

Wansbeck Primary School Progression in Geography

In Geography substantive knowledge sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:

- locational knowledge
- place knowledge
- environment, human and physical processes
- geographical skills.

Disciplinary knowledge considers how geographical knowledge originates and is revised and the connections between learning. It is through disciplinary knowledge that pupils learn the practices of geographers – the way Geographers question and explain the world we learn to think like a geographer.

| Progression of Substantive Knowledge – Locational Knowledge | | | | | | | |
|---|--|--|---|--|--|--|--|
| Strand | EYFS | Year 1 <i>All about our school – both cycles All about our local area – both cycles All about the seasons where we live (Cycle 1) All about the seaside where we live (Cycle 2)</i> | Year 2 <i>All about the U.K and London – both cycles All about Australia (Cycle 1) All about the rainforest (Africa) (cycle 2) All about the seasons around the world Africa (Cycle 1) All about the Coast Australia Cycle 1 – Scarborough (Cycle 2)</i> | Year 3 <i>All about counties in Yorkshire All about Scandinavia and Mountains (cycle 1) All about Italy, Volcanoes and Earthquakes (cycle 2) All about the Polar Regions (cycle 1) All about climate change (cycle 2)</i> | Year 4 <i>All about contrasting counties in the U.K All about Scandinavia and Mountains (cycle 1) All about Italy, Volcanoes and Earthquakes (cycle 2) All about the Polar Regions (cycle 1) All about climate change (cycle 2)</i> | Year 5 <i>All about the World at War All about The Bahamas All about Central America and Mountains All about Rivers All about geographical study All about Greece and The geographical impact of the Olympic Games</i> | Year 6 <i>All about the World at War All about The Bahamas All about Central America and Mountains All about Rivers All about geographical study All about Greece and The geographical impact of the Olympic Games</i> |
| Locational Knowledge | 3 - 4 year old Know that there are different countries in the world I know the world is made up of land and water. | Know the location of the school in their community Know the location of Longhill Name and locate the 4 countries of the UK. Identify the characteristics of each country of the UK Name the three seas that surround the UK. Know the UK is an island and is surrounded by the sea. | Name and locate the 4 countries and capital cities of the 4 countries of the UK. Name the seas surrounding the UK Locate the north and south of the U.K I understand the concept of the world (what it is made up of) Name and locate the 7 continents of the world. Name and locate the 5 oceans of the world. Name and locate Australia Name and locate areas of Africa (Sahara Desert) Name and locate areas of Brazil (rainforest) | Name and locate at least 6 cities and 8 counties of the UK. Use maps to locate at least 8 countries in Europe, focusing on their environmental regions, key physical and human characteristics, countries and major cities. identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere. Know the names of four countries from the southern and four from the northern hemisphere. Know where the main mountain ranges are in the UK and Scandinavia Locate the Arctic and Antarctic and countries within the arctic | Name and locate at least 4 cities and 4 counties in each of the four countries of the UK Know the names and locate at least 8 major capital cities of Europe. Know where the main mountain ranges are in the UK and Europe Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere. Identify the position and significance of latitude and longitude. Know where the main mountain ranges are in the UK and Scandinavia Identify the position and significance of Arctic and Antarctic Circle, Locate the arctic and Antarctic countries within the arctic | <i>Use maps to locate countries in South and North America, focusing on their environmental regions, key physical and human characteristics, countries and major cities.</i> Name and locate several South or North American countries Name and locate the main rivers in the UK. Name and locate the longest rivers in the world Name and locate mountains in Central and South America Name and locate major cities in the areas studied identify the position and significance of the Tropics of Cancer and Capricorn Identify the significance of the Prime/Greenwich Meridian and time zones (including day and night) Name and locate the countries of Europe with increasing accuracy | <i>Use maps to locate countries globally, focusing on their environmental regions, key physical and human characteristics, countries and major cities.</i> Name and locate a number of countries in South and North America Name and locate the main rivers in the UK with the cities they run through Name and locate the longest rivers in the world Name and locate mountains in South America Name and locate major cities in the areas studied identify the position and significance of the Tropics of Cancer and Capricorn Identify the significance of the Prime/Greenwich Meridian and time zones (including day and night) Know about time zones and work out differences. Name and locate the countries of Europe with increasing accuracy |

| Progression of Substantive Knowledge - Place Knowledge | | | | | | | |
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| Strand | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | All about our school All about our local area All about the seasons where we live (Cycle 1) All about the seaside where we live (Cycle 2) | All about the U.K and London All about Australia (Cycle 1) All about the rainforest (Africa) (cycle 2) All about the seasons around the world Africa (Cycle 1) All about the Coast Australia Cycle 1 - Scarborough (Cycle 2) | All about counties in Yorkshire All about Scandinavia and Mountains (cycle 1) All about Italy, Volcanoes and Earthquakes (cycle 2) All about the Polar Regions (cycle 1) All about climate change (cycle 2) | All about contrasting counties in the U.K All about Scandinavia and Mountains (cycle 1) All about Italy, Volcanoes and Earthquakes (cycle 2) All about the Polar Regions (cycle 1) All about climate change (cycle 2) | All about the World at War All about The Bahamas All about Central America and Mountains All about Rivers All about geographical study All about Greece and The geographical impact of the Olympic Games | All about the World at War All about The Bahamas All about Central America and Mountains All about Rivers All about geographical study All about Greece and The geographical impact of the Olympic Games |
| Place Knowledge | <p><u>3-4 years old</u> Know there are different countries in the world and talk about the differences they have experienced or seen</p> <p>Have positive attitudes about the differences they experience or see in photos</p> <p><u>ELG</u> Describe their immediate environment using knowledge from observation discussion stories, nonfiction texts and maps</p> <p>Explain similarities and differences between life in this country and life in other countries drawing from knowledge from stories, non fiction texts and where appropriate maps</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> | <p>Compare a rural and urban location, relative to where your school is. (Small area of the United Kingdom)</p> <p><u>Rural vs Urban</u> Compare a rural location on the outskirts of Hull with Longhill.</p> <p><u>Coastal vs Urban</u> Compare Lyme Regis (coastal location) with Hull (urban location) <i>Cycle 1</i> Compare Hornsea (coastal location) with Hull (urban location) <i>Cycle 2</i></p> <p><u>Hot vs Cold</u> Compare U.K with Africa The Sahara Desert (<i>Cycle 1</i>) A Brazilian Rainforest (<i>Cycle 2</i>)</p> | <p>Compare a small area of the UK to a contrasting non-European country - looking at the similarities and differences relating to human and physical features.</p> <p><u>Hull vs London</u> Compare local area with living in central London looking at the similarities and differences</p> <p><u>Coastal vs Urban</u> Compare Lyme Regis (coastal location) with Hull (urban location) <i>Cycle 1</i> Compare Hornsea (coastal location) with Hull (urban location) <i>Cycle 2</i> Compare Australia with Hornsea Looking at the similarities and differences of each location</p> <p><u>Hot vs Cold</u> Compare U.K with Africa The Sahara Desert (<i>Cycle 1</i>) An Brazilian Rainforest (<i>Cycle 2</i>) Looking at the similarities and differences of each location</p> <p>Also compare similarities and differences across areas studied in previous terms/</p> | <p>Understand the human and physical geography of a region of the United Kingdom.</p> <p>Understand the human and physical geography of a local region of the United Kingdom.</p> <ul style="list-style-type: none">Places in Yorkshire <p>I understand the human and physical geography of a region of a European country</p> <ul style="list-style-type: none">ScandinaviaItaly <p>I understand human and physical geography of a region in North America</p> <ul style="list-style-type: none">Arctic (Alaska) and U.K | <p>Understand human and physical geography of a region in a European country and look for similarities and differences with a region of the UK</p> <p>Understand the human and physical geography of two contrasting counties in the United Kingdom.</p> <ul style="list-style-type: none">Yorkshire and Orkney Islands (Cycle 1)Yorkshire, Lancashire and Kent (Cycle 2) <p>I understand human and physical geography of a region in a European country and look for similarities and differences with a region in the UK.</p> <ul style="list-style-type: none">Scandinavian and U.K mountainous areasItaly and UK mountainous / volcanic areas <p>Understand human and physical geography of a region in North America</p> <ul style="list-style-type: none">Arctic (Alaska) and U.K | <p>Understand human and physical geography of a region in North or South America and look for similarities and differences with another region studied.</p> <p>Understand human and physical geography of a region in North America</p> <ul style="list-style-type: none">The CaribbeanPlace in North AmericaAreas of The Mississippi river <p>Understand human and physical geography of a region in South America</p> <ul style="list-style-type: none">Countries of central America (mountainous and volcanic areas)Areas on the Amazon river <p>Compare between European areas studied in Year 3/4</p> <p>e.g. Scandinavian mountains and mountains in central America</p> <p>e.g. Hot and cold Arctic and South America</p> | <p>Understand human and physical geography globally and look for similarities and differences with another region studied.</p> <p>Understand human and physical geography of a region in North America</p> <ul style="list-style-type: none">The CaribbeanPlace in North AmericaAreas of The Mississippi river <p>Understand human and physical geography of a region in Central and South America</p> <ul style="list-style-type: none">Countries of central and south America (mountainous areas and volcanic areas)The Amazon river <p>Compare between global areas studied in Year 3/4 /5</p> <p>e.g. Scandinavian mountains and mountains in central America</p> <p>e.g. Hot and cold Arctic and South America</p> |

| Progression of Substantive Knowledge - Environmental, Human and Physical Geography | | | | | | | |
|--|---|---|---|--|---|---|---|
| Strand | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | <p>All about our school</p> <p>All about our local area</p> <p>All about the seasons where we live (Cycle 1)</p> <p>All about the seaside where we live (Cycle 2)</p> | <p>All about the U.K and London</p> <p>All about Australia (Cycle 1)</p> <p>All about the rainforest (Africa) (cycle 2)</p> <p>All about the seasons around the world Africa (Cycle 1)</p> <p>All about the Coast Australia Cycle 1- Scarborough (Cycle 2)</p> | <p>All about counties in Yorkshire</p> <p>All about Scandinavia and Mountains (cycle 1)</p> <p>All about Italy, Volcanoes and Earthquakes (cycle 2)</p> <p>All about the Polar Regions (cycle 1)</p> <p>All about climate change (cycle 2)</p> | <p>All about contrasting counties in the U.K</p> <p>All about Scandinavia and Mountains (cycle 1)</p> <p>All about Italy, Volcanoes and Earthquakes (cycle 2)</p> <p>All about the Polar Regions (cycle 1)</p> <p>All about climate change (cycle 2)</p> | <p>All about the World at War</p> <p>All about The Bahamas</p> <p>All about Central America and Mountains</p> <p>All about Rivers</p> <p>All about geographical study</p> <p>All about Greece and The geographical impact of the Olympic Games</p> | <p>All about the World at War</p> <p>All about The Bahamas</p> <p>All about Central America and Mountains</p> <p>All about Rivers</p> <p>All about geographical study</p> <p>All about Greece and The geographical impact of the Olympic Games</p> |
| Environmental Human and Physical Geography | <p><u>ELG</u></p> <p>Describe their immediate environment using knowledge from their observations discussion stories, nonfiction texts and maps</p> <p>Explain similarities and differences between life in this country and life in other countries drawing from knowledge from stories, non fiction texts and where appropriate maps</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> | <p>Know what a geographical feature is.</p> <p>Know the difference between a human and a physical feature</p> <p>Identify human and physical features of the local area by:</p> <ul style="list-style-type: none"> Studying the locality (city, house, and shop) <p>Identify human and physical features of small areas outside of their locality by:</p> <ul style="list-style-type: none"> Studying a rural area (river, soil, vegetation, season and weather, farm) Studying a coastal place (beach, coast, sea, ocean, port, harbour and shop) Studying a hot place (season and weather) <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Know the hottest and coldest season in the UK.</p> | <p>Apply their understanding of human and physical features when comparing two locations.</p> <ul style="list-style-type: none"> Own locality and London Own locality and Lyme Regis Coastal town in Uk (Lyme Regis or Hornsea with coastal town in Australia) U.K with Africa <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Identify human and physical features of the local area by:</p> <ul style="list-style-type: none"> Studying the locality (city, town, village, factory, house, and shop) <p>Identify human and physical features of small areas outside of their locality by:</p> <ul style="list-style-type: none"> Studying a rural area (river, soil, valley, vegetation, season and weather, farm) Studying a coastal place (beach, cliff, coast, sea, ocean, port, harbour and shop) Studying a hot place (season and weather)I can identify the following physical features; mountain, lake, island, valley, river, cliff, forest and beach. <p>Explain some of the advantages and disadvantages of living in a city or village.</p> | <p>Physical Geography</p> <p>describe and understand key aspects of physical geography,</p> <ul style="list-style-type: none"> mountains and volcanoes <p>Know the features of mountains (Scandinavia and U.K)</p> <p>Know what causes an earthquake (Italy and U.K)</p> <p>Label the different parts of a volcano (Italy and U.K)</p> <p>Key physical geography of the arctic and Antarctic</p> <p>Know what is meant by a biome and what are the features of a specific biome.</p> <p>Know what is meant by a climate zone</p> <p>Human Geography</p> <p>describe and understand key aspects of human geography, including: types of settlement and the distribution of natural resources including energy, food, minerals and water.</p> <p>Know if place studies is a hamlet, village, town or city</p> <p>Know the natural resources in the U.K</p> <p>Know about distribution of natural resources</p> <p>Environmental Geography</p> <p>Understand how the polar regions are changing</p> | <p>Physical Geography</p> <p>describe and understand key aspects of physical geography,</p> <ul style="list-style-type: none"> mountains and volcanoes <p>Know the features of mountains (Scandinavia and U.K)</p> <p>Know what causes an earthquake (Italy and U.K)</p> <p>Label the different parts of a volcano (Italy and U.K)</p> <p>Key physical geography of the arctic and Antarctic</p> <p>Know what is meant by a biome and what are the features of a specific biome.</p> <p>Know what is meant by a climate zone</p> <p>Human Geography</p> <p>describe and understand key aspects of human geography, including: types of settlement and the distribution of natural resources including energy, food, minerals and water.</p> <p>Know if place studies is a hamlet, village, town or city</p> <p>Know the natural resources in the U.K and other places studied</p> <p>Know about distribution of natural resources</p> <p>Environmental Geography</p> <p>Understand how the polar regions are changing</p> | <p>Physical Geography</p> <p>describe and understand key aspects of physical geography,</p> <ul style="list-style-type: none"> mountains compare features of mountains from previous study with mountains of Central America (Scandinavia and U.K) rivers Coastal erosion <p>Know the main features of a river.</p> <p>explain the features of the water cycle</p> <p>Know how the physical features of European countries impacted WW2</p> <p>Know about the physical features of the Caribbean</p> <p>Know about coastal erosion and the impact on the local area</p> <p>Human Geography</p> <p>describe and understand key aspects of human geography, including: land use, economic activity including trade links</p> <p>know about different types of settlement</p> <p>Know about migration</p> <p>Know what an economy is</p> <p>Know what a refugee is</p> <p>know about the impact of tourism in The Caribbean</p> <p>know why most cities are located by a river.</p> <p>Know types of land use such as residential, commercial, recreational, agricultural or transport</p> <p>Know the economic impact of the Olympic Games</p> | <p>Physical Geography</p> <p>describe and understand key aspects of physical geography,</p> <ul style="list-style-type: none"> mountains compare features of mountains from previous study with mountains of Central America (Scandinavia and U.K) rivers Coastal erosion <p>Know the main features of a river.</p> <p>explain the features of the water cycle</p> <p>Know how the physical features of European countries impacted WW2</p> <p>Know about the physical features of the Caribbean</p> <p>Know about coastal erosion and the impact on the local area</p> <p>Human Geography</p> <p>describe and understand key aspects of human geography, including: land use, economic activity including trade links</p> <p>know about different types of settlement</p> <p>Know about migration</p> <p>Know what an economy is</p> <p>Know what a refugee is</p> <p>know about the impact of tourism in The Caribbean</p> <p>know why most cities are located by a river.</p> <p>Know types of land use such as residential, commercial, recreational, agricultural or transport</p> <p>Know the economic impact of the Olympic Games</p> |

| Progression of Disciplinary Knowledge – Map Skills | | | | | | | |
|--|--|---|---|--|---|--|--|
| Strand | EYFS | Year 1 All about our school All about our local area All about the seasons where we live (Cycle 1) All about the seaside where we live (Cycle 2) | Year 2 All about the U.K and London All about Australia (Cycle 1) All about the rainforest (Africa) (cycle 2) All about the seasons around the world Africa (Cycle 1) All about the Coast Australia Cycle 1 – Scarborough (Cycle 2 | Year 3 All about counties in Yorkshire All about Scandinavia and Mountains (cycle 1) All about Italy, Volcanoes and Earthquakes (cycle 2) All about the Polar Regions (cycle 1) All about climate change (cycle 2) | Year 4 All about contrasting counties in the U.K All about Scandinavia and Mountains (cycle 1) All about Italy, Volcanoes and Earthquakes (cycle 2) All about the Polar Regions (cycle 1) All about climate change (cycle 2) | Year 5 All about the World at War All about The Bahamas All about Central America and Mountains All about Rivers All about geographical study All about Greece and The geographical impact of the Olympic Games | Year 6 All about the World at War All about The Bahamas All about Central America and Mountains All about Rivers All about geographical study All about Greece and The geographical impact of the Olympic Games |
| Map Work Skills 2 | <p>To identify features from a simple map</p> <p>To draw a simple map of their immediate environment or from imaginary story settings</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another. -photographs -videos -walks in the community</p> <p>Begin to make marks to represent journeys.</p> <p>Begin to make marks to represent home.</p> <p>Begin to make marks to represent features from the environment (buildings, trees, roads)</p> | <p>Identify features on a map that are N,S,E,W of the school</p> <p>Have experience of maps and attempts to make own, (real or imaginary place) For example, freehand maps of classrooms, gardens, playgrounds, route maps, places in stories.</p> <p>Locate features on a map of the school and the local area using a key.</p> <p>Use own symbols on imaginary map</p> <p>Use a plan view of the local area</p> <p>Use an aerial photograph to locate places</p> <p>Use North and South on maps on the UK</p> <p>Start to use maps to locate the four countries of the United Kingdom</p> <p>Start to use maps to compare where Africa / Brazil is compared to the U.K</p> <p>Know their address including postcode.</p> <p>Follow a route on a map using directional language such as near/far, left/right</p> | <p>Use directional vocabulary, N,S,E,W.</p> <p>Use the four points of a compass on maps within the UK.</p> <p>Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo</p> <p>Use symbols on maps (own or class agreed symbols).</p> <p>Know that symbols mean something on maps.</p> <p>Use a simple atlas and globes to locate place</p> <p>Use large scale maps to read a map of the UK to identify its countries, capital cities and surrounding seas.</p> <p>Read a map that shows the world's seven continents and five oceans.</p> <p>Follow a route on a map using directional language such as near/far, left/right and understand how to use a key</p> <p>Have experience of aerial photographs and try to identify known places</p> | <p>Know and name the eight points of a compass (use within maps within U.K)</p> <p>Use directional vocabulary up to 8 cardinal points.</p> <p>Begin to look at OS maps (large scale 1:1000)</p> <p>Use letters or number grid reference to locate features on a map</p> <p>Give maps a key with standard symbols</p> <p>Use an atlas to locate places</p> <p>Use atlases to find out about other features of places e.g. mountains and volcanoes</p> <p>Use maps to locate counties and cities in The U.K</p> <p>Follow a route on larger scale maps</p> <p>Have experience of aerial photographs and identify known places</p> <p>To be able to use a map to highlight tectonic plates.</p> | <p>Use eight point compass points well when reading a map</p> <p>Use large and medium scale OS map (approx. scale 1:1000/1:25000)</p> <p>Begin to use four figure grid reference to locate features on a map</p> <p>Begin to recognise symbols on a OS map</p> <p>To be able to read a map of the countries of Europe (including Russia)</p> <p>Make a map of a small area with features in correct places.</p> <p>Use atlases to find out about other features of places e.g settlements and land use in the UK</p> <p>Use Digimaps to locate features of cities</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridan.</p> <p>To be able to read a map of the UK to identify its counties and major cities</p> <p>To be able to navigate a route using a map of an urban area</p> <p>Use satellite images and aerial photographs to extend learning within topic</p> <p>To be able to use a map to highlight tectonic plates.</p> | <p>Use eight point compass points well and apply them into a context when navigating</p> <p>Use four figure grid reference to locate features on a map, using a key</p> <p>Recognise and use OS map symbols</p> <p>Use medium scale land range OS maps (approx. scale 1:25000/1:5000)</p> <p>To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle, longitude and latitude and time zones.</p> <p>Use graphs to record features such as temperature or rainfall across the world.</p> <p>Use a world map to locate major rivers and mountains of the world</p> | <p>Use eight point compass points confidently and accurately within a practical context when navigating their own route</p> <p>Begin to use six figure grid reference to locate features on a map, using a key</p> <p>Recognise and use OS map symbols and describe features shown on an OS map</p> <p>Draw and use maps and plan in a range of scales</p> <p>Use atlases to find out about other features of places e.g. climate, weather patterns</p> <p>Use graphs to record features such as temperature or rainfall across the world.</p> <p>Use google earth to locate a country or place of interest or to follow a journey of a river or the oceans of the world.</p> <p>Use a world map to locate major rivers and mountains of the world</p> |

| Progression of Geographical Enquiry – Disciplinary Knowledge | | | | | | | |
|--|------|---|--|---|--|--|---|
| Strand | EYFS | Year 1 All about our school All about our local area All about the seasons where we live (Cycle 1) All about the seaside where we live (Cycle 2) | Year 2 All about the U.K and London All about Australia (Cycle 1) All about the rainforest (Africa) (cycle 2) All about the seasons around the world Africa (Cycle 1) All about the Coast Australia Cycle 1 – Scarborough (Cycle 2 | Year 3 All about counties in Yorkshire All about Scandinavia and Mountains (cycle 1) All about Italy, Volcanoes and Earthquakes (cycle 2) All about the Polar Regions (cycle 1) All about climate change (cycle 2) | Year 4 All about contrasting counties in the U.K All about Scandinavia and Mountains (cycle 1) All about Italy, Volcanoes and Earthquakes (cycle 2) All about the Polar Regions (cycle 1) All about climate change (cycle 2) | Year 5 All about the World at War All about The Bahamas All about Central America and Mountains All about Rivers All about geographical study All about Greece and The geographical impact of the Olympic Games | Year 6 All about the World at War All about The Bahamas All about Central America and Mountains All about Rivers All about geographical study All about Greece and The geographical impact of the Olympic Games |
| Geographical Enquiry and Fieldwork | | <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area</p> <p>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.</p> | <p>Ask simple geographical questions; Where is it? What's it like?</p> <p>Use books, stories, atlases, pictures/photos and internet and satellite images, aerial photographs</p> <p>.</p> <p>Make observations about why things happen</p> <p>Make simple comparisons between features of different places.</p> <p>Use simple fieldwork and observational skills to compare and contrast two contrasting environments: urban coast and rural</p> | <p>Begin to ask geographical questions.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record simple evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. Why the local area is different to a country in Europe.</p> <p>Present information using graphs and charts (from year group maths program of study)</p> <p>Analyse evidence and draw conclusions e.g. make comparisons with two locations using photos pictures, temperatures and location</p> <p>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</p> | <p>Begin to ask and answer question and offer their own ideas.</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Present information using graphs and charts (from year group maths program of study)</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps</p> <p>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</p> | <p>Begin to suggest own lines of investigation</p> <p>Investigate places with more emphasis on the further afield comparing to U.K</p> <p>Collect and record evidence in more detail</p> <p>Analyse evidence and draw simple conclusions e.g. compare historical map and why they have changed</p> <p>Present information using graphs and charts (from year group maths program of study)</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life</p> <p>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</p> | <p>Suggest own lines of investigation</p> <p>Investigate places with more emphasis on the further afield comparing to U.K</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. using collected data to explain weather patterns in the U.K</p> <p>Present information using graphs and charts (from year group maths program of study)</p> <p>Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it</p> <p>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</p> |

