

	Year 1 Around our School.	Year 2 Where I live.	Year 3 Welcome to Spring Vale.
QUESTIONNAIRES	Listen to an adult asking another child or adult about familiar environments or activities, e.g., <i>About their home, holidays, or school.</i>	Ask a familiar person prepared question, e.g. <i>"What do you like best about our playground?"</i> . Use pro-forma and put ticks in boxes.	Gain confidence in speaking to an unfamiliar person. (visitor to school) Records some of what they found out.
Field sketching	Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.	Draw an outline of simple features they observe. Add colour, texture, and detail to prepared field sketches. Join labels to correct features.	Draw a sketch of a simple feature from observation or photo. Add colour, texture, and detail to own field sketches. Add title and descriptive labels with help
Photography	Recognise a photo taken by a teacher as a record of what they have seen.	Use a camera/iPad in the field with help to record what they have seen. Label the photo with help.	Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location.
Video/Audio Recording	Recognise a video/recording taken by a teacher as a record of what they have seen/heard.	Recognise the features/activities/sounds on a recording taken by the teacher. Operate, with help, recording equipment. (iPad)	Point out useful views/sounds to record for their investigation. Watch/listen carefully to recordings and write what they find out.
Measurement	Use everyday language to describe features e.g. <i>bigger, smaller than.</i> Use every day non-standard units e.g. <i>hands for length.</i>	Use every day standard and non-standard units occasionally. Counts the number of e.g. <i>children who come to school by car.</i>	Use standard units e.g. <i>A trundle wheel for metres.</i> Count up to 100 e.g. <i>Length of the playground/field. I</i> Begin to organise recordings.

	Year 4 What Surrounds Us?	Year 5 Local History Study.	Year 6 Local Traffic Study
QUESTIONNAIRES	<p>Suggest questions to ask as part of an investigation.</p> <p>Use appropriate geographical vocabulary.</p> <p>Record the main points shortly after eg <i>Asks questions to a policeman about road safety issues in a town.</i></p> <p>Use a database to present findings.</p>	<p>Prepare questions for an interview.</p> <p>Use appropriate language.</p> <p>Ask questions that are responsive to the interviewee's views.</p> <p>Make brief notes during an interview to help them make a clear record of the main points.</p>	<p>Select interviewing as an appropriate method for collecting evidence.</p> <p>Prepare and carry out interview, sometimes in a formal situation.</p> <p>Evaluate the quality of the evidence.</p>
Field sketching	<p>Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate their sketch with descriptive and explanatory labels.</p> <p>Add title, location and direction to sketch.</p>	<p>Evaluate their sketch against criteria and improve it.</p> <p>Use sketches as evidence in an investigation.</p>	<p>Select field sketching from a range of techniques for an investigation.</p> <p>Evaluate quality of the evidence it gives.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p>
Photography	<p>Suggest how photos provide useful evidence for their investigations.</p> <p>Use a camera independently</p> <p>Locate a photo on a map.</p> <p>Annotate the photo.</p>	<p>Make a judgement about the best angle or viewpoint.</p> <p>Evaluate usefulness of their photos.</p> <p>Use photos for their investigations.</p>	<p>Select photography from a range of techniques as the most appropriate for the evidence they need.</p> <p>Evaluate the quality of the evidence they collect this way.</p>
Video/Audio Recording	<p>Suggest what to record for their investigation.</p> <p>Commentate on the recording, describing and suggesting explanations of what they see.</p>	<p>Make a judgement about the best angle or viewpoint.</p> <p>Evaluate usefulness of their recordings.</p> <p>Use recordings for their investigations.</p>	<p>Begin to use editing techniques to make a presentation recording.</p> <p>Select recording from a range of techniques as the most appropriate for the evidence they need.</p>
Measurement	<p>Use easy to read instruments <i>E.g metre tape.</i></p> <p>Count and record different types at the same time using a tally <i>E.g. counting types of shops.</i></p> <p>Organise results in a spreadsheet.</p>	<p>Select and use a range of measuring instruments in investigations.</p>	<p>Select and use a range of measuring instruments in investigations.</p> <p>Design own census, pilot and evaluate it.</p>