

Welcome to Geo Wonderers!

This document contains sections to help you plan, structure and map your geography curriculum when using the Geo Wonderers scheme of learning.

This Geo Wonderers Rationale and Progression Map Guidance document contains:

- the [rationale](#) behind our scheme of learning (intent);
- [relevant EYFS statements](#) that feed into the KS1 and KS2 geography curriculum;
- a suggested yearly progression for the key knowledge and skills linked to the national curriculum programmes of study for geography, in the form of a [progression map](#);
- a [guide](#) on how to use the progression statements.

The following Ofsted resources have been used to inform this document and are reflected in our scheme of work:

- [Research review series: geography](#), June 2021
- [Getting our bearings: the geography subject report](#), September 2023
- [Geography Subject curriculum insights for primary and secondary teachers and leaders](#)
- Our scheme has also been informed by the [Geographical Association's Curriculum Framework](#), 2022

The Rationale behind our Scheme of Learning (Intent)

The Geo Wonderers scheme of learning ensures that children have a rich, varied and engaging geography scheme that fully covers the geography aims in the national curriculum. The core intent of Geo Wonderers is to build deep understanding of **geographical concepts**, promote **curiosity** about the world, inspire **genuine passion for the subject** and develop **geographical thinkers** who become active and informed **global citizens**. The scheme provides a **comprehensive curriculum** which weaves together all **key areas of learning in geography**, ensuring children have a **solid foundation** for further study in KS3 and beyond. It aims to foster a lifelong interest in geography through inspiring and varied learning experiences, including **active exploration, fieldwork** and **independent enquiry**.

Geo Wonderers is designed with a **spiral-curriculum approach**. Key concepts are revisited and built upon, promoting **deeper learning and understanding** as the children progress. Built into the lesson structure, 'Remember' activities allow for **spaced retrieval practice**, regularly **revisiting key concepts and knowledge** at increasing intervals over time. The curriculum is **carefully sequenced** ensuring children are able to **build on prior knowledge** and **make connections** between this and new knowledge, **broadening and deepening their schema**. By systematically revisiting material, we **promote children's retention of knowledge** and slow the rate of forgetting, making it easier to **recall and apply knowledge in different contexts**. This contributes to **long-term retention and mastery**.

The scheme has been planned around **3 key concepts**:

- place
- environment
- earth processes

6 organising concepts:

- space
- scale
- connections, similarities and differences
- diversity
- understanding different perspectives
- time

Disclaimer: This resource contains links to external video websites. These websites often have autoplay features meaning that other videos will play after the video you are watching finishes. You should disable this feature before using the video in any classroom or similar setting. Twinkl assumes no responsibility for the contents of linked websites. The inclusion of any link in this resource should not be taken as an endorsement of any kind by Twinkl of the linked website or any association with its operators. We have no control over the availability of the linked pages. If the link is not working, please let us know by contacting [TwinklCares](#) and we will try to fix it, although we can assume no responsibility if this is the case.

Using guidance from the government document 'Getting our bearings: geography subject report' and the Geographical Association Curriculum Framework, these concepts have been carefully chosen to **establish connections; encourage understanding of people, places and processes** and **inspire hopeful, future-thinking**.

The scheme is **fully adaptable and editable** with a 'menu' of lesson opportunities which allow educators to tailor lessons to suit the needs of their learners and to adjust the order of teaching to tie in with curriculum planning in other subjects. The scheme takes a **mastery approach** to learning with **scaffolds and supports** provided. For children who may need further support or pre-teaching, **adaptive teaching packs** ensure that educators have the tools they need to make the curriculum **accessible and ambitious** for every child.

A key pillar of Geo Wonderers is **fieldwork**. An essential element of geographical education, fieldwork encourages children to apply their knowledge in **real-world contexts**, enhancing their learning experience and increasing **motivation and interest**. Geo Wonderers includes **regular fieldwork opportunities** embedded within the curriculum, as well as **more in-depth fieldwork enquiries** in each year group. Through the development of their **procedural knowledge and skills**, children become **strong geographical thinkers** and are taught how to **collect, present and analyse data**.

Geo Wonderers aims to **develop strong critical thinking skills**. The Geographical Association defines this as the *'ability to question, think clearly and make reasoned judgements.'* Geo Wonderers includes opportunities for children to develop these skills in each unit by encouraging children to **question and analyse information**, using it to **solve problems** and **develop solutions**.

Another key aim of Geo Wonderers is to engender a **deeper understanding and respect for our planet**. Sir David Attenborough points out that, *'No one will protect what they don't care about; and no one will care about what they have never experienced.'* Through the concept of **'environment'**, Geo Wonderers provides a curriculum that immerses children in the world and its wonders, encouraging a **love for the natural world** whilst also introducing them to some of the **challenges** faced by a world and its people impacted by climate change.

Geo Wonderers approaches this from an angle of **hope, optimism and ingenuity**, focusing on taking **action**, **recognising progress** and **developing solutions**.

'Learners need to know the truth about climate change – through knowledge-rich education. They must also be given the hope that they can be agents of change...' (The Department for Education, 2023)

Our curriculum is **diverse and inclusive**, introducing children to places, people, cultures and ideas with which they might be unfamiliar. Our lessons encourage children to **identify similarities and differences**, providing mirrors and windows through which every student can see themselves represented. Viewed through a variety of lenses, the lessons present the diversity of places and people, avoiding 'single stories'. The aim is for all students to see themselves as part of a **wider community**, enabling them to feel that they too can make a **real difference in the world**.

Lessons are **fun and engaging**, incorporating a **variety of activities** and resources, including opportunities for reading, writing, oracy, role play and hands-on projects. Supported by a range of **concept videos, animations, songs and games**, Geo Wonderers enables children to learn in a variety of fun ways, celebrating all things geography.

Progression Map

This progression map provides a summary of the **key knowledge and skills** that children will learn as they progress through years 1-6. In the Geo Wonderers curriculum, skills and knowledge develop with **increasing depth** for the following key areas of learning: **Locational Knowledge, Understanding of Places, Physical and Human Geography, Map Skills and Fieldwork**.

This ensures that all national curriculum subject content for the geography programmes of study has been comprehensively covered by the end of each key stage.

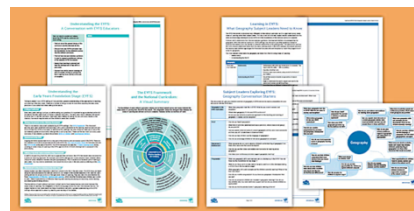
Each unit is designed to be **progressive**, ensuring that children's **substantive, disciplinary and procedural knowledge and skills** are built on and developed over time. In order to aid the progression of learning between EYFS and KS1, we have also included the **most relevant** statements from the EYFS Framework that feed into the national curriculum programmes of study for geography in the table below.

The Geo Wonderers scheme of learning has been **carefully mapped** through each year group in the primary age range, however there is **flexibility** to tailor the order of teaching to suit your school. Please note that if you reorganise the learning sequence, some of the planned progression, connections between concepts and development of place knowledge may need reorganising too. All Geo Wonderers documents are editable to enable you to do this.

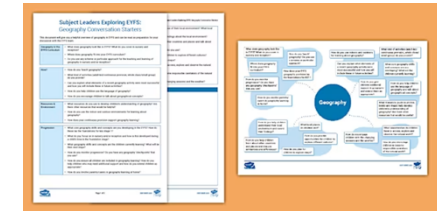
Prior Learning in EYFS

We have selected the **most relevant** statements from Development Matters for age ranges Three and Four-Year-Olds and Reception; and the statutory statements from the Early Learning Goals which feed into the programme of study for geography. The table below shows the prior learning that children will cover in the Early Years, before beginning their Geo Wonderers journey.

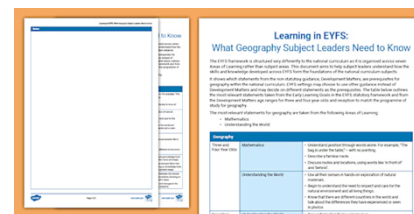
For more detail about linked subject progression within the EYFS Framework, please refer to:



[Subject Leaders Exploring EYFS: Geography](#)



[Exploring the EYFS - Geography Conversation Starters](#)



[Learning in EYFS: What Geography Subject Leaders Need to Know](#)



[Geography in the EYFS Subject Leader CPD](#)

	Age Range
Areas of Learning and Development	Three and Four-Year-Olds (Development Matters - non statutory) Reception (Development Matters - non statutory) Early Learning Goals (statutory)
Communication and Language	Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show sensitivity to their own and to others' needs.
Understanding the World	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Talk about members of their immediate family and community. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.

	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 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.
Mathematics	Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Progression Map

 Key Knowledge and Skills	Locational Knowledge					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Name the seven continents and locate at least three continents on a world map. Name the five oceans and locate at least two oceans on a world map. Name and locate the four countries of the United Kingdom and their capital cities. Understand that the UK is made up of islands surrounded by seas. Name and locate the country they live in. Name some characteristics of the four countries of the UK and their capital cities. Use maps to identify the location of hot and cold places. Name and locate some places in the local area.	Name and locate the seven continents. Name and locate the five oceans. Name and locate the four countries of the UK, their capital cities and surrounding seas. Understand that seas are part of oceans. Use maps to explain where they live (world, continent, UK, local area).	Locate some countries in Europe using maps (including online maps). Use an index to locate countries and cities in an atlas. Name and locate counties in their region. Locate key cities and towns in areas studied and their region. Locate significant volcanoes and earthquakes on a world map including the 'Ring of Fire.' Locate some key human features in areas studied. Locate some key physical features in areas studied. Identify human, physical and topographical characteristics of their local region. Identify local and national land use patterns and how they have changed over time.	Locate some countries in Europe, North America and South America using maps (including online maps). Locate significant UK and world rivers on maps. Locate the world's different climate zones (polar, temperate, arid, tropical, mediterranean, continental and mountain). Locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Name and locate counties in their region and other countries significant to the areas studied. Name and locate key cities and towns in their region and in the areas studied. Name and locate key settlements studied and identify changes in	Locate a wider range of countries in Europe, North America and South America using maps (including online maps). Locate key cities and towns in areas studied and their region. Locate significant UK and world mountains and mountain ranges on maps. Use maps to begin to spot patterns especially in relation to climate zones, biomes, vegetation belts, time zones, seasons and day and night. Begin to understand how these are changing over time, e.g. climate change. Identify important environmental regions on a map and begin to identify how these are changing over time, relating this to human impact on the environment. Use maps to locate the position of latitude,	Confidently locate a wider range of countries in Europe, North America and South America using maps (including online maps). Confidently locate key cities and towns in areas studied and their region. Confidently name and locate counties in their region and in areas studied. Use maps, more confidently, to spot patterns especially in relation to trade and natural resources. Explain changes in these patterns over time and begin to understand the impact of these changes. Locate significant rivers and coasts within their region and beyond and use these to find patterns and answer questions. Identify how key rivers and coastal areas have changed over time.

				settlements over time.	longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Use maps to locate the Prime/Greenwich Meridian and time zones. Explain the significance of latitude, longitude and time zones on seasons and day and night.	Confidently locate the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Confidently locate the Prime Meridian (Greenwich Meridian) and the different time zones. Apply knowledge of the significance of latitude, longitude and time zones to the study of specific places and explain why they are significant in those areas.
	Understanding of Places					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Knowledge and Skills	Name some key similarities and differences between their local area and other parts of the UK. Name some physical features that are found in hot places and cold places, e.g. deserts, icebergs, type of plant life or lack of plant life. Begin to name and describe some	Describe some key similarities and differences between their local area and areas in a contrasting non-European country. Begin to explain how people who live in contrasting areas might live differently to people in the UK. Begin to understand that every human experiences	Explain how the physical and human features of an area affect the way people live. Compare the use of land in different places. Understand that every human experiences places differently and that we can't generalise what life is like in a place.	Describe and explain the differences and similarities between regions in different countries. Explain how the physical and human features of an area affect the way people live and explain how this might affect settlements. Explain how climate and access to water affects	Describe and explain the differences and similarities between regions in different countries. Begin to give reasons for some of these differences, linking them to physical processes and climate. Explain how the physical, human and locational features of an area affect the way people live and explain the impact this	Describe and explain the differences and similarities between regions in different countries. Begin to give reasons for some of these differences, linking them to physical processes, climate and distribution of natural resources. Explain how the physical, human and locational features of an area affect

	similarities and differences between their local area and areas in other countries around the world. Begin to understand that every human experiences places in a different way.	places differently and that we can't generalise what life is like in a place. Begin to recognise that the way people live is affected by whether or not they live in a hot or cold place.		how people live. Compare rivers in different places. Understand that every human experiences places differently and begin to give some examples of places that explain this.	has on food distribution. Explain how location, topography, climate and access to water affects how people live. Compare mountains in different places. Understand that every human experiences places differently and give some examples of places that demonstrate this.	the way people live and explain how this links to the distribution of natural resources and trade. Explain how the location, topography, climate of places and the distribution of natural resources links to how people might live differently to people in the UK. Compare the distribution of natural resources and trade in different places. Understand that every human experiences places differently and give examples of places that demonstrate this. Use this to begin to challenge misconceptions about places.
	Physical and Human Geography					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Knowledge and Skills	Name some types of weather and describe typical weather for each of the four seasons. Observe and describe daily weather changes in their locality. Ask questions about the weather and seasons.	Use basic geographical vocabulary, with more confidence, to refer to key physical features in their locality and beyond. This could include: beach, forest, mountain, sea, river, season and weather. Use basic geographical vocabulary, with more	Describe and understand different types of land use. Identify types of land use in their local area and beyond. Identify how land use has changed over time in their local area and beyond.	Describe and understand different types of settlement. Identify types of settlement in their region and beyond. Identify how settlements have grown or changed over time in their local	Explain patterns in where tectonic mountains and mountain ranges are located globally and explain where similar patterns occur for volcanoes and earthquakes. Describe how different types of mountain are	Explain how rivers and coasts change over time. Develop a basic understanding of the processes that lead to coastal erosion. Explain how human activity has impacted on rivers and oceans and

	Explain how changes in activity or clothing might suit each season. Understand the difference between physical and human features. Describe some physical and human features in their locality. Use basic geographical vocabulary to refer to key physical features in their locality and beyond. This could include: beach, forest, mountain, sea, river, season and weather. Use basic geographical vocabulary to refer to key human features in their locality and beyond. This could include: city, town, village, factory, farm, house, port, harbour and shop. Describe and locate hot and cold areas of the world on a world map. Locate the Equator and describe how it relates to hot and cold areas of the world.	confidence, to refer to key human features in their locality and beyond. This could include: city, town, village, factory, farm, house, port, harbour and shop. Describe the human and physical features of a coastal locality. Locate places studied on a world map using their location in relation to the equator to decide if places are likely to be hot or cold. Locate the Equator and explain how it relates to hot and cold areas of the world. Locate the North and South Poles and explain how they relate to hot and cold areas of the world. Understand that different areas in the world experience different types of weather and that this is often because of their location.	Explain how the topography and physical and human features of a region affects land use. Ask and answer questions about land use in their locality. Describe how humans can impact the environment both positively and negatively, using examples. Understand that the Earth has distinct layers and that the Earth's crust is made up of tectonic plates. Describe why volcanoes and earthquakes occur. Explain the effects of volcanoes and earthquakes. Describe the impact of volcanoes and earthquakes for humans and the environment. Explain the patterns which determine where volcanoes, earthquakes and mountains are located globally.	area and beyond. Explain how the topography and physical and human features of a region affects where people choose to settle. Explain the reasons why a settlement may have grown or changed in a particular place. Identify some reasons for migration and temporary settlements. Describe the different stages of the water cycle. Explain why it is important to conserve water and relate this to climate and human access to water. Describe and locate the key features of a river. Describe the journey of a river from source to mouth. Understand the difference between climate zones, vegetation belts and biomes. Describe the characteristics of the world's different climate zones (polar, temperate, arid, tropical,	formed and give examples of where some of these can be found. Describe and locate the key features of a mountain. Explain how mountains can affect climate. Explain some similarities and differences between mountain regions. Understand that climate can have an impact on where food crops can grow successfully. Give some examples of where different foods grow around the world and explain reasons for this. Describe the different climate zones and vegetation belts around the world. Explain the weather conditions related to these and the possible impact this might have on food production. Explain which food is grown and produced in your local area. Explain the impact that food production can have on climate change.	devise solutions. Explain the impacts on communities of living by rivers and oceans. Explain how a range of natural resources are distributed globally and locally and understand that natural resources can have an impact on economies. Explain the difference between renewable and non-renewable energy. Give examples of how energy production is changing, relating this to climate change. Explain how the population has changed in the UK and globally in the last 80 years. Explain the meaning of the term 'migration' and describe ways that it is affected by economic activity and trade. Recognise the relationship between the two, describing ways in which economic activity and trade affect migration. Understand the difference between import and export.
--	--	--	---	---	---	---

				mediterranean, continental and mountain). Describe the characteristics of the world's different biomes (aquatic, desert, forest, grassland and tundra).	Form and explain their own opinion about the fairness of food production. Give examples of projects that aim to make food fairer for all.	Begin to understand 'globalisation' and that the economies of different countries are connected. To understand that all products have a supply chain.
	Map Skills					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Knowledge and Skills	Know that symbols on maps mean something. Name and use the four points of a simple compass. Describe where places in the local area are on a map. Describe and follow routes using simple directional language such as 'left', 'right', 'behind', 'in front' and begin to use compass points in this way. Draw a simple map of the school or local area using own symbols. Recognise local landmarks and human/physical features on aerial photographs or plans.	Describe places and routes on a map using simple compass directions and locational and directional language. Use compass directions to move around a map. Use compass directions to describe places on a map. Begin to understand why a key is useful. Use an atlas to locate the UK, its countries, capital cities and surrounding seas. Use world maps to locate continents and oceans. Add to a simple map related to a country studied, e.g. adding a capital city on a map of a	Interpret simple land use maps using a key. Recognise some Ordnance Survey (OS) symbols. Confidently use the four compass points and begin to use the eight compass points to describe the location of the countries and cities of the UK. Identify key places and physical features using an atlas or map. Use a map to locate some of the counties of the UK. Use maps to locate places studied in the wider world. Begin to use maps with different scales.	Use a wide range of maps and mapping tools to research geographical information. Use the eight compass points to describe the location of countries and cities in Europe. Recognise more OS symbols. Use maps and atlases of a variety of scales to locate places studied. Use maps to locate places studied in the wider world and relate location to key locational knowledge (equator, climate zones, tropics, etc.). More confidently use a variety of mapping tools (including atlases, OS maps, digital mapping,	Find information in an atlas using the index and simple grid references. Use a wide range of maps, including thematic maps, and mapping tools to research geographical information and begin to select the best tool for the purpose. Use a key to describe features on an OS map. Use the eight compass points to describe routes on a map. Confidently use four-figure grid references and begin to use six-figure grid references to locate places on maps. Use a map to find and describe mountains of the UK.	Use an atlas to confidently find geographical information and answer questions. Use the most appropriate map, mapping tool or other source of geographical information for the task including, where appropriate, selecting an appropriate scale. Begin to use thematic maps to explain behaviour and processes. Regularly apply latitude, longitude and grid reference skills in relation to places studied. Confidently use a key to describe features and routes on an OS map.

	Use a map to follow a simple route. Plan a route in the local area.	country or marking on a seaside location. Draw a simple map of a well-known place, such as their local area, using symbols agreed upon as a class. Draw a map of a simple well-known route, e.g. the journey to school. Use a title and a simple key to label maps. Begin to draw maps with some understanding of scale, e.g. making the classroom smaller than the school field. Recognise landmarks and human/physical features on aerial photographs or plans of wider areas, such as towns and cities.	Use a variety of mapping tools, including atlases, OS maps, digital mapping, satellite images and globes. Begin to use zoom and scale bars to discuss distances. Begin to follow or create routes on maps with more accuracy. Begin to use the key on an OS map to recognise key features. Draw simple sketch maps using some known symbols. Draw a simple sketch map with a key to show how land is used, e.g. during fieldwork. Create a simple map to show how land is used, developing the sketch map further drawn during fieldwork activities. Draw maps with some understanding of scale, e.g. starting to estimate the size of a building in relation to other buildings or the relative length of a road.	satellite images and globes). Begin to use zoom and scale bars to estimate distances. Follow routes on maps with more accuracy. Use the key on an OS map to recognise some key features. Draw simple sketch maps using more known symbols. Record fieldwork more accurately using simple sketch maps. Begin to use four-figure grid references to locate places on maps. Draw maps with more understanding of scale, e.g. more accurately estimating the size of buildings in relation to one another.	Use maps, atlases and models to locate, explain and understand areas of high ground in the UK including the use of contour lines. Use maps to locate places studied in the wider world and relate location to key locational knowledge (equator, climate zones, tropics, etc.), drawing conclusions about how the location affects places. Confidently use a variety of mapping tools including atlases, OS maps, digital mapping, satellite images and globes. Confidently use maps and atlases of a variety of scales to locate places studied. Begin to use zoom and scale bars to estimate and compare distances. Use the key on an OS map to recognise more geographical features. Use digital maps to calculate foot miles. Use latitude and longitude to find places on maps,	Confidently use the eight compass points and six-figure grid references to locate places on maps accurately. Use maps, atlases and models to compare distribution and identify patterns. Use maps to ask and answer questions about the distribution and relationships between different features, e.g. the distribution of natural resources in relation to physical features. Confidently use zoom tools to choose appropriate scales and use scale bars to estimate and compare distances. Confidently use the key on an OS map to recognise many key features. Draw maps of increasing complexity, including using known symbols and a key. Record fieldwork using more complex sketch maps.
--	---	--	--	--	--	---

					atlases and globes. Begin to ask and answer questions about distribution and the relationships between features using maps, e.g. distribution of agriculture and climate. Record fieldwork using more developed sketch maps. Use OS symbols to create a key when creating a map. Draw maps by confidently estimating scale, e.g. buildings are drawn at an appropriate size in relation to each other.	Begin to use scale when drawing a map.
	Fieldwork					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Knowledge and Skills	Ask Questions - ask more detailed questions about the local area and beyond. Observe - record simple information about places through sketches, models or pictograms. Observe - begin to identify familiar physical and human features in the school grounds and local area.	Ask Questions - ask more detailed questions about the local area and beyond. Discuss ways that they might find out the answers to their questions. Observe - identify key physical and human features in the school grounds and local area. Collect data - collect	Ask Questions - begin to choose suitable enquiry questions around a given topic. Plan - begin to decide on different ways to answer an enquiry question and collect data with some support. Observe - identify, name and record key physical and human features in the	Ask Questions - choose suitable enquiry questions around a given topic. Plan - begin to decide on different ways to answer an enquiry question and give ideas on the data that could be collected. Observe - identify, name and record key physical and human features in the school grounds, local area	Ask Questions - choose suitable enquiry questions around a given topic and begin to develop comparative questions. Plan - consider different ways to answer an enquiry question and begin to choose the most suitable ways of collecting data. Observe - identify, name	Ask Questions - independently choose suitable comparative enquiry questions around a given topic. Plan - consider different ways to answer an enquiry question and choose the most suitable ways of collecting data. Observe - confidently

	Collect data - collect simple data (daily weather information, photographs, etc.) to answer questions. Present - explain the answer to a question and discuss how they feel about places.	simple data to answer enquiry questions (tally charts, simple surveys, sketch maps, photographs, audio recordings, etc.). Collect data - record simple information about places through sketch maps, models or simple graphs. Present - explain the answer to an enquiry question and how they know it is true. Present - discuss how they feel about what they have found out during an enquiry.	school grounds, local area and beyond. Record - use simple methods to record data, such as tables, sketch maps, digital photographs and audio recordings. Analyse - spot simple patterns in their local area, e.g. common types of land use. Present - explain the answer to an enquiry question and, with support, show the data to provide evidence. Present - discuss improvements and changes that could be made from their findings. Present - present data in simple graphs/ charts with short explanations and conclusions.	and beyond, noticing patterns in their locations or usage. Collect data - choose between methods of collecting data: including numerical (quantitative) data, such as recorded measurements, surveys and tally charts; and non-numerical (qualitative) data, such as sketch maps, photographs and observations. Record - use simple methods with more independence to record data, such as tables, sketch maps, digital photographs and audio recordings. Record - devise their own survey questions, including using simple scales to categorise responses (e.g. for/against, agree/strongly, agree, etc.) and use scales to categorise their own opinions about places. Analyse - spot simple patterns in data collected and use these to draw simple conclusions (e.g. more people live in houses than bungalows or there are more cars than driveways).	and record key physical and human features in the local area and beyond and begin to use patterns in their locations or usage to make generalisations and answer enquiry questions. Collect data - choose between ways of collecting data including both numerical (quantitative) data, such as recorded measurements, surveys and tally charts; and non-numerical (qualitative) data, such as sketch maps, photographs and different types of survey questions. Record - more independently choose how to record and present data using methods such as tables, sketch maps, digital photographs and audio recordings, including GIS systems where appropriate. Record - devise and carry out their own survey questions, thinking about which questions and scales are most appropriate to answer their question. Analyse - begin to compare data to see if different sets draw the	identify, name and record key physical and human features in the local area and beyond. Identify patterns in their locations or usage to make generalisations and answer enquiry questions. Collect data - decide on the most appropriate ways of collecting data, including both numerical (quantitative) and non-numerical (qualitative) data, to answer a comparative question. Record - independently choose how to record and present data using methods such as tables, sketch maps, digital photographs and audio recordings, including GIS systems where appropriate. Record - devise and carry out their own surveys, thinking about which questions and scales are most appropriate to answer their question and how they can gather a wide data set. Analyse - more independently compare data to see if different sets draw the same
--	---	---	--	--	--	---

				Present - explain the answer to an enquiry question and show the data to provide evidence. Present - suggest improvements and changes that could be made from their findings. Present - present data in graphs with longer explanations and conclusions.	same conclusions, e.g. 'How does data collection about local food production compare with data about national food production?' Present - explain the answer to a comparative enquiry question and begin to show the data to provide evidence. Present - begin to decide the best way to communicate proposed improvements and changes that could be made from their findings. Present - choose the best method to display their results and discuss explanations and conclusions.	conclusions, e.g. 'How does data collection about local flooding compare with national data?' Present - explain the answer to a comparative enquiry question and show the data that provides evidence. Present - decide the best way to communicate proposed improvements and changes that could be made from their findings and give reasons for their choices. Present - choose graphs and charts which will best display their results and write comparative explanations and conclusions that take into account a range of people's views.
--	--	--	--	---	--	--

Inspiring wonder about the world, Geo Wonderers provides **a rich, diverse, and comprehensive geography education**, ensuring children develop both the skills and the enthusiasm needed to question, explore and understand the world around them. To discover more about Geo Wonderers, please click [here](#).

Bibliography

Department for Education (2023). *Sustainability and Climate Change: a strategy for the education and children's services systems*. Available at: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems> [Accessed: 12 August 2024].