



Long Term Plan for Geography

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Vocabulary to be used: village, town, city, houses, farm, near, far, left and right.	<p><u>What is my school environment like? (My local area)</u></p> <p>Where is my school? What are the human features of my school? What are the physical features of my school? Can you locate your school on a map? What would a map of your school look like? (create simple map with key) Assessment – Can you tell me about the features of your school?</p> <p>Studying the human and physical features of our school and the immediate area (school environment) around it. Using observational skills, photographs and aerial maps. Producing own maps of familiar places for peers to follow.</p> <p>NC links:</p> <ul style="list-style-type: none"> - use simple compass directions (North, East, South, West) - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - 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 	<p><u>What surrounds my school? (My local area)</u></p> <p>Where is Whickham on a map of the UK? What can I see from my school gate? If I went for a walk what would I see? (Human and physical fieldwork.) How would I describe my walk to school? (Journey line) Is Whickham a city, town or village? Assessment – Can you draw a detailed map of the local area surrounding my school?</p> <p>Studying the human and physical features of our school and the wider area (Whickham) around it. Using observational skills, photographs and aerial maps. Producing own maps of familiar places for peers to follow.</p> <p>NC links</p> <p>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> - use locational language (e.g. near and far, left and right) to describe the location of features and routes - 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 	<p><u>What does my country look like?</u></p> <p>Can you name the countries of the UK? What are the Capital cities of the UK and how would you get to them? (journey line) What does Scotland look like? What does Wales look like? What does Northern Ireland look like? What does England look like? Can you identify the seas around the UK? Assessment – Can you talk about the Country you live in?</p> <p><u>Where do we live? (The United Kingdom)</u> Place Whickham onto a map and the capital cities of the four counties in the United Kingdom. Understand we live in England which is part of the United Kingdom. Identify simple human and physical characteristics of the four counties and landmarks.</p> <p>NC Links</p> <ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and 			



	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> - far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
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Year 1	<p>FOR ONE WEEK EACH TERM</p> <p>What does each season look like?</p> <p>I know what seasons are and how they relate to the months of the year.</p> <ul style="list-style-type: none"> • I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. • I can compare the four seasons. <p>NC Link - identify seasonal and daily weather patterns in the United Kingdom</p>		
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Complete a journey line for each destination studied.



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<p><u>Who are the European neighbours of the UK and what are they like? (Focus on France)</u></p> <p>1.Can you locate the United Kingdom on a world map? 2. Is Great Britain an Island and how do we know this? 3.Which continent is Great Britain a part of and who are its neighbours? (Simple compass directions) 4. How would we get to our neighbour France? (Journey line) 4.What are the human features of countries in France? 5. What are the physical features of France? (Including measuring temperature daily in France and comparing that to the UK over a set time) Enquiry Skill opportunity 6.Assessment – Who are the European neighbours of the UK and can you describe them?</p> <p>Studying the human and physical features of France around it. Using observational skills, photographs and aerial maps. Producing own maps of familiar places for peers to follow. Revise terminology about Great Britain such as seas and capital cities before moving on. Using world maps locate the United Kingdom and talk about the oceans that surround us and</p>		<p><u>Where in the world is hot and cold?</u></p> <p>1.Can you locate the world’s seven continents on the map? 2. What are the worlds oceans and where would you find them? 3. Can you identify hot and cold areas of the world (equator/poles)? (journey line) 4. What are the human and physical features of poles? (Monitor temperature over a week) Enquiry Skill opportunity 5. What are the human and physical features of the equator? (Monitor temperature over a week) Enquiry Skill opportunity 6. Assessment – Can you locate and describe the hot and colds parts of the world?</p> <p>Using world maps, globes and atlases locate the world’s seven continents and oceans. Look at hot and cold areas of the world (Equator is hot and poles are cold) Talk about journey lines and directions using simple compass points. (plot out the journey and how you would get to the equator and poles) Use maps of the world to identify large areas of human and physical characteristics (poles and equator) such as large urban areas, coastlines, mountain ranges, forests and deserts.</p>		<p><u>What would you see in El Salvador?</u></p> <p>1 What are the main human features of the North East? 2. What are the physical features of the North East? 3. Where I the world is El Salvador (journey line) 4. What human features would you see in El Salvador 5. What physical features would you see I el Salvador 6. Assessment- Can you compare El Salvador to the North East of England?</p> <p>Comparing a small area of the north East to a small area of a contrasting non-European country (El Salvador – link to our sponsored child and understanding reasons for poverty. Perhaps think about fundraising)</p> <p>(Compare</p> <ul style="list-style-type: none"> •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) to describe the location of features and routes on a map. (How would you get to El Salvador / Newcastle) • 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 • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	



	<p>our neighbouring countries. Understand the Great Britain is an island that is part of a larger continent. Know some of the names and characteristics of the countries of Europe focus on human and physical (France). Describe countries locations using simple compass directions.</p> <p>Possible use of resources: Plan bee (Where do I live and around the world)</p> <p>NC Links</p> <ul style="list-style-type: none"> • 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) to describe the location of features and routes on a map • name and locate the world's seven continents and five oceans <p>Vocabulary to be used: Sea, coast, hills, rivers, ocean, north south, east and west.</p>	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) to describe the location of features and routes on a map • identify key physical characteristics. <p>Vocabulary to be used: Sea, coast, hills, rivers, ocean, forest, mountains, north south, east and west.</p>	<ul style="list-style-type: none"> • 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 <p>Vocabulary to be used: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>Year 2</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used)</p> <p>Can investigate places and environments by:</p> <ul style="list-style-type: none"> • Asking and answering basic questions • Making observations and carrying out basic comparisons. • Using sources such as simple maps, atlases, globes, images and aerial photos. • Collecting data and presenting it in a simple way. 		

Complete a journey line for each destination studied.



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p><u>What would you find in the North East of England?</u></p> <ol style="list-style-type: none"> 1.Can you name and locate key cities and counties in of the UK? 2.What are the cities and counties in the North East of England? 3. What are the main human features of the North East counties? 4. What are the main physical features of the North East counties? 5. How has the North East features changed over time? 6. Assessment – Can you describe the North East of England? <p>Revise the location of the North East on a European and World map.</p> <ul style="list-style-type: none"> • name and locate counties and cities (Newcastle, Durham, Sunderland) of the United Kingdom, geographical regions (North East) 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. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (North East) 	<p><u>What makes a river and how are they used?</u></p> <ol style="list-style-type: none"> 1. What is a river, and where are rivers found in the UK and the world? 2. What are the main features of a river? 3. Why are rivers important for settlement, transport, power and industry? (Focus on River Tyne) (Field trip to quayside staithes – sketch maps and plans) 4.Can you create a detailed sketch map with key of the River Tyne? 5.. How has the River Tyne changed over time and how has that effected the local area? 6. Assessment – Can you describe a known river and how it is used? (journey line to River Tyne) <p>Explore world rivers and their importance for settlement and industry (possible link to Staithes, Field work)</p> <p>Compare to the Amazon river building on year 2 work. River for transport, power and basic necessities.</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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. • 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, 			<p><u>What are the features of the UK?</u></p> <ol style="list-style-type: none"> 1.Can you name and locate the counties and major cities of the United Kingdom? 2.Where are the UK’s main hills, mountains, coasts and rivers located? 3. What are the key human and physical characteristics of different regions of the UK? (London and Edinburgh) (journey line to Edinburgh/London) 4. How does land use and settlement vary across the United Kingdom? (London and Edinburgh) (Measure the rainfall of London to Edinburgh and compare) <p>How have some features of the UK changed over time? (London and Edinburgh?)</p> <p>6.Assessment – Can you compare the features of the two main cities of London and Edinburgh?</p> <ul style="list-style-type: none"> • name and locate counties and cities (London, Manchester, Birmingham, Liverpool, Swansea, Cardiff, Edinburgh, Glasgow) 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. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	



	<ul style="list-style-type: none"> •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. • physical geography, including rivers, mountains, types of settlement and land use. <p>Vocabulary to be used: rivers, land use, types of settlement.</p>	<p>coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Vocabulary to be used: rivers, land use, types of settlement</p>	<p>(Compare an area of the North East, Durham, to London)</p> <p>Vocabulary to be used: rivers, land use, types of settlement</p>
<p>Year 3</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used)</p> <p>Can investigate places and environments by:</p> <ul style="list-style-type: none"> • Making some links between observations in the local area and places they know. • Using a camera, video or audio to gather appropriate data. • Ask questions of people or research material to gather information. • Asking geographical questions about places and environments and expressing opinions about them. • Measuring accurately using a tally and standard units. • Presenting data and findings simply using maps, graphs and digital technologies • Reaching, with guidance, a conclusion to the teacher led fieldwork question. 		

Complete a journey line for each destination studied.



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	<p><u>How is water formed?</u></p> <ol style="list-style-type: none"> 1. What is the water cycle, and how does it work? 2. How do humans effect the water cycle? 3. Assessment -Can you present and show your understanding of the water cycle? 4. How much rain falls I the local area? (Investigation over 2 weeks) 5. Can you measure, record and present your findings on rainfall in the local area? 6. Why is clean water important, and how do humans affect water through pollution? (Christian reflection WATER AID) <p><u>Measuring rainfall will run throughout the topic with a focus to presenting findings.</u></p> <p>Recap work on rivers from end of year 3. Move onto teaching of the water cycle (Physical feature) The way water has to be cleaned for drinking (human feature) water pollution and Water Aid (Links to Christianity and global citizenship, possible fundraising opportunities)</p> <ul style="list-style-type: none"> •Physical geography, water cycle • Human geography, distribution of natural resources including energy, food, minerals and water <p>Vocabulary to be used: water cycle, evaporation, river, seas, mountains, precipitation</p>		<p><u>What are the similarities and difference to the Lake District and Italian Lakes?</u></p> <ol style="list-style-type: none"> 1. Can you label the European countries including Russia and Italy? 2. How can we use 8-point compass directions and four-figure grid references to locate places? (Create journey line to Italian lakes?) 3. What are the key physical features of a of the Italian Lakes? 4. What are the main human features, including settlement and land use of the Italian Lakes? 5. What are the physical and human features of the Lake District? 6. Assessment – Using your knowledge of the Italian Lakes and the Lake District can you compare the two? <p>Explore the countries in Europe including Russia focusing on hills, mountains, coasts and rivers. (labelling on map) Use 8 points of a compass and four figure grid references to build knowledge of Europe. (Ordnance survey map) Focus on one region of a European country (possibly Italian lakes compared to Lake District) Look at Physical features e.g. climate zones, rivers, mountains, volcanoes and earthquakes. Look at human features e.g. types of settlement and land use and economic activity</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and 		<p><u>Why to people choose to settle in different locations?</u></p> <ol style="list-style-type: none"> 1. What is a settlement, and why do people choose certain places to live? 2. What are the different types of settlement? 3. How does land use vary within different settlements? 4. How do economic activities influence the growth of settlements? 5. How can we use six-figure grid references and OS maps to locate settlements? 6. How have settlements in the UK and wider world changed over time? 7. Assessment – Can you describe a rang of settlements and give reason for their change and use. <p>Use the eight points of a compass, four 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</p> <ul style="list-style-type: none"> • Human geography, including: types of settlement and land use, economic activity. 	



		<p>physical geography of a region of the United Kingdom, a region in a European country.</p> <ul style="list-style-type: none"> • 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. • 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, economic activity. • Use the eight points of a compass, four 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Vocabulary to be used: north, north east, east, south east, south, west, south west, north west, climate zone, rivers, mountains, volcanoes, earthquakes, land use, economic activity</p>	
<p>Year 4</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used)</p> <p>Can investigate places and environments by:</p> <ul style="list-style-type: none"> • Making clear links and between observations in their local area and place studied. • Beginning to form and ask questions, using geographical vocabulary, to gather the opinions of views of others or question resources used. • Measuring and recording information using a variety of methods including digital technologies or simple equipment. • Describing the benefits and limitations of their data collection methods • Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from question to conclusion. • Expressing their different opinions relating to issues and realising others may think differently. • Reaching a simply explained child led conclusion to the teacher led fieldwork question or prediction 		
<p><u>Complete a journey line for each destination studied.</u></p>			



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>5</p> <p><u>Maps of the world, Natural Resources and Rainforests</u></p>	<p><u>Where are the time zones of our world?</u></p> <ol style="list-style-type: none"> 1. Identify countries in Northern Hemisphere? 2. What are the countries in the southern hemisphere? 3. Can you identify line of longitude and latitude on the map and the tropic of cancer and Capricorn? 4. What are the Tropics and Polar Circles, and why are they important? 5. What is the Prime Meridian, and how does it link to time zones? 6. Can you explain how we have day and night? <p>6. Assessment - Using maps, can you locate world countries including their position and significance of lines of longitude and latitude?</p> <p>Locate world countries including their position and significance of lines of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, Prime Meridian and time zones</p> <ul style="list-style-type: none"> ● 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) ● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their 		<p><u>Why are natural resources important?</u></p> <ol style="list-style-type: none"> 1. Where in the world would you find natural resources, and how are they distributed? 2. What is the difference between renewable and non-renewable energy? 3. How do countries use natural resources? 4. Why are some countries richer in resources than others? 5. How do trade and global links affect distribution? 6. How does access to resources affect economic activity? 7. Assessment – Can you explain your understanding of natural resources and why they are important? <p>Looking at the resources that people need and how they are distributed worldwide. Looking at food, trade links and energy (renewable and non-renewable see Twinkl)</p> <p>Links to World Food programme (possible fund raising opportunity)</p> <ul style="list-style-type: none"> ● locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● Human geography, including: types of settlement and land use, economic activity including trade 		<p><u>How to forests in South American differ to those in the UK?</u></p> <ol style="list-style-type: none"> 1. Where are the world's main tropical rainforests? (Journey line to the Amazon including 6 figure grid references) 2. What are the key features of a rainforest biome? (Sunderland Winter Gardens fieldtrip) 3. How does climate influence vegetation and wildlife? 4. How is the Amazon rainforest similar and different to a Grizedale forest in the Lake District? (Building on prior knowledge in yr4) 5. Why are rainforests important globally? 6. What is deforestation, and what impact does it have? 7. Assessment – Describe the similarities and differences between the Amazon and a UK forest? <p>Locate Central American rainforests on a world map using 8 points of a compass and 6 figure grid references. Describe rainforests in relation to longitude and latitude.</p> <p>Understand key aspects of climate zones, biomes and vegetation belts (what does all of this key vocabulary mean?) Standalone lesson</p> <p>Compare rainforest to a forest area in the United Kingdom (Lake District building on Year 4) Think about the impact of deforestation in El Salvador and how we can raise awareness of this.</p>	



	<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Vocabulary to be used: lines of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, Prime Meridian and time zones</p>	<p>links, and the distribution of natural resources including energy, food, minerals</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • 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 • 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 • 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) • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Vocabulary to be used: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
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<p>Year 5</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used)</p> <p>Can investigate places and environments by:</p> <ul style="list-style-type: none"> • Making some links between observations in the local area and places in the wider world. • Devising and asking their own relevant questions (with guidance), using geographical vocabulary, to gather data to answer child led enquiry questions. • Measuring human and/or physical features in the local area using a range of appropriate instruments and methods. • Simply justifying data collection methods. • Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion • Reaching a described and explained conclusion to the fieldwork question or prediction.
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Complete a journey line for each destination studied.



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>6 <u>North and South America</u></p>	<p><u>What is North America Like?</u></p> <ol style="list-style-type: none"> 1. Can you locate North Americas countries on the map? (using 6 figure grid references) (Journey Line) 2. What are the key physical and human features of a North American country (USA)? 3. Can you carry out an enquiry-based investigation on a question of your (child) choice about North America (possibly Death Valley) and presenting findings and drawing your own conclusion? (length of project can be determined by class teacher) <p><i><u>This is an enquiry-based topic focusing on the enquiry skills highlighted in red and listed below</u></i></p> <p>Locate world’s countries focusing on North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Compare climates across the Americas and compare longitude and latitude, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and Greenwich meridian.</p> <p>Compare physical features of a region in North America and a region of the UK e.g. Death Valley and the Peak district.</p> <p>Compare Human features of an urban region in North America and the UK</p> <p>Deforestation (carry out work to raise awareness of this, look at implications for population and local poverty. Link to sponsored child from El Salvador) Look into the work of Oscar Romero</p> <ul style="list-style-type: none"> • 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 • 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) • 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 • 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, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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. <p>*Vocabulary *</p>					
<p>Year 6</p>	<p>Fieldwork and Enquiry Skills (including the progression of vocabulary to be used)</p> <p>Can investigate places and environments by:</p> <ul style="list-style-type: none"> • Making clearly explained links between observations in the local area and places the wider world to identify patterns. • Devise and ask questions, using geographical vocabulary, to gather the relevant data needed to answer the child led enquiry question. 					



- **Accurately measuring** human/ physical features
- Using a range of appropriate instruments and methods
- **Justifying** and **evaluating** data collection methods.
- Independently **presenting** data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.
- Forming **conclusions** that recognise and represent their views and those with different views equally.
- Reaching a described and explained conclusion to the fieldwork question or prediction that is backed up with data or evidence they have collected.

Complete a journey line for each destination studied.