



# Geography Progression Map



# Geography Progression of Skills and Knowledge Map



## Locational Knowledge

National Curriculum –  
End of Key Stage 1



EYFS

*Pupils should be able to:*

Understanding the World

### Skills

- Draw information from a simple map.
- Explore the natural world around them.

### Knowledge

- Recognise some environments that are different to the one in which they live.
- Recognise some similarities and differences between life in this country and life in other countries

Understanding the World  
- People, Culture  
and Communities

### Skills

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

### Knowledge

- 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

Understanding the World  
- The Natural  
World

### Knowledge

- 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.



# Geography Progression of Skills and Knowledge Map

## Locational Knowledge



National Curriculum –  
End of Key Stage 1



Year 1



Year 2

*Pupils should be able to:*

Name and locate the world's seven continents and five oceans

### Skills

- Locate four of the world's seven continents on a world map.
- Locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.
- Show on a map which continent they live in

### Knowledge

- Know the name of the four continents (Europe, Asia, Africa and Antarctica)
- Know that a continent is a group of countries.
- Know that they live in the continent of Europe.
- Know that an ocean is a large body of water.
- Know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)

### Skills

- Locate all the world's seven continents on a world map.
- Locate the world's five oceans on a world map.
- Show on a map the oceans nearest the continent they live in.

### Knowledge

- Be able to name the seven continents of the world.
- Be able to name the five oceans of the world

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Skills

- Locate the four countries of the United Kingdom (UK) on a map of this area.
- Begin to locate the capital cities of the four countries of the UK on a map of this area.
- Identify characteristics (both human and physical) of the four countries of the UK.
- Show on a map which country they live in and locating its capital city

### Knowledge

- Know that the UK is short for 'United Kingdom'
- Know that the United Kingdom is made up of four countries and to be able to name them.
- Know that a capital city is the city where a country's government is located.
- Know the name of the country they live in.
- Know the capital cities of the UK.

### Skills

- Locate 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.
- Identify characteristics (both human and physical) of the four capital cities of the UK.
- Show on a map the city, town or village where they live in relation to their capital city.

### Knowledge

- Know that a sea is a body of water that is smaller than an ocean.
- Know that there are four bodies of water surrounding the UK and to be able to name them.



# Geography Progression of Skills and Knowledge Map

## Locational Knowledge



National Curriculum –  
End of Key Stage 2

*Pupils should be able to:*

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



### Lower Key Stage 2

#### Skills

- Locate some countries in Europe and North and South America using maps.
- Locate some major cities of the countries studied.
- Locate some key physical features in countries studied on a map including significant environmental regions.
- Locate some key human features in countries studied.
- Locate the world's most significant mountain ranges on a world map and identifying any patterns.
- Locate where the world's volcanoes are on a map and identifying the 'Ring of Fire'.
- Locate some of the world's most significant rivers and identifying any patterns.

#### Knowledge

- Know where North and South America are on a world map.
- Know the names of some countries and major cities in Europe and North and South America.
- Know the names of some of the world's most significant mountain ranges.
- Know the names of some of the world's most significant rivers.
- Know that mountains, volcanoes and earthquakes largely occur at plate boundaries.
- Know that biomes are areas of world with similar climates, vegetation and animals.
- Know the world's biomes
- Know vegetation belts are areas of the world which are home to similar plant species.



### Upper Key Stage 2

#### Skills

- Locate more countries in Europe and North and South America using maps.
- Locate major cities of the countries studied.
- Locate key physical features in countries studied on a map.
- Locate key human features in countries studied.
- Identify significant environmental regions on a map.
- Use maps to show the distribution of the world's climate zones, biomes and vegetation belts.

#### Knowledge

- Know the name of many countries and major cities in Europe and North and South America.
- Know the location of key physical features in countries studied.
- Know that climate zones are areas of the world with similar climates.
- Know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).
- 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).



# Geography Progression of Skills and Knowledge Map

## Locational Knowledge



National Curriculum  
– End of Key Stage 2

*Pupils should be able to:*

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



### Lower Key Stage 2

#### Skills

- Locate some counties in the UK (local to your school).
- Locate some cities in the UK (local to your school).
- Begin to locate the twelve geographical regions of the UK.
- Identify key physical and human characteristics of geographical regions in the UK.
- Identify how topographical features studied have changed over time using examples.
- Describe how a locality has changed over time, giving examples of both physical and human features.

#### Knowledge

- Know the name of some counties in the UK (local to your school).
- Know the name of some cities in the UK (local to your school).
- Know the name of the county that they live in and their closest city.
- Begin to name the twelve geographical regions of the UK.
- Know the main types of land use.
- To know some types of settlement.



### Upper Key Stage 2

#### Skills

- Locate many counties in the UK.
- Locate many cities in the UK.
- Confidently locating the twelve geographical regions of the UK.
- Identify key physical and human characteristics of the geographical regions in the UK.
- Understand how land-use has changed over time using examples.
- Explain why a locality has changed over time, giving examples of both physical and human features

#### Knowledge

- Know the name of many counties in the UK.
- Know the name of many cities in the UK.
- Confidently name the twelve geographical regions of the UK.
- Know that London and the South East regions have the largest population in the UK.



# Geography Progression of Skills and Knowledge Map

## Locational Knowledge



National Curriculum  
– End of Key Stage 2

*Pupils should be able to:*

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)



### Lower Key Stage 2

#### Skills

- Find the position of the Equator and describing how this impacts our environmental regions.
- Find lines of latitude and longitude on a globe and explaining why these are important.
- Identify the position of the Tropics of Cancer and Capricorn and their significance.
- Identify the position of the Northern and Southern hemispheres and explaining how they shape our seasons.
- Identify the position and significance of both the Arctic and Antarctic Circle.

#### Knowledge

- Know that countries near the Equator have less seasonal change than those near the poles.
- 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.
- Know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- Know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- Know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- Know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
- Know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.
- Know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.



### Upper Key Stage 2

#### Skills

- Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.
- Use longitude and latitude when referencing location in an atlas or on a globe.

#### Knowledge

- Know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.





# Geography Progression of Skills and Knowledge Map



## Place Knowledge

National Curriculum –  
End of Key Stage 1  
*Pupils should be able to:*



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

### Skills

- Name some key similarities between their local area and a small area of a contrasting non-European country.
- Name some key differences between their local area and a small area of a contrasting non-European country.
- Describe what physical features may occur in a hot place in comparison to a cold place.

### Knowledge

- Know that life elsewhere in the world is often different to ours.
- Know that life elsewhere in the world often has similarities to ours.

### Skills

- Describe and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.
- Describe and begin to explain some key differences between their local area and a small area of a contrasting non-European country

### Knowledge

- Know some similarities and differences between their local area and a contrasting non-European country

National Curriculum –  
End of Key Stage 2  
*Pupils should be able to:*



Lower Key Stage 2



Upper Key Stage 2

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

### Skills

- Describe and begin to explain similarities between two regions studied.
- Describe and begin to explain differences between two regions studied.
- Describe how and why humans have responded in different ways to their local environments.
- Compare 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.
- Explain what measures humans have taken in order to adapt to survive in cold places.
- Describe and explaining how people who live in a contrasting physical area may have different lives to people in the UK.

### Knowledge

- Know the negative effects of living near a volcano.
- Know the positive effects of living near a volcano.
- Know the negative effects an earthquake can have on a community.
- Know ways in which communities respond to earthquakes.

### Skills

- Describe and explain similarities between two regions studied.
- Describe and explain differences between two regions studied.
- Explain how and why humans have responded in different ways to their local environments in two contrasting regions.
- Compare the climate studied in a region of the UK with that of a region of North and South America and discuss how both climates have an impact on trade, land use and settlement.
- Explain what measures humans have taken in order to adapt to survive in hot places.
- Use maps to explore wider global trading routes.

### Knowledge



- Know some similarities and differences between the UK and a European mountain region.
- Know why tourists visit mountain regions.



# Geography Progression of Skills and Knowledge Map

Human and Physical Geography



National Curriculum – End of Key Stage 1 <i>Pupils should be able to:</i>	 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	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Describe how the weather changes with each season in the UK.</li> <li>Describe the daily weather patterns in their locality.</li> <li>Confidently using the vocabulary 'season' and 'weather'</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the four seasons of the UK.</li> <li>Know that 'weather' refers to the conditions outside at a particular time.</li> <li>Know that different parts of the UK often experience different weather.</li> <li>Know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</li> <li>Know that weather conditions can be measured and recorded.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Locate some hot and cold areas of the world on a world map.</li> <li>Locate the Equator and North and South Poles on a world map.</li> <li>Locate hot and cold areas of the world in relation to the Equator and the North and South poles</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that the Equator is an imaginary line around the middle of the Earth.</li> <li>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.</li> <li>Know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</li> <li>Know that different parts of the world experience different weather conditions and that these are often caused by the location of the place</li> </ul>
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	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognise some physical features in their locality.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that physical features mean any feature of an area that is on the Earth naturally.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Describe the key physical features in a local river area using basic geographical vocabulary.</li> <li>Describe the key physical features of a coast line and how it changes over time using subject specific vocabulary.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that coastlines (and other physical features) change over time.</li> </ul>
Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognise some human features in their locality</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that human features mean any feature of an area that was made or built by humans</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Describe and understand the differences between a city, town and village.</li> <li>Describe the key human features of a coast line and how it changes over time using subject specific vocabulary</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that a sea is a body of water that is smaller than an ocean.</li> <li>Know that human features change over time</li> </ul>





# Geography Progression of Skills and Knowledge Map

Human and Physical Geography



National Curriculum  
– End of Key Stage 2  
*Pupils should be able to:*



## Lower Key Stage 2



## Upper Key Stage 2

Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

### Skills

- Map and label the seven biomes on a world map.
- Understand how biomes are changing in relation to climate.
- Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
- Describe where volcanoes, earthquakes and mountains are located globally.
- Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describe how humans use water in a variety of ways

### Knowledge

- Know that the water cycle is the processes which move water around our Earth and to be able to name those processes.
- Know the key features of a river.
- Know the different types of mountains and volcanoes and how they are formed.
- Know that an earthquake is the intense shaking of the ground.
- Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- Know the world's biomes.
- Know that the hottest biomes are found between the Tropics of Cancer and Capricorn.

### Skills

- Describe and understanding the key aspects of the seven biomes.
- Describe and understanding the key aspects of the six climate zones.
- Describe and understand the key aspects and distribution of the vegetation belts in relation to the seven biomes, climate and weather.
- Give examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.

### Knowledge

- Know that climate zones are areas of the world with similar climates.
- Know the world's different climate zones.
- Know vegetation belts are areas of the world that are home to similar plant species.
- Name and describe some of the world's vegetation belts.



# Geography Progression of Skills and Knowledge Map

Human and Physical Geography



National Curriculum  
– End of Key Stage 2



Lower Key Stage 2



Upper Key Stage 2

*Pupils should be able to:*

Describe and understand key aspects of: 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

## Skills

- Describe and understanding types of settlement and land use.
- Explain why a settlement and community has grown in a particular location.
- Explain why different locations have different human features.
- Explain why people might prefer to live in an urban or rural place.
- Describe how humans can impact the environment both positively and negatively, using examples.

## Knowledge

- Know the main types of land use.
- Know the different types of settlement.
- Know water is used by humans in a variety of ways.
- Know an urban place is somewhere near a town or city.
- Know a rural place is somewhere near the countryside.
- Know that a natural resource is something that people can use which comes from the natural environment.
- Know the threats to the rainforest both on a local and global scale

## Skills

- Describe and understand economic activity including trade links.
- Suggest reasons why the global population has grown significantly in the last 70 years.
- Describe the 'push' and 'pull' factors that people may consider when migrating.
- Understand the distribution of natural resources both globally and within a specific region or country studied.
- Recognise geographical issues affecting people in different places and environments.
- Describe and explain how humans can impact the environment both positively and negatively, using examples.

## Knowledge



- Know the global population has grown significantly since the 1950s.
- Know which factors are considered before people build settlements.
- Know migration is the movement of people from one country to another.
- Know that natural resources can be used to make energy.
- Know some positive impacts of humans on the environment.
- Know some negative impacts of humans on the environment.



# Geography Progression of Skills Map

## Geographical Skills and Fieldwork



National Curriculum – End of Key Stage 1 <i>Pupils should be able to:</i>	 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	<ul style="list-style-type: none"> <li>• Use a world map and globe to locate the UK.</li> <li>• Use a map of the UK to locate the four countries.</li> <li>• Use a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia)</li> <li>• Use a world map and globe to locate the Atlantic Ocean and Pacific Ocean</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why maps need a title.</li> <li>• Use an atlas to locate the UK. Using an atlas to locate the four countries of the UK.</li> <li>• Use a world map, globe and atlas to locate all the world's seven continents.</li> <li>• Use a world map, globe and atlas to locate the world's five oceans.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use directional language to describe the location of objects in the classroom and playground.</li> <li>• Use directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• Respond to instructions using directional language to follow routes.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
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	<ul style="list-style-type: none"> <li>• Recognise local landmarks on aerial photographs.</li> <li>• Recognise basic human features on aerial photographs.</li> <li>• Recognise basic physical features on aerial photographs.</li> <li>• Draw freehand maps (of real or imaginary places) using simple pictures or symbols.</li> <li>• Draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.</li> <li>• Add labels to sketch maps.</li> <li>• Use simple picture maps and plans to move around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise landmarks of a city studied on aerial photographs and plan perspectives.</li> <li>• Recognise human features on aerial photographs and plan perspectives.</li> <li>• Recognise physical features on aerial photographs and plan perspectives.</li> <li>• Draw a map and using class agreed symbols to make a simple key.</li> <li>• Draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>• Find a given OS symbol on a map with support.</li> <li>• Begin to draw objects to scale (e.g. show the school playground is smaller than the school or school field).</li> <li>• Use an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> </ul>



# Geography Progression of Skills Map

## Geographical Skills and Fieldwork



**National Curriculum  
– End of Key Stage 2**  
*Pupils should be able to:*



### Lower Key Stage 2



### Upper Key Stage 2

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Begin to use maps at more than one scale.
- Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied.
- Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied.
- Use the scale bar on a map to estimate distances.
- Find countries and features of countries in an atlas using contents and index.
- Zoom in and out of a digital map.

- Confidently use and understand maps at more than one scale.
- Use atlases, maps, globes and digital mapping to locate countries studied.
- Use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identify, analyse and ask questions about distributions and relationships between features using maps (e.g. settlement distribution).
- Use the scale bar on a map to calculate distances.
- Recognise an increase range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
- Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Begin to use thematic maps to recognise and describe human and physical features studied.
- Use models and maps to talk about contours and slopes.
- Select a map for a specific purpose.

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

- Begin to use the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately use 4-figure grid references to locate features on a map in regions studied.
- Begin to give instructions using the 8 points of a compass.
- Use a simple key on their own map to show an example of both physical and human features.
- Follow a route on a map with some accuracy.
- Say which directions are N, S, E, W on an OS map.
- Make and use a simple route on a map.
- Label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied.

- Confidently use the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately use 4 and 6-figure Grid References to locate features on a map in regions studied.
- Confidently give instructions using the 8 points of a compass.
- Follow a short pre-prepared route on an OS map.
- Identify the 8 compass points on an OS map.
- Plan a journey to another part of the world using six figure grid references and the eight points of a compass.



# Geography Progression of Skills and Knowledge Map



## Geographical Skills and Fieldwork



### National Curriculum – End of Key Stage 1

*Pupils should be able to:*

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.

	 Year 1	 Year 2
<b>Observe</b>	<ul style="list-style-type: none"> <li>Comment on the features they see in their school and school grounds on a walk around the respective places.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the features they see in the area surrounding their school when on a walk.</li> <li>Ask and answer simple questions about human and physical features of the area surrounding their school grounds.</li> </ul>
<b>Measure</b>	<ul style="list-style-type: none"> <li>Ask and answer simple questions about the features of their school and school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Collect quantitative data through a small survey of the local area/school to answer an enquiry question.</li> </ul>
<b>Record</b>	<ul style="list-style-type: none"> <li>Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map</li> </ul>	<ul style="list-style-type: none"> <li>Classify the features they notice into human and physical with teacher support.</li> <li>Take digital photographs of geographical features in the locality.</li> <li>Make digital audio recordings when interviewing someone</li> </ul>
<b>Present</b>	<ul style="list-style-type: none"> <li>Use a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features</li> </ul>	<ul style="list-style-type: none"> <li>Present data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>Ask and answer simple questions about data.</li> </ul>



# Geography Progression of Skills and Knowledge Map



## Geographical Skills and Fieldwork



### National Curriculum – End of Key Stage 2

*Pupils should be able to:*

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.

	 <b>Lower Key Stage 2</b>	 <b>Upper Key Stage 2</b>
<b>Observe</b>	<ul style="list-style-type: none"> <li>Map land use in a small local area using sketch maps and plans.</li> <li>Make a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</li> <li>Ask and answer one-step and two-step geographical questions.</li> <li>Observe, record, and name geographical features in their local environments.</li> </ul>	<ul style="list-style-type: none"> <li>Make sketch maps of areas studied including labels and keys where necessary.</li> <li>Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</li> </ul>
<b>Measure</b>	<ul style="list-style-type: none"> <li>Use simple sampling techniques appropriately.</li> <li>Make digital audio recordings for a specific purpose.</li> <li>Design a questionnaire/interview to collect quantitative fieldwork data.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate methods for data collection.</li> <li>Design interviews/questionnaires to collect qualitative data.</li> <li>Use standard field sampling techniques appropriately.</li> </ul>
<b>Record</b>	<ul style="list-style-type: none"> <li>Take digital photos and label or caption them.</li> <li>Make annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> <li>Draw simple maps and plans to scale (e.g 1m = 1 square)</li> <li>Use a simplified Likert Scale to record their judgements of environmental quality.</li> <li>Collect quantitative data in charts and graphs.</li> <li>Use a questionnaire/interview to collect quantitative fieldwork data.</li> </ul>	<ul style="list-style-type: none"> <li>Use 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.</li> <li>Collect quantitative data in pie charts, line graphs and graphs with two variables.</li> <li>Conduct interviews/questionnaires to collect quantitative data.</li> <li>Interpret and using real-time/live data.</li> </ul>
<b>Present</b>	<ul style="list-style-type: none"> <li>Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</li> <li>Suggest different ways that a locality could be changed and improved.</li> <li>Find answers to geographical questions through data collection.</li> <li>Analyse and presenting quantitative data in charts and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</li> <li>Draw conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> <li>Evaluate evidence collected and suggesting ways to improve this.</li> <li>Analyse quantitative data in pie charts, line graphs and graphs with two variables.</li> </ul>