

Geography Knowledge and Skills Progression Document

EYFS Knowledge		
EYFS Early Learning Goal: People, Culture and Communities		
Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		
EYFS Early Learning Goal: The Natural World		
Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Year 1 and 2 Knowledge (National Curriculum)		
Locational knowledge	Place knowledge	Human and Physical Geography
• 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.	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.	▪ Identify seasonal and daily weather patterns in the United Kingdom ▪ 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
Geographical Skills and Fieldwork		
• 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.		

Year 3, 4, 5 and 6 Knowledge (National Curriculum)		
Locational Knowledge	Place Knowledge	Human and Physical Geography
- 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).	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.	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.
Geographical Skills and Fieldwork		
- 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.		

	Nursery			
S K I L S	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	-Begin to Identify land and water on a map or globe -Begin to make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*	-Begin to discuss how environments in stories and images are different to the environment they live in.	-Begin to observe weather across the seasons. -Observing the effect the changing seasons have on the world around them. -Beginning to, with support from an adult, use the names of the seasons in the correct context. -Starting to make observations about the features of places (in stories, photographs or in the school grounds/local area).* -Starting to make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*	-Begin to ask questions about the world around them. - Beginning to comment on the features they see in their school and school grounds. - Begin to answer simple questions, guided by the teacher. - Begin to create some of the features they notice in their school and school grounds. - Start to express their likes and dislikes about a specific place and its features. -Beginning to look at and talk about maps (real or imaginary) in stories or non-fiction books. -With an adult, begin to use modelled directional vocabulary when describing features in the surrounding environment. -Begin to recognise features on maps (real or imaginary). -Begin to draw real or imaginary maps even if features are indistinguishable.
	Vocabulary: Animals, beach, farm, hill, house, park, pond, river, road, sea, shop, water, wood, world, church			
	Reception			
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
S K I L	-Identifying land and water on a map or globe -Making observations about the characteristics	- Discussing how environments in stories and images are different to the environment they live in.	-Observing weather across the seasons. -Observing and discussing the effect the changing seasons have on the world around them.	-Ask questions about the world around them.

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L S	of places (in stories, photographs or in the school grounds/local area).*		-Beginning to use the names of the seasons in the correct context. -Making observations about the features of places (in stories, photographs or in the school grounds/local area).* -Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*	- Commenting on the features they see in their school and school grounds. - Answering simple questions, guided by the teacher. - Creating some of the features they notice in their school and school grounds. - Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. -Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. -Beginning to use modelled directional vocabulary when describing features in the surrounding environment. -Recognising features on maps (real or imaginary). -Draw real or imaginary maps even if features are indistinguishable.
	Vocabulary: town, weather, hot, cold, soil, here, there, near, far, Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map, people			
	Year 1			
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
S K I L L S	- Locating two of the world's seven continents on a world map. -Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.	- Naming some key similarities between their local area and a small area of a contrasting non-European country. -Naming some key differences between their local area and a small area of a contrasting non-European country.	- Describing how the weather changes with each season in the UK. -Describing the daily weather patterns in their locality.	- Ask questions about the world around them. - Commenting on the features they see in their school and school grounds.

	-Showing on a map which continent they live in. - Locating the four countries of the United Kingdom (UK) on a map of this area. -Showing on a map which country they live in and locating its capital city. -		-Confidently using the vocabulary 'season' and 'weather'. - Recognising some physical features in their locality. - Recognising some human features in their locality. -	- Asking and answering simple questions about the features of their school and school grounds. - Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. - Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. - Using an atlas to locate the UK. -Using a map of the UK to locate the four countries. -Beginning to use an atlas to locate the four capital cities of the UK. -Using a world map and globe to locate two of the world's seven continents (Europe and Asia). -Using an atlas to locate the Atlantic Ocean and Pacific Ocean. - Using directional language to describe the location of objects in the classroom and playground. -Using directional language to describe features on a map in relation to other features (real or imaginary). -Responding to instructions using directional language to follow routes.
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				-Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. - Recognising local landmarks on aerial photographs . -Recognising basic human features on aerial photographs. -Recognising basic physical features on aerial photographs. -Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. -Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. -Adding labels to sketch maps. Using simple picture maps and plans to move around the school.
	Vocabulary: Wet, sunny, hot, dry, cold, school, street, shop, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Wales, Scotland, Northern Ireland, valley, mountain, river, office, atlas, left, right, address, postcode			
	Year 2			
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
S K I L L S	- Locating all the world's seven continents on a world map. -Locating the world's five oceans on a world map.	- Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. -Describing and beginning to explain some key differences between their	- Locating some hot and cold areas of the world on a world map. -Locating the Equator and North and South Poles on a world map.	- Recognising there are different ways to answer a question. - Discussing the features they see in the area surrounding their school when on a walk. -Asking and answering simple questions about human and physical features of

	-Showing on a map the oceans nearest the continent they live in. - Locating the surrounding seas and oceans of the UK on a map of this area . -Locating the capital cities of the four countries of the UK on a map of this area. -Identifying characteristics (both human and physical) of the four capital cities of the UK. -Showing on a map the city, town or village where they live in relation to their capital city.	local area and a small area of a contrasting non-European country. -Describing what physical features may occur in a hot place in comparison to a cold place.	Locating hot and cold areas of the world in relation to the Equator and the North and South poles. - Describing the key physical features of a coast using subject specific vocabulary. - Describing and understanding the differences between a city, town and village. -Describing the key human features of a coastal town using subject specific vocabulary.	the area surrounding their school grounds. - Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. -Classifying the features they notice into human and physical with teacher support. -Taking digital photographs of geographical features in the locality. -Making digital audio recordings when interviewing someone. -Presenting data in simple tally charts or pictograms and commenting on what the data shows. -Asking and answering simple questions about data. - Recognising why maps need a title. -Using an atlas to locate the four capital cities of the UK. -Using a world map, globe and atlas to locate all the world's seven continents. -Using a world map, globe and atlas to locate the world's five oceans. - Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. -Using locational language and the compass points (N, S, E, W) to describe the route on a map.
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				-Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. -Using a map to follow a prepared route. - Recognising landmarks of a city studied on aerial photographs and plan perspectives. -Recognising human features on aerial photographs and plan perspectives. -Recognising physical features on aerial photographs and plan perspectives. -Drawing a map and using class agreed symbols to make a simple key. -Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. -Finding a given OS symbol on a map with support. -Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). -Using an aerial photograph to draw a simple sketch map using basic symbols for a key.
	Vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent names, capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe			

	Year 3			
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
S K I L S	Locating one country in Europe and North and South America using maps. Locating a major city of the countries studied. Locating, with support, key physical features in countries studied on a map including significant environmental regions. Locating, with support, some key human features in countries studied. Locating, with support, the world's most significant mountain ranges on a world map and identifying any patterns. After modelling from the teacher, locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating the river studied and identifying any patterns. Locating the county the school is in (Gloucestershire). Locating the local cities of Gloucester and Hereford. Identifying key physical and human characteristics of the county or city studied. Beginning to locate six of the twelve geographical regions of the UK.	Begin to describe similarities between two regions studied. Begin to describe differences between two regions studied. Begin to describe how and why humans have responded in different ways to their local environments. Begin to show understanding of how climates have an impact on trade, land use and settlement. Begin to explain what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Mapping and labeling three of the seven biomes on a world map. Begin to understand some of the causes of climate change. Begin to describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where the volcanoes, earthquakes or mountains studied, are located globally. Describing how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Begin to describe how humans use water in a variety of ways. Describing some types of settlement and land use. Begin to explain why a settlement and community has grown in a particular location. Begin to explain why different locations have different human features. Begin to explain why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively.	Question- With guidance from the teacher, Beginning to choose the best approach to answer an enquiry question. Observing- begin to map land use in a small local area using maps and plans. Begin to make a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step geographical questions. Observing, recording, and naming some geographical features in their local environments. Measure- Using simple sampling techniques. Making digital audio recordings for a purpose, With modelling from the teacher, designing a questionnaire / interviews to collect quantitative fieldwork data. Record- Taking digital photos and begin to label or caption them. Begin to make annotated sketches, field drawings and freehand maps to record observations during fieldwork. With support, using a questionnaire/interviews to collect qualitative fieldwork data. Present- with support, Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and

	Beginning to identify how topographical features studied have changed over time using examples.			digital technologies when communicating geographical information. Suggesting a different way that a locality could be changed and improved. Finding an answer to a geographical question through data collection. Analysing and presenting quantitative data in a chart or graph. Using atlases, maps, globes, satellite images to locate countries studied . Using atlases, maps, globes to recognise and describe physical features and human features in countries studied . Beginning to use the scale bar on a map to estimate distances. With support, finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. With support, beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Begin to use 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using 6 of the 8 points of a compass. Begin to use a simple key on their own map to show an example of both physical and human features.
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	Vocabulary: Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European			
	Year 4			
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
S K I L L S	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area	Mapping and labeling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.	Question- Beginning to choose the best approach to answer an enquiry question. Observing- Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Measure- Using simple sampling techniques appropriately.

Courage Compassion Respect Resilience

Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.	may have different lives to people in the UK.	Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.	Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data. Record- Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data. Present- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs. Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and
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	Identifying the position and significance of both the Arctic and Antarctic Circle.			describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.
	Vocabulary:			

	Rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle			
	Year 5			
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
S K I L S	Locating countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key human features in countries studied. Identifying some significant environmental regions on a map. Beginning to use maps to show the distribution of the world's climate zones, biomes and vegetation belts. Locating at least 4 counties in the UK. Locating at least 4 cities in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Describe how land-use has changed over time using examples. Beginning to explain why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones, and explaining its significance. Understand longitude and latitude when referencing location in an atlas or on a globe.	Describing similarities between two environmental regions studied. Describing differences between two environmental regions studied. Explaining how humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Beginning to describe how humans have used desert environments.	Describing the key aspects of the six biomes. Describing the key aspects of the six climate zones. Beginning to understand some of the impacts and causes of climate change. Describing some of the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Beginning to give examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Beginning to describe and understanding economic activity including trade links. Beginning to suggest reasons why the global population has grown significantly in the last 70 years. Understanding the distribution of natural resources within a specific region or country studied. Begin to understand that geographical issues affect people in different places and environments. Describing how humans can impact the environment both	Question- Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Observe- Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Measure- Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Record - Begin to use GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To begin to identify and mitigate potential risks during fieldwork. Present- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing in greater detail and digital

			positively and negatively, using examples.	technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork. Evaluating evidence collected. Analysing quantitative data in pie charts, line graphs. Using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate some distances. Recognising a range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Beginning to recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each. With support, use models and maps to talk about contours and slopes. Selecting a map for a specific purpose.
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				Using the key on an OS map to name and recognise key physical and human features in regions studied. Use 4 and 6-figure Grid References to locate features on a map in regions studied. Independently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey within the UK using six figure grid references and the eight points of a compass.
Vocabulary: Coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links				
Year 6				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
S K I L L S	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the	Question - Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Observe- Making sketch maps of areas studied including labels and keys where necessary.

Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.	Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.	vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Measure- Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Record - Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork. Present- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied.
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				Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS
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				map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.
Vocabulary: Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere				