

## Geography Overview Years 1 and 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year 1</u>  2021-2022	<b>Place: Local and Global</b> *Introduce world map. *Chn to know the UK's four countries and their capital cities. *Introduce 7 continents. *Identify and describe where their heritage countries are. *What their heritage countries are like,		<b>Fieldwork:</b> <b>Does Bounds Green Playground need more shaded areas?</b> School playground: *Identify local and familiar features. *Use <b>aerial</b> maps and images to identify areas. *Use four-point compass direction. *Use grid map to colour shade and light? Create own map. *Recognise things they like about their playground. *How they could improve their playground <b>Weather and Seasons</b> - How does weather change? - How do seasons change? - How are we affected by extreme weather? <b>Locational knowledge</b> ♣ name and locate the world's seven continents and five oceans ♣ 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		<b>Fieldwork:</b> <b>How have the shops and amenities changed over time?</b> Shops : *Identify local and familiar features. *Use aerial maps and images to identify areas. *Use four-point compass direction. * Understand shopping in the past and in the present  <b>Mountains, Rivers and Coasts</b> - Identify the world's highest mountains - What are rivers like? - What is a coastline? <b>Locational knowledge</b> ♣ 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	
2022-23	<b>Fieldwork:</b> <b>Does Bounds Green Playground need more shaded areas?</b> <b>Weather and Seasons</b> - How does weather change? - How do seasons change? - How are we affected by extreme weather?		<b>Fieldwork:</b> <b>How have the shops and amenities changed over time?</b> <b>Mountains, Rivers and Coasts</b> - Identify the world's highest mountains - What are rivers like? - What is a coastline?		<b>Place: Local and Global</b> Introduce world map. - UK's four countries and their capital cities. - Introduce 7 continents - identify and describe heritage countries	
<u>Key Language</u>	See MTPs and Vocabulary core lists					
<u>National Curriculum</u>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: <b>Locational knowledge</b> ♣ name and locate the world's seven continents and five oceans ♣ 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 ♣ 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 ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>Geographical skills and fieldwork</b> ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 ♣ 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 ♣ 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.					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 2</b>  <u>2021-2022</u>	<b>Place:</b> * Name and locate 4 capitals/ countries and 4 seas Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <i>*Name, locate and identify characteristics (mountains, tourism and different cities) of the countries, major cities and surrounding seas of the UK</i>		<b>Villages, Towns and Cities</b> - What are villages like - What are towns like? - What are cities like? - Make comparisons  <b>Fieldwork study:</b> Environmental sustainability of Local area/ Playground Map work points of the compass: north, south, east, west * using the points of the compass in the local school context * different types of map (but not the name of the map type), e.g. borders (political map), mountains and rivers (topography)  To be able to describe the features and land use of our immediate local area and to identify and discuss what we could do to make it more environmentally sustainable Is our local environment 'green friendly'? *Identify features of the local area. *Create maps based on the Meercat / Poles Apart story *Recognise features they like/dislike. *Identify ways they could improve the local area.		<b>Revisit Y1 Learning</b> *world map *7 continents and Oceans *Identify and describe where their heritage countries are. *What their heritage countries are like  <b>Hot and Cold</b> - What are polar regions like? - What are deserts like? - What are rainforests like.  Compare Trinidad and London Through 'Coming to England' 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 unit! Compare seasonal and daily weather patterns in the UK and Trinidad		
<b>Key language</b>	See MTPs and Vocabulary core lists						
<b>NC objectives</b> <b>By the end of</b> <b>KS1</b>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: <b>Locational knowledge</b> ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>Place knowledge</b> ♣ 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 Human and physical geography ♣ 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 ♣ 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 ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>Geographical skills and fieldwork</b> ♣ 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 ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 ♣ 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 ♣ 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.						

Commented [EL1]:

## Geography Overview Y3

Term	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>			<b>Comparing global context with regional (Wales) runs across Units</b>			
<b>2021-2022</b>	<p><b>Autumn 2021</b> <b>Where do we live?</b> Place: <b>Greater London and other regions across the UK</b> *Exploring maps of UK: locate <b>local</b> counties and major cities *Express views on local region *Name and locate geographical regions of the UK. *Identify human and physical characteristics of local <b>region</b> Recap human and physical features.</p>		<p><b>Rivers.</b> <b>Rivers Depth focus:</b> The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &amp; Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. How do rivers, people and land affect each other?</p> <p>Comparing the River Indus with the River Severn. <b>Fieldwork Focus:</b> New River in Bowes Park and/or Thames Barrier.</p>	<p><b>Mountains:</b> Snowdonia and the Andes Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming. Depth focus: Snowdonia. Sustained geographical theme: Relationship between mountains and weather. Relationship between mountains and people How do mountains interact with what is around them?</p>	<p><b>Settlements &amp; cities</b> Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? London as a conurbation and London boroughs Two cities: Cardiff and London, inc economy &amp; transport. How do people move about in Cardiff? How do people move about in London? (e.g. tube map). Patterns of settlement in Cardiff and London. Map Skills: using a grid to find and compare locations. How are settlements similar and different</p>	<p><b>Agriculture</b> Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food? How are we connected to farmers</p>
<b>2022-2023</b>	Rivers.	Mountains	Settlements	Agriculture	Volcanoes	Climate and Biomes
<b>Key Language</b>	See geography MTPs and HEP core vocab lists: Rivers, Mountains, Settlements and Agriculture					
<b>National Curriculum By the end of Y3</b>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: <b>Locational knowledge</b> ♣ 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 ♣ 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)</p>			<p><b>Place knowledge</b> ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use <b>Geographical skills and fieldwork</b> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom ♣ 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 tech.</p>		

## Geography Overview Y4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b> <u>By the end of Y4</u>  <u>2021-2022</u>	<b>Place: Focus Europe Autumn 2021</b> To use maps to locate and identify ALL the countries of Europe, highlighting Greece and how the geography of the peninsula led them to wanting to expand their empire which led to the influence on the western world in History all around the Mediterranean! Compare local region to an area/ region of Europe, region of Greece Question – Settlements Impact of land on people and the economy?	<b>Volcanoes</b> Structure and composition of the earth. How and why volcanoes erupt. Types of volcanoes. Formation of volcanoes. Active, dormant and extinct volcanoes. Links to settlements with section on why people still live near volcanoes. Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes? (work, tourism, farming, science). How do volcanoes affect a place?	<b>Rivers.</b> The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. How do rivers, people and land affect each other?  Comparing the River Indus with the River Severn.  <b>Fieldwork Focus:</b> New River in Bowes Park and/or Thames Barrier.	<b>Mountains:</b> Snowdonia and the Andes Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming. Depth focus: Snowdonia. Sustained geographical theme: Relationship between mountains and weather. Relationship between mountains and people How do mountains interact with what is around them?	<b>Settlements &amp; cities</b> Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? London as a conurbation and London boroughs Two cities: Cardiff and London, inc economy & transport. How do people move about in Cardiff? How do people move about in London? (e.g. tube map). Patterns of settlement in Cardiff and London. Map Skills: using a grid to find and compare locations. How are settlements similar and different	
<u>2022-23</u>	Volcanoes	Climate and Biomes	Rhine and the med.	Populations	Coastal Processes and Landforms	Tourism
<u>Key Language</u>	See geography MTPs and HEP core vocab lists: Volcanoes, Rivers, Mountains and Settlements					
<u>National Curriculum</u>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: <b>Locational knowledge</b> ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ 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 ♣ 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) <b>Place knowledge</b> ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use <b>Geographical skills and fieldwork</b> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 ♣ 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.					

## Geography Overview Y5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>Environment and nature</b> Focus on human effect on the Arctic: changes and what we can do? Investigate and explore climate in the Arctic Circle. Identify, describe and compare weather patterns in local area and the Arctic.</p> <ul style="list-style-type: none"> <li>- Biomes and vegetation belts</li> </ul> <p>World Maps: Locate world's countries, oceans and major cities</p>		<p><b>UK cities and counties</b> (revisit)</p> <ul style="list-style-type: none"> <li>- Know the difference between a city and a town</li> <li>- a place name enquiry on the cities here to work out who won what in the struggle for the kingdom of England</li> <li>- (Human) e.g. why did Anglo Saxons and Vikings move to Britain? It was a time of climate change then!</li> </ul> <p>Map work focus on the UK</p>	<p><b>Rivers.</b> The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather. How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &amp; Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. How do rivers, people and land affect each other?</p> <p>Comparing the River Indus with the River Severn. <b>Fieldwork Focus:</b> New River in Bowes Park and/or Thames Barrier</p>	<p><b>Mountains:</b> Snowdonia and the Andes Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming. Depth focus: Snowdonia. Sustained geographical theme: Relationship between mountains and weather. Relationship between mountains and people How do mountains interact with what is around them?</p>	<p><b>Settlements &amp; cities</b> Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? London as a conurbation and London boroughs Two cities: Cardiff and London, inc economy &amp; transport. How do people move about in Cardiff? How do people move about in London? (e.g. tube map). Patterns of settlement in Cardiff and London. Map Skills: using a grid to find and compare locations. How are settlements similar and different</p>
2022-2023	Population	Coastal Process and Landforms	Tourism	Earthquakes	Deserts	Why is California so Thirsty?
<b>Key Language</b>	See geography MTPs and HEP core vocab lists: Rivers, Mountains and Settlements					
<b>National Curriculum</b> <u>By the end of Year 5</u>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p><b>Locational knowledge</b> ✦ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and Central America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>✦ 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</li> <li>✦ 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)</li> </ul> <p><b>Place knowledge</b> ✦ 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 Central America Human and physical geography</p> <ul style="list-style-type: none"> <li>✦ describe and understand key aspects of: <ul style="list-style-type: none"> <li>✦ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>✦ 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</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>✦ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>✦ 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</li> <li>✦ 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.</li> </ul>					

## Geography Overview Y6: Global issues

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<p>Effect of WW2 on the local region.</p> <p>Recognise human patterns and processes, linking to the distribution of settlements on a global scale and the distribution of natural resources, and the effect this has on settlement patterns</p> <ul style="list-style-type: none"> <li>- Trade and economic activity</li> <li>- Sustainable living</li> <li>• on a global scale</li> <li>• Natural resources</li> <li>-</li> </ul>	<p><b>Migration to Britain</b> Our BG Migration story – different groups who have moved into UK and especially London especially in the 20<sup>th</sup> century – link to the Wars as been studied in Local History!</p> <ul style="list-style-type: none"> <li>- Settlement and Migration</li> <li>- Populations Growth ?</li> </ul> <p>N.B. Link with WW1 and WW2 – impact on the local area. E.g A Street near you and Bomb sight maps! Ask CT. Great Geography!</p> <p>Map work – world countries Maps of how London has changed since WW2 NLS maps linked to the History</p> <p>Pendarren - pre residential work using O.S. maps and fieldwork whilst they are there to recap on prior knowledge and understanding of O.S. maps</p>	<p><b>North and South America</b> Compare and contrast human and physical geography between North and Central America, Caribbean Islands</p> <p>Using World Map: identify the position <b>and significance</b> of latitude, longitude, Equator, Northern and Southern Hemisphere, Arctic and Antarctic (Tundra and Artic Polar regions plus all the other environmental regions! )</p> <p>Time zones across N. America! Map work focus – North and Central America</p>	<p><b>Regional comparison of a region of South America in the rainforest with a city, e.g. Manaus or Brasilia and the UK city, and Andalusia</b></p> <p>Understand geographical similarities &amp; differences through study of human/physical geography of a region of UK</p> <p>Identify and describe human &amp; physical characteristics, key topographical features, land-use patterns; understand how these changed over time.</p> <p>Use 8 points of a compass, 6-fig. grid refs, symbols, key (including use of O.S.maps) to build their knowledge of the UK/ coasts</p>	<p><b>Research - How do we save the planet?</b> Effects of deforestation building on S.America study!</p> <p style="text-align: center;">INDEPENDENT RESEARCH Project</p>	
<b>Key language</b>	See geography MTPs and Vocabulary lists: HEP migration core vocab					
<b>National Curriculum By the end of KS2</b>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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</li> <li>♣ 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) Place knowledge</li> <li>♣ 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 Human and physical geography</li> <li>♣ describe and understand key aspects of: <ul style="list-style-type: none"> <li>♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>♣ 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 Geography – key stages 1 and 2 4 Geographical skills and fieldwork</li> <li>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>♣ 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</li> <li>♣ 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</li> </ul> </li> </ul>					