

2020-21

Curriculum Skills and Progression Map Geography



Hainford VC Primary School



Nebula
where stars are born

Geography National Curriculum Statutory Coverage	
Key Stage One not covered until Class 2	Key Stage Two not covered until Class 3
<p>Locational Knowledge</p> <ul style="list-style-type: none"> 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 <p>Place Knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and Physical Geography</p> <ul style="list-style-type: none"> 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. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Fieldwork</p> <ul style="list-style-type: none"> 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>Geographical Skills</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> 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) <p>Place Knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and Physical Geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Fieldwork</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical

Curriculum Skills and Progression Map

<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> • 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
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Curriculum Skills and Progression Map

Geographical Knowledge

The objectives within these four areas of the National Curriculum are covered by each class in their rolling plan of 'Deep Studies'.

- **LOCATIONAL KNOWLEDGE**
- **PLACE KNOWLEDGE**
- **HUMAN AND PHYSICAL GEOGRAPHY**
- **FIELDWORK**

Geographical Skills

Within each Deep Study, pupils will develop their Geographical Skills. 10 chore skills have been identified and labelled alphabetically (see below) that will be covered every year. In mixed year classes, this allows one chore skill to be focussed on in a lesson with clear differentiation and progression between each year group.

Use the **geographical language** that has been taught when demonstrating the following skills:

GEOGRAPHICAL ENQUIRY

- Ask questions
- Draw conclusions from sources of evidence
- Identify similarities and differences
- Understand changes
- Present findings

MAP SKILLS

- Use directional and locational language
- Use maps
- Draw maps

FIELDWORK SKILLS

- Gather data
- Record observations

Evidence of Pupil's Knowledge and Skills

Video evidence for EYFS should be shared on Tapestry. Video evidence for KS1 and KS2 should be shared on Seesaw with QR codes stuck in books.

- Labelled photos, sketches or maps
- Evidence they have collected during fieldwork (measurements, sketches, questionnaires, photos, videos and audio recordings)
- Data they have collected during fieldwork (tables, charts and graphs)
- Sorting activities (photographed or cut and stuck in books)
- Notes they've taken during their research
- Pieces of writing in role (e.g. letters, emails or diaries)
- Written presentations of their findings (e.g. info leaflets or travel brochures)
- Videos of discussions, oral presentations or debates
- Videos of drama (e.g. hot seating in role)
- Videos/photos of a trip or visitor with their reflections

Sources of Geographical Evidence

- Photographs including aerial photographs
- Atlases and globes
- Maps (e.g. historical maps, thematic maps, ordnance maps, navigational maps...)
- Google Maps and Google Earth
- Graphs and charts
- Video and audio recordings
- Films and documentaries
- Published books, brochures and magazine clippings
- Trips
- Visitors
- Interviews and questionnaires
- Readings from equipment (e.g. rain gauge, thermometer, barometer, compass, trundle wheel, weathervane, click counter, stopwatch...)

Geography Overview of Deep Studies in each class		
Class 1 (EYFS & Y1)	Class 2 (Y2 & 3)	Class 3 (Y4, 5 & 6)
<p><u>Our Weather</u> Throughout the year, identify seasonal and daily weather patterns in the UK</p> <p><u>Our School</u> Use simple fieldwork and observational skills to study the geography of their school</p> <p><u>Our World</u> Name and locate the continents, oceans and UK countries and seas to find animal habitats, holiday destinations or sources of fruit and veg</p> <p><u>Our Local Area</u> Name and identify key human and physical features of a local village farm and seaside town</p>	<p><u>The Countryside</u> Conduct fieldwork in Hainford to identify key physical and human features, and compare them to features of the Chinese countryside</p> <p><u>Beautiful Biomes</u> Describe and compare climate, biomes and vegetation belts around the world</p> <p><u>Land-Use</u> Locate and describe land use patterns in counties of the UK</p> <p><u>The Coast</u> Conduct fieldwork in Cromer to identify key physical and human features, and compare them to features of the coast of Queensland</p> <p><u>Capital Cities</u> Locate and describe London and other capital cities of the UK and compare them to Rome</p> <p><u>Extreme Earth</u> Describe and locate volcanoes and earthquakes around the world</p>	<p><u>Water</u> Describe rivers, the water cycle and the distribution of water around the world</p> <p><u>Planet Earth</u> Locate and compare time zones and climate zones in different countries around the world</p> <p><u>Travel Destinations</u> Conduct fieldwork in a popular holiday destination in Norfolk and compare it to Moscow and Mexico.</p> <p><u>Settlements</u> Describe and locate settlements and cities in the UK and understand how they have changed over time.</p> <p><u>Global Trade</u> Understand economic activity, trade links and the distribution of energy, food and minerals around the world</p> <p><u>Wonderful Walks</u> Conduct fieldwork in the Broads and locate other geographical and topographical features in the UK</p> <p><u>Exploring Europe</u> Conduct fieldwork in a major UK city and locate other major cities and countries in Europe</p> <p><u>The Amazing Americas</u> Locate and describe key features of environmental regions and countries of North and South America</p> <p><u>Magnificent Mountains</u> Describe mountains and compare the physical and human geography of the Pennines, Alps and Andes</p>

Class 1 Each term the designated National Curriculum objectives will be taught through a recommended theme for a Deep Study. This flexibility allows the curriculum to be linked to the EYFS pupils' interests, whilst still covering the KS1 objectives each year for the Year 1 pupils.		
Autumn	Spring	Summer
<p>Fieldwork</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds. <p>Recommended Deep Study themes:</p> <p><u>Investigating Inside</u> Conduct fieldwork to make floor plans of the inside of the school (classrooms, toilets, library, dinner hall, office...)</p> <p><u>Let's Go Outside</u> Conduct fieldwork to make maps of the outdoor school grounds (the playgrounds, field, sheds, canopy...)</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name and locate the four countries of the UK and its surrounding seas Identify the location of cold areas of the world in relation to the North and South Poles. <p>Recommended Deep Study themes:</p> <p><u>Happy Holidays</u> Locate popular holiday destinations and places they have visited</p> <p><u>Amazing Animals</u> Locate their favourite animals from books they have read or from zoos and farms they have visited</p> <p><u>Fabulous Food</u> Locate their favourite fruit and veg and introduce them to new exotic ones</p>	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features and key human features <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of small areas of the UK <p>Recommended Deep Study themes:</p> <p><u>By the Sea</u> Identify and understand key physical and human features of a local seaside town [Sheringham] <i>beach, cliff, coast, sea, ocean, town, house, port, harbour, post office and shop</i></p> <p><u>Fun at the Farm</u> Identify and understand key physical and human features of a local village farm [Wroxham] <i>river, soil, vegetation, season, weather, hill, forest, village and farm</i></p>
<p><u>Weather</u></p> <p>Human and Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use fieldwork skills to examine the weather throughout the year.</p>		

Class 2 Two year rolling plan of Deep Studies and Geographical Knowledge			
Year A	<p><u>The Countryside</u> Conduct fieldwork in Hainford to identify key physical and human features, and compare them to features of the Chinese countryside</p> <p>Fieldwork</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment. <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country 	<p><u>Beautiful Biomes</u> Describe and compare climate, biomes and vegetation belts around the world</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Describe and understand key aspects of physical geography, including climate, biomes and vegetation belts <p>Locational Knowledge</p> <ul style="list-style-type: none"> Identify the position and significance of the Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circle 	<p><u>Land-Use</u> Locate and describe land use patterns in counties of the UK</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features Describe and understand key aspects of human geography, including land use <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate counties of the UK their identifying land-use patterns, understanding how some aspects have changed over time
Year B	<p><u>Capital Cities</u> Locate and describe London and other capital cities of the UK and compare them to Rome</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country 	<p><u>The Coast</u> Conduct fieldwork in Cromer to identify key physical and human features, and compare them to features of the coast of Queensland</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country <p>Fieldwork</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area 	<p><u>Extreme Earth</u> Describe and locate volcanoes and earthquakes around the world</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Locate the world's countries, using maps to focus on Europe and North and South America <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including volcanoes and earthquakes

CLASS 3			
Three year rolling plan of Deep Studies and Geographical Knowledge			
Year A	<p><u>Water</u> Describe rivers, the water cycle and the distribution of water around the world</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including rivers and the water cycle Describe and understand key aspects of human geography, including the distribution of natural resources such as water 	<p><u>Planet Earth</u> Locate and compare time zones and climate zones in different countries around the world</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions 	<p><u>Travel Destinations</u> Conduct fieldwork in a popular holiday destination in Norfolk and compare it to Moscow and Mexico.</p> <p>Fieldwork</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area [Great Yarmouth] <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, Europe and North or South America
Year B	<p><u>Settlements</u> Describe and locate settlements and cities in the UK and understand how they have changed over time.</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including settlements <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the UK and understand how some of these aspects have changed over time 	<p><u>Global Trade</u> Understand economic activity, trade links and the distribution of energy, food and minerals</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Understand key aspects of human geography: including economic activity, trade links and the distribution of energy, food and minerals <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South America 	<p><u>Wonderful Walks</u> Conduct fieldwork in the Broads and locate other geographical and topographical features in the UK</p> <p>Fieldwork</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the physical features [Norfolk Broads] <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the UK, geographical regions, human and physical characteristics and key topographical features
Year C	<p><u>Exploring Europe</u> Conduct fieldwork in a major UK city and locate other cities and countries in Europe</p> <p>Fieldwork</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area [Norwich] <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, and their key physical and human characteristics, countries and cities 	<p><u>The Amazing Americas</u> Locate and describe key features of environmental regions and countries of North and South America</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities 	<p><u>Magnificent Mountains</u> Describe mountains and compare the physical and human geography of the Pennines, Alps & Andes</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including mountains <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, Europe and North or South America

Class 1 The Progression Geographical Skills	
Early Years	Year 1
Expected Standard	
<p>Geographical vocabulary: <i>beach, sea, house, shop, forest, weather, farm</i></p> <p>GEOGRAPHICAL ENQUIRY</p> <ol style="list-style-type: none"> a) Join in with forming some simple closed questions about a familiar environment, a story setting or small world toys b) Join in with discussions about geographical features in photos, videos, pictures and story books c) Identify differences between two places pictured in photographs, artwork or storybook illustrations d) Understand that the weather changes e) Talk about what they have learnt through discussion and play <p>MAP SKILLS</p> <ol style="list-style-type: none"> f) Use simple directional and locational language (<i>near, far, here, there, next to, on, under, in</i>) g) Identify a map and a globe h) Draw what they can see in their immediate environment and sketch maps of imaginary places <p>FIELDWORK SKILLS</p> <ol style="list-style-type: none"> i) Count (0-10) the number of geographical features they can see j) Collect and name physical features they have found in an environment (<i>e.g. sand, soil, stones or vegetation</i>) 	<p>Geographical vocabulary: <i>hot, cold, North Pole, South Pole, country, continent, sea, ocean, season, weather, cliff, coast, port, harbour, river, soil, vegetation, hill, forest, village, town, farm, post office</i></p> <p>GEOGRAPHICAL ENQUIRY</p> <ol style="list-style-type: none"> a) Join in with forming some simple closed questions about a new environment (<i>e.g. Is that a... Does it have...</i>) b) Identify geographical features in photos, videos, pictures and story books c) Identify similarities or differences between two places pictured in photographs, artwork or storybook illustrations d) Understand that seasons and weather change, identifying patterns e) Share what they have learnt through discussions, labelled drawings or sorting activities <p>MAP SKILLS</p> <ol style="list-style-type: none"> f) Use simple directional and locational language, including simple compass points (<i>North, South, left, right, forwards, backwards, near and far</i>) g) Follow a route on a map of the school they have drawn and begin to use globes and simple world maps h) Use aerial photographs and plan perspectives to sketch simple floorplans and route maps of the school environment <p>FIELDWORK SKILLS</p> <ol style="list-style-type: none"> i) Count (0-20) and use measurement language (<i>e.g. near, far, big, small, hot, cold...</i>) to describe the geographical features they can see, including weather (<i>e.g. paper wind wheels or collect rainwater</i>) j) Collect, describe and compare physical features they have found in an environment (<i>e.g. rainwater, seawater, sand, soil, stones, vegetation</i>)

Greater Depth	
Can they share their own opinions about the geographical features of their local environment?	Can they share what they like and dislike about their local environment and justify their opinions?

Class 2 The Progression Geographical Skills	
Year 2	Year 3
Expected Standard	
<p>Geographical vocabulary: <i>hot, cold, North Pole, South Pole, Equator, country, continent, capital city, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop</i></p> <p>GEOGRAPHICAL ENQUIRY</p> <p>a) Ask simple closed questions (<i>e.g. Where is... Does it have...</i>).</p> <p>b) Use a map, photo, video, picture or story book to draw simple conclusions</p> <p>c) Identify some similarities and differences between two places studied</p> <p>d) Identify how an environment has changed (<i>e.g. old and new features</i>)</p> <p>e) Share their findings through simple pictorial/oral/written explanations and present data on tally charts</p> <p>MAP SKILLS</p> <p>f) Use locational and directional language to describe the location of features and routes on a map (<i>left, right, North, South, East, West</i>)</p> <p>g) Use globes and simple world maps to locate the places and begin to look at junior atlases</p> <p>h) Use aerial photographs to sketch a simple route map of a road they have walked down, using some class agreed symbols in a simple key</p> <p>FIELDWORK SKILLS</p> <p>i) Measure geographical features by counting (0-100), using measurement language or hands and feet (<i>e.g. counting steps and hands lengths</i>)</p> <p>j) Carefully observe geographical features using basic equipment (<i>e.g. a quadrat or geo sieve</i>) and draw their observations</p>	<p>Geographical vocabulary: <i>Northern Hemisphere, Southern Hemisphere, Equator, Arctic Circle, Antarctic Circle, climate, biome, environmental region, land-use</i></p> <p>GEOGRAPHICAL ENQUIRY</p> <p>a) Begin to ask open ended questions (<i>e.g. What's it like... Why...</i>)</p> <p>b) Use an atlas, map, photos, video or text to draw simple conclusions</p> <p>c) Identify similarities and differences between two places studied, starting to give some reasons for these</p> <p>d) Explain why an environment has changed (<i>e.g. population increase</i>)</p> <p>e) Share their findings through pictorial/oral/written explanations, including charts and present data on tally charts or simple tables</p> <p>MAP SKILLS</p> <p>f) Use 8 compass points to describe the location of features and routes on a map (<i>North-East, South-East, North-West, South-West</i>)</p> <p>g) Use globes, junior atlases, simple large-scale maps to locate places and begin to look at ordnance survey (OS) maps</p> <p>h) Use a key of standard symbols to sketch a simple route map of a road they have walked down, with features in the correct order</p> <p>FIELDWORK SKILLS</p> <p>i) Count geographical features and begin to use a piece of equipment to take measurements using standard units (<i>e.g. a trundle wheel, ruler, thermometer or rain gauge</i>)</p> <p>j) Carefully observe geographical features using basic equipment (<i>e.g. a weathervane, quadrat or geo sieve</i>) and begin to do basic field sketches, considering where they place features</p>

Greater Depth	
Can they suggest improvements for their local environment and justify their opinions using a range of geographical vocabulary?	Can they suggest improvements for an environment they've studied using range of evidence and justify their suggestions?

Class 3 The Progression Geographical Skills		
Year 4	Year 5	Year 6
Expected Standard		
<p>Geographical vocabulary: <i>Northern Hemisphere, Southern Hemisphere, Equator, Arctic Circle, Antarctic Circle, climate, biome, environment, region, country, continent, capital city, land-use</i></p> <p>GEOGRAPHICAL ENQUIRY</p> <ul style="list-style-type: none"> a) Ask geographically valid questions they could investigate b) Use a range of primary and secondary sources of evidence to draw conclusions c) Identify similarities, differences and connections, giving reasons for these d) Identify negative and positive environmental changes e) Present findings through oral/written explanations, labelled diagrams, displays or bar graphs <p>MAP SKILLS</p> <ul style="list-style-type: none"> f) Use letter-number coordinates and an 8-point compass to describe the location of features or navigate routes on a map g) Use junior atlases, OS maps and digital maps to identify features and locate places h) Use a key of OS symbols to sketch a map of a simple route, with most features placed correctly 	<p>Geographical vocabulary: <i>Tropics of Cancer, Tropics of Capricorn, time zones, day, night, settlements, economy, trade links, natural resources</i></p> <p>GEOGRAPHICAL ENQUIRY</p> <ul style="list-style-type: none"> a) Ask comparative questions about similarities and differences, referring to connections and contrasts between different places b) Use a range of primary and secondary sources of evidence to draw conclusions, beginning to use the library and internet independently c) Identify connections, contrasts and patterns, giving reasons for these d) Identify negative and positive environmental changes and the effects on people and places e) Present findings through oral/written explanations, labelled diagrams, displays, bar graphs or line graphs <p>MAP SKILLS</p> <ul style="list-style-type: none"> f) Use four-figure grid references and an 8-point compass to describe the location of features or navigate routes on a map g) Use atlases, OS maps and digital maps to identify features, locate places and begin to follow simple routes h) Use a key of OS symbols to sketch a map of a simple route, beginning to show an awareness of scale and distance 	<p>Pupils should confidently use most of the geographical language that has been taught</p> <p>GEOGRAPHICAL ENQUIRY</p> <ul style="list-style-type: none"> a) Ask questions about change, cause and effect, referring to global issues b) Confidently use a range of primary and secondary sources of evidence to draw conclusions, independently using the library and internet c) Identify connections, contrasts and patterns to make predictions about places and changes d) Understand different views and develop their own view on a local or global issue e) Present findings through oral/written explanations, labelled diagrams, displays, line graphs or pie charts <p>MAP SKILLS</p> <ul style="list-style-type: none"> f) Use six-figure grid references and an 8-point compass to describe the location of features or navigate routes on a map g) Confidently use atlases, OS maps and digital maps to independently identify features, locate places and follow simple routes h) Use a key of OS symbols to sketch a map of a simple route, accurately representing scale and distance

<p>FIELDWORK SKILLS</p> <p>i) Use equipment to take measurements (<i>e.g. a trundle wheel, rain gauge, thermometer, stopwatch, measuring tape, click counter or barometer</i>) and take a poll to gather data</p> <p>j) Label field sketches and begin to use digital technologies to record their observations (<i>e.g. a photograph, video or audio recording</i>)</p>	<p>FIELDWORK SKILLS</p> <p>i) Use a range of equipment for taking measurements and use multiple choice questionnaires to collect data</p> <p>j) Annotate detailed field sketches and use digital technologies to record their observations, considering the viewpoint and quality</p>	<p>FIELDWORK SKILLS</p> <p>i) Confidently use a range of equipment for taking accurate measurements and use multiple choice questionnaires to collect data</p> <p>j) Annotate and evaluate detailed field sketches and use digital technologies to record their observations clearly with a well-chosen viewpoint</p>
<p>Greater Depth</p>		
<p>Can they suggest what it may be like for someone living in the place studied, considering some of the positives and negatives?</p>	<p>Can they explain the links between human and physical geographical processes, referring to some of the positive and negative impacts?</p>	<p>Can they explain how current changes may affect their own future, using a range of evidence to justify their suggestions?</p>