

Geography Knowledge, Skills & Progression

Purpose of study (from National Curriculum): A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Aims (from National Curriculum): The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

National Curriculum Objectives		
EYFS	KS1	KS2
<i>School Readiness Intent:</i> At St Francis CE Primary School we want the children to learn about the world around them but also to experience it first hand through a variety of opportunities. They will learn to explore, question and show curiosity about the world, drawing upon their previous learning. They will learn about where they live, the UK and the surrounding seas and then the wider world around them. <i>EYFS Intent:</i> Children in the Early Years Foundation Stage will begin to investigate the world they share with their family and the wider world around them. With support from adults, they will use different sources and will explore their world through direct experiences, beginning to communicate geographically with their peers and adults. <i>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum.</i> <i>The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Birth to three, Three and four-Year-Olds and Reception to match the programme of study for geography.</i> <i>EYFS team (given to GB - subject lead, 2023/24).</i>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. <u>Pupils should be taught to:</u> Locational 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 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 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 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 [for example, 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.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. <u>Pupils should be taught to:</u> Locational knowledge 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 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 <u>describe and understand key aspects of:</u> <u>physical geography including: climate zones, biomes and vegetation belts</u>, 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 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, 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.

Global Citizen link: We want children to know who they are and where they are, and to acquire knowledge and skills that help them to be a responsible global citizen. Opportunities for children to make links with their own location - linked to the current theme. Further than this, what this means they can do to be a responsible global citizen.

NB for teachers: Tier 1 (+ some key tier 2) vocabulary listed. Tier 2/3 is on the vocabulary list in: curriculum - Geography (next to this file!).

Autumn									
		EYFS		KS1		KS2		UKS2	
Prior Learning				See above + Development Matters (EYFS)		See above		See above	
		Nursery All About Me Festivals/light & Dark <i>For a more detailed record of implementation - see the document EYFS have created</i>	YR We are special We are Zoologists <i>For a more detailed record of implementation - see the document EYFS have created</i>	Y1 We are superheroes We are astronauts	Y2 Crazy Castles Courageous / Characters	Y3 The Stone Age Amazing Animals	Y4 Romans Awesome Oceans	Y5 Settlers and Invaders Aliens	Y6 The Victorians Evolution (Darwin)
Knowledge	Children will know (key learning)	Birth - 3 UW – The Natural World: - Explore and respond to different natural phenomena in their setting and on trips. 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'. Year 3-4 Year olds - Talk about the differences between materials and changes they notice. - 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.	UW - The Natural World: - 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. - Understand the effect of changing seasons on the natural world around them.	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. identify seasonal and daily weather patterns in the United Kingdom (record weather on a tally chart and compare with other seasons - rain/temperature...) Global citizenship links: Term 1 - looking after the planet, designing posters to encourage others to look after the planet.	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 Link to T2 and coastlines. 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. Link to T1 castle diagrams and key and use to reference school grounds. Global citizenship links: Wealth - link to how historically the wealthy lived compared to the poor and link globally to wealth across countries, e.g. G7.	Intro - revisited T3 + UKS2 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts (Linked to predators) Term 2 - look at impacts, cause / effect climate change in relation to biomes Global citizenship links: Look at changes to climate / environment by humans within biomes and link to how this has impacted on animals / plants What could you do to promote land being protected for nature?	Term 1 Identifying land-use patterns; and understand how some of these aspects have changed over time (Link to Roman settlement of Britain and what places are like now) Term 2 Revisit 5 oceans (KS1) Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes , and the water cycle Term 2 - link science (human impact on habitats) Global citizenship links: Linked to science (see blue) look at ice caps melting + plastic in oceans (+ impact on certain animals). Great pacific rubbish dump and what humans can do about plastic.	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 (Link to Settlers and Invaders - maps of where came from and where settled - contrast to last years Roman learning.) Global citizenship links: Look at changes in Oxford from Anglo-Saxon map of Oxford vs modern. Lost animal habitats due to growth of Oxford. Discuss - what are the pros / cons of building new colleges, houses, shops, increase in population?	Revisit from Yr 3 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) (link to Darwin's journeys / Victorian Explorers) Global citizenship links: Oxford University Natural History Museum - Darwin display
	Vocabulary			Hot, cold, weather, seasons, autumn, winter, summer,	Yr1: Map, atlas, key, globe, farm, symbol, school, village,	Yr 2: Earth, globe, continent, country, ocean,	Yr 3: Asia, Africa, North America, South America, Australia,	Ordinance survey, key, grid reference, land-use, human	Yr 3 + Yr 5 + Trade, import, fairtrade, export,

				spring Map, key, near, far, distance, school, village, town, city	town, city North, south, east, west, compass location	Asia, Africa, North America, South America, Australia, Antarctica, continent, map, river, desert, mountain, capital, city	Antarctica, continent, map, river, desert, mountain, capital, city Europe, desert, rainforest, map, location, hills, mountains, coasts, rivers	physical, map , Atlas , globe	British Empire
Skills		Early Learning Goals Understanding the World: 1) Natural World: • 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. 2) Peoples, Cultures and Communities: • 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.		Use simple picture map to move around the school - recognise it is about a place Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	devise a simple map; and use and construct basic symbols in a key Link to school grounds, leading to castle + grounds including key. use simple compass directions (North, South, East and West) and (revisit from Year 1) locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map T2 Links to places around the Uk and travel directions using NESW directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; T2 links to coastlines and coastal towns.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom (Link to Roman settlements in Britain)	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, 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. (Link to Anglo-Saxon villages location / Link to land-use in local area (over time). Plus, link to School and then Shotover - and use Shotover as a vehicle for hands-on map reading.	<u>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.</u> Look at 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
Misconceptions									
Enrichment / Outdoor Learning				Use of maps to find way around school / local area Map trees, pond, grass...	Potential visit to Oxford Castle - map work / land-use...	Potential visit to Hillend stone age village Roleplay in 'Wild area'	Hillend (see Yr 3) / Plastic survey (FoTE), plastic litter pick	Shotover visits	Potential visit to Darwin exhibition at OUMNH

Spring									
		EYFS		KS1		KS2		UKS2	
Prior Learning									
		Nursery Whatever Next! People Who Help Us	YR We are Astronomers We are Engineers	Y1 We are meteorologists We are artists	Y2 Where the Land Meets the Sea / Intrepid Explorers	Y3 Ancient Egypt Marvellous Magnets	Y4 Ancient Greeks Fantastic Food	Y5 Off with her Head (Tudors) Golden Age of Islam	Y6 Beating Hearts Antarctica & Beyond
Knowledge	Children will know (key learning)	See T1	See T1	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 Revisited T3 (Clear sky link?) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Clear sky link - mountains / urban vs rural areas?) Revisited Yr 2 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 <u>Global citizenship links:</u> Links to local / national / international weather reports. Links to 'home' countries weather.	Revisit from Yr 1 T1/3 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 T2 links with coastlines and coastal towns. Revisited from Yr 1 name and locate the world's seven continents and five oceans T2 Link to coastlines. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas T2 Link to coastlines. (continued from terms 1 and 2) 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 T2 link to coastlines. <u>Global citizenship</u>	Introduction 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 (Linked to Nile); and understand how some of these aspects have changed over time (Which of these counties would you like to live in? Why?) <u>Global citizenship links:</u> Children to discuss what physical and human geography features their home countries have, how these are different and why that makes them special.	History focus in Term 3 and Term 4 describe and understand key aspects of: 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 (Link to Ancient vs Modern Greece) <u>Global citizenship links:</u> What is it like to live in a modern city? Advantages / disadvantages(?) of modern vs ancient cities.	Revisit from Year 4 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 (Link to Tudor Britain vs Now. - Portsmouth / Oxford / London) 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 (Link to Tudors - Oxford / Great Islamic cities from 1000 Yrs + with modern world?) <u>Global citizenship links:</u> Link 'House of Wisdom' to Renaissance. Link to ebbing and flowing of powerful civilisations. What makes a place a good place to live?	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 (Link to Frozen Kingdom?) <u>Global citizenship links:</u> Link to John Radcliffe

					links: Link to how resources in the past were taken and used by different countries, and how resources in the present day are being distributed. Link to extreme weather across the globe.				
	Vocabulary			Use relative vocabulary e'g like, dislike, bigger, smaller England, Scotland, Wales, Northern Ireland, United Kingdom, town, village, city Similar, different	Yr 1: England, Scotland, Wales, Northern Ireland, United Kingdom, town, village, city Earth, globe, continent, country, ocean Capital, London, Belfast, Cardiff, Edinburgh	Map, atlas, globe, continent, country, north, east, south, west, compass Hemisphere (Northern + Southern)	Year 3+ Power, coal, nuclear, wood, solar, wind, renewable / nonrenewable	Year 4+ Region, county, UK, British Isles, Great Britain	Year 5+ Environmental, sustainability, climate, weather, Globalisation
Skills				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 Learn names of some places within/around the UK E.g Home town, cities, countries - Wales, France...	Revisited from Yr1 introduction: 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 T3 Link to coastlines and explorers. Where did our explorers end up?> How far away from home were they?	Revisit from T1 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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.	to build their knowledge of the United Kingdom and the wider world (Baghdad) 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.	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
Misconceptions									
Enrichment / Outdoor Learning				Shotover visit - link to map work and symbols	Shotover visit - link to map work and symbols + compass points Smaller area - sandpit + clearing	Shotover visit - link to map work and symbols + compass points for direction Larger area - eg the lowland forest and roads / paths	Shotover visit - link to map work and symbols + 4 figure grid references + compass points for direction Follow a route -	Shotover visit - link to map work and symbols + 4 figure grid references + compass bearings Follow a route - topography used	Shotover visit - link to map work and symbols + 6 figure grid references + compass bearings. Plan a route - topography / distances...

Summer									
		EYFS		KS1		KS2		UKS2	
Prior Learning									
		Nursery Dear Zoo Way Down Deep in the Deep Blue Sea	FS We are Environmentalists We are Explorers	Y1 We are Ecologists We are Authors	Y2 Habitats Viewpoints	Y3 Our Planet Running Rivers	Y4 Wonderful Water Mighty Mountains	Y5 To Infinity and Beyond Allotments	Y6 Discovery of Modern Art The World Is Our Stage
Knowledge	Children will know (key learning)	See T1	See T1	name and locate the world's seven continents and five oceans <i>Revisited Yr 2</i> <i>Revisit from T1:</i> 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 (WOODLAND LINK?)	(Taught in Yr 1 T1) 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	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Y4) <i>Talk about litter we see when on our River trip.</i> Global citizenship links: Think about the River Thames and River Nile links. We will visit the River Thames to think about these themes.	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 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Global citizenship links: Water in our lives: where does our water come from? Wastage? Water shortages across the world. How does climate change impact the water cycle?	locate the world's countries, using maps to focus on Europe (including the location of Russia) (Link to satellite imagery and countries where children have visited / have familiy) 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, (link to Allotments vs region of a European country from child in class?) Global citizenship links: Visit to allotment in Barnes Road - sustainability. Growing own plants. Discuss how/why people protect green spaces.	locate the world's countries, using maps to focus on Europe (including the location of Russia) (Link to Gallery Rebels - art galleries) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (link to Mexico) 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 America (UK region vs Mexico region)
	Vocabulary			<i>Revisit:</i> Use relative vocabulary e'g like, dislike, bigger, smaller similar , different, South America, equator, Peru (or similar)	similar , different, compare, Earth, globe, continent, country, ocean, map, atlas, globe	Map,atlas, globe, continent, country, north, east, south, west, compass	Yr 3: Map,atlas, globe, continent, country, north, east, south, west, compass Europe, desert, rainforest, map, location, hills, mountains, coasts, rivers Solid, liquid, vapour, melt, freezing,	Yr 3: Map,atlas, globe, continent, country, north, east, south, west, compass Yr 4: Europe, desert, rainforest, map, location, hills, mountains, coasts, rivers Europe, North America, South America, cities,	Yr 5: Europe, North America, South America, cities, region, land use, county, Africa Africa, Asia, Australasia, Oceania, environmental, human, physical, hills, mountains, rivers

							boiling, water cycle	region, land use, county, Africa, Latitude, longitude, Greenwich meridian	
Skills				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	Revisited from T1 devise a simple map; and use and construct basic symbols in a key T5 & 6 link to seeing different perspectives in small areas of the school grounds. Revisited from T1 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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; T5 link to habitats local area to devise simple maps. Global Citizenship: How habitats are changing. Endangered species, including plants.	use the eight points of a compass, four-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 describe and understand key aspects of: physical geography, including: <u>climate zones, biomes and vegetation belts, rivers,</u> mountains, volcanoes and earthquakes, <u>and the water cycle</u>	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. (Link to mini-beasts and human interference in their habitats)	use the eight points of a compass, four and (intro) 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, 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. (Link to Allotments - land use of local area. Local area study - Physical - shotover streams / Human - car use) Global Citizenship English link to Slade Camp and Kipling's 'Way through the woods' (expansion of Cowley (car factory) - linking to AS/Tudor landues in area)	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 (Link to both themes - maps of areas around Art Galleries + Mexico cities / landmarks)
Misconceptions									
Enrichment / Outdoor Learning				Shotover visit - to compare with forest in another location...	Local area - using maps / creating maps during field work	River Thames visit	Cloud tank creation	Slade Camp visit	Museum of Modern Art, Ashmolean - links to artists - local + around world. Map work...?