St John Henry Newman Catholic Primary School
Skills Progression Mapping
Geography

CORE SKILLS
Locational Knowledge
Place Knowledge
Human and physical geography
Geographical skills and fieldwork

Locational Knowledge		
End of KS1 NC Aim	**Year 1**	**Year 2**
Name and locate the world's seven continents and five oceans	Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in.
	To know the name of the two continents (Europe, Asia, Africa and Antarctica) To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know that two of the world's oceans are the Atlantic Ocean and the Pacific Ocean	To be able to name the seven continents of the world (Asia, Africa, North and South America, Antarctica, Europe and Oceania) To be able to name the five oceans of the world (Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean)
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four countries of the UK. Showing on a map which country they live in and locating its capital city.	Locating the surrounding seas of the UK on a map of this area . Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city
	To know that the UK is short for 'United Kingdom' To know that the United Kingdom is made up of four countries: England, Scotland, Wales, Northern Ireland. To know that a capital city is the city where a country's government is located. To know the name of the country they live in. To know that the capital cities of the UK are London, Edinburgh, Cardiff and Belfast.	To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK: Atlantic Ocean, North Sea, English Channel and Irish Sea.

Locational Knowledge				
End of KS2 NC Aim	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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	Locating countries in Europe (including Russia) using maps. Locating major cities of the European countries studied. Locating key physical features in European countries studied on a map (e.g mountains/valleys). Locating key human features in European countries studied (e.g cities/trade routes/transport routes). Locating the world's most significant mountain ranges (with an emphasis on those in the UK, Europe and North and South America) on a world map. Locating where volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers (with an emphasis on those in the UK, Europe and North and South America).		Locating countries in North and South America using maps. Locating major cities of the Northern and Southern American countries studied. Locating key physical features in Northern and Southern American countries studied. Identifying significant environmental regions on a map. Locating key human features in Northern and Southern American countries studied (e.g cities/trade/transport routes). Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.	
	To know where Europe is on a world map. To know the names of some countries and major cities in Europe. To know the names of some of the world's most significant mountain ranges. To know where North and South America are on a world map. To know that the 'Ring of Fire' is a 'ring' of volcanoes around the rim of the Pacific Ocean. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes (tropical rainforests, savannah, desert, temperate deciduous forest, boreal forest and tundra).* To know vegetation belts are areas of the world which are home to similar plant species.* To know the four layers of the rainforest and their properties; forest floor, understory, canopy and emergent. To know what 'indigenous' means when referring to people who live in the Amazon rainforest.*		To know that climate zones are areas of the world with similar climates.* To know some countries and major cities in North and South America To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*	
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	Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK (London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England, South West, Scotland, Wales and Northern Ireland). Identifying key physical and human characteristics of geographical regions in the UK (including topographical features likes hills, mountains and land-use patterns and settlements). Identifying how topographical		Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK (London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West, Scotland, Wales and Northern Ireland) Identifying key physical and human characteristics of the geographical regions in the UK (including coasts and rivers and trade and transport routes). Understanding how land-use has changed over time using	

some of these aspects have changed over time	features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features.	examples. Explaining why a locality has changed over time, giving examples of both physical and human features.
	To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK (London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England, South West, Scotland, Wales and Northern Ireland). To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).* To know some types of settlement (e.g hamlet, village, town, city, ports, market towns, resorts).*	To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK (London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West, Scotland, Wales and Northern Ireland)
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)	Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and its significance. Using longitude and latitude when referencing location in an atlas or on a globe.
	To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. 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 the Tropics of Cancer (north of the Equator) and Capricorn (south of the Equator) are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To	To know the Prime/Greenwich meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.

| | know the Arctic and Antarctic circle experience the least daylight; whilst the Equatorial regions experience the most. | |

Place Knowledge		
End of KS1 NC Aim	**Year 1**	**Year 2**
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	Naming some key similarities between their local area and a small area of a contrasting non-European country (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Naming some key differences between their local area and a small area of a contrasting non-European country (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Describing what physical features may occur in a hot place in comparison to a cold place.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Explaining what measures humans have taken in order to adapt to living in hot and cold places.
	To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	To know some similarities and differences between their local area and contrasting non European country.

Place Knowledge			
End of KS1 NC Aim	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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	Describing and beginning to explain similarities between two regions studied (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Describing and beginning to explain differences between two regions studied (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Describing how and why humans have responded in different ways to their local environments. Comparing the climate in a studied region of the UK with that of a region of Europe and discussing how both climates have an impact on trade, land use and settlement. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.		Describing and explaining similarities between two regions studied (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Describing and explaining differences between two regions studied (this could include a mixture of human and physical features such as weather, land features and use/buildings, population/jobs, housing, transport). Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement. Using maps to explore wider, global trading routes (ideally inclusive of Europe, North and South America).	
	To know the negative effects of living near a volcano (E.g death, forests, farmlands and homes destroyed, Carbon dioxide impacting climate change, ash clouds pollution of rivers and			

| | tsunamis and earthquakes). To know the positive effects of living near a volcano (E.g fertile soil, new land created, beautiful landscapes, hot springs & mud, tourism, geothermal energy, mining precious stones). To know the negative effects an earthquake can have on a community (E.g death, damaged buildings, broken roads, tsunamis, no water, gas, or electricity, fires and landslides). To know ways in which communities are responding to earthquakes (through modifying buildings, drills, measuring seismic activity and emergency shelters). To know the four layers of the rainforest and their properties; forest floor, understory, canopy and emergent.* To know what 'indigenous' means when referring to people who live in the Amazon rainforest.* To learn how indigenous people use the resources in the Amazon rainforest to survive. | |

Human and physical geography		
End of KS1 NC Aim	**Year 1**	**Year 2**
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	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality (this could be done on a weather chart/diary throughout the year). Confidently using the vocabulary 'season' and 'weather'	Naming some hot and cold areas of the world. Locating the equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles
	To know that the four seasons in the UK are: Spring, Summer, Autumn and Winter. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.	To know that the equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place
Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Recognising key features in their locality including: forest, hill, mountain.	To know that coastlines change over time.
	To know that physical features means any feature of an area that is on the Earth naturally.	Describing the key physical features in a local river area using basic geographical vocabulary including: river, soil, valley, vegetation. Describing the key physical features of a coast line and how it changes over time (e.g Holderness retreating coastline) using subject specific vocabulary including: beach, cliff, sea and ocean.
Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Recognising and naming key features in their locality including: factory, farm, house and office.	Describing and understanding the differences between a city, town and village. Describing the key human features of a coast line and how it changes over time (e.g Holderness retreating coastline) using subject specific vocabulary including: port, harbour and shop.
	To know that human features means any feature of an area that was made or built by humans.	To know that a sea is a body of water that is smaller than an ocean. To know that human and physical features change over time

Human and physical geography				
End of KS1 NC Aim	Year 3	Year 4	Year 5	Year 6
Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Mapping and labeling the seven biomes on a world map. Understanding how biomes are changing in relation to climate. Describing how a river impacts the surrounding landscape and humans. Describing how mountains are formed and where these occur globally. Explain why volcanoes and earthquakes occur. Describe where volcanoes and earthquakes are located globally. Describing and explaining how volcanoes and earthquakes have had an impact upon surrounding communities, using specific examples to support understanding.		Describing and understanding the key aspects of the six climate zones. Describing and understanding the key aspects of the seven biomes. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the seven biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.	
	To know that the water cycle is the processes which move water around our Earth. To know the processes of the water cycle (evaporation, condensation and precipitation). To know the key physical features of a river (e.g v-shaped valleys, interlocking spurs, waterfalls, ox-bow lakes). To know the four layers of the Earth (inner core, outer core, mantle and crust) and their key properties. To know that a tectonic plate is a piece of the Earth's crust. To know the three types of plate boundaries; convergent, divergent and transform. To know the three types of mountains (fold, fault-block and volcanic) and how they are formed. To know the features of two types of volcanoes (composite and shield) and how they are formed. To understand the three ways volcanoes are classified (dormant, extinct, active). To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes (tropical rainforests, savannah, desert, temperate deciduous forest, boreal forest and tundra).* To know the Amazon rainforest is a tropical rainforest. To know that the hottest biomes such as desert, savannah and tropical forest are found between the Tropics of Cancer and Capricorn. To know the four layers of the rainforest and their properties; forest floor, understory, canopy and emergent.* To know ways that plants have adapted to growing in the Amazon rainforest; drip tip leaves, smooth tree bark, buttress roots and lianas.*		To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know vegetation belts are areas of world home to similar plant species.* To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).	
Describe and understand key aspects of: Human geography,	Describing and understanding types of settlement (e.g size, function) and land use (e.g residential, commercial, port,		Describing and understanding economic activity (e.g demand and supply, wealth of countries) including trade links. Understanding	

including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	markets). Explaining why a settlement and community has grown around a river and/or a transport link. Explaining why a locality has different human features (e.g bridge, cathedral). Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples to support understanding.	the distribution of natural resources (energy, food, minerals and water) both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments (e.g agricultural practices and rising sea levels). Describing and explaining how humans can impact the environment both positively and negatively, using examples to support understanding.
	To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).* To know the different types of settlement (e..g hamlet, village, town, city, ports, market towns, resorts).* To know water is used by humans in a variety of ways (e.g drinking, household, recreation, industry, agriculture and energy). To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To learn how indigenous people use the resources in the Amazon rainforest to survive.* To learn about the threats to the Amazon rainforest both on a local and global scale. To learn what changes, in relation to the Amazon rainforest, we can make to help reduce and prevent further global warming.*	To know that a natural resource is something humans use from nature to make energy.

Geographical skills and fieldwork

End of KS1 NC Aim	Year 1	Year 2
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	Using a world map and globe to locate the UK. Using a map of the UK to locate the four countries (Northern Ireland, Wales, Scotland and England). Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and either Asia, Antarctica, Oceania or Africa dependent on countries studied) and the non-European country studied . Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.	Recognising why maps need a title. Using an atlas to locate the UK. Using an atlas to locate the four countries (Northern Ireland, Wales, Scotland and England) of the UK. Using a world map, globe and atlas to locate all the world's seven continents (Asia, Africa, North and South America, Antarctica, Europe and Oceania) on a world map. Using a world map, globe and atlas to locate the world's five oceans (Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.)
	To know that atlases give information about the world and that a map tells us information about a place.	To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is North
Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map	Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes.	Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route.
	To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).	To know which direction is N, S, E, W 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	Recognising local landmarks (e.g your school, nearest park, town centre) on aerial photographs . Recognising basic human features (e.g farm, house, road) on aerial photographs. Recognising basic physical features (e.g river, forest, hill, mountain) on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.	Recognising landmarks of a city studied (e.g cathedral, significant building, river, airport) on aerial photographs and plan perspectives. Recognising human features (e.g port, harbour and shop) on aerial photographs and plan perspectives. Recognising physical features (e.g beach, cliff, sea and ocean) on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.
	To know that symbols are often used on maps to represent features. To know that an aerial photograph is a photograph taken from the air above. To know that a map is a picture of a place, usually drawn from above.	To know that maps need a key to explain what the symbols and colours represent.

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.	Commenting on the features they see in their school and school grounds on a walk around the respective places.	Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school. (e.g in a tally chart) to answer an enquiry question (e.g how children get to school).
	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone (may be teacher supported).
	Using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.

Geographical skills and fieldwork				
End of KS1 NC Aim	Year 3	Year 4	Year 5	Year 6
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Beginning to use maps at more than one scale (e.g world map, map of Europe). Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features (e.g mountain regions, weather patterns) and human features (e.g population density) in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map.		Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances (e.g the length of a river). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. (E.g. Pick an atlas to find Taiwan, OS map to find local village.)	
Use the eight points of a compass, four and six-figure grid references, symbols and	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in		Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map	

key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	regions studied. Beginning to give instructions using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy (e.g cross-curricular with orienteering). Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	in regions studied. Confidently giving instructions using the 8 points of a compass. Confidently using the key on an OS map to locate and recognise key physical and human features in regions studied. Following a short pre-prepared route on an OS map (e.g cross-curricular with orienteering). Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references, OS maps and the eight points of a compass.
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Mapping land use in a small local area using sketch maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question (this may be done with very limited teacher support by the end of KS2)
	Using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey). Making digital audio recordings for a specific purpose (e.g. traffic noise). Designing a questionnaire / interviews to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop).	Selecting appropriate methods for data collection (interviews, questionnaire, observations). Designing interviews/ questionnaires to collect qualitative data (e.g. to investigate which spaces/places local people value, views on plastic waste). Using standard field sampling techniques appropriately (e.g. taking water samples from a stream).
	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Drawing simple maps and plans to scale (e.g 1m = 1 square) Using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school). Collecting quantitative data in charts and graphs (bar charts, pictograms, tables and time graphs). Using a questionnaire / interviews to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop).	Using GIS (Geographical Information Systems) that allows pupils to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Collecting quantitative data in pie charts, line graphs and graphs with two variables. Conducting interviews/ questionnaires to collect quantitative data (e.g. to investigate which spaces/places local people value, views on plastic waste). Interpreting and using real-time/live data.
	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs (bar charts, pictograms, tables and time graphs).	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.