoint for a video recording of a geographical location</li> <li>• Evaluate the quality/usefulness of recordings as evidence for a geographical investigation</li> </ul>