

Skills	Year R As a Geographer...
Map work	<ul style="list-style-type: none"> <li>- I know that words can describe how to move - simple adverbs (ie. quickly, slowly)</li> <li>- I know and understand positional language related to directions. (ie. around, next to, beside, away from)</li> <li>- I can follow multi-step instructions.</li> <li>- I can make comments on simple features they can observe when looking at photos of the local environment.</li> <li>- I know how to describe contrasting locations, focusing on features within the environment.</li> <li>- I know and can use key vocabulary linked to position, size, quantity and comparisons (same/different).</li> <li>- I can draw simple maps of their immediate environment / imaginary story settings.</li> <li>- I know that a drawing can represent something real.</li> <li>- I can use my knowledge to draw 2D representations of familiar objects.</li> </ul>
Fieldwork	<ul style="list-style-type: none"> <li>- I know that a drawing can represent the physical world.</li> <li>- I can use my understanding to explain what I have drawn as key features.</li> <li>- I know that I learn about our world through our senses.</li> <li>- I know and identify our senses: see, hear, smell, touch and taste.</li> <li>- I can show understanding of key vocabulary to describe the local environment. For example using concepts of position, size, quantity, comparisons.</li> <li>- I can use key vocabulary linked to size (tall/short; thin/fat) and colour to describe objects.</li> </ul>
Geographical enquiry	<ul style="list-style-type: none"> <li>- I know everyday language used for describing objects' size (tall/short, fat/thin) and weight (lighter, heavier).</li> <li>- I know everyday language used for describing time: quick, slow.</li> <li>- I know everyday language used for describing objects' position and distance: next to, beside, between.</li> <li>- I know how to sort objects by a single attribute and re-classifies by different attributes.</li> <li>- I can use my knowledge to draw 2D representations of familiar objects.</li> <li>- I can record my understanding of information using my own symbols and representational drawings .</li> <li>- I understand that everyone has different ideas that we may or may not agree with.</li> <li>- I can agree or disagree with someone or a point being made and explain why using the conjunction 'because'.</li> </ul>
Human & Physical	<ul style="list-style-type: none"> <li>- I can identify things that are natural and man made features</li> <li>- I can identify the four seasons and associate basic weather conditions to each one.</li> </ul>

Localities	<ul style="list-style-type: none"> <li>- I can name places in my day to day life e.g places I regularly visit or are important to me and my family.</li> <li>- I can describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- I can name the village and borough the school is located in.</li> <li>- I know that England is their home country.</li> <li>- I can name a range of countries from around the world</li> <li>- I can identify land and water</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>- I can identify similarities and differences between places, drawing on my experiences and what has been read in class.</li> <li>- I can 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.</li> </ul>
Vocabulary	Hundred of Hoo Primary Academy, Hoo, Medway, short, thin, fat, lighter, heavier, environment, place, home, world, town, borough, local, earth, journey, England, road, shop, school, church, library
Skills	<p>Year 1 As a geographer...</p>
Map work	<ul style="list-style-type: none"> <li>I can understand what a map is and that it can tell us where to go.</li> <li>I know and can use directional language, such as near and far, up and down, left and right, and forwards and backward, when directing something on a map.</li> <li>I know we can describe a place using key vocabulary and this is called a location.</li> <li>I can use key vocabulary to describe what I can see on a map.</li> <li>I can use photographs and maps to identify features and also copy them to create my own map.</li> <li>I can use basic maps when moving around an area or place I know.</li> <li>I can draw a map of a local place or school using pictures.</li> </ul>
Fieldwork	<ul style="list-style-type: none"> <li>I know that we can capture what we see by drawing.</li> <li>I can use and add words to label drawings, sketches, maps, and photographs so they are clearer and identify features.</li> <li>I am able to use my understanding to draw outlines of features to help draw simple plans.</li> <li>I can comment on the size, shape, colour and location of something.</li> <li>I can ask geographical questions e.g. ‘What is it like to live in this place?’ to further understanding.</li> <li>I can identify and discuss features, such as buildings, roads, and trees.</li> </ul>
Geograph Enquiry	I can use geographical knowledge to answer questions, make direct comparisons between two observations, finding similarities and differences.

	<p>can draw, speak or write simple geographical answers to questions, such as what they can see where.</p> <p>I gather data to answer questions.</p> <p>I can select a method to collect data.</p> <p>I know that data tells us about a place, or person and that it can help us ask or answer questions.</p>
Human & Physical	<p><u>Weather</u></p> <p>I can name weather types in the UK</p> <p>I can observe and describe daily weather patterns.</p> <p>I can recognise the different weather symbols.</p> <p>I can identify seasonal changes across a year (<i>link to science</i>)</p> <p>I can use appropriate vocabulary to describe the weather</p> <p>I can express my opinion on the weather and environment.</p> <p>I can explain some dangers of the weather.</p>
Localities	<p>I can name the countries of the UK, capital cities, surrounding seas and a range of other major cities and landmarks.</p> <p>I am beginning to know the differences between town and country locations.</p> <p>I can identify the national flags and emblems.</p> <p>I can explain the differences between London and Hoo.</p>
Place knowledge	Compare two British localities (Hoo + Inverness)
Skills	<p>Year 2</p> <p>As a Geographer...</p>
Map work	<p>I know that a map is a 2D representation of the 3D world.</p> <p>I know that a picture on a map represents a place or feature in the real world.</p> <p>I can use simple compass directions (cardinal points - N, S, E &amp; W)</p> <p>I know that a compass can describe the location of something relative to the central point.</p> <p>I can draw a simple map of a real or made-up area using simple keys.</p> <p>I know that a key provides the name of a symbol on a map.</p> <p>I know that a symbol is a pictorial representation of a real-world object.</p> <p>I can name key physical and human features on maps, aerial photos and plans.</p>
Fieldwork	<p>I can use words to label drawings, maps and photographs so they are clearer and describe the features.</p> <p>I can add labels onto a sketch map, map or photograph of features.</p>

	<p>I know that we can capture what we see by drawing and the more detail we add, the more accurate they will be.</p> <p>I can use a range of suitable adjectives to describe objects, features and places.</p> <p>I can ask geographical questions e.g. 'Where is this place? What is it like to live here? How has it changed?' to further understanding.</p> <p>I know that when carrying out a tally survey, a mark is recorded every time a criterion is seen.</p> <p>I know that tally marks are grouped in fives by drawing a diagonal line across four vertical lines.</p> <p>I can carry out a small survey of the local area/school.</p> <p>I can comment on the size, shape, colour, and location of something.</p>
Geograph Enquiry	<p>I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>I can ask and answer questions about totaling and comparing categorical data.</p> <p>I can ask and answer questions that make observations on multiple criteria and then compare and spot patterns.</p> <p>I know that a picture in a pictogram can represent one or more of an object. Know that the key in a pictogram tells you how much each picture is worth.</p> <p>I know that the scale on the y-axis of a block diagram tells you how much of something you have.</p> <p>I know that a row in a table displays data horizontally/across.</p> <p>I know that the column in a table displays data vertically/up/down.</p> <p>I know that data tells us about people/places being studied. Know that data can be something that people used in the past to answer questions.</p> <p>I can consider how the data was collected, asking 'Who collected the data? When was it collected? How was it collected?'</p>
Human & Physical	<p><u>Hot and Cold countries</u></p> <p>I can locate hot and cold areas of the world</p> <p>I can explain the reason for being cold is that it is far from the equator.</p> <p>I can explain the reasons for them being hot are that they are close to the equator. I can explain what the equator is.</p> <p>I can identify the Equator, North Pole and South Pole.</p> <p>I can describe and explain a journey line incorporating a range of countries, continents and oceans.</p>
Localities	<p>I can explain that the world is spherical.</p> <p>I can name the seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America).</p> <p>I can correctly name the world's five oceans (Arctic, Atlantic, Indian, Pacific, and Southern).</p> <p>I can explain that an ocean is a large body of salty water that usually surrounds continents.</p> <p>I can explain that a smaller body of water is called a sea, gulf, strait or bay and is a smaller body of salty water that is usually connected to a coastline/country.</p>

	I can name and locate a range of countries of the world and begin to explain simple human (river, stream, lake, mountain, vegetation) and physical features (town, village, shop, house) of these countries.
Place knowledge	Comparisons of countries (UK and Hot (Malawi) or Cold country - Greenland)
Skills	Year 3 As a Geographer...
Map work	<p>I know that a symbol on a map, just like a picture, represents a place or feature in the real world.</p> <p>I know a symbol is a pictorial version of a real object</p> <p>I know that symbols are used across lots of maps to make it easier to read</p> <p>I can follow a map with symbols.</p> <p>I know that when reading coordinates, you read across the x-axis and up/down the y-axis.</p> <p>I know that when reading coordinates the point at which the lines intersect is the location</p> <p>I can follow and describe a journey using compass directions and coordinates.</p> <p>I know that when reading coordinates the point at which the lines or rows/columns intersect is the location of the place/feature.</p> <p>I know a boundary of a country can be marked by a visual physical feature (i.e. a mountain range) or can be invisible but marked by a line on a map.</p> <p>I can use this knowledge to find the same boundary on different-sized maps.</p> <p>I know that a map can show an area of land (large or small).</p>
Fieldwork	<p>I can use the four cardinal points (North, South, East &amp; West)</p> <p>I can use appropriate adjectives to describe objects, places and sketches.</p> <p>I can use sentences to label drawings, maps and photographs so they are clearer and describe the features.</p> <p>I can record my findings from fieldwork and know that some things are there naturally whereas some things have been put there by humans.</p> <p>I know that one line on a tally is one and a diagonal line is the fifth line.</p> <p>I can use tallies to collect data.</p> <p>I can ask geographical questions e.g. 'Where is this location? What is it like to live in this location? What natural and manmade features are in this location?' to further understanding.</p>
Geograph Enquiry	<p>I can read information from scaled bar chart questions and know that a marked scale is where numbers are marked on the x/y axis at each interval.</p> <p>I know that a picture in a pictogram can represent one or more of an object and that the key in a pictogram tells you how much each picture is worth.</p>

	<p>I know that a row in a table displays data horizontally/across and that the column in a table displays data vertically/up/down.</p> <p>I know that the scale on the y axis of a bar chart tells you how much of something you have.</p> <p>I know that the scale on a bar chart goes up in equal increments and that a marked scale is where numbers are marked on the x/y axis at each interval.</p> <p>I know geographers use data to help understand the past.</p> <p>I can draw simple conclusions from data collected or presented to me.</p> <p>I can use data to identify similarities, differences and spot patterns</p> <p>I know that evidence based on more than one source makes it more reliable.</p> <p>I can evaluate data provided and choose data that will best answer their questions.</p>
<p>Human &amp; Physical</p>	<p><u>Weather:</u></p> <p>I can name and explain the different types of weather.</p> <p>I can explain how weather affects us.</p> <p>I can describe what extreme weather is.</p> <p><u>Rainforests</u></p> <p>I know what a rainforest is.</p> <p>I can explain where the rainforests are.</p> <p>I can explain the climate of the rainforests.</p> <p>I can explain the different layers of the rainforest.</p> <p>I can name 5 plants that live in the rainforest.</p> <p><u>Climate</u></p> <p>I know and can understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones.</p> <p>I can explain that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation.</p> <p>I can explain how climate change has occurred naturally over millions of years.</p> <p>I can explain how the climate is influenced negatively by human activities.</p> <p>I can explain what the greenhouse effect is and which gases are involved.</p> <p>I can explain the impact of climate change on the different climate zones worldwide</p> <p>I can explain that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water.</p> <p>I know the main biomes from around the world and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous.</p> <p>I can explain how elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow</p>

<p><b>Localities</b></p>	<p>I know the United Kingdom consists of four countries: England, Scotland, Wales and Northern Ireland.  I know the capital cities of England, Wales, Scotland and Northern Ireland are London, Cardiff, Edinburgh and Belfast.  I can locate the United Kingdom on a world map.  I know that Great Britain consists of England, Scotland, Wales and includes their offshore islands.  I know that the British Isles consists of the islands of Great Britain, Ireland, the Isle of Man, the Inner and Outer Hebrides, the Northern Isles, and over six thousand smaller islands.  I can identify some major rivers in the UK (River Medway, River Thames, River Trent, River Severn &amp; River Wye)  I can identify the major seas and straits around the UK.  I can name and identify 5 major mountain ranges in the UK (Pennines, Snowdonia, Grampians, Mourne Mountains, Yorkshire Dales).  I can identify the Equator and the lines of tropics.  I can identify the northern and southern hemispheres.  I can locate the rainforests of the world.</p>
<p><b>Place knowledge</b></p>	<p>Compare the major UK settlement of Edinburgh with Gillingham  Compare the UK with Australia (link to biomes).</p>
<p><b>Skills</b></p>	<p><b>Year 4</b>  <b>As a Geographer...</b></p>
<p><b>Map work</b></p>	<p>I know that four-figure grid references take you to a box within the grid, not just a specific point like a coordinate.  I can use four-figure grid references to describe a location on a map.  I know that a large-scale map is one that shows lots of detail, normally over a smaller area and that a small scale map is one that shows less detail, normally over a larger area.  I know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis.  I know that an aerial photograph is a photograph taken from above.  I can identify features on an aerial photograph, digital or computer map  I know that latitude and longitude are a system of lines to describe a location on Earth.  I know lines of latitude run in an east-west direction and lines of longitude run in a north-south direction.  I can use latitude and longitude on a map to locate a feature.  I understand that a map is an aerial perspective of an area with 2D symbols representing the world.  I know that a sketch is a drawing of an area from a given viewpoint.  I know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating.</p>
<p><b>Fieldwork</b></p>	<p>I know that adjectives describe objects and places.</p>

	<p>I know that causal conjunctions are used to start an explanation, such as because, since, so, as.</p> <p>I know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features.</p> <p>I know the four Cardinal points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, and opposite.</p> <p>I can explain that environments change over time due to natural and human processes.</p> <p>I can explain that land use can be classified, such as city, residential, suburban, farmland.</p> <p>I can ask geographical questions e.g. 'What is this landscape like? What natural and man-made features are in this location? What will it be like in the future?' to further understanding.</p>
Geograph Enquiry	<p>I can use prior knowledge of bar charts, tables and pictograms to read graphical presentations of data.</p> <p>I know how to interpret the information presented in bar charts, pictograms, tables and graphs to solve the problems. (e.g. interpret how demand over time has affected imports and give reasons why [interpreting].</p> <p>I know that as you move from left to right on a time graph, this shows the passing of time.</p> <p>I can relate the graphical representation of data to recording change over time.</p> <p>I can make appropriate graphical methods, including bar charts and time graphs.</p> <p>I know that the scale on the y-axis of a block diagram tells you how much of something you have.</p> <p>I know that the scale on a bar chart can go up in ones, but also increments of other numbers.</p> <p>I know that a marked scale is where numbers are marked on the x/y axis at each interval and an unmarked scale is where numbers are not marked on the x/y axis at each interval.</p> <p>I know that evidence based on more than one source makes it more reliable. Consider if there is more than one data set that leads to the same conclusion, providing similarities, differences and patterns.</p> <p>I know how to evaluate data.</p> <p>I can identify data that does not support an enquiry or that does not answer the 'how' or 'why'.</p>
Human & Physical	<p><u>Water</u></p> <p>I can List the main events in the water cycle.</p> <p>I can explain the impact the water cycle has on the area.</p> <p>I can explain why it is a continuous cycle</p> <p>I can describe water in its solid, liquid and gaseous state.</p> <p>I can explain that changes in temperature cause evaporation and condensation.</p> <p>I can explain that water has to be cleaned for drinking.</p> <p>I can list different types of flooding.</p> <p>I can describe how flooding affects communities</p> <p>I can explain why it is important to have clean water.</p> <p>I can explain how we can clean dirty water.</p>



	<p><u>Volcanoes and Earthquakes</u></p> <p>I know the Earth has different layers (Inner Core, Outer Core, Mantle and Crust)</p> <p>I can explain the different parts of a volcano.</p> <p>I can explain that volcanoes are a vent in the earth's surface from which lava and gases pour during an eruption.</p> <p>I can explain what happens when a volcano erupts.</p> <p>I can categorise volcanoes as active, dormant or extinct.</p> <p>I can explain what tectonic plates are and how they move.</p> <p>I can explain the impact a volcano has on its surrounding area and the wider world.</p> <p>I can name the world's tectonic plates.</p> <p>I can explain how an earthquake occurs.</p> <p>I can explain how earthquakes are measured</p> <p>I can explain the impact an earthquake has on its surrounding area and the wider world.</p> <p>I can describe some pros and cons to living near a volcano</p> <p><u>Land use /settlements</u></p> <p>I can explain what a settlement is and what they need.</p> <p>I can identify the important features of a settlement site.</p> <p>I can list the things settlers need from a settlement site</p> <p>I can explain that settlements have been built at different times in history and different places (link to physical features)</p> <p>I can explain the different types of land use.</p> <p>I can explain how settlements have adapted and changed over time (due to needs)</p>
<p><b>Localities</b></p>	<p>I can identify where the earthquakes occur.</p> <p>I can identify where the majority of volcanoes occur.</p> <p>I can identify different counties from around the UK.</p> <p>I can identify the differences between a village, town and city.</p> <p>I can locate the different countries of Europe.</p> <p>I can locate different types of settlements from within different counties</p> <p>I can locate different types of settlements from across Europe.</p>
<p><b>Place knowledge</b></p>	<p>Compare the major UK settlement Colchester with Canterbury</p> <p>Compare the UK to an Eastern European country (Greece).</p>
<p><b>Skills</b></p>	<p>Year 5</p> <p>As a Geographer...</p>

<p>Map Work</p>	<p>I know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows</p> <p>I know that six-figure grid references are split into two groups of three digits.</p> <p>I know that the first two digits of the first group represent the numbers on the x-axis and that the first two digits of the second group represent the numbers on the y-axis.</p> <p>I know that an aerial photograph is a photograph taken from above.</p> <p>I can compare two landscapes using maps and aerial photographs.</p> <p>I know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation.</p> <p>I know that a symbol represents a real life human or physical feature and can describe the features shown on an OS map by using the key and symbols.</p> <p>I know 6-figure grid references are split into 2 groups of three digits, which represent the x- and y-axes.</p> <p>I can begin to use 6 figure grid references to find the location of a place or feature.</p> <p>I know that 8 figure compass directions use N or S first, then E or W.</p> <p>I can use 8 figure compass directions to describe/compare places and landscapes.</p> <p>I know that a symbol represents a real life human or physical feature.</p> <p>I know how to read the OS key to identify OS symbols.</p> <p>I know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating.</p> <p>I know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation.</p>
<p>Fieldwork</p>	<p>I know that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area.</p> <p>I know that geographical patterns are similarities in observations that can be used to describe an environment or where characteristics are similar and repeat themselves in a natural or human environment.</p> <p>I know that a geographical process is a sequence of actions that shape or change our environment.</p> <p>I can use my knowledge to select appropriate methods for data collection such as interviews, questionnaires, observations.</p> <p>I know that gathering information can happen through observations (seeing and making judgements) and speaking to people (ask people questions about how they interact with the area).</p> <p>I can ask geographical questions e.g. 'What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?'</p>
<p>Geograph Enquiry</p>	<p>I can use my prior knowledge of tables to read graphical presentations of data to be able to complete, read and interpret information.</p> <p>I know how to interpret the information presented to solve the problems. (e.g. make comparisons, comment on increases and decreases.)</p> <p>I know that as you move from left to right on a time graph, this shows the passing of time.</p> <p>I can begin to relate graphical representation of data to recording changes over time.</p> <p>I know that the appropriateness of how we present data is determined by how much data we have, what sort of enquiry (e.g.</p>

	<p>quantity of something, passing of time) and how clear our findings are.</p> <p>I can use my knowledge to use appropriate graphical methods, including bar charts and time graphs and then be able to evaluate their chosen representations; was it clear and most appropriate?</p> <p>I know the difference between discrete and continuous data and how we would present each type of data differently.</p> <p>I know that evidence based on more than one source makes it more reliable.</p> <p>I can consider if there is more than one data set that leads to the same conclusion.</p> <p>I know that conclusions made from data from different sources or investigations can help geographers when making interpretations for their own geographical enquiry.</p> <p>I can use knowledge to recognise issues and consider why things happened.</p>
<p>Human &amp; Physical</p>	<p><u>Mountains</u></p> <p>I can Identify a valley and the summit, foot and slope of a mountain</p> <p>I can draw a mountain rangeland and describe its features</p> <p>I can explain what the difference is between a mountain range and a mountain chain.</p> <p>I can tell you that mountains formed a very long time ago.</p> <p>I can describe how tectonic plates move together to create fold mountains.</p> <p>I can describe how lava flow creates volcanic mountains.</p> <p>I can describe what the weather is usually like on a mountain</p> <p><u>Rivers</u></p> <p>I can explain the different stages of a River and compare the different stages.</p> <p>Identify the place in which the source of a river is found</p> <p>I can explain how meanders form</p> <p>I can explain how water erodes a riverbank.</p> <p>I can explain that deposition changes the shape of a river.</p> <p>I can explain how oxbow lake forms</p> <p>I can describe how waterfalls are formed</p> <p>I can list some ways that rivers are used</p> <p>I can describe what a dam is and explain why they are built.</p>
<p>Localities</p>	<p>I can locate mountain ranges from around the world</p> <p>I can locate the five highest mountains from around the world.</p> <p>I can locate some major dams in the world.</p> <p>I can locate major rivers across the world.</p>

	<p>I can compare rivers from around the world.</p> <p>I can locate the seas major rivers flow into.</p> <p>I can locate and name the countries of North America</p> <p>I can explain what the Greenwich/prime meridian time zones are (day and night) (<i>link to science</i>) - American time zones</p>
Place Knowledge	<p>Compare the major UK settlement of Sheffield with Maidstone</p> <p>Compare the UK with a North American Country.</p>
Skills	<p>Year 6 As a Geographer...</p>
Map work	<p>I can use my prior knowledge (from previous years) on compass directions and grid references to support navigation.</p> <p>I know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation.</p> <p>I can follow a short route on an OS map, using symbols and a key.</p> <p>I know that a large scale map is one that shows lots of detail, normally over a smaller area whereas a small scale map is one that shows less detail, normally over a larger area.</p> <p>I know that geographical artefacts such as maps and aerial photographs can tell us about human behaviour, such as settlement choices. (i.e. There is a river ford here which is probably why the village was built here).</p> <p>I know that 8 figure compass directions use N or S first, then E or W.</p> <p>I can use 8 figure compass directions when describing and comparing places and landscapes on a variety of scales.</p> <p>I know 6-figure grid references are split into 2 groups of three digits, which represent the x- and y-axes.</p> <p>I can use 6 figure grid references accurately by giving and finding the location of a place or feature.</p> <p>I know how to take accurate measurements and know how to use ratio to create a scale drawing.</p> <p>I know that a plan view is the appearance of the object/feature from above.</p> <p>I know that map scale is the relationship between distance on the map and distance in real life.</p> <p>I can use contour lines on OS maps to identify the shape of the land</p>
Fieldwork	<p>I know the limitations of fieldwork sketches, e.g. accuracy, because they are drawn by humans.</p> <p>I know that photos are accurate but go out of date.</p> <p>I know that to capture movement, video can be used or data collection (presented in a graph over time).</p> <p>I can select field sketching from a variety of techniques.</p> <p>I understand that a geographical investigation is where you use inquiry skills, such as sketching, to generate and answer questions about an area.</p> <p>I can use sketches as evidence in an investigation.</p> <p>I know that a geographical process is a sequence of actions that shape our environment and that a geographical pattern is where characteristics are similar and repeat themselves in a natural/human environment.</p>

	<p>I can annotate sketches to describe and explain the processes and patterns.</p> <p>I can use a range of digital tools that can be used to measure accurately, e.g. an electronic light metre or environment metres.</p> <p>I understand that field work carried out by humans gives a snapshot of one moment in time, however, digital equipment can be used to gather data over time for a more accurate assessment.</p> <p>I can ask geographical questions e.g. 'What is this landscape like? How is it changing? What patterns can be seen/how has the pattern changed?' to support data gathering.</p>
Geograph Enquiry	<p>I know that a variable is something that changes.</p> <p>I know when it is (and when it is not) appropriate to calculate a mean of a data set.</p> <p>I know that the mean is the average of a set of data.</p> <p>I can use my knowledge of fractions/proportion, angles and use of protractors to draw pie charts for discrete data.</p> <p>I know that the appropriateness of how we present data is determined by how much data we have, what sort of enquiry and how clear our findings are.</p> <p>I know the difference between discrete and continuous data.</p> <p>I know that as you move from left to right on a time graph, this shows the passing of time.</p> <p>I can read and draw graphs relating two variables, arising from their own enquiry.</p> <p>I can use knowledge and prior learning to make predictions and test simple hypotheses about people, places and geographical issues.</p> <p>I know what validity means, and understand that summative data adds different degrees of value, depending on what is investigated.</p> <p>I know how to critically evaluate responses.</p> <p>I know what bias means and how it can impact reliability.</p> <p>I know that more than one interpretation with the same conclusion likely means it is a more reliable viewpoint.</p>
Human & Physical	<p><u>Trade</u></p> <p>I can explain what trading is and why countries need to trade.</p> <p>I can explain the difference between imports and exports</p> <p>I can identify the pros and cons of trading on countries.</p> <p>I can list some goods exported from the UK</p> <p>I can list some goods imported to the UK</p> <p>I can describe how trade takes place today and in the past</p> <p>I can explain the process of a supply chain.</p> <p>I can explain what fair trade is and why it is important.</p> <p>I can list some products that are fairly traded</p> <p>I can describe how goods can be the product of more than one country</p>

	<p>I can explain what globalisation is.</p> <p><u>Natural resources</u></p> <p>I can rank human needs by importance to me</p> <p>I can define the words abundant and sparse</p> <p>I can explain how coal, gas and oil is used to make electric</p> <p>I can explain how electric is distributed</p> <p>I can explain some problems that are caused by using coal, gas and oil.</p> <p>I can explain what clean and renewable energy is.</p> <p>I can explain different ways of making clean/renewable energy.</p> <p>I can explain how clean energy is produced.</p> <p>I can explain some positive and negative reasons for renewable energy</p>
<p>Localities</p>	<p>I can Identify different trade routes around the world.</p> <p>I can identify some countries the UK exports goods to</p> <p>I can identify some countries the UK imports goods from</p> <p>I can locate and name the countries of South America.</p> <p>I can locate different settlements of a country of South America</p> <p>I can locate some regions in the UK where coal was mined.</p> <p>I can locate a number of sites where sand, wood and iron is extracted.</p>
<p>Place knowledge</p>	<p>Compare the UK settlement of Portsmouth with Chatham.</p> <p>Compare the UK with a South American Country</p>