

The Priory Catholic Voluntary Academy

Geography Progression Ladders - Knowledge, Skills and Understanding

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	<p>All about Me</p> <p>Our Heroes</p> <p>Hot and Cold</p> <p>Seaside</p>	<p>Our School and the Local Area</p> <p>The Four Countries of the United Kingdom</p> <p>The Wonderful Weather Hot/Cold Places</p>	<p>Our Wonderful World</p> <p>China</p> <p>Australia</p>	<p>The Local Town of Eastwood</p> <p>Rivers</p> <p>The United Kingdom</p>	<p>The City of Nottingham</p> <p>Paris - A region in a European Country of France</p> <p>Kenya - A developing Country in the Continent Africa</p>	<p>Mountains</p> <p>California, USA The Continent of North America</p> <p>Volcanoes - including Mount Vesuvius, Italy</p>	<p>Brazil</p> <p>A country in the Continent of South America</p> <p>Rainforests including The Amazon Rainforest</p> <p>A Study of Russia</p>
Locational Knowledge	<p>I can identify where my school is. (0.1)</p> <p>I can identify and describe the weather at school. (0.1)</p> <p><u>Understanding The World- People, Cultures and Community</u> - Explores/comment own immediate environment using knowledge, from observation, discussion (Advent).</p>	<p>I know that the Priory School is located in the town of Eastwood. (1.1)</p> <p>I know that Eastwood is located in the county of Nottinghamshire. (1.1)</p> <p>I can name and locate the four countries of the United Kingdom and their capital cities on a world map, in an atlas and on a globe. (1.2)</p> <p>I can name and locate the seas surrounding the UK: The North Sea, the Atlantic Ocean, the English Channel and the Irish Sea. (1.2)</p> <p>I can name and locate the hottest and coldest place in the</p>	<p>I can name and locate the world's 7 continents. (2.1)</p> <p>I can name and locate the world's 5 oceans. (2.1)</p> <p>I know that Eastwood is a town located in the city of Nottingham, in the country England and in the continent Europe and can locate it on a map/globe/atlas. (2.1)</p> <p>I know that Aguas Calientes is a town located in the country Peru in the continent South America and can locate it on a map/globe. (2.1)</p> <p>I name and locate China in the continent of Asia and can locate</p>	<p>I know that Eastwood is a town located in the county of Nottinghamshire. (3.1)</p> <p>I know that Eastwood is located close to the A610 road and M1. (3.1)</p> <p>I can name and locate the major rivers of the UK. (3.2)</p> <p>I can name and locate the major rivers of the world. (3.2)</p> <p>I know that the UK is located in the continent Europe. (3.3)</p> <p>I know that Europe is in the Northern Hemisphere (north of the equator). (3.3)</p> <p>I can name and locate the 4 countries of the UK and their capital cities. (3.3)</p>	<p>I know that the city of Nottingham is located in the county Nottinghamshire. (4.1)</p> <p>I can name and locate towns and boroughs in the county of Nottinghamshire. (4.1)</p> <p>I can name and locate the river Trent and the cities/towns it runs through. (4.1)</p> <p>I know that France is a country located in the continent Europe and it is in the Northern Hemisphere (north of the equator). (4.2)</p> <p>I can name and locate the at least 3 countries that border France. (4.2)</p> <p>I know that the English Channel is located between France and England. (4.2)</p>	<p>I can name and locate the major mountain ranges in the UK and in the world on a map, globe and in an atlas. (5.1)</p> <p>I can explain how and why different types of mountains are formed, referring to tectonic plates. (5.1)</p> <p>I know that North America - the 3rd largest continent - is located in the Northern Hemisphere (north of the Equator). (5.2)</p> <p>I know the significance of the location of the Equator, the Tropics of Cancer and Capricorn, the Arctic</p>	<p>I know that South America - the 4th largest continent - is located mostly in the Southern Hemisphere (South of the Equator). (6.1)</p> <p>I know the significance of the location of the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles. (6.1)</p> <p>I can name and locate the main countries of South America and the 2 oceans that surround it on a world map, in an atlas and on a globe. (6.1)</p>

		<p>world and know where they are in relation to the equator and the North/South poles. (1.3)</p>	<p>it on a map/globe /atlas. (2.2)</p> <p>I can name and locate the seas and ocean closest to China. (2.2)</p> <p>I can name and locate the country Australia in the continent Australasia on a map/globe/atlas. (2.3)</p>	<p>I can name and locate the seas surrounding the UK. (3.3)</p> <p>I can name and locate the counties and key cities that make up the UK. (3.3)</p> <p>I can name and locate some of the main islands around the UK. (3.3)</p>	<p>I can name and locate the River Seine and the cities/towns it runs through. (4.2)</p> <p>I know that Kenya is a country located in the continent Africa. (4.3)</p> <p>I know that Kenya lies on the equator. (4.3)</p> <p>I can name and locate at least 3 countries that border Kenya. (4.3)</p> <p>I can name and locate the capital city of Kenya, Nairobi. (4.3)</p> <p>I know that Kenya has a coastline on the Indian Ocean. (4.3)</p>	<p>and Antarctic Circles. (5.2)</p> <p>I can name the main countries of North America and the 3 oceans that surround it and locate them on a world map, in an atlas and on a globe. (5.2)</p> <p>I can describe how the time zone works. (5.2)</p> <p>I can name and locate some of the world's famous volcanoes on the ring of fire in the Pacific Ocean and explain why most active volcanoes are located there. (5.3)</p> <p>I can give a simple explanation of how the position of land mass has changed over time. (5.3)</p> <p>I can locate the tectonic plates on a map. (5.3)</p>	<p>I can describe how the time zone works. (6.1)</p> <p>I can name and locate the major tropical rainforests in the world and understand why they are located near the equator between the Tropic of Cancer and the Tropic of Capricorn. (6.2)</p> <p>I know that the largest rainforest is the Amazon Rainforest, and it is located in Brazil. (6.2)</p> <p>I can identify the location of Russia on a map, in an atlas and on a globe. (6.3)</p> <p>I can describe why there is a range of climates in Russia with reference to its location on the map (to the equator, Tropics of Cancer and Capricorn). (6.3)</p> <p>I can locate the key cities of Russia on a map. (6.3)</p>
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<p>Place Knowledge</p>	<p>All About Me I know where I live. (0.1) I know my school is on Raglan Street. (0.1) <u>Understanding The World- People, Cultures and Community</u> - <i>Explores/comment own immediate environment using knowledge, from observation, discussion (Advent)</i></p> <p>Hot and Cold I can begin to talk about how weather is different around the world. (0.3) <u>Understanding The World- People, Cultures and Community</u> - <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Pentecost/ELG).</i></p>	<p>I can describe what I like and dislike about the surrounding environment of my school. (1.1) I can describe how part of the local area around my school can be improved. (1.1) I can identify 3 or more characteristics of England, Northern Ireland, Scotland and Wales. (1.2) I can identify a geographical similarity and difference between England, Northern Ireland, Scotland and Wales. (1.2) I can identify seasonal and daily weather patterns in the UK across the year. (1.2) I can describe how the weather affects the lives of people living in a hot and a cold place (e.g. clothing/jobs/travel). (1.3) I can recognise seasonal and daily weather patterns in hot/cold places. (1.3) I understand the dangers of different weather systems. (1.3)</p>	<p>I can identify the facilities a town might need. (2.1) I can identify geographical similarities and differences between the towns of Eastwood and Aguas Calientes. (2.1) I can describe what the climate is like in Aguas Calientes, Peru and compare it to the climate in Eastwood, England. (2.1) I can describe geographical similarities and differences between China and England. (2.2) I can name the capital city of China and can compare landmarks in Beijing to landmarks in London. (2.2) I can identify and describe what the weather/climate is like in China. (2.2) I can describe at least 3 geographical similarities and differences between the countries Australia and England. (2.3) I can name the capital city of Australia. (2.3)</p>	<p>I can explain that Eastwood is a former coal mining town and identify why coal mining no longer takes place there. (3.1) I know that Nottingham Road is Eastwood's main high street. (3.1) I can explain which human/physical features I like/dislike about the local town of Eastwood. (3.1) I can explain how the town of Eastwood can be improved. (3.1) I can explain which parts of Eastwood residential/commercial and what services are available to people living in Eastwood. (3.1) I can identify and describe the different features of a river (including, (3.2) I can explain the journey of a river from its source to its mouth. (3.2) I can explain what a place might be like in the future, taking account of physical features. (3.2) I can name the countries, capital cities and geographical regions of the UK. (3.3)</p>	<p>I know that Nottinghamshire is made up of lots of boroughs and within these are different towns. (4.1) I can explain how and why the population of Nottingham has changed over time. I can describe at least 5 features I like/dislike about the city of Nottingham and how it could be improved. (4.1) I know that the river Trent is the 3rd longest river in the UK and can explain its significance to Nottingham. (4.1) I can give a simple explanation of how the Industrial Revolution changed the layout of Nottingham. (4.1) I know that Paris is the capital city of France. (4.2) I can name famous landmarks in Paris and compare the position of famous landmarks to the river Seine. (4.2) I understand the significance of the River Seine. (4.2) I can explain some geographical similarities and differences between life in the cities of Paris and life in Nottingham. (4.2)</p>	<p>I can explain what happens in the water cycle. (5.1) I can compare the climate on 2 different types of mountain range. (5.1) I can explain the impact tourism can have on a mountainous area. (5.1) I know that Canada is the largest country, and the USA is the 2nd largest country in North America. (5.2) I can describe and compare the human and physical geography of California with England and give reasons for their differences. (5.2) I can begin to explain how the latitude affects the physical features of a geographical region. (5.2) I can compare what it is like to live in California with what it is like to live in England and explain what it might be like in the future, taking account of issues impacting on human features. (5.2)</p>	<p>I can know that Brazil is the largest country in South America. (6.1) I can describe the climate of Brazil with reference to its location on the map, explaining what it is like and why and compare it to the climate in England. (6.1) I can make comparisons of the human and physical geography of Brazil and England and explain what a place might be like in the future, taking account of issues impacting on human/physical features. (6.1) I can explain how the latitude affects the physical features of a geographical region. (6.1) I can compare 2 different biomes within Brazil - Pampa (grasslands) and Caatinga (Desert Forests). (6.1) I can explain what the climate is like in a tropical rainforest and why and can</p>
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Human and Physical Geography	<p>All About Me I can recognise that there are different buildings in my local area. (0.1) <u>Understanding The World- People, Cultures and Community</u> - <i>Explores/comment own immediate environment using knowledge, from observation, discussion (Advent).</i></p> <p>Seaside I can begin to recognise that the UK has a coastline. (0.3) I can begin to understand that the UK is surrounded by a body of water. (0.3) <u>Understanding The World- People, Cultures and Community</u> - <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts</i></p>	<p>I can recognise at least 3 human features and 3 physical features in the local area around school. (1.1) I can identify 3 or more different types of housing in the school's local area and can explain how they are different. (1.1) I can identify 3 or more key physical features and human features of England, Northern Ireland, Scotland and Wales. (1.2) I can identify the key human and physical features of the hottest/coldest places in the world. (1.3)</p>	<p>I can identify and describe some of the human and physical features of Peru using basic geographical vocabulary. (2.1) I can identify and describe some of the human and physical features of the towns of Aguas Calientes and of Eastwood using basic geographical vocabulary. (2.1) I can describe some of the human and physical features of China using basic geographical vocabulary. (2.2) I can describe 3 or more human and physical features of Australia. (2.3)</p>	<p>I can identify and describe different human features of Eastwood (including types of settlement and land use; economic activity/trade links and the distribution of natural resources). (3.1) I can identify and describe at least 5 physical features of Eastwood (including climate zone and vegetation belt). (3.1) I can explain why water is such a valuable commodity, giving examples of how humans use rivers for settlement and economic activity. (3.2) I can explain how erosion and deposition changes the shape of a river and how meanders and oxbow lakes are formed. (3.2) I can explain why many cities of the world are situated by rivers. (3.2) I can describe key aspects of the human/physical characteristics of different counties and</p>	<p>I can describe many human features of Nottingham (including types of settlement and land use; economic activity/trade links and the distribution of natural resources) and explain why Nottingham has these features. (4.1) I can identify and locate canals in Nottingham and understand why they were built. (4.1) I can identify and describe many physical features of Nottingham (including climate zone, rivers and vegetation belt) and explain why Nottingham has these features. (4.1) I can describe and show understanding of the key aspects of the human geography of Paris (including types of settlement/land use; economic activity including trade links; and the distribution of natural resources. (4.2) I can describe and show understanding of the key aspects of the physical geography of Paris (including climate zones,</p>	<p>I can identify and describe the different features of a mountain range (including, valley, summit, slope, outcrop, face, ridge, treeline, snowline, plateau and foot). (5.1) I can explain what a place (open to environmental and physical change) might be like in the future taking account of physical features. (5.1) I can describe and show understanding of the many aspects of the physical features of California (including climate zone, biomes and vegetation belts, rivers and mountains). (5.2) I can explain what an earthquake is, why they happen, the damage they cause and compare the strengths of different ones in California. (5.2) I can describe and show understanding of many aspects of</p>	<p>I can identify and describe the physical geography of Brazil (including how latitude affects physical features of a region, climate zone, biomes and vegetation belts, rivers and mountains). (6.1) I can identify and describe the human geography of Brazil (including types of settlement/land use; economic activity including trade links; and the distribution of natural resources. (6.1) I can identify and describe the physical features of a rainforest. (6.2) I can identify and describe the human geography of a rainforest (including types of settlement/land use; economic activity including trade links; and the distribution of natural resources. (6.2) I can explain what the rainforest might</p>

	and maps (Pentecost/ELG).			countries in the UK. (3.3)	vegetation belts, rivers and mountains etc.) (4.2) I can compare the human and physical features of Paris and Nottingham. (4.2) I can describe and show understanding of the key aspects of the human geography of Kenya (including types of settlement/land use; economic activity including trade links; and the distribution of natural resources. (4.3) I can describe and show understanding of the key aspects of the physical geography of Kenya (including climate zones, vegetation belts, rivers and mountains etc.) (4.3) I can explain that Kenya's most valuable natural resource is its arable land. (4.3) I can compare two different biomes in Kenya (including desert and savanna). (4.3)	the human geography of California (including types of settlement/land use; economic activity including trade links; and the distribution of natural resources. (5.2) I can explain how the earth's crust is broken up into tectonic plates and different ways they can move. (5.3) I can explain the difference between active, dormant, and extinct volcanoes. (5.3)	be like in the future, taking account of issues impacting on human features. (6.2) I can identify and describe the key physical features of Russia. (6.3) I can identify and describe the key human features of Russia. (6.3)
Geographical Map Skills and Fieldwork	All About Me- I can explore a map to view the school and the area. (0.1) Understanding The World- People, Cultures and Community	I recognise where my school, the church, the local park and the local shops are on aerial photographs and plan perspectives of the school's locality. (1.1)	I can locate the 7 world continents on a world map, atlas and a globe. (2.1) I can locate the 5 world oceans on a world map, atlas and a globe. (2.1)	I can identify where Eastwood is on an OS map, atlas, globe and on digital mapping. (3.1) I can use some basic OS map symbols. (3.1) I can use four-figure grid references to locate human/physical	I can accurately plot the position of major cities, including Nottingham, on a map of the UK. (4.1) I can draw and label the route of the river Trent from its source on a map (including towns/cities it runs through). (4.1)	I can identify and locate mountain ranges on maps, in atlases and on globes, using symbols. (5.1) I can use contour lines to show higher ground on a map and compare the heights of	I can use maps, aerial photos, plans and web resources confidently to describe what a locality might be like. (6.1) I can explain scale and use maps with a

<p>- <i>Explores/comment own immediate environment using knowledge, from observation, discussion (Advent).</i></p> <p>Our Heroes I can design a map based on a fairy tale story. (0.2)</p> <p>Understanding The World- People, Cultures and Community <i>Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Lent).</i></p> <p>Seaside I can explore a map of the UK. (0.3)</p> <p>Understanding The World- People, Cultures and Community <i>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Pentecost/ELG).</i></p>	<p>I can draw a simple map of my school's locality and construct basic symbols in a key. (1.1)</p> <p>I can use locational and directional language (e.g. near/far, left/right) to describe the location of features in the surrounding area of school. (1.1)</p> <p>I can use simple compass directions (North, South, East and West) to describe different landmarks in the UK. (1.2)</p> <p>I recognise the 4 countries of the UK on a globe, world map and in an atlas. (1.2)</p> <p>I recognise major landmarks in the 4 countries of the UK on aerial photographs and plan perspectives. (1.2)</p> <p>I recognise weather symbols and can keep a weather chart. (1.3)</p> <p>I can use weather recording instruments to make observations about the weather where I live. (1.3)</p>	<p>I can locate where Peru, South America and England, Europe are on a world map, atlas and a globe. (2.1)</p> <p>I can point out human/physical features on maps of China, using North, South, East and West. (2.2)</p> <p>I can use simple compass directions, North, South, East and West and directional language to describe features and routes on a map. (2.3).</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks of Australia. (2.3)</p>	<p>features of Eastwood on a map. (3.1)</p> <p>I can use fieldwork to observe, measure and record the human and physical features in Eastwood, using sketch maps, plans and graphs). (3.1)</p> <p>I can use a tally chart to record numbers of certain types of features (e.g. housing, shops, land use) on the high street. (3.1)</p> <p>I can draw, label and compare the lengths of rivers, using maps with different scales. (3.2)</p> <p>I can draw a diagram of the journey of a river from its source to its mouth. (3.2)</p> <p>I can identify the names of the major rivers in the UK on a map. (3.2)</p> <p>I can identify areas of high ground and low ground on a map of the UK, using symbols. (3.2)</p> <p>I can locate the countries, counties, and cities of the UK on an OS map and in an atlas. (3.3)</p> <p>I can use four-figure grid references to locate the main human/physical</p>	<p>I can use four-figure grid references to locate human/physical features of Nottingham on a map. (4.1)</p> <p>I can label the same features of Nottingham on an aerial photograph as on a map. (4.1)</p> <p>I can use appropriate symbols to represent different human/physical features on a map. (4.1)</p> <p>I can use fieldwork (including to carry out a survey) to observe, measure and record the human and physical features in Nottingham, using sketch maps, plans and graphs). (4.1)</p> <p>I can accurately plot the position of major cities, including Paris, onto a map of France. (4.2)</p> <p>I can draw and label the route of the River Seine from its source on a map (including towns/cities it runs through). (4.2)</p> <p>I can label the same features of Paris on an aerial photograph as on a map. (4.2)</p> <p>I can give accurate measurements between 2 given places in Paris, using the scale on a map. (4.2)</p> <p>I can draw and label a map of Kenya with the</p>	<p>different mountains. (5.1)</p> <p>I can draw and label a diagram to explain what happens during the water cycle. (5.1)</p> <p>I can use six-figure grid references to locate features on a map. (5.1)</p> <p>I can give a simple explanation of what the lines of latitude and longitude tell us on a map. (5.2)</p> <p>I can use six-figure grid references to locate features of California on a map. (5.2)</p> <p>I can start to use coordinates to locate places in North America on a map. (5.2)</p> <p>I can draw and label a cross-section diagram of a volcano. (5.3)</p> <p>I can use six-figure grid references to locate volcanoes on a world map. (5.3)</p>	<p>range of scales confidently. (6.1)</p> <p>I can use six-figure grid references to locate human/physical features of Brazil on different maps confidently. (6.1)</p> <p>I can explain what the lines of latitude and longitude tell us on a world map confidently. (6.1)</p> <p>I can use six-figure grid references to name and locate major tropical rainforests on a map of the world. (6.2)</p> <p>I can use coordinates to locate the Amazon Rainforest and different features on a map. (6.2)</p> <p>I can use six-figure grid references to name and locate the human and physical features of Russia on a map of the world. (6.3)</p>
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				<p>features of the UK on a map. (3.3)</p> <p>I can use the 8 points of a compass to identify different counties and locations in the UK. (3.3)</p>	<p>human and physical features on (including cities, rivers, mountains, lakes and ocean), using the correct map symbols and key. (4.3)</p> <p>I can identify where Kenya is a map, atlas, globe and on digital mapping. (4.3)</p> <p>I can use the 8 points of a compass to locate key human and physical features of Kenya on a map. (4.3)</p>		
Geographical Enquiry	<p>I can participate in a geographical discussion.</p> <p>I can begin to ask questions relevant to a geographical discussion.</p>	<p>I can think of a question to ask about the locality around my school. (1.1)</p> <p>I can answer a question about the locality, using first hand observation. (1.1)</p> <p>I can think of a question to ask about what it is like to live in the 4 countries in the UK. (1.2)</p> <p>I can answer a question about the 4 countries in the UK using different resources, such as books and atlases. (1.2)</p> <p>I can ask a question about what it's like to live in a hot/cold place. (1.3)</p> <p>I can answer a question about what</p>	<p>I can think of a relevant question to ask about the country of Peru. (2.1)</p> <p>I can find out the answer to a question about a country using one source of evidence (e.g. a book). (2.1)</p> <p>I can think of a relevant question to ask about what school life is like in China. (2.2)</p> <p>I can and find out the answer to the question using the internet. (2.2)</p> <p>I can find out the answers to my own questions about Australia using different sources of evidence. (2.3)</p>	<p>I can ask a geographical question about Eastwood. (3.1)</p> <p>I can answer a geographical question about Eastwood, using fieldwork skills. (3.1)</p> <p>I can collect information about a place using fieldwork and use it in a report. (3.2)</p> <p>I can ask a geographical question about a county in the UK. (3.3)</p> <p>I can answer a geographical question about a county in the UK, using a source of evidence. (3.3)</p>	<p>I can ask geographical questions about how and why Nottingham changed during the period of the Industrial Revolution. (4.1)</p> <p>I can answer geographical questions about how and why Nottingham changed during the period of the Industrial Revolution. (4.1)</p> <p>I can ask geographical questions about how an aspect of life in Paris is different to that in Nottingham. (4.2)</p> <p>I can answer geographical questions about how an aspect of life in Paris is different to that in Nottingham, using the internet. (4.2)</p> <p>I can ask geographical questions about how an</p>	<p>I can ask and answer geographical questions about what it would be like to live in a mountainous place. (5.1)</p> <p>I can ask geographical questions about an aspect of the human geography of California. (5.2)</p> <p>I can collect information about aspects of the human geography of California and use it in a report. (5.2)</p> <p>I can ask a geographical question about volcanoes on different planets. (5.3)</p> <p>I can answer a geographical question about volcanoes found</p>	<p>I can use geographical questions to guide my independent enquiry. (6.1)</p> <p>I can use a range of self-selected resources to answer questions. (6.1)</p> <p>I can define geographical questions to guide my independent research about deforestation. (6.2)</p> <p>I can explain in a report how human activity has caused an environment to change. (6.2)</p> <p>I can define geographical questions to guide my independent research about natural resources</p>

		it's like to live in a hot/cold place, using the internet. (1.3)			<p>aspect of life in Kenya is different to that in Nottingham. (4.3)</p> <p>I can answer geographical questions about how an aspect of life in Kenya is different to that in Nottingham, using the internet. (4.3)</p>	on different planets, using the internet. (5.3)	and report back to my class. (6.3)
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