

Beam County Primary School: Progression Map

Subject: Geography



Key Concepts

Place (home, community, landscape, sense of place, different types, size, location)

Enquiry (curiosity, questioning, selecting, investigating, exploring, experiencing, collecting, analysing)

Change (over time, space, scale, alternate futures, environment, resources, sustainability)

Diversity (similarity, difference, comparison, perspective, cultures, identities, values, bias)

Interconnections (interactions between people, environments, spaces, events, cause & effect)

EYFS	EYFS End Points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points KS2
<p>Substantive</p> <p>Identify different modes of transport and where/how they travel.</p> <p>Identify different locations that can be travelled to by road.</p> <p>Identify different buildings located in the local area and in London.</p> <p>Know the different jobs that people do within a school.</p> <p>Understand some places are special to members of a community.</p> <p>Identify occupations in the community people do to help others.</p>	<p>1 Verbally share similarities and differences between themselves and those from different communities and cultures.</p>	<p>Substantive</p> <p>Describe one or two geographical similarities and differences through studying the human and physical geography of the local area (school).</p> <p>Recognise landscape features of the local area.</p> <p>Know that an address locates a place.</p> <p>Describe the difference between human and physical features.</p> <p>Compare and explain the differing depth of the world's oceans.</p> <p>Explore the similarities and differences of the capital cities in the UK.</p>	<p>Substantive</p> <p>Know places can be special for different people for different reasons.</p> <p>Describe and understand a range of geographical similarities and differences through studying the human and physical geography of the local area (Dagenham & London) and a small area in a non-European country (Islamabad).</p> <p>Know two neighbourhoods or even streets in the same neighbourhood can be very different.</p> <p>Describe comparing and contrasting features of the North and South polar regions.</p> <p>Compare and contrast the local area with a distant place (London to Islamabad).</p>	<p>Substantive</p> <p>Find and describe geographical similarities and differences between a region in the UK and Europe.</p> <p>Understand key aspects of human geography such as types of settlement and land use.</p> <p>Compare and contrast places where people live and give reasons for some differences.</p> <p>Understand not every country has the same wealth, food, water and natural resources – and the effects of this.</p> <p>Know natural resources consist of minerals, oil and gas.</p> <p>Disciplinary</p> <p>Connect places and spaces with similar characteristics and</p>	<p>Substantive</p> <p>Know what a refugee is.</p> <p>Understand the process of people moving from one place to another is called migration and recall possible reasons for doing this.</p> <p>Know that economic migrants move from one country to another to improve their standard of living.</p> <p>Understand why people choose to live in a hazardous zone.</p> <p>Identify how locals prepare for natural disasters.</p> <p>Disciplinary</p> <p>Investigate and reach reasoned and informed solutions to issues at a local scale, justify any</p>	<p>Substantive</p> <p>Understand and give some reasons for geographical similarities and differences between a region in the UK and N/S America.</p> <p>Know there is a diverse range of landscape features and climates in North and South America.</p> <p>Know that Earth can be divided up into imaginary sections using latitude and longitude.</p> <p>Understand how indigenous people have preserved their culture.</p> <p>Identify how the global transport industry affects people.</p> <p>Disciplinary</p>	<p>Substantive</p> <p>Know that the world is not equal.</p> <p>Able to define globalisation</p> <p>Know that most profits go to countries outside of where the raw materials are harvested/ produced.</p> <p>Describe how countries and geographical regions are diverse and yet interconnected and interdependent</p> <p>Analyse and give views on the effectiveness of different representations of a location (such as aerial images compared with maps and topological maps).</p> <p>Explain how supply chains work and</p>	<p>1 Gained an understanding of both familiar and different places and people.</p>

<p>Compare occupations in the UK to prominent jobs in other countries.</p> <p>Know that rivers and oceans connect different parts of the world.</p> <p>Know the difference between land and water.</p> <p>Make simple comparisons between what life is like in England and Kenya.</p> <p>Disciplinary</p> <p>Explore why landmarks are important.</p> <p>Explore the concept of a journey and how we can make a journey.</p>		<p>Disciplinary</p> <p>Identify and give reasons to support own likes, dislikes and preferences about a place.</p> <p>Locate and describe where they live at a range of scales.</p> <p>Plan and create a route.</p> <p>Conduct a questionnaire on a focus within a locality.</p>	<p>Understand and describe how people in different areas might live their lives in different ways.</p> <p>Know the number of people who live in a place is called a population.</p> <p>Disciplinary</p> <p>Explain similarities and differences between local places- translate that through the study of unfamiliar places through pictures/ videos.</p> <p>Know how to recognise and describe a capital city.</p> <p>Know how to explain the importance of landmarks in London and our local area.</p>	<p>explore events and relationships: including disparity and diversity.</p>	<p>responses actioned for the future.</p> <p>Debate controversial issues and create interesting and relevant material in support.</p> <p>Make considered comparisons of place and space based on personal experience and demonstrate empathy for others viewpoint.</p>	<p>Demonstrate values and opinions which are 'balanced' 'open minded' 'equitable'</p> <p>Analyse the effects of change, cost and benefits of the UK's transport industry.</p>	<p>how companies can make money by trading (importing and exporting) and recall common trade links.</p> <p>Disciplinary</p> <p>Know how supply chains connect people and places.</p> <p>Recognise and explain connections and consider different perspectives, challenging stereotypes and source provenance and bias.</p> <p>Relate knowledge of one place, event, issue or process at a local (concrete) scale to a national or international (abstract) scale to investigate patterns and draw reasoned conclusions</p> <p>Analyse the positive and negative impacts of both locally produced and imported food.</p>	
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Early Learning Areas:

UTW: The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

C&L: Echoing back what children say with new vocabulary added, practitioners will build children's language effectively.

NC Alignment

KS1

- Understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom, and of a small area in a contrasting non-European country.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

KS2

- Understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom, a region in a European country and a region within North or South America.
- 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

<p>Substantive</p> <p>Know the name of the school they attend and the town they live in.</p> <p>Know they live in England the capital city is called London.</p> <p>Begin to name prominent countries.</p>	<p>2 Make simple observations of the world around them and verbally share these.</p>	<p>Substantive</p> <p>Name and identify characteristics of the four countries and capital cities of the UK and surrounding seas on a map.</p> <p>Understand countries are grouped into continents.</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name and describe features of the 4 seasons.</p> <p>Use locational and directional language (near, far, left, right etc).</p> <p>Disciplinary</p> <p>Make connections between countries of the UK (and its neighbours)</p> <p>Interact with the local area (including school grounds) and develop a sense of scale and detail.</p> <p>Understand that the earth is a sphere and maps are a 2D representation.</p>	<p>Substantive</p> <p>Name and identify characteristics of the four countries and capital cities of the UK and surrounding seas</p> <p>Name and locate some major cities in the UK.</p> <p>Identify key landmarks in London.</p> <p>Locate the North and South polar regions.</p> <p>Use a range of maps, atlases and a globe to locate the UK and its countries</p> <p>Recall the 4 compass points.</p> <p>Name and locate the equator, tropic lines and poles on a map.</p> <p>Identify Southend's location and its coast.</p> <p>Disciplinary</p> <p>Study my local area ask and answer geographical questions e.g. What can I see/hear/smell/feel in this place? Can I describe the place? What do people do here? Explore with senses</p> <p>Express own views about a place, people and environment. Do I like living here...why?</p>	<p>Substantive</p> <p>Name, locate and map the geographical /environmental countries, counties and regions of the UK, including topographical features and land use patterns.</p> <p>Know that Europe is made up of different countries, seas and regions.</p> <p>Know Greece has a mainland and thousands of islands.</p> <p>Know that tourism is important to Greece.</p> <p>Locate and name world countries, identify some human and physical characteristics using maps.</p> <p>Know countries are separated by borders.</p> <p>Know some frequently used map symbols.</p> <p>Disciplinary</p> <p>Make assumptions about place and space from maps.</p> <p>Interpret a key</p>	<p>Substantive</p> <p>Use a range of resources to describe and identify a location's key physical and human features and understand how some of these aspects have changed over time.</p> <p>Disciplinary</p> <p>Make reasoned judgements about where pictures might have been taken and defend opinion e.g. an image of a ski slope is within the mountainous area of the map.</p> <p>Select the most appropriate sources and communication strategies for different purposes and audiences.</p>	<p>Substantive</p> <p>Name, locate and map the cities, countries, environmental regions, key physical and human characteristics of Europe, North and South America</p> <p>Explain how globes are divided into lines of latitude and meridian of longitude.</p> <p>Recall the 8 compass points to describe direction and location.</p> <p>To interpret 4 figure grid references.</p> <p>Use GPS (latitude longitude reference) to locate range of key locations.</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> <p>Navigate a simple route using an ordnance survey map.</p> <p>Understand scale factor</p> <p>Disciplinary</p>	<p>Substantive</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Explain that a time zone is identified using longitude. Understand term GMT.</p> <p>Collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations.</p> <p>Use 6 figure grid references.</p> <p>Read and calculate distances from a scale.</p> <p>Disciplinary</p> <p>Reflect and analyse on a completed enquiry's success both in terms of the new knowledge gained and assimilated and also in terms of the steps carried out.</p>	<p>2 Have developed skills of navigation using atlases and maps and ability to recall knowledge of place and location.</p>
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						Ask predictive and analytical (higher order) questions to consider why or how geographical processes impact or affect the environment and human way of life.		
						Research and interpret data sources to explain cause, effect and interdependence.		

Early Learning Areas:

UTW: The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them.

UTW: As well as building important knowledge, this extends children’s familiarity with words that support understanding across domains.

NC Alignment

KS1

- 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
- 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 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

KS2

- 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)
- 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

Substantive Identify what a habitat is. Explore the different oceans of the world. Identify simple differences in weather between a local and far away place.	3 Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps.	Substantive Describe different types of weather. Identify and talk about daily weather and some features of the 4 seasons in their locality. Have some awareness of how the weather may vary across the UK and globally.	Substantive Identify and discuss the seasonal and weather patterns in the UK. Have an understanding that there are significant differences at a global level. Locate, describe and consider why hot areas of the world are where they are in relation to the Equator and cold	Substantive Identify physical features of parts of a river explaining the processes acting on them and how humans manage them. Understand the physical geography of rivers. Describe a place in terms of how	Substantive Understand the process of the water cycle and that this is an important physical process. Know that water evaporates off all surfaces. Know that heavy rainfall and impermeable	Substantive Know a biome is a group of animals and plants that have similar characteristics because of the climate they live in. Explain common characteristics of a biome in a particular climate area.	Substantive Recall multiple climates and biomes and explain the characteristics and issues that underpin them. Identify physical features of a coastline, explain the processes acting on them and how humans manage them.	3 Gained an understanding of formation of Earth’s physical features and common processes (e.g. weather, tectonic activity, water cycle).
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<p>Identify the names of the four seasons.</p> <p>Describe what they see during a particular season.</p> <p>Disciplinary</p> <p>Explore the importance of weather in the survival of minibeasts in a habitat.</p> <p>Visit the local Beam river to explore human and physical features of that area.</p> <p>Explore the weather in hot and cold places.</p>		<p>Explore the physical and human features of the capital cities in the UK.</p> <p>Locate and describe hot and cold areas of the world in relation to the equator, North and South Poles.</p> <p>Disciplinary</p> <p>Weigh up arguments and opinions about where I would like to live.</p> <p>Measure seasonal trends by taking temperature readings and observing seasonal features.</p> <p>Explore what life might be like in the UK if it was cold/hot all year around.</p> <p>Observe, measure, record, analyse and communicate change over time linked to weather and seasons including what people do and wear.</p>	<p>areas relative to the North and South poles.</p> <p>Expand geographical vocabulary to describe the key physical and human features of rural and urban environments and what might happen there.</p> <p>Disciplinary</p> <p>Make predictions about where hot and cold places are at a local (shade/wind) and global scale (equator)? Will those places always be hot/cold can evidence be found for climate change?</p> <p>Create descriptions of places using geographical vocab.</p>	<p>economically developed it is, including distribution of natural resources.</p> <p>Understand key aspects of human geography such as the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand climate is the usual condition of weather, rainfall, humidity and wind in a place.</p> <p>View how climate has affected the building of homes.</p> <p>Disciplinary</p> <p>Join in with reasoned discussion and debate, justifying a viewpoint whether in role or reflecting personal opinion.</p> <p>Develop understanding of the technical geographical language for rivers.</p> <p>Measure the velocity of a river.</p>	<p>surfaces can lead to flooding.</p> <p>Collect statistics about people and places and present them in the most appropriate ways.</p> <p>Know that tectonic plates sit on top of a layer of molten lava and it is how these plates interact which cause volcanoes and earthquakes.</p> <p>Explain the effects of a volcanic eruption.</p> <p>Explain what causes earthquakes and what the effects would be.</p> <p>Explain the effects of a hurricane and how they form.</p> <p>Explain the effects of a tsunami and how they form.</p> <p>Disciplinary</p> <p>Create possible solutions to the impacts of physical and human processes such as natural disasters.</p> <p>Make comparisons and reflect on the reasons for the disparity in scale and impact of</p>	<p>Know a vegetation zone is an area that has a certain kind of soil, plants and weather patterns.</p> <p>Locate vegetation zones on a map and describe some of their features.</p> <p>Understand the physical geography of mountains</p> <p>Understand the physical geography including: climate zones, biomes and vegetation belts.</p> <p>Understand how human and physical processes interact to have an impact on landscapes both in terms of spatial variation and change over time.</p> <p>Disciplinary</p> <p>Reflect on how processes are often interdependent and change over time.</p> <p>Develop understanding of the technical geographical language for biomes and mountains.</p>	<p>Understand key aspects of human geography such as: economic activity including trade links.</p> <p>Summarise the impact that people have on their environment and how they are trying to manage an environment.</p> <p>Identify the farming and factory methods used in the UK and Ghana.</p> <p>Understand the geographical significance of the world's oceans.</p> <p>Disciplinary</p> <p>Develop understanding of the technical geographical language for hemispheres, tropics, oceans and currents.</p> <p>Discuss, debate, weigh and balance evidence to make decisions considering ethical, moral and cultural viewpoints.</p>	
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					events and processes. Develop understanding of the technical geographical language for the water cycle and tectonic activity.			
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Early Learning Areas:
 UTW: The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them.
 UTW: As well as building important knowledge, this extends their familiarity with words that support understanding across domains.
 C&L: Echoing back what children say with new vocabulary added, practitioners will build children’s language effectively.

NC Alignment
KS1

- 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 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
- 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.

KS2

- 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
- Use fieldwork to observe, measure, record and present the human and physical features in the local area

<p>Substantive</p> <p>Learn about recycling and looking after their local area.</p> <p>Understand that pollution affects the local area and, on a larger scale, the world.</p> <p>Name different modes of transport and where they travel.</p>	<p>4 Understand the effect their behaviour can have on the environment.</p>	<p>Substantive</p> <p>Explain how every day actions can help reduce waste and save energy such as recycling and walking or using transport.</p> <p>Explain the importance of our oceans to our planet.</p> <p>Disciplinary</p> <p>Conduct a litter pick, identifying what is recyclable and what is not.</p> <p>Use the results of a questionnaire on travelling to school to identify the importance of walking to school</p>	<p>Substantive</p> <p>Know the value of green spaces and parks in cities like London.</p> <p>Disciplinary</p> <p>Can any patterns be spotted? Is everywhere ‘equal’? Are places sustainable?</p> <p>Design ways to be more sustainable in our lives and think how this could make a difference (planting trees etc).</p>	<p>Substantive</p> <p>Know climate change is a change in global climate patterns.</p> <p>Understand that the widely accepted theory is that climate change has been caused by humans.</p> <p>Recognise how using fossil fuels can cause problems for the environment.</p> <p>Understand the differences between renewable and non-renewable energy sources and give examples of both.</p> <p>Disciplinary</p> <p>Articulate reasons why some features</p>	<p>Substantive</p> <p>Climate change is causing people to migrate from their homes due to extreme weather events and slow onset environmental changes.</p> <p>Human activity can affect the water cycle.</p> <p>Disciplinary</p> <p>Make predictions around further questions raised and their future impact.</p> <p>Know how to reason, justify and advise around future actions.</p>	<p>Substantive</p> <p>Know deforestation is the action of systematically clearing a wide area of trees and that the consequences are a loss of animal habitats and a reduction of oxygen levels.</p> <p>Identify how climate can impact ecosystems.</p> <p>Identify how the global transport industry affects the environment.</p> <p>Disciplinary</p> <p>Describe how locations around the world are</p>	<p>Substantive</p> <p>A Ghanaian cocoa farmer cannot often afford to carry out sustainable farming practices.</p> <p>Know that there are 17 Sustainable Development Goals.</p> <p>Understand food miles are the distance a product has travelled from where it is grown or produced to where it is eaten.</p> <p>Know that future is an important element of geography.</p> <p>Assess the environmental challenges</p>	<p>4 Gained an understanding of how the earth has been affected by humans and resolve to alter their behaviour (i.e. climate change, sustainability).</p>
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		being better for our environment.		<p>are as they are and ask, "What may this place be like in the future?"</p> <p>Analyse how the use of natural resources has changed on Earth.</p> <p>Draw conclusions and develop informed reasons for future change.</p>		<p>changing, and explain some of the reasons for change</p> <p>Recognise geographical patterns from land use to climate change and sustainability.</p>	<p>associated with agriculture and industry.</p> <p>Disciplinary</p> <p>Explain the role and importance of SDGs.</p> <p>Interpret models of change, extrapolate to predict the future, support this with first hand experiences embedded in local space.</p> <p>Examine how globalisation has impacted the world.</p> <p>Examine the effect of climate change on oceans and coastal landscapes.</p>	
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Early Learning Areas:

UTW: The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

UTW: As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Not within the KS1/KS2 National Curriculum

<p>Substantive</p> <p>Use line maps, picture maps and centre of the universe maps.</p> <p>Use photographs to gain a sense of place.</p> <p>Use positional language such as 'far away' and 'near to'.</p>	<p>5 Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps.</p>	<p>Substantive</p> <p>Know how to create a route and directions.</p> <p>Use maps, atlases and a globe to locate the UK and its countries as well as other regions/countries/countries studied.</p> <p>Use locational and directional language to communicate the location of places</p>	<p>Substantive</p> <p>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</p> <p>Use locational and directional language, including compass points, to describe a route on a local map.</p>	<p>Substantive</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use, interpret and create simple graphs and infographics to contextualise data and information.</p> <p>Present findings from fieldwork in a clear structure using clear and concise prose.</p> <p>Present findings from fieldwork using maps and graphs such as OS maps, four grid references, thematic maps, oblique views and keys.</p> <p>Explain a process, such as the water cycle, clearly in steps.</p>	<p>Substantive</p> <p>Know that stating facts and observations without giving an opinion is known as being objective.</p> <p>Take an objective stance.</p> <p>Use maps, atlases, globes and digital/computer mapping to make connections and build understanding of places studied.</p> <p>Use, interpret and create more complex graphs and infographics to contextualise data and information to help explain geographical processes and their impacts.</p> <p>Use six figure grid references, topographical maps, contour lines and longitude and latitude on an atlas.</p>	<p>5 Developed powers of interpretation and their written, oral and geographical expression (i.e. maps, data, fieldwork).</p>
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<p>Use photographs to identify key features in an area.</p> <p>Disciplinary</p> <p>Look at photographs and simple maps of their immediate area and begin to recognise what is being represented.</p>		<p>on a map of the local area.</p> <p>Use basic geographical vocabulary to refer to key physical and human features in the local area.</p> <p>Use aerial photographs, hand drawn maps and simple label maps.</p> <p>Create a questionnaire to gauge opinion.</p> <p>Disciplinary</p> <p>Suggest reasons or causes for differences and similarities within the area.</p> <p>Observe and record human and physical features in the locality.</p> <p>Consider various viewpoints.</p> <p>Create and communicate a 'best' route using locational and directional language</p> <p>Communicate and present findings using labelled maps, sketches and written commentary.</p> <p>Reason and justify an opinion.</p>	<p>Compare two different areas based on land use via aerial images.</p> <p>Use large scale maps and 3D globes.</p> <p>Disciplinary</p> <p>Know how to carry out an enquiry about a place by asking questions and collecting and interpreting information from a range of sources</p> <p>Observe and record information about the features of the local area e.g. where is the closest bus stop/bridge/shop to school?, Justify why they might be there.</p> <p>Make detailed observations from different viewpoints: birds eye, bugs eye, through a telescope, at eye level... record by creating memory maps using artefacts found.</p> <p>Collect data by asking people their opinions about an area, how it has changed and how it might look in the future.</p> <p>Sketch and photograph interesting things/local landmarks in the local area and explain/make value judgements on how they might make</p>	<p>Explain trends and patterns that have been observed.</p> <p>Disciplinary</p> <p>Know how to use maps to identify, locate, explain and make comparisons.</p> <p>Know how to enquire and compare what life is like in different places.</p> <p>Know how to observe and map features and attractions in own locality.</p> <p>Know how to evaluate based on a range of perspectives.</p> <p>Know how to design and carry out a fair test</p> <p>Know how to recognise and explain interconnections between cause and effect.</p> <p>Know how to measure, record, observe and map information.</p> <p>Know how to connect thinking to solve problems.</p> <p>Know how to create geographical questions to compare place and space, fact and opinion, within a surveys/questionnaire.</p> <p>Know how to interpret the landscape, its features and how people interact with it through careful observation.</p> <p>Know how to develop connection with the world through sensory exploration and building a sense of responsibility.</p>	<p>Disciplinary</p> <p>Know how to connect economics, social, environment and decision making processes.</p> <p>Carry out SWOT analysis of methodology: what would you do differently next time, why?</p> <p>Reflect on bias and inaccuracies within fieldwork carried out and possible solutions.</p> <p>Create bias to support purpose e.g.: photos capturing a specific place at a specific time.</p> <p>Compare and contrast your experiences with the perceptions and experiences of others and consider why they might differ.</p>	
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		Select and sort information.	it attractive/unattractive. Design and explain a range of improvements. Is there any spatial variation?			
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Early Learning Areas:

UTW: The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

UTW: As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

C&L: Echoing back what children say with new vocabulary added, practitioners will build children's language effectively.

Mathematics: Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

NC Alignment

KS1

- 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
- 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
- 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.

KS2

- 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.