

# Subject: Geography Key assessment criteria

Locational Knowledge Place Knowledge Human and Physical Geography Skills and fieldwork

Year 1	Year 2	Year 3
<p><b>What is it like here?</b></p> <ul style="list-style-type: none"> <li>To be able to locate the four countries of the United Kingdom (UK) on a map of this area.</li> <li>To be able to locate the city, country and continent that we live in on a map.</li> <li>Recognising some physical and human features in our locality.</li> <li>To know that physical features means any feature of an area that is on the Earth naturally and human features means any feature of an area that was made or built by humans.</li> <li>To be able to recognise local landmarks and basic human features on aerial photographs.</li> <li>To be able to use directional language(including compass points) and respond to instructions using directional language to follow routes.</li> <li>To be able to read and understand simple maps, recognising that symbols represent different features.</li> <li>To be able to draw simple map sketches and add labels.</li> <li>To be able to ask questions about the world around them.</li> </ul> <ul style="list-style-type: none"> <li>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</li> <li>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</li> <li>Recognise four features in the school grounds using a map.</li> <li>Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</li> <li>Draw a design to improve three areas of the playground using the results from the survey.</li> </ul> <p><b>What is the weather like in the UK?</b></p> <ul style="list-style-type: none"> <li>To be able to locate the four countries of the United Kingdom (UK) on a map of this area.</li> <li>To be able to locate the city, country and continent that we live in on a map.</li> <li>To know the daily weather patterns in our area and how they change seasonally.</li> </ul>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <ul style="list-style-type: none"> <li>To be able to locate all of the world's seven continents and five oceans on a world map.</li> <li>To be able to describe and explain some key similarities and differences between our local area and a small area of a contrasting non-European country.</li> <li>To be able to describe what physical features may occur in a hot place in comparison to a cold place.</li> <li>To be able to locate the Equator and North and South Poles on a world map and globe.</li> <li>To be able to locate some hot and cold areas of the world on a world map and in relation to the Equator and North and South Poles.</li> <li>Name and locate the seven continents on a world map.</li> <li>Locate the North and the South Poles on a world map.</li> <li>Locate the Equator on a world map.</li> <li>Describe some similarities and differences between the UK and Kenya.</li> <li>Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.</li> </ul> <p><b>Why is our world wonderful?</b></p> <ul style="list-style-type: none"> <li>To know some key human and physical features of the UK.</li> <li>To know the four capitals and the four seas of the UK and be able to locate them on a map.</li> <li>To be able to classify the features they notice into human and physical with teacher support.</li> <li>To be able to recognise features and landmarks in aerial photographs.</li> <li>To begin to be able to draw simple maps to scale and add symbols for a key.</li> </ul> <ul style="list-style-type: none"> <li>Identify and locate characteristics of the UK on a map.</li> <li>Identify human and physical features.</li> <li>Locate human and physical features on a world map.</li> <li>Explain the difference between oceans and seas.</li> <li>Name and locate the five oceans on a world map.</li> <li>Use an aerial photograph to draw a simple sketch map.</li> </ul>	<p><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>To be able to find the Northern and Southern Hemisphere on a map and understand how it affects the seasons.</li> <li>To be able to locate some countries (and their major cities) in Europe.</li> <li>To be able to locate North and South America using maps.</li> <li>To describe the location and physical features of Antarctica.</li> <li>To be able to describe and begin to explain differences between two regions studied.</li> <li>To Describe how and why humans have responded in different ways to their local environments</li> <li>To be able to describe measures humans have taken in order to adapt to survive in cold places.</li> <li>To know what climate zones are and where they are located.</li> <li>To find countries and features of countries in an atlas using contents and index.</li> <li>To plot four-figure grid references at the point where the vertical and horizontal line meet.</li> <li>To be able to create and follow a map and route using a simple key, an 8-point compass and directional language.</li> <li>Describe what lines of latitude and longitude are, giving an example.</li> <li>Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</li> <li>Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica.</li> <li>Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica.</li> <li>State the outcome of Shackleton's expedition.</li> <li>Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li> </ul>

<ul style="list-style-type: none"> <li>● To know that the weather forecast is where we try to predict the weather and that weather conditions can be measured and recorded.</li> <li>● To be able to use directional language(including compass points)</li> </ul> <ul style="list-style-type: none"> <li>● Name and locate the four countries on a map of the UK. Identify the country they live in.</li> <li>● Identify the four seasons.</li> <li>● Describe some seasonal changes.</li> <li>● Identify the four compass directions. Use the compass directions to describe the location of features.</li> <li>● Observe and describe daily weather patterns.</li> <li>● Begin to locate the four capital cities of the UK.</li> <li>● Explain what the weather is like during each season in the UK.</li> <li>● Suggest appropriate clothing and activities for each season.</li> </ul> <p><b>What is it like to live in Shanghai?</b></p> <ul style="list-style-type: none"> <li>● To be able to name and locate some continents and oceans on a map.</li> <li>● To know that a country is a land or nation with its own government.</li> <li>● To know that a continent is a group of countries.</li> <li>● To know some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>● To know some key differences between their local area and a small area of a contrasting non-European country.</li> <li>● To know that life elsewhere in the world will have many similarities and differences to ours.</li> <li>● To know that physical features means any feature of an area that is on the Earth naturally and human features means any feature of an area that was made or built by humans.</li> <li>● To be able to recognise local landmarks and basic human features on aerial photographs.</li> <li>● To be able to use directional language(including compass points)</li> </ul> <ul style="list-style-type: none"> <li>● Give examples of human and physical features.</li> <li>● Identify features they see on a walk.</li> <li>● Explain the location of features using some directional language.</li> <li>● Use an aerial photograph to locate physical and human features.</li> <li>● Draw simple pictures or symbols on a sketch map.</li> </ul>	<ul style="list-style-type: none"> <li>● Collect data by sketching findings on a map and completing a tally chart.</li> <li>● Present their findings in a bar chart.</li> </ul> <p><b>What is it like to live by the coast?</b></p> <ul style="list-style-type: none"> <li>● To know the four capitals and the four seas of the UK and be able to locate them on a map.</li> <li>● To be able to show on a map the city, town or village where we live in relation to our capital city.</li> <li>● To know that a capital city is the city where a country's government is located.</li> <li>● To define what the coast is. Locate coasts in the UK.</li> <li>● To know some key human and physical features of the UK.</li> <li>● To be able to describe and understand the differences between a city, town and village.</li> <li>● To describe the key human and physical features of the coast and a coastal town using subject specific vocabulary.</li> <li>● To be able to use a compass and the vocabulary 'North, South, East and West' to follow a prepared route.</li> <li>●</li> </ul> <ul style="list-style-type: none"> <li>● Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>● Label these on a map of the UK.</li> <li>● Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>● Define what the coast is. Locate coasts in the UK.</li> <li>● Name some of the physical features of coasts.</li> <li>● Explain the location of UK coasts using the four compass directions.</li> <li>● Name features of coasts and label these on a photograph.</li> <li>● Identify human features in a coastal town.</li> <li>● Describe how people use the coast. Follow a prepared route on a map.</li> <li>● Identify human features on the local coast.</li> <li>● Record data using a tally chart. Represent data in a pictogram.</li> <li>● Describe how the local coast has been used.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe a similarity and difference between life in the UK and life in Antarctica.</li> <li>● Confidently use the zoom function on a digital map.</li> <li>● Begin to recall the eight points of a compass, following at least four of them.</li> <li>● Recognise and describe features on their school grounds from an aerial map.</li> <li>● Draw a map of the route they take on an expedition.</li> <li>● State one thing that went well on the expedition and one aspect that did not go as hoped.</li> </ul> <p><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"> <li>● To be able to locate some cities and counties close to our school.</li> <li>● To be able to describe and begin to explain differences between two regions studied.</li> <li>● To Describe how and why humans have responded in different ways to their local environments</li> <li>● To identify and begin to offer explanations about changes to features in the local area.</li> <li>● To know the main types of land use and different types of settlements.</li> <li>● To begin to use maps at more than one scale.</li> <li>● To be able to create and follow a map and route using a simple key, an 8-point compass and directional language.</li> <li>● To find countries and features of countries in an atlas using contents and index.</li> </ul> <ul style="list-style-type: none"> <li>● Locate some cities in the UK.</li> <li>● Describe the difference between villages, towns and cities.</li> <li>● Identify features on an OS map using the legend.</li> <li>● Describe the different types of land use.</li> <li>● Follow a route on an OS map.</li> <li>● Discuss reasons for the location of human and physical features.</li> <li>● Locate some geographical regions in the UK.</li> <li>● Identify and begin to offer explanations about changes to features in the local area.</li> <li>● Describe the location of New Delhi.</li> <li>● Identify some human and physical features in New Delhi.</li> <li>● State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul> <p><b>Why do people live near volcanoes?</b></p> <ul style="list-style-type: none"> <li>● To be able to locate some countries (and their major cities) in Europe.</li> </ul>
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<ul style="list-style-type: none"> <li>• Draw compass points.</li> <li>• Name the continent they live in.</li> <li>• Use an atlas to locate the UK and China on a world map.</li> <li>• Use an atlas to locate Europe and Asia on a world map.</li> <li>• Identify China's physical and human geography.</li> <li>• Sort physical and human features using photographs.</li> <li>• Identify physical and human features in images of Shanghai.</li> <li>• Compare Shanghai to their locality.</li> <li>• Identify similarities and differences between human and physical features.</li> </ul>		<ul style="list-style-type: none"> <li>• To be able to locate North and South America using maps.</li> <li>• To be able to locate significant mountain ranges and volcanoes on a map and notice patterns.</li> <li>• To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</li> <li>• To know the positive and negative effects of living near a volcano. (<u>Vulnerability</u>)</li> <li>• To know the negative effects an earthquake can have on a community and ways in which communities respond to earthquakes. (<u>Vulnerability</u>)</li> <li>• To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>• To be able to describe how physical features (mountains) are formed, and why volcanoes and earthquakes occur.</li> <li>• To begin to use maps at more than one scale.</li> <li>• To find countries and features of countries in an atlas using contents and index.</li> <li>• Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>• Explain one or more ways a mountain can be formed.</li> <li>• Give a correct example of a mountain range and its continent.</li> <li>• Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>• Correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>• Name three ways in which volcanoes can be classified.</li> <li>• Describe how volcanoes form at tectonic plate boundaries.</li> <li>• Explain a mix of negative and positive consequences of living near a volcano.</li> <li>• State whether they would or would not want to live near a volcano.</li> <li>• State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>• Explain that earthquakes happen along plate boundaries.</li> <li>• List some negative effects that an earthquake can have on a community.</li> <li>• Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.</li> </ul>
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Year 4	Year 5	Year 6
<p><u>Why are rainforests important to us?</u></p> <ul style="list-style-type: none"> <li>• To be able to locate some countries in North and South America using maps.</li> <li>• To be able to locate significant rivers in the world on a map.</li> <li>• To be able to find the position of the Equator and the Tropic lines and describe how this impacts our environmental regions.</li> <li>• To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator</li> <li>• To know that the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li> <li>• To be able to describe and begin to explain similarities between two regions studied.</li> </ul>	<p><u>What is life like in the Alps?</u></p> <ul style="list-style-type: none"> <li>• To be able to explain why a locality (Alps, Oceans and Desert) has changed over time, giving examples of both physical and human features</li> <li>• To locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>• To be able to use longitude and latitude when referencing locations in an atlas or on a globe.</li> <li>• To know some similarities and differences between the UK and a European mountain region and have an understanding of why tourists might want to go to a mountainous region.</li> <li>• To be able to explain how and why humans have responded in different ways to their local environments in two contrasting regions (UK and Alps)</li> <li>• To be able to describe and understand the key aspects of the six climate zones and the six biomes</li> </ul>	<p><u>Locational Knowledge</u></p> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>• To be able to describe and explain similarities and differences between two environmental regions studied <u>(Inequality)</u></li> <li>• To be able to use maps to explore wider global trading routes and further investigate how climates impact on trade, land use and settlement. <u>(Trade)</u></li> <li>• To be able to investigate similarities and differences between two environmental regions studied.</li> </ul> <p><u>Human and Physical Geography</u></p> <p><u>Skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>• To be able to use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li> </ul>

<ul style="list-style-type: none"> <li>To be able to describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.</li> <li>To further investigate climate zones and know how they affect the world's different biomes .</li> <li>To know vegetation belts are areas of the world which are home to similar plant species.</li> <li>To articulate why the Amazon rainforest is important and to give examples of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>To be able to find answers to geographical questions through data collection.</li> <li>To be able to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>To be able to use questionnaire/interviews to collect qualitative fieldwork data.</li> </ul> <ul style="list-style-type: none"> <li>Describe a biome and give an example.</li> <li>State the location and some key features of the Amazon rainforest.</li> <li>Name and describe the four layers of tropical rainforests.</li> <li>Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</li> <li>Name one way in which the Amazon is changing.</li> <li>Articulate why the Amazon rainforest is important.</li> <li>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>Use a variety of data collection methods with support.</li> <li>Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul> <p><b><u>What are rivers and how are they used?</u></b></p> <ul style="list-style-type: none"> <li>To be able to locate significant rivers in the world on a map.</li> <li>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</li> <li>To know the courses and key features of a river.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</li> <li>To locate three physical and three human characteristics in the Alps.</li> <li>To be able to make sketch maps of areas studied including labels and keys where necessary.</li> <li>To be able to follow a short pre-prepared route on an OS map.</li> <li>To be able to conduct enquiries, collect and interpret data and be able to present that data in a variety of ways.</li> </ul> <ul style="list-style-type: none"> <li>Locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>Locate three physical and three human characteristics in the Alps.</li> <li>Research and describe the physical and human features of Innsbruck.</li> <li>Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>Compare the human and physical geography of their local area and Innsbruck.</li> <li>Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul> <p><b><u>Why do oceans matter?</u></b></p> <ul style="list-style-type: none"> <li>To be able to explain why a locality (Alps, Oceans and Desert) has changed over time, giving examples of both physical and human features</li> <li>To be able to use longitude and latitude when referencing locations in an atlas or on a globe.</li> <li>To be able to describe how climates impact on trade, land use and settlement.(Trade)</li> <li>To describe how the ocean is used for human activity.</li> <li>Describe how humans impact the oceans and the consequences of this.</li> <li>Explain some actions that can be taken to help support healthy oceans.</li> <li>To be able to make sketch maps of areas studied including labels and keys where necessary.</li> <li>To be able to conduct enquiries, collect and interpret data and be able to present that data in a variety of ways.</li> </ul> <ul style="list-style-type: none"> <li>Describe the water cycle.</li> <li>Describe how the ocean is used for human activity.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>To be able to locate features using the 8 points of a compass.</li> <li>To be able to use four and six-figure grid references to locate features on a map in regions studied.</li> <li>To be able to independently conduct an enquiry, and be able to choose the best approach to answer the enquiry question.</li> </ul> <p><b><u>Why does population change?</u></b></p> <ul style="list-style-type: none"> <li>To be able to identify key physical and human characteristics of the geographical regions in the UK.</li> <li>To understand that land use has changed over time.</li> <li>To be able to suggest reasons why the global population has grown significantly in the last 70 years.</li> <li>To define birth and death rates, suggesting what may influence them.</li> <li>To understand the different 'push' and 'pull' factors that people may consider when migrating (Inequality) including while some people have no choice but to leave their homes.</li> <li>To describe the causes of climate change, explaining its impact on the global population.</li> <li>To know some positive and negative impacts of humans on the environment.</li> </ul> <ul style="list-style-type: none"> <li>Identify the most densely and sparsely populated areas.</li> <li>Describe the increase in global population over time.</li> <li>Begin to describe what might influence the environments people live in.</li> <li>Define birth and death rates, suggesting what may influence them.</li> <li>Define migration, discussing push and pull factors.</li> <li>Explain why some people have no choice but to leave their homes.</li> <li>Describe the causes of climate change, explaining its impact on the global population.</li> <li>Suggest an action they can take to fight climate change.</li> <li>Calculate the length of a route to scale.</li> <li>Follow a selected route on an OS map.</li> <li>Use a variety of data collection methods, including using a Likert scale.</li> </ul>
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- To be able to describe how physical features (rivers) are formed (erosion and deposition)
- To describe different ways rivers are used.
- To list some of the problems around rivers.
- To be able to find answers to geographical questions through data collection.
- To be able to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.
- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.
- Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.

#### Where does our food come from?

- To be able to find the position of the Equator and the Tropic lines and describe how this impacts our environmental regions.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator
- To know that the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- To be able to describe and begin to explain similarities between two regions studied.
- To be able to describe the intentions around trading responsibly.
- Explain that food imports can be both helpful and harmful.
- To identify that different foods grow in different biomes and say why.
- To be able to find answers to geographical questions through data collection.
- To be able to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with

- Explain how the ocean helps to regulate the Earth's climate and temperature.
- Identify the Great Barrier Reef as part of Australia.
- Describe the benefits of the Great Barrier reef.
- Describe how humans impact the oceans and the consequences of this.
- Explain some actions that can be taken to help support healthy oceans.
- Explain which data collection method would be best for marine fieldwork and why.
- Collect data using a tally chart, photographs and a sketch map.
- Safely navigate the fieldwork environment.
- Make suggestions for how to improve a marine environment.
- Present data using a tally chart and pie chart.

#### Would you like to live in the desert?

- To be able to explain why a locality (Alps, Oceans and Desert) has changed over time, giving examples of both physical and human features
- To be able to use longitude and latitude when referencing locations in an atlas or on a globe.
- To understand some of the impacts and causes of climate change.
- To be able to describe and understand the key aspects of the six climate zones and the six biomes
- To be able to understand geographical issues affecting people in different places and environments and how humans can impact the environment both positively and negatively.
- To be able to explain how and why humans have responded in different ways to their local environments in two contrasting regions (UK and deserts)

- Identify the lines of latitude where hot desert biomes are located.
- Describe the characteristics of a hot desert biome.
- Locate the largest deserts in each continent.
- Describe ways the Mojave Desert is used.
- Name and describe the physical features found in a desert.
- Identify how humans use the desert.
- Explain how human activity may contribute to the changing climate and landscape of a desert.
- Recognise that the Mojave Desert has a different time zone to the UK.
- Describe some of the threats to deserts.
- Give the benefits and drawbacks of living in a desert environment.

#### Where does our energy come from?

- To know the names of many counties and cities in the UK.
- To define renewable and non-renewable energy.
- To discuss the benefits and drawbacks of different energy sources.
- To give examples of sources of energy and their trading routes.
- To be able to locate features using the 8 points of a compass.
- To be able to use four and six-figure grid references to locate features on a map in regions studied.
- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- Describe the significance of the Prime Meridian.
- Identify human features on a digital map.
- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.
- Design and use interview questions.
- Plot points on a sketch map.

#### Can I carry out an independent fieldwork enquiry?

- To be able to use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- To be able to use the key on an OS map to name and recognise key physical and human features in regions studied.
- To be able to locate features using the 8 points of a compass.
- To be able to use four and six-figure grid references to locate features on a map in regions studied.
- To be able to independently conduct an enquiry, and be able to choose the best approach to answer the enquiry question.
- To give examples of issues in the local area and identify questions to be asked to find the relevant data.



<p>labels/captions) when communicating geographical information.</p> <ul style="list-style-type: none"> <li>To be able to use questionnaire/interviews to collect qualitative fieldwork data.</li> <li>Identify that different foods grow in different biomes and say why.</li> <li>Explain which food has the most significant negative impact on the environment.</li> <li>Consider a change people can make to reduce the negative impact of food production.</li> <li>Describe the intentions around trading responsibly.</li> <li>Explain that food imports can be both helpful and harmful.</li> <li>Describe the journey of a cocoa bean.</li> <li>Locate countries on a blank world map using an atlas.</li> <li>Use a scale bar correctly to measure approximate distances.</li> <li>Collect data through an interview process.</li> <li>Analyse interview responses to answer an enquiry question.</li> <li>Discuss any trends in data collected</li> </ul>	<ul style="list-style-type: none"> <li>Identify characteristics of two contrasting biomes and compare land use.</li> <li>Discussing if a desert environment is hospitable and why?</li> </ul>	<ul style="list-style-type: none"> <li>To decide on and justify which data collection method is most suitable.</li> <li>To design an accurate data collection template.</li> <li>Identify areas along a route that are best for data collection and collect data at points located on an OS map.</li> <li>To discuss how to mediate potential risks and manage risks during a fieldwork trip.</li> <li>To identify any outcomes from data collected.</li> <li>Map data digitally.</li> <li>Describe the enquiry process.</li> </ul>
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## Geography: Bedrock – World Map/ Globe

Nursery	Reception
<p><b>3 / 4 year olds:</b></p> <ul style="list-style-type: none"> <li>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul> <p><b>Understanding the World - People Cultures &amp; Community</b></p> <p><b>3 / 4 year olds:</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p><b>Understanding the World - People Cultures &amp; Community</b></p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>ELG: UTW: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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>

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
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#### **ELG: UTW: The Natural World**

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.