

Geographical Enquiry

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Make comparisons with their own lives and their own situation.
- Show increasing empathy and describe similarities as well as differences.
- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Use presentation/multimedia software to record and explain geographical features and processes.
- Use spreadsheets, tables and charts to collect and display geographical data.
- Make use of geography in the news – online reports & websites.

Geographical Skills

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Create maps of small areas with features in the correct place.
- Use plan views.
- Make a simple scaled drawing e.g. of the classroom.

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Name and locate counties and cities of the United Kingdom. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism.
- Describe and understand key aspects of environmental change through a study of rubbish and recycling: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Answer the question: What is sustainability?

Example activity for 'expected' standard

- Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (NESW) and the names of nearby counties. Can locate and describe some human and physical characteristics of the UK and identify, compare and describe and sequence a range of settlement sizes village-city, can understand how human processes can cause hazards to people, can present information gathered in fieldwork using simple graphs and make sketch maps. (e.g. presenting a fieldwork document to show the environmental factors of the local area compared to other areas of the UK)

Geographical Enquiry

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- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.
- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.
- View a range of satellite images
- Add photos to digital maps.
- Draw and follow routes on digital maps.

Geographical Skills

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Make and use simple route maps.
- Recognise some standard OS symbols.
- Use the eight points of a compass.
- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Make links between features observed in the environment to those on maps and aerial photos.

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Name and locate counties and cities of the United Kingdom. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism.
- A region of the United Kingdom – The Ribble Valley and the River Ribble

Example activity for 'expected' standard

can use a range of digital maps, using the zoom function to locate and describe where the Ribble Valley is located and relate to continent, country, county, city/where they live using four-figure grid references, 8 compass points and largescale maps and compare to local area, can recognise patterns on maps and begin to explain what they show, can locate and describe some human and physical characteristics of the Ribble Valley and use simple geographical vocabulary to describe how they change, can make comparisons with different physical/human features, can present information gathered in fieldwork using simple graphs and maps. (e.g. Trip to the Ribble Valley, follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references)

Geographical Enquiry

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- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
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- Use the zoom facility on digital maps to locate places at different scales.
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Geographical Skills

- Recognise patterns on maps and begin to explain what they show.
- Use the index and contents page of atlases.
- Label maps with titles to show their purpose
- Recognise that contours show height and slope.
- Use 4 figure coordinates to locate features on maps.
- Link features on maps to photos and aerial views.
- Use a scale bar to calculate some distances
- Relate measurement on large scale maps to measurements outside

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Name and locate counties and cities of the United Kingdom. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism.
- Describe and understand key aspects of: physical geography: rivers and the water cycle.

Example activity for 'expected' standard

Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers, can describe how flooding can cause hazards and describe some advantages and disadvantages of living in hazard-prone areas, can use a globe and a range of maps to identify different rivers in different continents and carry out fieldwork in the local area selecting appropriate techniques and can understand the relationship between climate and vegetation (e.g. create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features and processes, why do certain vegetation thrive near the river?).