



# Geography Program of Study

## Daffodil Preparatory School

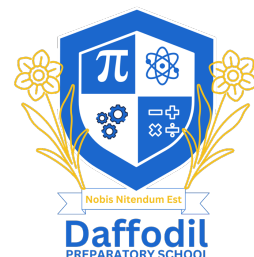
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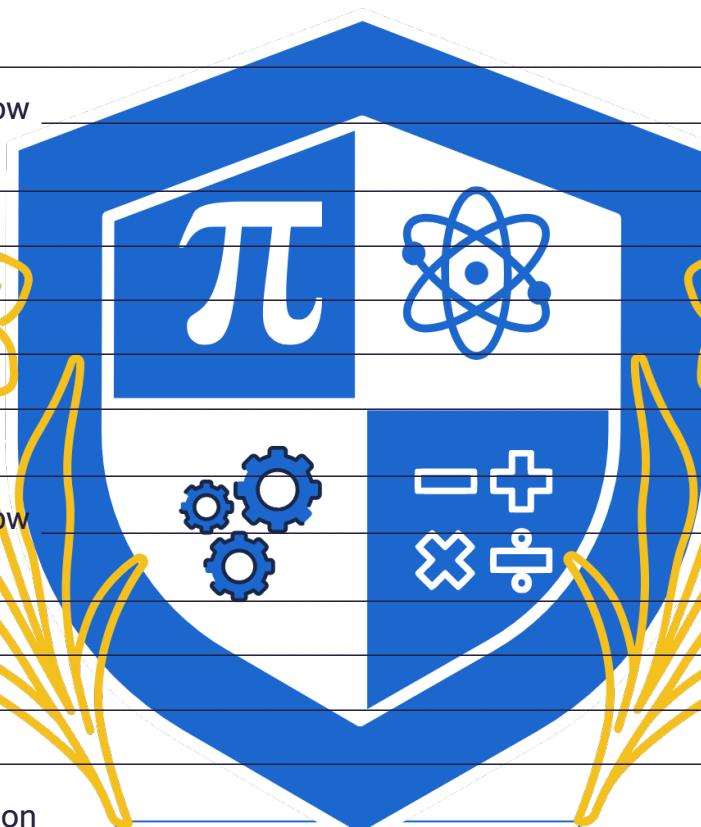
London, E1 2DA



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# GEOGRAPHY PROGRAMME OF STUDY

The intent of the Geography Curriculum is for children to have a knowledge of their local, wider and international settings. To know key information about geographical features, key countries and continents and differing weather and climates around the world. They know the difference between natural and human features. They know the impact that humans can have on the environment, including climate change. We want pupils to be curious about the diversity of settings and cultures around the globe.

Pupils are encouraged to think like geographers and to develop key skills including making comparisons between different locations and cultures; cause and effect; mapping skills; using scales; using an atlas and using a key to understand geographical features. Pupils are given opportunities to apply mathematics in a geographical context.



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# GEOGRAPHY – KEY CONTENT

## Location knowledge

- 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
- 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
- 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)

## Place knowledge

- 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
- 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

- 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
- 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, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

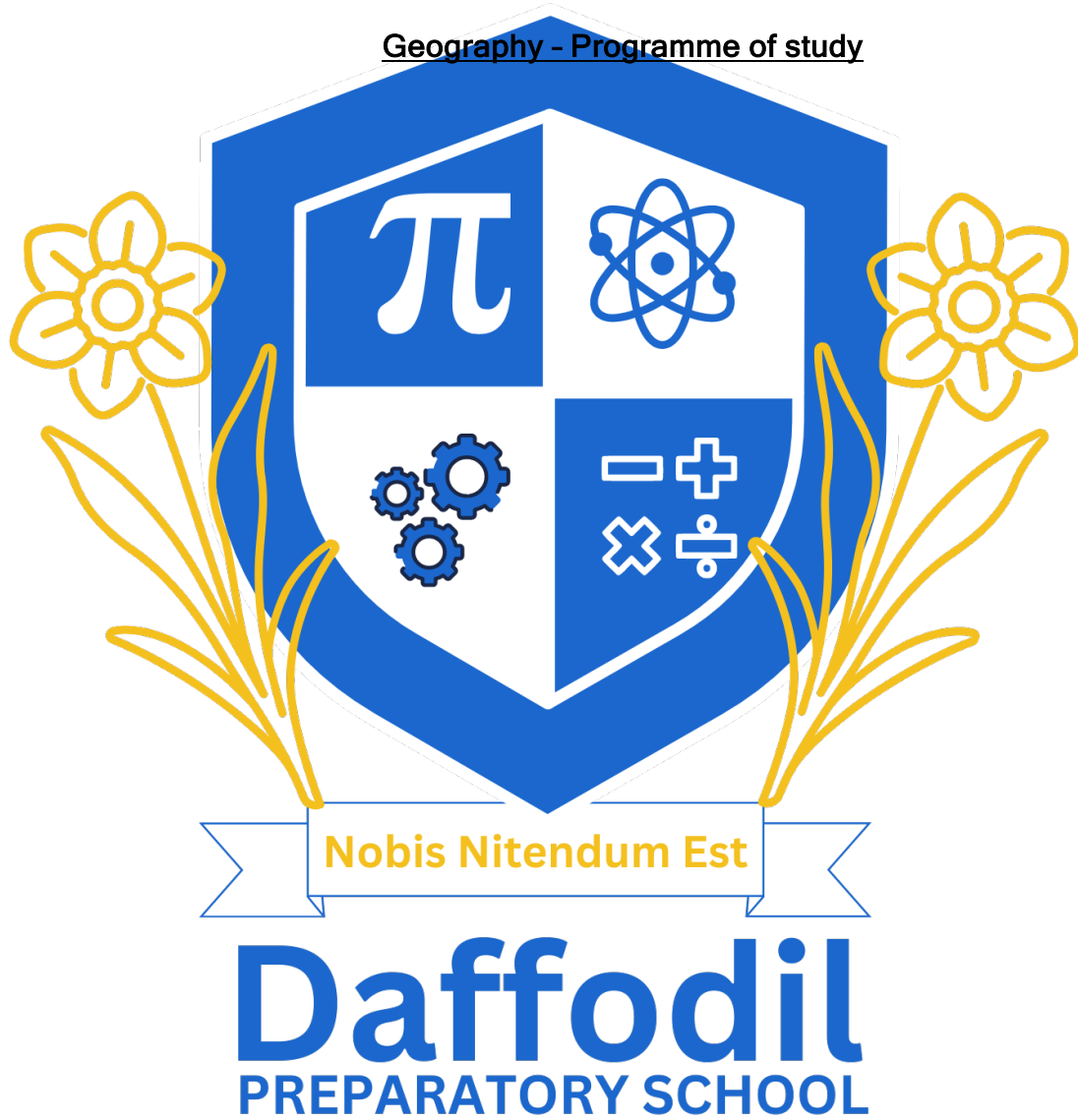
## Geographical skills and fieldwork

- 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 (e.g. near and 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; 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.
- 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Geography - Programme of study



# YEAR 1

## Vocabulary to know

address, near, far, travel, journey, routes, features, attractive, buildings, office, church, shop, house, flat, garage, factory, leisure, playground, park, parade, library, museum, facilities, traffic, survey, street, parking, pedestrian crossing, council offices, cycleway, pavement, frequency, travel, passport, country, weather, holiday, visit, transport, boat, aeroplane, train, coach

### Unit 1.1

#### Map Work – model and map

Teacher led – teacher decides on the content to cover the mapping skills objectives

- Follow and give directions using terms such as left, right, forward, back
- Describe the relative location of features of environments they are in, using terms like 'in front of', 'nearby', 'behind';
- Sort objects by their shapes and relative sizes
- Draw round the base of toy and life-size objects, remove the object and recognise that the shape left is its plan-view
- Make a model layout showing some of the features in an area they are familiar with and navigate a vehicle around the area
- Draw picture maps and maps using symbols of routes or small areas with which they are familiar

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### Unit 1.2

#### Around our school - the local area

##### Outcomes –

- know their own addresses
- draw a map showing their route to school
- recognise where places are within the school
- identify a clear sequence of features seen on their route to school
- use correct vocabulary to describe features
- know about changes in their locality
- recognise that different places in the area support different kinds of work
- know that a local area may have a variety of leisure facilities
- know that local leisure facilities depend on people to support them

### Unit 1.3

#### How can we make our local area safer?

##### Outcomes –

- identify the nature and character of a road in relation to traffic
- compare different roads



- conduct a simple road survey
- record information accurately on a plan or draw a mental map to show specific information
- identify a variety of solutions, including drawing on experience in other areas

### Unit 1.4 Where do travel?

Pupil choice

Outcomes –

- identify a variety of places around the world
- understand that other places may be different from their own locality
- understand that weather conditions in other countries may be different from those they are experiencing at the same time
- are aware of similarities and differences between other countries and their own
- know about different ways of travelling to places
- know that different types of transport will give different travel times

### Unit 1.5 Global Work – top, middle and bottom

A Pupil/Teacher led topic

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

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# YEAR 2

## Vocabulary to know

seaside, beach, coast, cliff, weather, village, town, country, city, human, physical, features, buildings, lifestyle, transport, port, harbour, characteristic travel, passport, weather, transport, mountain, ocean, river, country, continent north, south, east, west, compass point, route, key, symbol forest, hill, mountain, valley, soil, farm, season, vegetation

### Unit 2.1

#### Map work

Teacher led – teacher decides on the content to cover the mapping skills objectives

- Make a tracing of features on a large-scale vertical aerial photograph and identify those features when the photograph is no longer present
- Use a large-scale map of their own familiar environment to identify features and routes
- Use a large-scale map of a small, familiar environment to find their way around and identify named features
- Give locations on a grid system using alpha-numeric co-ordinates
- Estimate relative distances, using terms such as 'nearer than', 'further away', and relative sizes, using terms like 'larger' and 'smaller'

### Unit 2.2

#### Going

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seaside

#### Outcomes –

- identify places and relate them to different types of environments
- organise a survey
- reach conclusions from evidence
- know where the seaside is in relation to their y locality
- complete a sketch map by obtaining information from a photograph
- relate knowledge and understanding of their own locality to another area
- compare their lifestyle at home with that of living by the sea

### Unit 2.3

#### What is like to live in another country?

Pupil choice

#### Outcomes –

- identify a variety of places around the world
- understand the concept of visiting other places
- understand that other places may be different from their own locality
- understand that weather conditions in other countries may be different from those they are experiencing at the same time

- are aware of similarities and differences between other countries and their own – vegetation, animals, food, clothing, travel
- know that different types of transport will give different travel times

### Unit 2.4

Where is Chingford?

A Pupil/Teacher led topic

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

### Unit 2.5

Globe Work – 7 continents and 5 oceans

A Pupil/Teacher led topic

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

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# YEAR 3

## Vocabulary to know

hamlet, village, town, city, settlement

north east, north west, south east, south west east,

route, scale, distance, direction, key, symbol

homes, shops, roads, services, factory, buildings, transport, land use,

environment, repair, damage, pollution

slopes, valleys, streams, soil

holiday, weather, climate, climatic zone, hot, cold, dry, wet, tropical, desert, warm temperate, cool

temperate, polar, temperature, rainfall, route, journey, transport, distance, destination, leisure,

country, continent, population

## Unit 3.1 Map Work

Teacher led – teacher decides on the content to cover the mapping skills objectives

- Draw a moderately accurate free-hand map of such features as a table, a room and an outside area they can see
- Draw a free-hand map of a familiar area or a route that cannot be seen from one site
- Relate a large-scale map of school grounds to a familiar environment to find where features are and the way around
- Use a large-scale map and a street map of the Chingford area that cannot be viewed at once to identify features and routes in the environment
- Use a large-scale vertical aerial photograph with a map of the same familiar area to identify features and routes
- Add features using pictures or symbols to a large-scale map of the school grounds

## Unit 3.2

Investigating

our

local

area

Outcomes –

- identify damage to the environment
- describe improvements to the environment
- know about other environmental concerns and how they might be addressed
- locate their area and school on maps at a range of scales
- plan routes around the area on a base map
- identify main human and physical features of the village
- develop awareness and understanding of land use in the area
- identify and understand different land uses
- record land use on a map using a key
- classify types of work
- understand the relationship between work and travel

## Unit 3.3

### Weather around the world

#### Outcomes –

- locate and identify general weather conditions on a globe and map
- make and justify decisions about best locations for holidays based on specified criteria
- research and record evidence to answer their own questions and/or those set by the teacher
- understand that weather conditions vary from place to place
- understand how weather conditions affect clothing
- show awareness of the impact of weather on human activity
- show a developing awareness of different countries around the world and the weather conditions there

## Unit 3.4 Double

### The United Kingdom – characteristics of the 4 countries

#### A Pupil/Teacher led topic

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

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# YEAR 4

## Vocabulary to know

environment, issues, environmental quality, community, air pollution, vehicles, waste, recycling, compost, litter, derelict, planning, land use, conserve, sustain, urban, rural

### Unit 4.1

#### Map Work

Teacher/pupil led – teacher/pupils decides on the content to cover the mapping skills objectives

- Begin to use some conventional symbols in making their own maps of real or imaginary places, and provide a key
- Measure distances in a room and in an open area using metre rulers, tape measures and trundle wheels with reasonable accuracy
- Measure straight-line distances on a large-scale map using a scale bar
- Give locations on a grid system using four-figure co-ordinates
- Use a compass to find and give the four cardinal compass directions and the four intermediate directions
- Use the points of the compass when giving directions on a map when there is a compass rose present

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### Unit 4.2

#### Improving

**Daffodil** the **environment**  
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#### Outcomes –

- recognise and understand variations in the flow of children around the school
- become aware of the amount of waste within the classroom and how and why it should be reduced
- express a view on an environmental issue and justify it
- to be aware of the causes of climate change, human influence upon it and ways it can be prevented.
- become aware of the amount of waste in the school grounds and how and why it should be reduced
- express a view on an environmental issue and justify it
- appreciate the need for improvement in some places
- are aware that particular groups of people have some responsibility for improving environments

### Unit 4.3

#### Village

#### settlers

#### Outcomes –

- show knowledge about early settlers
- show knowledge about the characteristics of the early settlers' settlements
- use a map to identify settlements and reasons for their original siting

- are aware that a village can develop as a result of several factors
- identify a variety of symbols and know their meanings
- understand how settlements are connected

## Unit 4.4

**Globe Work - Living on another continent – group activity covering different continents**

**Outcomes –**

- location of the UK in relation to the area
- complete a map to show the main features of the settlement
- recognise main human and physical features
- are aware of, and able to discuss, the main similarities and differences in homes are aware of, and able to discuss, the main similarities and differences in schools are aware of economic activities
- use aerial photographs to identify and record different forms of land use in and around the village
- use secondary sources to identify and record similarities and differences in ways of selling and trading goods

## Unit 4.5 London – getting about & seeing the sites

**A Pupil/Teacher led topic**

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The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

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# YEAR 5

## Vocabulary to know

rain, shower, thunderstorm, drain, downpipe, sewer, evaporation, condensation, pollution, filtering, reservoir, purification, irrigation, development climate zone, biomes, vegetation belt buildings, traffic, environment, volume, pedestrian precinct, diversion, benefits, survey, points of view latitude, longitude, equator, northern hemisphere, southern hemisphere, tropic of cancer, tropic of Capricorn, arctic circle, Antarctic circle, time zone, meridian

## Unit 5.1

### Map Work – Town Coast and Country

Teacher/pupil led – teacher/pupil decides on the content to cover the mapping skills objectives

- Use plan shapes and symbols to show specific features on maps they draw and include a key
- Draw a reasonably accurate free-hand map of a familiar area or a route that cannot be seen from one site
- Use the 16 points of the compass to give and follow directions
- Indicate compass directions in the neighbourhood
- Align a large-scale map of the school and neighbourhood, using landmarks and compass points
- Use a conventional large-scale map to find their way around an area and relate position on the ground to location on the map
- Understand the purpose of the information that surrounds a map, including the title, key, scale bar, grid co-ordinates and compass
- Begin to use six-figure grid references to locate points on maps
- Begin to have some sense of the real distance meaning of measurements made on large-scale maps of familiar areas

## Unit 5.2

### Water

#### Outcomes –

- locate the main desert regions on a world map
- understand how water can be transported
- understand that water is a universal need
- understand that access to water varies in different parts of the world
- understand the issue of wasting water and what happens to water once it has been used
- understand the comparative importance of clean water and plentiful supply
- understand the difficulties associated with the notion of owning water

## Unit 5.3

Should the high street be closed to traffic?



**Outcomes –**

carry out fieldwork tasks

record evidence in a variety of ways

carry out a survey to elicit different viewpoints and feelings

discuss an issue in an informed way using a range of evidence

arrive at an informed view about the issue

are aware of the range of views that people hold about the issue

understand the nature of compromise

**Unit 5.4**

**Globe Work – earth from space, physical geography**

**Identify and know the features of:**

Climate zones, biomes and vegetation belts

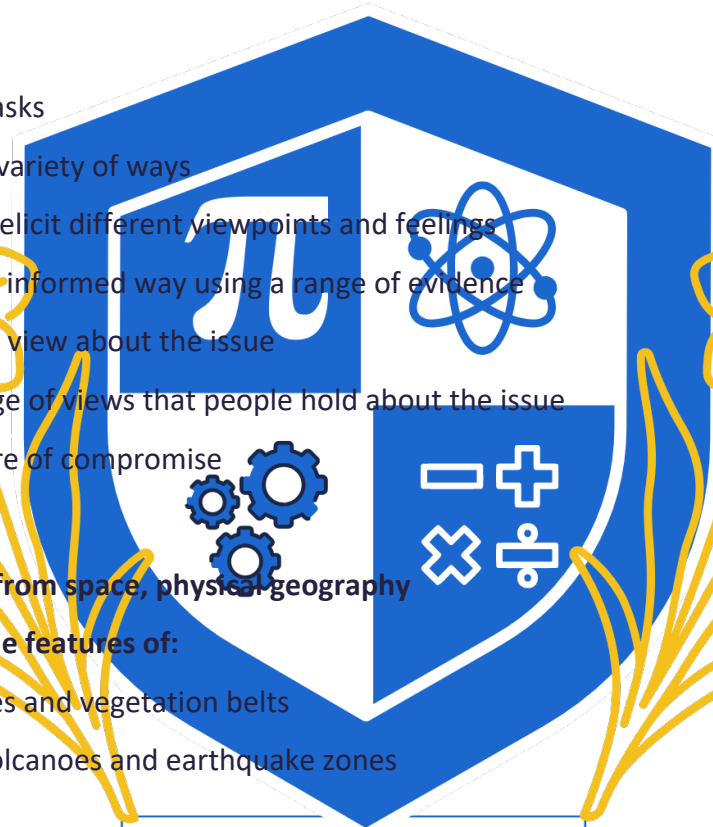
Rivers, mountains, volcanoes and earthquake zones

**Unit 5.5**

**Europe – countries & characteristics**

**A Pupil/Teacher led topic**

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.



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# YEAR 6

## Vocabulary to know

water cycle, rainfall, source, spring, river, stream, hill, slope, steep, waterfall, valley, channel, lake, mouth, erosion, pollution, landscape tributary, reservoir, drain, weir, floodplain, meander, gorge, rapids, estuary, delta, weathering, transportation, deposition environment, mountain, volcano, earthquake, landscape, weather data, season, blizzard, avalanche, snowstorm, snowdrift, tourism, litter, erosion economic activity, trade links, distribution, natural resources, energy, minerals weather, rainfall, precipitation, temperature, wind speed, wind direction, cloud type, cloud cover, questionnaire, human and physical features, country, continent, route

## Unit 6.1

### Map Work – Infrastructure

Teacher/pupil led – teacher/pupils decides on the content to cover the mapping skills objectives

- Begin to draw reasonably accurate scaled maps of familiar areas, such as the classroom and school grounds, using measurements they have made
- Begin to make a moderately accurate scaled model of part of the local area showing features of the area
- Measure the straight-line distance between two points on maps of progressively smaller scales and begin to measure the winding distances along roads on maps
- Compare symbols for the same features on maps of progressively smaller scales
- Begin to recognise that the generalisation on maps increases with the decrease in scale
- Begin to appreciate that some symbols on small-scale maps are disproportionate in size to the real features they represent
- Begin to describe a route on a map from statements of direction and distance
- Recognise from the layer tinting and contour lines on maps that the landscape shown is not flat
- Annotate a sketch map of an area shown in a vertical aerial photograph to show the variety of features
- Search for locations on atlas maps using longitude and latitude

## Unit 6.2

### Investigating rivers

#### Outcomes –

- identify and sequence the components of the water cycle
- draw puddle maps to scale
- describe what happens to rain water when it reaches the ground
- identify forms in which water occurs in the environment
- draw a map of the route of a river
- draw sketch maps of a river and label the main features

- identify parts of the river system
- record and graph changes to features of the river
- show change along a river's length through a sequenced display of sections, graphs and sketches
- map a river section and annotate land use
- know about the river they have studied and its effect on the landscape
- understand how and why rivers change

### Unit 6.3

The

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mountain



environment

Outcomes –

- identify some important characteristics of a mountain environment
- know the global distribution of major mountain areas
- use a range of material to provide evidence of their findings
- know about the individual character of three contrasting mountain environments
- find relevant data and present it in suitable ways
- understand the effects of varying weather conditions on different types of human activity
- understand the effects of tourism on an area

### Unit 6.4

Globe Work – Human Geography- Climate Change

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Outcomes –

- To know the causes of climate change
- To know how human actions impact on the environment
- To know the implications if climate change continues unchecked
- To understand how systems are linked and cause and effect impacts on larger environment
- To look at a case study of where a landscape has been changed through climate change (for example the polar caps)
- To look at a case study where environmental damage has been repaired (for example, reforestation, or new coral growth)
- To recognise factors which impact on climate change where it is not widely desirable for them to be improved quickly (for example, flights, petrol cars, deforestation)

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# MAPPING - PROGRESSION

## Key Stage 1:

Follow and give directions using terms such as left, right, forward, back

Describe the relative location of features of environments they are in, using terms like 'in front of', 'nearby', 'behind';

Sort objects by their shapes and relative sizes

Draw round the base of toy and life-size objects, remove the object and recognise that the shape left is its plan-view

Make a model layout showing some of the features in an area they are familiar with and navigate a vehicle around the area

Draw picture maps and maps using symbols of routes or small areas with which they are familiar

Make a tracing of features on a large-scale vertical aerial photograph and identify those features when the photograph is no longer present

Use a large-scale map of their own familiar environment to identify features and routes

Use a large-scale map of a small, familiar environment to find their way around and identify named features

Give locations on a grid system using alpha-numeric co-ordinates

Estimate relative distances, using terms such as 'nearer than', 'further away', and relative sizes, using terms like 'larger' and 'smaller'

## Lower Key Stage 2:

Draw a moderately accurate free-hand map of such features as a table, a room and an outside area they can see

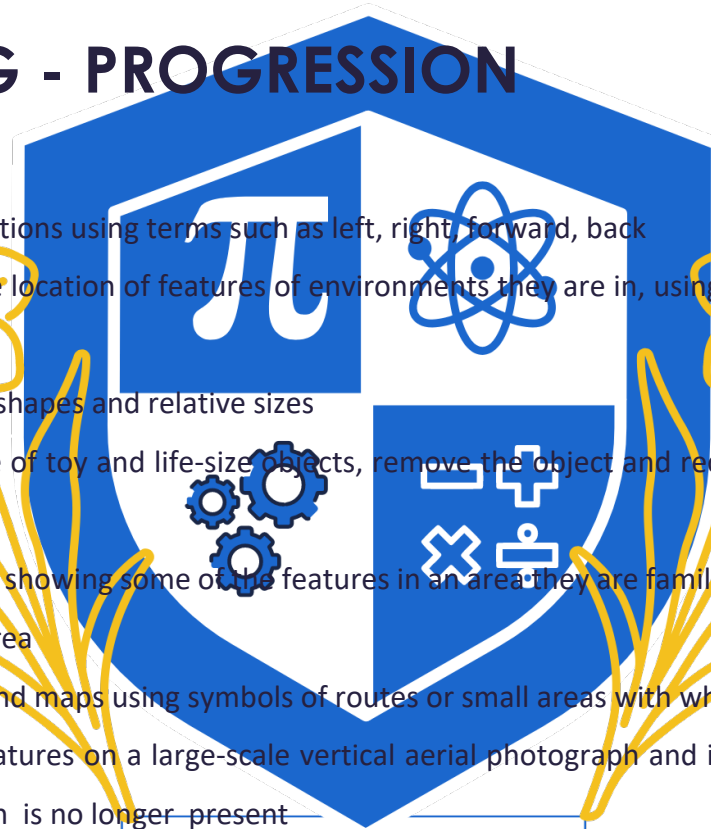
Draw a free-hand map of a familiar area or a route that cannot be seen from one site

Relate a large-scale map of a room, building or grounds to a familiar environment to find where features are and the way around

Use a large-scale map and a street map of a familiar area that cannot be viewed at once to identify features and routes in the environment

Use a large-scale vertical aerial photograph with a map of the same familiar area to identify features and routes

Add features using pictures or symbols to a large-scale map of a room or the school grounds



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Begin to use some conventional symbols in making their own maps of real or imaginary places, and provide a key

Measure distances in a room and in an open area using metre rulers, tape measures and trundle wheels with reasonable accuracy

Measure straight-line distances on a large-scale map using a scale bar

Give locations on a grid system using four-figure co-ordinates

Use a compass to find and give the four cardinal compass directions and the four intermediate directions

Use the points of the compass when giving directions on a map when there is a compass rose present

### Upper Key Stage 2:

Use plan shapes and symbols to show specific features on maps they draw and include a key

Draw a reasonably accurate free-hand map of a familiar area or a route that cannot be seen from one site

Use the 16 points of the compass to give and follow directions

Indicate compass directions in the neighbourhood

Align a large-scale map of the school and neighbourhood, using landmarks and compass points

Use a conventional large-scale map to find their way around an area and relate position on the ground to location on the map;

Understand the purpose of the information that surrounds a map, including the title, key, scale bar, grid co-ordinates and compass

Begin to use six-figure grid references to locate points on maps

Begin to have some sense of the real distance meaning of measurements made on large-scale maps of familiar areas

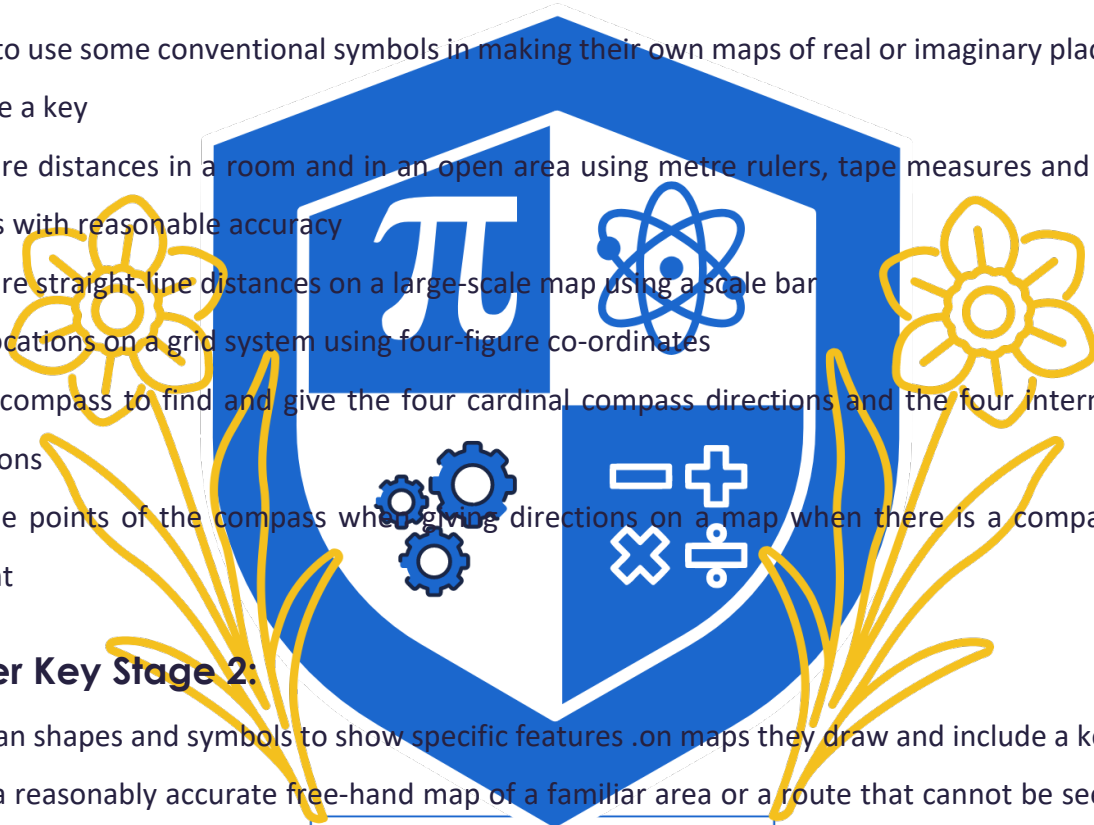
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Begin to make a moderately accurate scaled model of part of the local area showing features of the area

Measure the straight-line distance between two points on maps of progressively smaller scales and begin to measure the winding distances along roads on maps

Compare symbols for the same features on maps of progressively smaller scales

Begin to recognise that the generalisation on maps increases with the decrease in scale



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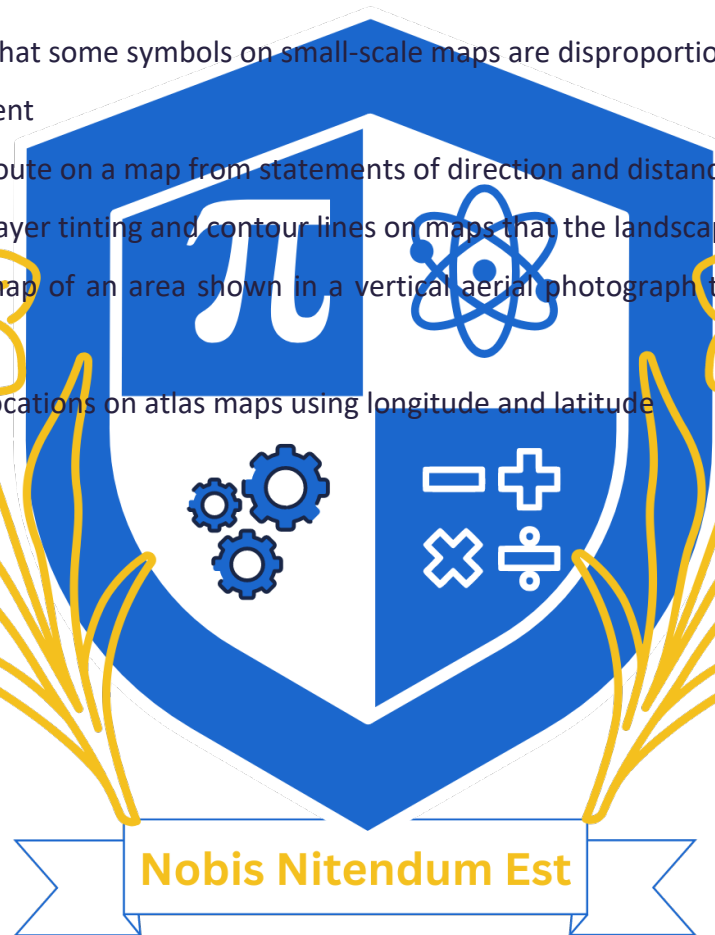
Begin to appreciate that some symbols on small-scale maps are disproportionate in size to the real features they represent

Begin to describe a route on a map from statements of direction and distance

Recognise from the layer tinting and contour lines on maps that the landscape shown is not flat

Annotate a sketch map of an area shown in a vertical aerial photograph to show the variety of features

Begin to search for locations on atlas maps using longitude and latitude



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# ENQUIRY - PROGRESSION

## Year 1

Ask geographical questions e.g. what is it like to live in this place?

Express own views about a place, people and environment

Recognise how places have become the way they are e.g. shops (patterns and processes)

Observe and record e.g. identify buildings on a street – memory maps

Communicate in different ways e.g. pictures/pictograms simple maps/sketches/labelled diagrams

## Year 2

Ask geographical questions –where is this place? What is it like? How has it changed?

Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences

Recognise how places have become the way they are e.g. shops

Observe and record in different ways eg sketches, diagrams, ICT

Communicate in different ways –pictures, writing, charts

## Year 3

Ask geographical questions: where is this location? What do you think about it?

Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population

Identify and explain different views of people including themselves e.g. views of different sections of community when developing a project

Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)

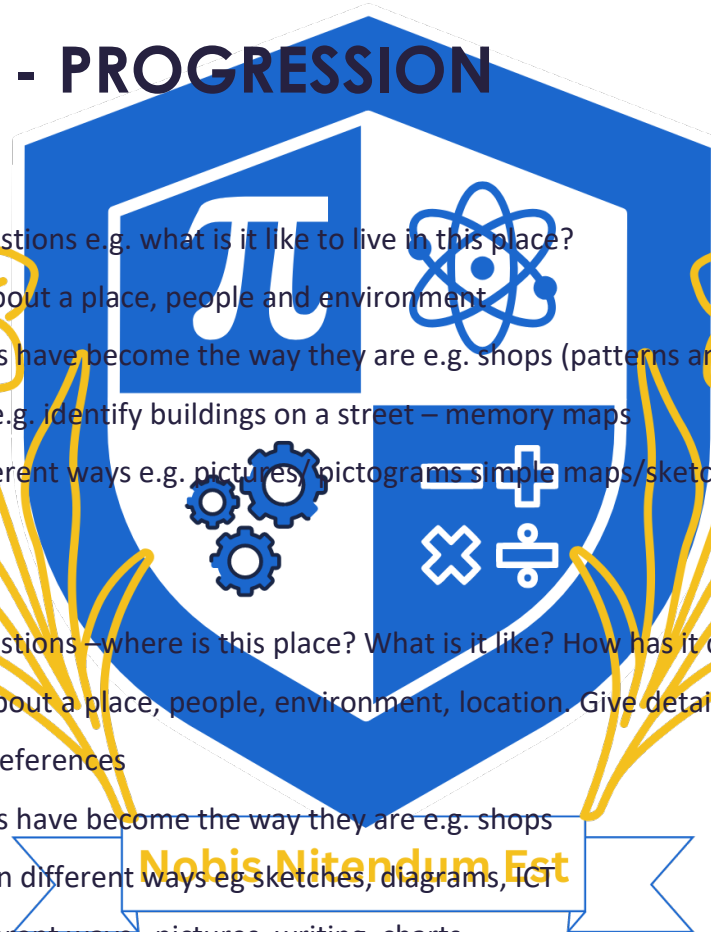
Communicate in ways appropriate to task and audience creating a sense of place eg use questionnaires, charts, graphs to show results

## Year 4

Ask questions –what is this landscape like? What will it be like in the future?

Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps

Identify and explain different views of people including themselves



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Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns

Communicate in ways appropriate to task and audience

## Year 5

Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing?

Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people's everyday life

Identify and explain different views of people including themselves

Design and use questionnaires to obtain views of community on subject

Collect and record evidence

Conduct a land use survey

Categorise codes

Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new

## Year 6

Ask questions: what is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed?

Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it

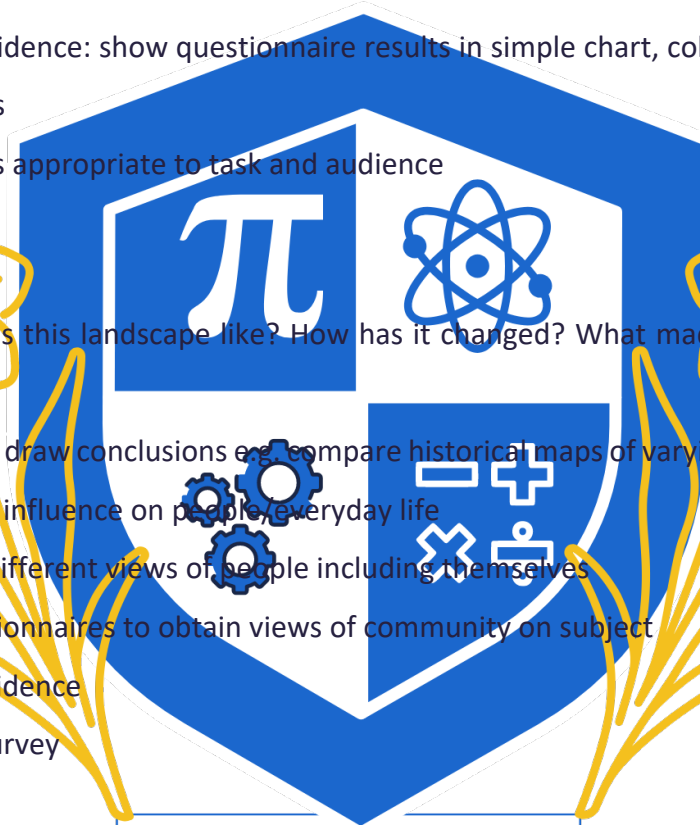
Identify and explain different views of people including themselves

Give increased detail of views, justification – detailed reasons influencing views

Collect and record evidence

Record measurement of river - width/depth/velocity

Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school



**Daffodil**  
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