



Knowing

Creating

Using

Analysing

Evaluating

Harrold  
Primary Academy

To investigate	To record	To compare	To judge	To respond
using	using	analysis	evaluating	creating
Children will study places and people through applying a range of geographical study skills including fieldwork and research.	Children will record their discoveries and observations as tables, graphs, charts, maps, and written responses.	Children will seek significant patterns and trends in data at a local, national and global level.	Children will discuss, form and defend opinions, arising from analysis of data, developing an open mind and a growing awareness of viewpoint.	Children will develop creative solutions and strategies and will use geography as a starting point for their own artistic responses.

### Skills to be taught

Depth of Learning		To investigate using	To record using	To compare analysing	To judge evaluating	To respond creating
Surface Learning	EYFS	<b>To investigate:</b> with support and modelling, I can ask questions about aspects of my familiar world, where I live or the natural world.	<b>To respond:</b> With support and modelling, I can make observations to explain why some things occur.	<b>To compare:</b> With support and modelling, I can discuss why things happen and how things work.	<b>To judge:</b> With support and modelling, I can begin to understand the effect my behaviour can have on the environment.	<b>To respond:</b> With support and modelling, I can record my findings creatively [drawing/writing/photographing]
Enhanced Learning		<b>To investigate:</b> With support I can ask questions about aspects of my familiar world, where I live or the natural world.	<b>To respond:</b> With support, I can make observations to explain why some things occur.	<b>To compare:</b> With support, I can discuss why things happen and how things work.	<b>To judge:</b> With support, I can begin to understand the effect my behaviour can have on the environment.	<b>To respond:</b> With modelling, I can record my findings creatively [drawing/writing/photographing]
Deep Learning		<b>To investigate:</b> I can confidently ask questions about aspects of my familiar world, where I live or the natural world.	<b>To respond:</b> I can make observations to explain why some things occur.	<b>To compare:</b> I can discuss why things happen and how things work. <b>To compare:</b> I know similarities and differences in relation to places, objects, materials and living things.	<b>To judge:</b> I can begin to understand the effect my behaviour can have on the environment.	<b>To respond:</b> I can record my findings creatively [drawing/writing/photographing]

Surface Learning	Year 1	<p><b>To investigate:</b> With support and modelling, I can use maps to create questions. To investigate: I can find the UK on a map or globe.</p>	<p><b>To record:</b> With support and modelling, I can record the UK on a map, and other things of interest to myself, which I have researched. <b>To record:</b> With support and modelling, I can mark simple routes on a map.</p>	<p><b>To compare:</b> With support and modelling, I can discuss the different uses and purposes of maps and globes.</p>	<p><b>To judge:</b> With support and modelling, I can argue which the best route might be, using basic geographical terms.</p>	<p><b>To respond:</b> With support and modelling, I am able to use basic aspects of my geographical learning in my creative work. [e.g. the flags of my castle drawing have UK flag designs]</p>
Enhanced Learning		<p><b>To investigate:</b> With support I can use maps to find the UK and talk about locations using N/S/E/W.</p>	<p><b>To record:</b> With modelling, I can record my findings about geographical features in the 4 compass points, including the UK and features of personal interest. <b>To record:</b> With modelling, I can mark simple routes on a map.</p>	<p><b>To compare:</b> With modelling I can compare and contrast maps and routes, describing parity and disparity between them.</p>	<p><b>To judge:</b> With modelling, I can give myself and my peers' feedback on how they planned and followed a route, using geographical language and referring to the map.</p>	<p><b>To respond:</b> With modelling, I am able to use aspects of my geographical learning as a starting point, or as an element in some aspect of my wider creativity.</p>
Deep Learning		<p><b>To investigate:</b> I can confidently find a range of simple locations on a map. (England, Ireland, Scotland &amp; Wales; North Sea, Irish Sea, English Channel, Atlantic Ocean)</p>	<p><b>To record:</b> I can mark the UK, N/S/E/W, its countries on a map when asked. <b>To record:</b> I can mark simple routes on a map, describing the journey verbally and in writing.</p>	<p><b>To compare:</b> I can describe the similarities and differences between routes, places and locations describing parity and disparity between them in very basic terms.</p>	<p><b>To judge:</b> I can confidently give my peers' feedback and myself on their use of basic geographical, locational and positional language, suggesting simple improvements.</p>	<p><b>To respond:</b> I am able to use aspects of my geographical learning as a starting point, or as an element in some aspect of my wider creativity.</p>
Surface Learning	Year 2	<p><b>To investigate:</b> With support and modelling, I can use a key to discuss basic details of contrasting places.</p>	<p><b>To record:</b> With support and modelling, I can map a route through my school, using a plan perspective.</p>	<p><b>To compare:</b> With support and modelling, I can compare my locality with a non-European place (Africa), drawing simple comparisons using fieldwork, maps and secondary sources. <b>To compare:</b> With support and modelling, I can make verbal statements about relative sizes, distances and positions of key features of the world map.</p>	<p><b>To judge:</b> With support and modelling, I can reflect on the accuracy of my basic geographical recording, of maps, routes etc. picking out simple, obvious details.</p>	<p><b>To respond:</b> With support and modelling I can use my geographical learning to create simple speeches, drawings, maps or presentations designed by myself or in collaboration, with my own personal creative input. [E.g. a videoed UK weather report or tourist brochure for Africa.]</p>
Enhanced Learning		<p><b>To investigate:</b> With modelling, I use simple compass directions (N/S/E/W) and simple locational &amp; directional language to describe features &amp; routes on maps.</p>	<p><b>To record:</b> With modelling, I can map and follow a route inside and outside school, marking features on an aerial view.</p>	<p><b>To compare:</b> with modelling I can compare my locality with another non-European place using fieldwork, maps and secondary sources. <b>To compare</b> with modelling I can make statements (verbally or in writing) about relative sizes, distances and positions of key features of the world map.</p>	<p><b>To judge:</b> With modelling, I can reflect on the accuracy of my basic geographical recording (writing, drawing and map making).</p>	<p><b>To respond:</b> With modelling I can use my geographical learning to create simple speeches, drawings, maps or presentations designed by myself or in collaboration with my own personal creative input. [E.g. a videoed UK weather report or tourist brochure for Africa.]</p>

Deep Learning	Year 3	<p><b>To investigate:</b> I confidently use maps and globes locate countries, continents and oceans. [All Y1 plus UK capital cities, seven continents and relative hot and cold temperature zones.]</p> <p><b>To investigate:</b> I confidently use simple fieldwork skills to study my school and the key human and physical features of its surrounding environment.</p>	<p><b>To record:</b> I can devise a simple map, using a range of simple sources constructing basic symbols in a key, using an aerial perspective and a developing sense of scale.</p>	<p><b>To compare:</b> I can make written comparisons between parts of the world and this country, discussing the climate, location, size, distance and physical and human features in simple terms.</p> <p><b>To compare:</b> I can make statements (verbally and in writing) about relative sizes, distances and positions</p>	<p><b>To judge:</b> I can begin to reflect in basic terms on the accuracy of my geographical recording (writing, drawing and map making).</p>	<p><b>To respond:</b> I can use my geographical learning to create simple speeches, drawings, maps or presentations designed by myself or in collaboration with my own personal creative input. [E.g. a videoed UK weather report or tourist brochure for Africa.]</p>
Surface learning		<p><b>To investigate:</b> With support and modelling, I can use the eight points of a compass to locate geographical locations.</p>	<p><b>To record:</b> With support and modelling, I can record geographical locations using directional language and the eight points of the compass.</p> <p><b>To record:</b> With support and modelling, I can begin to develop my own scaled maps and charts of familiar locations, devising my own keys.</p> <p><b>To record:</b> With support and modelling, I take notes and basic measurements in the field, populating tables and maps.</p>	<p><b>To compare:</b> With support and modelling, I can compare my locality with non-European place (Brazil), drawing a range of comparisons using fieldwork, maps and secondary sources.</p> <p><b>To compare:</b> With support and modelling, I can compare physical processes, landscapes and phenomena using geographical language.</p>	<p><b>To judge:</b> With support and modelling, I can offer evaluative advice to my learning partner based on geographical skills (accuracy of recording, map reading, measuring units, compass use etc.)</p> <p><b>To judge:</b> With support and modelling, I can begin to make judgements about the data gathered in the field, evaluating trends and patterns.</p>	<p><b>To respond:</b> with support and modelling, I express my findings creatively, dividing my own tables, charts, maps, diagrams and illustrations along with well-written text.</p> <p><b>To respond:</b> With support and modelling, I use my deeper learning about new places and locations to write high quality fiction and non-fiction writing, enriched by new vocabulary.</p>
Enhanced Learning		<p><b>To investigate:</b> With modelling, I can use the eight points of a compass to locate and describe relative geographical location...</p>	<p><b>To record:</b> With modelling, I can record geographical using directional language and the eight points of the compass.</p> <p><b>To record:</b> With modelling, I can begin to develop my own scaled maps and charts of familiar locations, devising my own keys.</p> <p><b>To record:</b> With modelling, I take notes and basic measurements in the field, populating tables and maps.</p>	<p><b>To compare:</b> with modelling, I can compare my locality with a non-European place (Brazil), drawing a range of comparisons using fieldwork, maps and secondary sources.</p> <p><b>To compare:</b> with modelling I can compare physical processes, landscapes phenomena and related data using geographical language.</p>	<p><b>To judge:</b> With modelling, I can offer evaluative advice to my learning partner based on geographical skills (accuracy of recording, measuring units, compass use etc.)</p> <p><b>To judge:</b> With modelling, I can begin to make judgements about the data gathered in the field, evaluating trends and patterns</p>	<p><b>To respond:</b> With modelling, I express my findings creatively, dividing my own tables, charts, maps, diagrams and illustrations along with well-written text.</p> <p><b>To respond:</b> With modelling, I use my deeper learning about new places and locations to write high quality fiction and non-fiction writing, enriched by new vocabulary.</p>
Deep learning		<p><b>To investigate:</b> I can confidently use the eight points of a compass to locate and describe relative geographical locations.</p>	<p><b>To record:</b> I confidently and competently record geographical locations using directional language and the eight points of the compass.</p> <p><b>To record:</b> I can independently develop my own maps and charts of familiar locations, devising my own keys for key features, topography and land use.</p>	<p><b>To compare:</b> I can make written comparisons between parts of the world and this country, discussing the climate, location, size, distance and physical and human features in simple terms.</p> <p><b>To compare:</b> I can confidently compare physical processes, landscapes, phenomena and related data using geographical language and comparative language.</p>	<p><b>To judge:</b> I confidently and independently can offer sound evaluative advice to my learning partner based on geographical skills (accuracy of recording, map reading, measuring units, compass use etc.)</p> <p><b>To judge:</b> I can begin to make independent judgements about the data gathered in the field, evaluating trends and patterns.</p>	<p><b>To respond:</b> I confidently express my findings creatively, devising my own tables, charts, maps, diagrams and illustrations along with well-written text.</p> <p><b>To respond:</b> I use my deeper learning about new places and locations to write high-quality fiction and non-fiction writing, enriched by new vocabulary (Rainforests)</p>

			<p><b>To record:</b> I independently take notes and basic measurements in the field, populating tables and maps.</p>			
Enhanced Learning	Year 4	<p><b>To investigate:</b> With support and modelling, I can investigate, find and describe geographical locations using a four-figure grid reference. <b>To investigate:</b> With support and modelling I explore locations in the field measuring distances accurately in appropriate units (cm, mm)</p>	<p><b>To record:</b> With support and modelling, I can record location in speech, charts, maps and writing as a four-figure grid reference. <b>To record:</b> With support and modelling in the field I can record observed data (colours, sizes, distances, patterns, etc.) as notes and rough diagrams.</p>	<p><b>To compare:</b> With support and modelling, I can compare my locality with another UK locality drawing a range of comparisons using fieldwork, maps and secondary sources. <b>To compare:</b> With support and modelling, I can account for change in localities giving narratives of physical and human processes.</p>	<p><b>To judge:</b> With support and modelling I can use my observations and data to judge the human and physical impact on a location, expressing this in basic terms <b>To judge:</b> With support and modelling, I can begin to suggest theories to explain natural and human phenomena.</p>	<p><b>To respond:</b> With support and modelling, I express change in diagrams, using my creativity to combine text with maps, flow-charts, circular diagrams etc., expressing these digitally and in written formats. <b>To respond:</b> With support and modelling, I respond to locations combining music, art, dance or film to explore new ideas.</p>
		<p><b>To investigate:</b> With modelling, I can investigate, find and describe geographical locations using a four-figure grid reference. <b>To investigate:</b> With modelling, I explore locations in the field measuring distances accurately in appropriate units (cm, m).</p>	<p><b>To record:</b> With modelling, I can record location in speech, charts, maps and writing as a four-figure grid reference. <b>To record:</b> With modelling I can record observed data in the field (colours, sizes, distances, patterns, etc.) as notes, tables, charts and rough diagrams.</p>	<p><b>To compare:</b> with modelling I can compare my locality with another UK locality drawing a range of comparisons using fieldwork, maps and secondary sources. <b>To compare</b> with modelling I can account for change in localities giving narratives of physical and human processes, using data.</p>	<p><b>To judge:</b> With modelling I can use my observations and data to judge the human and physical impact on a location, expressing this in basic terms <b>To judge:</b> With modelling, I can begin to suggest theories to explain natural and human phenomena.</p>	<p><b>To respond:</b> With modelling, I express change using my creativity to combine text with maps, flow-charts, circular diagrams etc., expressing these digitally and in written formats. <b>To respond:</b> With modelling, I respond to locations combining music, art, dance or film to explore new ideas.</p>
Deep Learning		<p><b>To investigate:</b> I can independently and with confidence investigate, locate and describe geographical locations using a four-figure grid reference. <b>To investigate:</b> With I explore locations in the field measuring distances accurately in appropriate units (cm, m).</p>	<p><b>To record:</b> I can record location in speech, charts, maps and writing as a four-figure grid reference. <b>To record:</b> I independently record observed data in the field (colours, sizes, distances, patterns, etc.) as notes, tables, charts and rough diagrams.</p>	<p><b>To compare:</b> I can confidently compare my locality with another UK locality drawing a range of comparisons using fieldwork, maps and secondary sources. <b>To compare:</b> I can account for change in localities giving narratives of physical and human processes, using data (e.g. population, size, distance, land-use etc.)</p>	<p><b>To judge:</b> With modelling, I can use my observations and data to judge the human and physical impact on a location, expressing this in basic terms. <b>To judge:</b> I independently begin to suggest theories to explain natural and human</p>	<p><b>To respond:</b> I competently express change in diagrams, using my creativity to combine text with maps, flow-charts, circular diagrams etc., expressing these digitally and in written formats. <b>To respond:</b> I respond to locations by combining music, art, dance or film to explore new ideas.</p>

Surface learning		<p><b>To investigate:</b> With support and modelling, I can use fieldwork to prove / disprove opinions and assumptions.</p> <p><b>To investigate:</b> With support and modelling, I explore locations in the field measuring in appropriate units (mm, cm, m, m<sup>2</sup>) and converting between decimals.</p>	<p><b>To record:</b> With support and modelling I record measurements using correct units, recording as decimals to 1 decimal place.</p>	<p><b>To compare:</b> With support and modelling I can make verbal comparisons and contrasts between the UK and another country, citing various categories [climate, economy, topography, size and shape of country, population etc.]</p> <p><b>To compare:</b> With support and modelling I can verbally compare and contrast, data, statistic, maps and field observations, commenting on differences and changes over time.</p>	<p><b>To judge:</b> With support and modelling I can begin to discuss the human impact on the environment, [e.g. food miles, deforestation, climate change] becoming aware of the major contributors to environmental damage.</p> <p><b>To judge:</b> With support and modelling, I make detailed statements and form opinions about locations using my own fieldwork observations as evidence.</p>	<p><b>To respond:</b> With support and modelling, I can compose verbal, pictorial and written arguments about human impact on the environment, using geographical language.</p> <p><b>To respond:</b> With support and modelling, I use my more detailed geographical vocabulary and understanding of people and places to write convincing and engaging fiction.</p>
Enhanced Learning	Year 5	<p><b>To investigate:</b> With modelling I can use fieldwork to prove / disprove opinions and assumptions, cross-referencing with secondary sources.</p> <p><b>To investigate:</b> With modelling I explore locations in the field measuring in appropriate units (mm, cm, m, m<sup>2</sup>) and converting between decimals.</p>	<p><b>To record:</b> With modelling I record measurements using correct units, recording as decimals to 1 decimal place.</p>	<p><b>To compare:</b> With modelling I can make verbal and written comparisons and contrasts between the UK and another country, citing various categories (above).</p> <p><b>To compare:</b> With modelling I can verbally compare and contrast, data, statistics, maps and field observations, commenting on differences and changes over time.</p>	<p><b>To judge:</b> With modelling, I can begin to discuss the human impact on the environment, (see above) reasoning about the factors and justifying opinions. <i>P&amp;S Community Living, Myself &amp; Others</i></p> <p><b>To judge:</b> With modelling, I make detailed statements and form opinions about locations using my own fieldwork observations as evidence.</p>	<p><b>To respond:</b> With modelling, I can compose verbal, pictorial and written balanced arguments about human impact on the environment, using geographical language.</p> <p><b>To respond:</b> With modelling, I use my more detailed geographical vocabulary &amp; understanding of people &amp; places to write convincing and engaging fiction.</p>
Deep learning		<p><b>To investigate:</b> I use fieldwork to prove / disprove opinions and assumptions, cross-referencing with secondary sources.</p> <p><b>To investigate:</b> I explore locations in the field measuring in appropriate units (above) and converting between decimals.</p>	<p><b>To record:</b> I independently record measurements using correct units, recording as decimals to 1 decimal place.</p>	<p><b>To compare:</b> I can make verbal and written comparisons and contrasts between the UK and another country, citing various categories (above).</p> <p><b>To compare:</b> I can verbally compare and contrast, data, statistics, maps and field observations, commenting on differences and changes over time.</p>	<p><b>To judge:</b> I can begin to independently discuss the human impact on the local, international and global environment, (see above) presenting a fact-based argument and justifying my opinions with evidence.</p> <p><b>To judge:</b> I confidently make extended statements and form opinions about locations using my own fieldwork observations as evidence.</p>	<p><b>To respond:</b> I compose verbal, pictorial and written arguments about the human impact on the environment, using geographical language.</p> <p><b>To respond:</b> I independently embellish settings, atmosphere and character in my writing and other creative projects by drawing on more detailed geographical vocabulary and understanding of people and places.</p>

Surface Learning	Year 6	<p><b>To investigate:</b> With support and modelling, I can investigate, locate and describe, using a six-figure grid reference.</p> <p><b>To investigate:</b> With support and modelling I can describe locations in a range of reliable ways, using longitude and latitude, six-figure grid references, compass points or proximal landmarks.</p> <p><b>To investigate:</b> With support and modelling, I investigate locations in the field measuring distances accurately in appropriate units (mm, cm, and m).</p>	<p><b>To record:</b> With support and modelling, I can record location in speech, charts, maps and writing as a six figure grid reference.</p> <p><b>To record:</b> With support and modelling, I can mark geographical features on map (including OS maps) to six-figure grid reference accuracy.</p> <p><b>To record:</b> With support and modelling I can draw and write detailed descriptions, diagrams and charts, incorporating appropriate writing, mathematics and geographical language.</p> <p><b>To record:</b> With support and modelling, I record my observations and measurements in the field as detailed diagrams to scale, indicating ratio.</p>	<p><b>To compare:</b> With support and modelling I can compare and contrast, data, statistic, maps and field observations, producing illustrated writing to comment on differences and changes over time.</p> <p><b>To compare:</b> With support and modelling, I can compare and contrast developed &amp; developing nations, exploring natural resources, wealth and trade.</p>	<p><b>To justify:</b> With support and modelling I consider the ethics of global trade and travel, giving balanced evidence <i>P&amp;S Community Living, Myself &amp; Others</i></p> <p><b>To justify:</b> With support and modelling I draw conclusions about locations based on my fieldwork and recording, justifying my findings by interpreting evidence.</p>	<p><b>To respond:</b> With support and modelling I combine creative media to express interconnected facts, opinions and theories, using creative writing, drawings, maps, models, film, sound and statistics to creatively present findings, opinions and interconnected facts.</p>



Enhanced Learning		<p><b>To investigate:</b> With modelling, I can investigate, locate and describe using a <i>six figure</i> grid reference.</p> <p><b>To investigate:</b> With modelling I can describe locations in a range of reliable ways, using longitude and latitude, <i>six-figure</i> grid references, compass points or proximal landmarks.</p> <p><b>To investigate:</b> With modelling, I investigate locations in the field estimating and measuring distances and dimensions accurately in appropriate units (mm, cm, m, mm2, cm2, m2).</p>	<p><b>To record:</b> With modelling, I can record location in speech, charts, maps and writing as a <i>six-figure</i> grid reference.</p> <p><b>To record:</b> With modelling, I can mark geographical features on map (including OS maps) to <i>six-figure</i> grid reference accuracy.</p> <p><b>To record:</b> With modelling I can draw and write detailed descriptions, accounts, diagrams and charts, incorporating appropriate writing, mathematics and geographical language.</p> <p><b>To record:</b> With modelling, I record my observations and measurements in the field as detailed diagrams to scale, indicating ratio.</p>	<p><b>To compare:</b> With modelling I can compare and contrast, data, statistic, maps and field observations, producing extended illustrated writing to comment on differences and changes over time.</p> <p><b>To compare:</b> with modelling I can compare and contrast developed &amp; developing nations, exploring natural resources, wealth and trade.</p>	<p><b>To justify:</b> With modelling I form opinions about the ethics of global trade and travel, [incl. climate change, Fair trade and the developing/developed divide.] justifying my beliefs and opinions with evidence.</p> <p><b>To justify:</b> With modelling I draw conclusions about locations based on my fieldwork and recording, justifying my findings with interpretations of evidence</p>	<p><b>To respond:</b> With modelling I combine creative media to express interconnected facts, opinions and theories, using creative writing, drawings, maps, models, film, sound and statistics to creatively present findings, opinions and interconnected facts</p>
Deep Learning		<p><b>To investigate:</b> I can independently investigate, locate and describe using a <i>six-figure</i> grid reference.</p> <p><b>To investigate:</b> I independently describe locations in a range of reliable ways, using longitude and latitude, <i>six-figure</i> grid references, compass points or proximal landmarks.</p> <p><b>To investigate:</b> I investigate locations in the field estimating and measuring distances and dimensions accurately in appropriate units. [mm, cm, m, mm2, cm2]</p> <p><b>To investigate:</b> I independently draw and write detailed descriptions accounts, diagrams and charts, incorporating appropriate writing, mathematics and geographical language.</p>	<p><b>To record:</b> I confidently and accurately record location (speech, charts, maps and writing) as a <i>six figure</i> grid reference, marking geographical features on map (including OS maps) to <i>six figure</i> grid reference accuracy.</p> <p><b>To record:</b> I independently record my observations and measurements in the field, as detailed diagrams to scale, indicating ratio, and clearly labelling dimensions (mm, cm, m, mm2, cm2, m2)</p>	<p><b>To compare:</b> With modelling I can compare and contrast, data, statistic, maps and field observations, producing extended illustrated writing to comment on differences and changes over time.</p> <p><b>To compare:</b> I can compare and contrast developed &amp; developing nations, exploring natural resources, wealth and trade.</p>	<p><b>To justify:</b> I form sophisticated opinions about the ethics &amp; implications of global trade and travel, justifying my d conclusions verbally and in writing with several pieces of evidence grounded in research.</p> <p><b>To justify:</b> I draw conclusions about locations based on my own fieldwork and recording, justifying my findings with interpretations of evidence.</p>	<p><b>To respond:</b> With I confidently combine creative media to express interconnected facts, opinions and theories, using creative writing, drawings, maps, models, film, sound and statistics to creatively present findings, opinions and interconnected facts.</p>