The Geography Curriculum at Neroche

A geographer at Neroche is a pupil who is curious and fascinated about the world around them. As a school, our aim is to nurture children's curiosity and wonder in order to build upon their existing knowledge and ensure that they come to see themselves as a geographer. The discipline of being a geographer at Neroche is developed through our carefully designed curriculum where knowledge is built upon and learning progresses. Through rigorously planned sequences of learning, that build upon knowledge and skills progressively, geographers at Neroche gain the necessary geographical and cultural understanding to apply their skills and knowledge to a range of contexts and make links with previous learning. We want our pupils to have a deep understanding about places, people, natural and human environments and ensure that they understand both physical and human processes on Earth and how these processes link together.

Geographers at Neroche begin with their existing knowledge as they enter our school, working closely with their immediate environment and our local area to gain an understanding of their immediate locality. As they progress through the school, their understanding of the world around them will grow and expand, allowing for pupils to carry out case studies of other continents, regions and countries. They will conduct studies by taking part in fieldwork and analysing secondary sources in order to interpret geographical data. All of this is carefully scaffolded to ensure progressive steps are made within a unit of learning, and year-upon-year as each child journeys through our school. The ultimate aim of our geography curriculum is to ensure that children move on to the next stage of their geography education with a robust knowledge and understanding base and the necessary skills to further their geographical awareness.

A table to show each year group and objectives and programme of study statement explaining the Intent.

<table>
<tr><td></td><td colspan="6">EYFS</td></tr>
<tr><td></td><td colspan="6">At this stage of learning is not necessarily a linear process. Children's interests are at the heart of learning in the EYFS, so these are the possible themes through which learning will take place.</td></tr>
<tr><td>Possible key learning emphasis to facilitate progression (alongside children's interests)</td><td>All about me/starting school
New beginnings
Harvest
Autumnal changes
People who help us</td><td>Festivals and Celebrations
Diwali
Bonfire night
Remembrance
Winter
Christmas</td><td>Toys
New Year
Valentine's Day
Pancake Day
Superheroes
Teddies
Vehicles</td><td>Fantasy and Adventure (Storytelling)
Signs of Spring
Mothering Sunday
Easter
Superheroes
Traditional tales</td><td>Science and investigation
Growing plants
Animals
Insects
Dinosaurs
Changes</td><td>Places
Seaside
Summer
Transition to Yr1
Food around the world
Our environment</td></tr>
<tr><td></td><td colspan="6">Understanding the World – The Natural World</td></tr>
<tr><td><u>KNOWLEDGE</u>
2 year old curriculum</td><td colspan="6">• Notices detailed features of objects in their environment
• Can talk about some of the things they have observed such as plants, animals, natural and found objects
• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</td></tr>
<tr><td><u>KNOWLEDGE</u>
3 and 4 year old curriculum</td><td colspan="2">-Identify the changes that take place in the natural world in the autumn and winter.
-Know how the changing seasons affects their own behaviour, experiences and needs e.g. longer nights, needing to wear warmer clothing, turning on the heating.
-Explore collections of natural materials, e.g. shells, pebbles, bark, pinecones
-Use all senses to explore the natural world around them
-Use descriptive vocabulary to talk about what they observe
-Investigate and make arrangements with natural materials
-Explore different technology that supports children to investigate the world around them, e.g. magnifying glass, binoculars, wind up torch shadows, cogs, tablets to take photos.
Remembers where objects belong outside</td><td colspan="2">-Identify the features in the natural world of winter and spring.
-Notices detailed features of objects in their environment
-Can talk about some of the things they have observed and experienced such as plants, animals, natural and found objects
-Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
-Explore making and feeling different forces, e.g. pushing water with plastic boat, stretch elastic band, snap twig, magnets
-Use vocabulary related to the exploration of forces
-Describe and explore man made materials
-Talk about the use of forces on everyday objects, machinery. E.g. retracting door, boats, trains, gravity, aeroplanes.</td><td colspan="2">-Identify the features in the natural world of spring and summer.
-Explore plants in their immediate environment. Plant seeds to watch how they grow and make observations over time, e.g. verbalising what they can see, taking photos etc.
-Watch how things change over time, e.g. an apple core going brown, ice cubes melting, eggs cooking.
-Begin to understand the need to respect and care for the natural environment and all living things, e.g. share stories about the environment, climate change, habitat erosion etc.</td></tr>
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KNOWLEDGE **Reception curriculum**	• Identify the changes that take place in the natural world in the autumn. • Know that the seasons change and that this affects the natural world. • Observe and interact with natural processes. • Know how the changing seasons affects their own behaviour, experiences and needs e.g. longer nights, needing to wear warmer clothing, turning on the heating. • Know the names of common natural and man-made materials.	• Identify the features in the natural world of winter and spring. • Know the importance of caring for the world around them and practical ways that they can do this. • Observe, describe and notice changes over time. • Contribute to the planning of scientific investigations and experiments, including exploring states of matter. • Say what they see, hear and feel whilst outside. • Recognise that some environments are very different to the one in which they live. • Identify some of the characteristics and uses of common natural and man-made materials. • Understand the meaning of natural and man-made. Begin to identify if a material is natural or man-made.	• Make close observations. • Know the names of different common plants and animals. • Know the main parts of a plant, drawing the roots, stem, petals, leaves. • Know the growing conditions needed for effective plant growth. • Know what some animals eat. • Know the lifecycle of some animals. • Make some suggestions about how a scientific investigation or experiment could be conducted. • Make simple predictions and say whether the results are what they expected. • Know the name and sequence of the 4 seasons. • Understand the effect of the changing seasons on the natural world around them.
Reception ELG	**ELG: The Natural World** Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		

	Year 1		
	Learning Opportunity 1	**Learning Opportunity 2**	**Learning Opportunity 3**
Unit of Learning	**Our School and the Local Area**	**The UK**	**Beside the Seaside**
Purpose / intent of the unit	To understand what local means using first hand observation in order to know how the place around them fits in with the world. To know what a map is and how it can be used to understand the local area.	To understand that they live within the United Kingdom and what makes up the United Kingdom, including countries and capital cities. To begin to use atlases and globes to gain a sense of where the UK fits in with the rest of the world.	To make comparisons with their local area and another area in the UK through first hand fieldwork experience. To understand key geographical features relating to seaside locations and make links to the seaside and the UK as an island.
<u>KNOWLEDGE</u> National Curriculum coverage	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** 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.	**Locational Knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Human and Physical Geography** Identify seasonal and daily weather patterns in the United Kingdom **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries	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** 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
Outcome of the learning opportunity	Develop an understanding of their local area by going out and about on walks to make observations and carry out fieldwork. To use the information gained from this to create simple maps and symbols of the local area. To be able to present in a group about the local area.	To be able to create maps to show their understanding of the United Kingdom. To use the information and skills they gain to create a group presentation about the UK.	To understand the key human and physical geographical features of a nearby seaside location by carrying out fieldwork at a seaside location in order to gain first hand experience of different geographical features and how the landscape differs to their local area.
Specific knowledge vocabulary linked to the unit of learning	Geography, physical/human features, forest, hill, river, soil, vegetation, town, village, farm, house, factory, shop, map, symbol, key, landmark, location, local, area.	Country, (capital) city, United Kingdom, sea, season, weather, map, atlas, globe, human/physical, location, England, Wales, Scotland, Northern Ireland, Ireland, island.	Beach, cliff, coast, sea, ocean, town, house, port, harbour, shop, aerial photo, landmark, human/physical features, map, symbols, key, location, sand, pebbles, tide, similarities, differences.

Progression of Skills - Key geography skills will be taught and developed alongside the geography knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.

	Year 2		
	Learning Opportunity 1	**Learning Opportunity 2**	**Learning Opportunity 3**
Unit of Learning	**What a Wonderful World**	**Magical Mapping**	**Sensational Safari – a study of Kenya**
Purpose / intent of the unit	To learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and their own locality. To develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. To build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.	To develop key map skills by exploring a range of maps at a local, national and global level. To develop their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. To understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.	To learn about the geography of Kenya through focusing on the main human and physical features of the country. To learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. To learn about the similarities and differences between Kenya and the UK.
KNOWLEDGE National Curriculum coverage	Name and locate the world's seven continents and five oceans (using atlases and globes) 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 Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	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 Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Outcome of the learning opportunity	A focus activity on France where the pupils apply the skills and understanding they have developed to "travel" to France and see some of the key landmarks and experience French culture.	To create a display poster/map to show the places they have studied and gained an understanding of, showing direction, countries and cities.	To create a mini quiz about Kenya to play with another class in KS2.
Specific knowledge vocabulary linked to the unit of learning	Locate, landmark, physical/human features, continent, country, weather, seasons, Equator, North/South Pole, oceans.	Map, atlas, globe, route, compass, direction, North/South/East/West, near/far, left/right, physical/human features, country, continent, oceans.	Similarity, difference, human, physical, Kenya, rural, urban, farm, countryside, city, culture, maize, Maasai Tribe, tradition, warriors, Big Five, tourist, endangered, protect, habitat, climate, weather, migrate, extinct, National Park, game reserve, savannah, wetlands, grasslands, marine, wildlife, protect, safari, map, key, symbol, Equator, drought, population, desert, volcanoes.
Progression of Skills - Key geography skills will be taught and developed alongside the geography knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time..			

	Year 3		
	Learning Opportunity 1	**Learning Opportunity 2**	**Learning Opportunity 3**
Unit of Learning	**Countries and Capitals**	**Extreme Earth**	**Mountain Ranges**
Purpose / intent of the unit	To use maps, atlases and globes to locate countries around the world, focusing on Europe and north and South America.to identify countries and cities of the UK and Ireland as well as other major cities around the world.	To learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. To learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.	To find out about the major mountains of the world and the UK. To find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. To consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region
KNOWLEDGE National Curriculum coverage	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	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features Naming/Locating cities and countries.
Outcome of the learning opportunity	To create a poster about a chosen capital city, providing locational knowledge, environmental, physical and humans characteristics.	Research and complete a fact file about a chosen volcano, applying the geographical knowledge and skills acquired during the unit of learning.	Create a presentation about how tourism affects mountainous regions.
Specific knowledge vocabulary linked to the unit of learning	Continent, country, city, settlement, physical features, human geography, environment, region	Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma, volcano, eruption, main vent, crater, magma chamber, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude (power/strength), Richter, Mercalli. Tsunami.	Base, mountain range, summit, peak, plateau, ridge, snow line, face, tree line, slope, tourism, country, region, climate, biomes, vegetation, river, volcano, earthquake, map, atlas, globe.
Progression of Skills - Key geography skills will be taught and developed alongside the geography knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.			

	Year 4		
	Learning Opportunity 1	**Learning Opportunity 2**	**Learning Opportunity 3**
Unit of Learning	**Somewhere to Settle**	**Our Changing World**	**Comparing Countries**
Purpose / intent of the unit	To find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together and how they appear now.	To discover some of the many ways in which the world around them is changing (from coastal erosion to political changes) To learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. To explore how landscapes change.	To compare the environmental regions of two counties. To compare physical and human features of two countries and their major cities. To explore differing landscapes and how the people who live their interact with these landscapes.
<u>KNOWLEDGE</u> National Curriculum coverage	Describe and understand key aspects of human geography, including: types of settlement and land use.	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering. To 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 in the context of the changing make-up of the United Kingdom	Locate the world's countries, using maps to study: - Europe – a country in the Scandinavian sub region (e.g. Norway). - A South American country (e.g. Mexico) … concentrating on their environmental regions, key physical and human characteristics and major cities
Outcome of the learning opportunity	Design and present a map of a new type of settlement based on knowledge gained in this unit of learning and understanding of current developments in today's world.	To create a persuasive poster/leaflet for ways to help slow down climate change.	Travel guides for each chosen country
Specific knowledge vocabulary linked to the unit of learning	Agriculture, settler, healthcare, industrial, leisure, retail, settlement, shelter, transport, Romans, Anglo-Saxons, Vikings, flooding, education, maps, aerial photo.	Coastal, erosion, climate zone, biomes, vegetation belt, river, mountain, volcano, earthquake, water cycle, weathering, land-use, climate change	Map, atlas, globe, region, physical/human features, country, city, continent, environment, Europe, South America, landscape.
Progression of Skills - Key geography skills will be taught and developed alongside the geography knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.			

	Year 5		
	Learning Opportunity 1	**Learning Opportunity 2**	**Learning Opportunity 3**
Unit of Learning	**All Around the World**	**Marvellous Maps**	**Rivers**
Purpose / intent of the unit	To look closely at where the countries of the world are located, and some of the ways geographers describe locations. To learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. To develop their understanding of time zones.	To further explore the range of maps available to geographers and to develop their understanding of the key features of maps. To learn to use the eight compass points to give directions and give grid references to locate places on a map. T compare maps of the same place in order to learn about the way that places have changed over time.	To discover why rivers are so important to the towns and villages that have developed on their banks. To look at the features of rivers, and the natural and human ways that rivers change over time, exploring the life stories of rivers. To learn will learn the names and locations of the major rivers of the UK and the world.
KNOWLEDGE National Curriculum coverage	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) 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	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 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.
Outcome of the learning opportunity	To use locational knowledge to create a presentation describing different places in the world.	To use map skills to plan a route for someone else to follow.	To research and complete a fact file about a river of choice, demonstrating an understanding of its changes over time through human and physical intervention.
Specific knowledge vocabulary linked to the unit of learning	location, longitude, latitude, Earth, Equator, Southern Hemisphere, Northern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, time zones.	Maps, compass, grid references, symbols, key, location, compare, change, similarities, difference.	River, river bank, natural, human intervention, topographical features, mountain, coast, land-use, data, channel, dam, deposition, discharge, erosion, mouth, source, tidal bore, tributaries, valley, oxbow, meander.
Progression of Skills - Key geography skills will be taught and developed alongside the geography knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.			

	Year 6		
	Learning Opportunity 1	**Learning Opportunity 2**	**Learning Opportunity 3**
Unit of Learning	**North America**	**Trading and Economics**	**Map Skills and Fieldwork**
Purpose / intent of the unit	To study a region within North America to using maps and atlases, including digital mapping technologies in order to locate countries and describe the places studied (in terms of human and physical features).	To find out about how goods and services are traded around the world. Explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. To learn about the benefits of trading internationally, as well as the risks. To understand the term fair trade and why it is important in a global market.	To use maps and fieldwork to track changes to our world over the last 100 years, looking specifically at the changes to the local area and the impact this has had environmentally and economically.
KNOWLEDGE National Curriculum coverage	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Describe and understand key aspects of human geography - 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 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.
Outcome of the learning opportunity	To create a presentation to share with parents about an area in North America.	To hold a debate on the benefits and risks of global trade.	To create a presentation about what the future could hold for Broadway/Horton and Somerset.
Specific knowledge vocabulary linked to the unit of learning	Climate, topography, landscape, extreme, urban, rural, natural, manmade, biome, population, settlement, map, atlas, human/physical features, similarities, difference.	Trade, import, export, goods, national, international, global, fair trade, globalisation, global supply chain, multinational, economy.	Map, fieldwork, county, Somerset, environment, economy, data, technology, infrastructure, locality, physical/human features, settlements, village, town, city.
Progression of Skills - Key geography skills will be taught and developed alongside the geography knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.			

Key geographical **skills and terminology** underpin the progression of our Neroche Geography curriculum - key skill based vocabulary is identified in bold type.

Curriculum Aims taken from the NC	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking geographical questions	Links: The natural world and people, culture and communities Exploring their immediate environment to ask questions, e.g. **What** is that? **Who** lives here?	Expand the concept of place and space to include familiar towns, cities and countries. **What** do we know about this place? **How** are these places connected?	Expand the concept of space to a global scale. **How** is this place different from where we live? **What** is it like to live here?	Interdependence **What** is a natural disaster? **Why** do natural disasters happen? **How** do geographical features impact on human lives? (adult-lead questions)	Interdependence and Sustainability **How** is the earth changing? **How** are our actions impacting on the earth? **How** does the climate impact on people's lives? (adult-lead questions)	**I**nterdependence **How** have rivers changed over time? **How** do maps help us? (adult- and child-led questions)	Interdependence, sustainability and globalisation **What** is globalisation? How should we trade in the future? **How** does trade impact on the environment? (adult- and child-led questions)
Field work (primary sources)	Observations – identifying **similarities** and **differences**	**Observations** and simple **data** collection.	**Observations**, **data** collections and **recordings**. Using a 4 point compass.	**Observations**, **data** collection and **recordings**. Using a 4 point compass.	**Observations**, **data** collection and **recordings**. Using a 4 point compass. **Designing fieldwork**.	**Observations**, **data** collection and **recordings**. Using a 8 point **compass** and four- and six **figure references**.	Carrying out own **investigations** to make **observations**, collect and record **data**. Using a 8 point compass and four- and six **figure references**.
Interpreting geographical data (secondary sources)	**Talk** about geographical sources they see, e.g. maps and photos.	**Describe** geographical information collected from maps.	**Describe** geographical information collected from maps, atlases, globes, aerial photos and plan perspectives.	**Select** relevant information from geographical sources to identify human and physical characteristics, and land-use patterns of different places.		**Analyse** and **evaluate** information from geographical sources (maps, databases and diagrams) to compare and contrast different places and to understand how some aspects have changed over time.	
Arranging geographical information	Create **drawings** or **models**	**Construct** simple maps, **pictures** and **models**.	**Construct** simple maps and **charts**, e.g. tables of **information**, pictograms, tally charts, bar charts.	**Construct** simple sketch maps, **plans** and **charts**, e.g. tables of **information**, pictograms, tally charts, bar charts.	**Construct** basic sketch maps and plans; bar charts and time graphs (discrete and continuous data)	**Construct** sketch maps and plans, e.g. line graphs.	**Construct** sketch maps; basic scale drawings (ratio); pie charts and line graphs by calculating the **mean**.
Using geographical information to answer questions	**Talk** about their understanding and discoveries.	**Talk** and **draw** about their understanding and discoveries, recording in writing key words.	**Write** simple **reports** to answer questions.	**Write reports** to answer geographical **questions**, including **data** and **subheadings**.	**Write reports** to answer geographical **questions**, including **data** and **subheadings**. Give **reasons** for their answers.	**Present** key data and **findings** in writing and different **presentation** styles.	**Present** key data and **findings** in writing and different **presentation** styles and take part in **debates** on geographical matters.