**Geography framework progression at West Ashton**

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| Geographical knowledge | | | | |
|  | | KS1 | LKS2 | UKS2 |
| The UK and local area | Progression statement | G.1.1.1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | G.2.1.1. Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. | G.2.1.5. Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time |
| Unit | Unit 1: What’s it like where we live?  Unit 5: Where does our food come from? | Unit 3: Do you like to be beside the seaside?  Unit 5: How does water go round and round? | Unit 1: How is our country changing? |
| Working towards expectations | G.1.1.3.a. The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom | G.2.1.2. The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.  The child can relate continent, country, county, city/where you live.  The child can locate the UK's major urban areas; locate some physical environments in the UK | G.2.1.6. The child can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.  The child can locate the UK's regions and major cities. |
| Meeting expectations | G.1.1.4.a. The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map | G.2.1.3. The child 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 (north, south, east, west) and the names of nearby counties.  The child can locate and describe some human and physical characteristics of the UK | G.2.1.7. The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.  The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.  The child can recognise broad land-use patterns of the UK. |
| Exceeding expectation | G.1.1.5.a. The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps | G.2.1.4. The child can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west).  The child can locate and describe several contrasting physical environments | G.2.1.8. The child can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.  Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.  The child can identify broad land-use patterns of the UK. |
| The world and continents | Progression statement | G.1.2.1. Name and locate the world's seven continents and five oceans. | G.2.2.1. Locate the world's countries, focusing on Europe and North and South America. | G.2.2.6.a. 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. |
| Unit | Unit 3: Where do different animals live? | Unit 1: Where on Earth are we?  Unit 4: Can you come on a great American road trip? | Unit 2: Where should we go on holiday?  Unit 3: What is it like in the Amazon? |
| Working towards expectations | G.1.2.2. The child can recognise and name some continents and oceans on a globe or atlas. | G.2.2.3.a. The child can locate countries in Europe and North and South America on a map or atlas.  The child can describe some European and North and South American cities using an atlas. | G.2.2.7.a. The child can locate some major cities and countries of Europe and North and South America on physical and political maps.  The child can describe some key physical and human characteristics of Europe and North and South America. |
| Meeting expectations | G.1.2.3. The child can name and locate the seven continents and five oceans on a globe or atlas. | G.2.2.4 a.The child can locate some countries in Europe and North and South America on a map or atlas.  The child can relate continent, country, state, city. Identify states in North America using a map. | G.2.2.8.a. The child can locate cities, countries and regions of Europe and North and South America on physical and political maps.  The child can describe key physical and human characteristics and environmental regions of Europe and North and South America. |
| Exceeding expectation | G.1.2.4. The child knows the relative locations of the continents and oceans to the equator and North and South Poles. | G.2.2.5.a. The child can locate most countries in Europe and North and South America using an atlas.  The child can identify states in the USA using a map. Explain and illustrate, with examples, continent, country, state, city. | G.2.2.9.a. The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions.  The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. |

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| Geographical understanding | | | | | | |
|  | | KS1 | | LKS2 | | UKS2 |
| Physical themes | Progression statement | G.1.3.1. 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. | G.2.3.1. Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. | | G.2.3.6.a. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. | |
| Unit | Unit 2: What will we see on our journey around the world?  Unit 4: What are seasons? | Unit 2: Is climate cool? | | Unit 3: What is it like in the Amazon?  Unit 4: Where does all our stuff come from? | |
| Working towards expectations | G.1.3.3.a. The child can talk about the day-to-day weather and some of the features of the seasons in their locality.  The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world. | G.2.3.3.a. The child can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. | | G.2.3.7.a. The child can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest.  The child can understand that animals and plants are adapted to the climate.  The child can understand our food is grown in many different countries because of their climate. | |
| Meeting expectations | G.1.3.4.a. The child can identify seasonal and daily weather patterns in the United Kingdom.  The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. | G.2.3.4.a. The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. | | G.2.3.8.a. The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.  The child can describe what the climate of a region is like and how plants and animals are adapted to it.  The child can understand how food production is influenced by climate. | |
| Exceeding expectation | G.1.3.5.a. The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.  The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. | G.2.3.5.a. The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.  The child can understand the relationship between climate and vegetation. | | G.2.3.9.a. The child can understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, a hot desert, the Arctic.)  The child can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.  The child can relate climate to food production | |
| Progression statement | G.1.3.2. 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. | G.2.3.2. Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle | | G.2.3.6.b. Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. | |
| Unit | Unit 3: Where do different animals live? | Unit 3: Do you like to be beside the seaside?  Unit 5: How does water go round and round?  Unit 6: Can the Earth shake, rattle and roll? | | Unit 2: Where should we go on holiday? | |
| Working towards expectations | G.1.3.3.b. The child can talk about a natural environment, naming its features using some key vocabulary. | G.2.3.3.b. The child can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.  The child can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains. | | G.2.3.7.b. The child can describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed. | |
| Meeting expectations | G.1.3.4.b. The child can recognise a natural environment and describe it using key vocabulary. | G.2.3.4.b. The child can use simple geographical vocabulary to describe significant physical features and talk about how they change.  The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.  The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. | | G.2.3.8.b. The child can describe and understand a range of key physical processes and the resulting landscape features.  The child can understand how a mountain region was formed. | |
| Exceeding expectation | G.1.3.5.b. The child can recognise different natural environments and describe them using a range of key vocabulary. | G.2.3.5.b. The child can describe several physical features and describe how they change.  The child can describe and name the key landscape features of river and mountain environments in the UK.  The child can explain the water cycle in appropriate geographical language.  The child can describe some of the processes associated with rivers and mountains. | | G.2.3.9.b. The child can describe and understand some key physical processes and the resulting landscape features.  The child can understand how fold mountain regions are formed. | |
| Human themes | Progression statement | G.1.4.1. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | G.2.4.1. Describe and understand key aspects of human geography, including: types of settlement and land use. | | G.2.4.5. Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | |
| Unit | Unit 1: What’s it like where we live?  Unit 5: Where does our food come from? | Unit 4: Can you come on a great American road trip? | | Unit 3: What is it like in the Amazon?  Unit 4: Where does all of our stuff come from?  Unit 5: Are we damaging our world? | |
| Working towards expectations | G.1.4.2. The child can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. | G.2.4.2. The child can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.  The child can recognise features and some activities that occur in different settlements using a range of key vocabulary.  The child can recognise the main land uses within urban areas and the key characteristics of rural areas. | | G.2.4.6. The child can know and understand what life is like in cities and in villages.  The child can know the journey of how one product gets into their home in detail.  The child can describe some renewable and non-renewable energy sources.  The child can describe different types of industry currently in the local area.  The child can know where some of our main natural resources come from. | |
| Meeting expectations | G.1.4.3. The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. | G.2.4.3. The child can identify and sequence a range of settlement sizes from a village to a city.  The child can describe the characteristics of settlements with different functions, e.g. coastal towns.  The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. | | G.2.4.7. The child can know and understand what life is like in cities and in villages and in a range of settlement sizes.  The child can understand that products we use are imported as well as locally produced.  The child can explain how the types of industry in the area have changed over time.  The child can understand where our energy and natural resources come from. | |
| Exceeding expectation | G.1.4.4. The child can identify different human environments, such as the local area and contrasting settlements such as a village and a city.  The child can describe their features and some activities that occur there using a range of key vocabulary. | G.2.4.4. The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns.  The child can describe the main land uses within urban areas and the activities that take place there.  The child can describe the key characteristics of rural areas. | | G.2.4.8. The child can know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.  The child can understand that our shopping choices have an effect on the lives of others.  The child can explain how, and offer reasons why, the types of industry in the area have changed over time.  The child can understand where our energy and natural resources come from, and the impacts of their use. | |
| Understanding places and connections | Progression statement | G.1.5.1. Understand geographical similarities and differences through studying the human and physical  geography of a small area of the United Kingdom. | G.2.5.1. Understand geographical similarities and differences through the study of human and physical  geography of a region of the United Kingdom. | | G.2.5.6.a. Understand geographical similarities and differences and change through the study of human  and physical geography of the United Kingdom. | |
| Unit | Unit 1: What’s it like where we live?  Unit 2: What are the seven wonders of our world? | Unit 3: Do you like to be beside the seaside?  Unit 5: How does water go round and round? | | Unit 1: How is our country changing? | |
| Working towards expectations | G.1.5.3.a.The child can make observations about, and describe, the local area and the nearest local green space. | G.2.5.3.a. The child can understand the basic physical and human geography of the UK and its contrasting human and physical environments.  The child can recognise that some regions are different from others. | | G.2.5.7.a. The child can understand how a region has changed. | |
| Meeting expectations | G.1.5.4.a. The child can make observations about, and describe, the local area and its physical and human geography. | G.2.5.4.a. The child can understand the physical and human geography of the UK and its contrasting human and physical environments.  The child can explain why some regions are different from others. | | G.2.5.8.a. The child can understand how a region has changed and how it is different from another region of the UK. | |
| Exceeding expectation | G.1.5.5.a. The child can make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected. | G.2.5.5.a. The child can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments.  The child can explain why some regions are different from others and give reasons why some are similar. | | G.2.5.9.a. The child can understand how and why their region and other regions have changed, and how the regions of the UK are distinctive. | |
| Progression statement | G.1.5.2. Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. | G.2.5.2. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. | | G.2.5.6.b. Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. | |
| Unit | Unit 2: What will we see on our journey around the world? | Unit 3: Do you like to be beside the seaside?  Unit 4: Can you come on a great American road trip? | | Unit 2: Where should we go on holiday? | |
| Working towards expectations | G.1.5.3.b. The child can describe an aspect of the physical and human geography of a distant place.  The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place. | G.2.5.3.b. The child can recognise that there are physical and human differences within countries and continents.  The child can show awareness of the physical and human characteristics of a European region and a region in North or South America | | G.2.5.7.b. The child can know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique. | |
| Meeting expectations | G.1.5.4.b. The child can describe the physical and human geography of a distant place.  The child can describe their locality and how it is different and similar to the distant place. | G.2.5.4.b. The child can describe and compare similarities and differences between some regions in Europe and North or South America.  The child can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. | | G.2.5.8.b. The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. | |
| Exceeding expectation | G.1.5.5.b. The child can confidently describe the physical and human geography of a distant place.  The child can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so. | G.2.5.5.b. The child can offer explanations for the similarities and differences between some regions in Europe and North or South America.  The child can describe and compare the physical and human characteristics of some regions in North or South America.  The child can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America. | | G.2.5.9.b. The child can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected. | |
| Progression statement |  | G.2.5.10. Establish an understanding of the interaction between physical and human processes. | | G.2.5.14. Deepen an understanding of the interaction between physical and human processes. | |
| Unit |  | Unit 3: Do you like to be beside the seaside?  Unit 6: Can the Earth shake, rattle and roll? | | Unit 2: Where should we go on holiday?  Unit 3: What is it like in the Amazon?  Unit 5: Are we damaging our world?  Unit 6: How will our world look in the future? | |
| Working towards expectations |  | G.2.5.11. The child can describe how some physical processes can cause hazards to people.  The child can recognise that there are advantages and disadvantages of living in certain environments. | | G.2.5.15. The child can explain some ways a biome (including the oceans) is valuable and under threat from human activity.  The child can understand how human activity is influenced by climate and weather.  The child can understand hazards from physical environments such as avalanches in mountain regions.  The child can identify an important environmental issue. | |
| Meeting expectations |  | G.2.5.12. The child can understand how physical processes can cause hazards to people.  The child can describe some advantages and disadvantages of living in hazard-prone areas. | | G.2.5.16. The child can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.  The child can understand how human activity is influenced by climate and weather.  The child can understand hazards from physical environments and their management, such as avalanches in mountain regions.  The child can explain several threats to wildlife/habitats. | |
| Exceeding expectation |  | G.2.5.13. The child can offer reasons why physical processes can cause hazards to people.  The child can offer explanations for the advantages and disadvantages of living in hazard-prone areas. | | G.2.5.16. The child can explain some ways **biomes** (including the oceans) are valuable, why they are under threat and how they can be protected. The child can understand how human activity is influenced by climate and weather. The child can understand hazards from physical environments and their management, such as avalanches in mountain **regions**. The child can explain several threats to wildlife/habitats. *(E.g. Make an animation to show why the Amazon rainforest is valuable and under threat, and why it should be protected.)* | |

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| Geographical skills and enquiries | | | | |
|  | | KS1 | LKS2 | UKS2 |
| Map and atlas work | Progression statement | G.1.6.1. 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. | G.2.6.1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | G.2.6.6.a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| Unit | Unit 2: What will we see on our journey around the world?  Unit 3: Where do different animals live?  Unit 5: Where does our food come from?  Unit 6: What are the seven wonders of our world? | Unit 2: Where on Earth are we?  Unit 4: Can you come on a great American road trip? | Unit 2: Where should we go on holiday? |
| Working towards expectations | G.1.6.3.a. The child can use a world map, atlas or globe to recognise and name some continents and oceans.  The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. | G.2.6.3.a. The child can use a map to identify countries in Europe and/or North and South America.  The child can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.  The child can use an atlas to locate where they live in the UK and the UK's major urban areas. | G.2.6.7.a. The child can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.  The child can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. |
| Meeting expectations | G.1.6.4.a. The child can use a world map, atlas or globe to name and locate the seven continents and five oceans.  The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. | G.2.6.4.a. The child can use a map or atlas to locate some countries and cities in Europe or North and South America.  The child can use a map to locate some states of the USA.  The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. | G.2.6.8.a. The child can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.  The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.  The child can use thematic maps for specific purposes. |
| Exceeding expectation | G.1.6.5.a. The child can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles.  The child can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. | G.2.6.5.a. The child can use an atlas to locate many countries, cities and key features in Europe or North and South America.  The child can use a map to locate the states of the USA.  The child can use an atlas to name and locate a range of cities and counties in the UK. | G.2.6.9.a. The child can use atlases to identify the distinct characteristics of some regions of Europe or North and South America.  The child can use globes and atlases to accurately locate places by their latitude and longitude. |
| Progression statement | G.1.6.2. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. | G.2.6.2. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | G.2.6.6.b. Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. |
| Unit | Unit 1: What’s it like where we live? | Unit 5: How does water go round and round? | Unit 1: How is our country changing? |
| Working towards expectations | G.1.6.3.b. The child can locate places on a map of the local area using locational and directional language. | G.2.6.3.b. The child can use a simple letter and number grid.  The child can give direction instructions up to four compass points.  The child can use large-scale maps outside. | G.2.6.7.b.The child can use four-figure grid references.  The child can use OS map symbols and atlas symbols.  The child can use maps at different scales.  The child can recognise that contours show height. |
| Meeting expectations | G.1.6.4.b. The child can describe a journey on a map of the local area using simple compass directions and locational and directional language. | G.2.6.4.b. The child can use four-figure grid references.  The child can give direction instructions up to eight compass points.  The child can adeptly use large-scale maps outside. | G.2.6.8.b. The child can use four-figure, and find six-figure, grid references.  The child can describe height and slope from a map.  The child can read and compare map scales. |
| Exceeding expectation | G.1.6.5.b. The child can describe a journey on a map of the local area locating features and landmarks seen on the journey. | G.2.6.5.b. The child can know that six-figure grid references can help you find a place more accurately than four-figure grid references.  The child can use the scale bar or 1 km grid to estimate distance.  The child can recognise patterns on maps and begin to explain what they show. | G.2.6.9.b. The child can use four- and six-figure grid references with ease and accuracy.  The child can describe the shape of the land from contour patterns.  The child can work confidently with a range of maps from large-scale street maps to 1:50,000 maps. |

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| Fieldwork and investigation | Progression statement | G.1.7.1. 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. | G.2.7.1. Use a range of methods including sketch maps, plans and graphs, and digital technologies. | G.2.7.6.a. Use a range of methods including sketch maps, plans and graphs, and digital technologies. |
| Unit | Unit 1: What’s it like where we live? | Unit 4: Can you come on a great American road trip? | Unit 1: How is our country changing? |
| Working towards expectations | G.1.7.3.a. The child can use aerial photos to identify features of a locality.  The child can draw a simple map. | G.2.7.3.a. The child can make a simple sketch map.  The child can present information gathered in fieldwork using a simple graph. | G.2.7.7.a. The child can make a sketch map with symbols.  The child can use digital maps to identify human and physical features.  The child can present information gathered in fieldwork using simple graphs. |
| Meeting expectations | G.1.7.4.a. The child can use aerial photos to identify physical and human features of a locality.  The child can draw a simple map with a basic key of places showing landmarks. | G.2.7.4.a. The child can make a map of a short route with features in the correct order and in the correct places.  The child can make a simple scale plan of a room.  The child can present information gathered in fieldwork using simple graphs.  The child can use the zoom function of a digital map to locate places. | G.2.7.8.a. The child can make sketch maps of areas using symbols, a key and a scale.  The child can use digital maps to investigate features of an area.  The child can present information gathered in fieldwork using a range of graphs. |
| Exceeding expectation | G.1.7.5.a. The child can use aerial photos to identify a range of physical and human features of a locality.  The child can draw a map with a key of places showing landmarks. | G.2.7.5.a. The child can make a detailed map of a short route with features in the correct order and in the correct places. The child can make a scale plan of a room with objects in the room. The child can present information gathered in **fieldwork** using a range of graphs. The child can use the zoom function to explore places at different scales and add annotations. *(E.g. Using Google Earth independently – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states, cities and physical features of the USA. Locate them on a map.)* | G.2.7.9.a. The child can use digital maps to research factual information about features.  The child can present information gathered in fieldwork using a range of graphs and other data presentation techniques. |
| Progression statement | G.1.7.2. 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. | G.2.7.2 Use fieldwork to observe, measure, record and present the human and physical features in the local area. | G.2.7.6.b. Use fieldwork to observe, measure, record and present the human and physical features in the local area. |
| Unit | Unit 4: What are seasons? | Unit 5: How does water go round and round? | Unit 5: Are we damaging our world? |
| Working towards expectations | G.1.7.3.b. The child can assist in keeping a weekly weather chart based on first-hand observations using picture symbols.  The child can locate some features of the school grounds on a base map. | G.2.7.3.b. The child can, in a group, carry out fieldwork in the local area using appropriate techniques suggested | G.2.7.7.b. The child can carry out fieldwork in an urban area and/or a rural area using appropriate techniques. |
| Meeting expectations | G.1.7.4.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.  The child can locate features of the school grounds on a base map | G.2.7.4.b. The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques. | G.2.7.8.b. The child can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques |
| Exceeding expectation | . G.1.7.5.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns.  The child can accurately locate features of the school grounds on a base map. | G.2.7.5.b. The child can plan a fieldwork investigation in the local area selecting appropriate techniques. | G.2.7.9.b. The child can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. |