



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



At Our Lady and
St. Hubert's, home,
school and parish
work together,
knowing that God is
with us in all we do.

Geography

Guidance and Procedures

Intent

This subject can inspire pupils' curiosity and fascination about the world around them and its people, and- if taught well- has the power to inspire them for the rest of their lives. Through this curriculum, we will 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. We will focus on children's retention of key knowledge and skills within Geography, alongside widening their experiences through enrichment across the school.

Implementation

Within some themes of our broad curriculum, Geography features as the main 'driver' as it provides an excellent starting point for children to explore their new topic and to build on their understanding of the world around them. Children will explore the Earth's features at different scales; how it has been shaped, how it is interconnected and how they change over time. Children will take part in fieldwork to develop these skills, their understanding of their local environment, and the world they live in. This will help to embed learning from their theme and will work as an effective method of active practice, in keeping with Rosenshine's principles. Each of the 6Cs have a role within the Geography curriculum, notably opportunities for children to Collaborate through fieldwork and research, learning the importance of Communication, both locally and globally, and Citizenship, where they will develop their sense of place and belonging within the world.

Impact

In learning about Geography, children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them, including their impact on the environment around them - both positive and negative. This will form the basis of their understanding of their place in the world, their role as a citizen and their responsibility to our world. They will be excited about the multitude of cultures in our world and enjoy exploring a variety of its towns, cities and countries.

Role of the Subject Leader

In leading Geography, it is the role of the Subject Leader:

- ❖ To know what proportion of pupils attain at, and above age related expectations in Geography.
- ❖ To know the attainment of SEN and Pupil Premium pupils, ensuring the correct support is given.
- ❖ To review changes to the National Curriculum requirements and advise on their implementation.
- ❖ To attend CPD courses and share knowledge learnt with teaching staff.
- ❖ To arrange staff meetings, when needed, to develop teaching staff's subject knowledge of the Geography curriculum.
- ❖ To carry out audits of the school's Geography resources, and operate an efficient storage and rota system for these resources to ensure that our children can learn effectively in and through Geography.
- ❖ To ensure teaching staff are regularly assessing their children.
- ❖ To monitor the learning and teaching in Geography and provide support for staff when necessary.
- ❖ To take a lead role in organising events linking to Geography in school.

Curriculum planning

Whole School Geography Overview						
	Autumn		Spring		Summer	
	A Wonderful World	A Moment in Time	Peace and Conflict	Nurturing Nature	We are Engineers	Our Place in the World
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Children at St. Hubert's learn through a thematic curriculum, with the teaching and learning of Geography enabling children to explore their new topic and to build on their understanding of the world around them. The theme is changed each half term to ensure children are exposed to many different Geographical topics throughout. The six key themes are: A Wonderful World, A Moment in Time, Peace and Conflict, Nurturing Nature, We Are Engineers and Our Place in the World. The Geography National Curriculum 2014 objectives have been matched to each of the key themes. This allows for full coverage throughout the year.

[See Appendix 1 for Year group Geography objectives](#)

National Curriculum Objectives:

Key Stage 1

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.

Pupils should be taught to:

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.

Key Stage 2

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.

Pupils should be taught to:

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

- ❖ describe and understand key aspects of:
 - ☒ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - ☒ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ❖ use 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.

Geography Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. Children learn best when the learning environment is ordered and they feel safe; any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. The school's policy for visits and fieldwork will be adhered to for all trips in line with the Offsite Activities and Onsite Adventures Policy 2020.

At Key Stage 1, children carry out an investigation into the local environment and have opportunities to observe and record information around the school site. At Key Stage 2, children do a study of the local area, which ties in with their year group's topic.

6Cs

To succeed in the 21st century, we understand that the children need to be taught- and have time to develop- key learning behaviours that have, in the past, not been catered for in the National Curriculum. We have adapted our curriculum to include the '6Cs of 21st Century learning', which are; creativity, character, citizenship, critical thinking, collaboration and communication.

In Geography, the 6Cs will be evident as shown below:

The 6Cs and Geography		
How our 6Cs will be evident through our Geography curriculum		
Character	Citizenship	Communication
Children will build on their knowledge of the world around them, through investigations and exploration. Posing their own enquiry questions will help to develop children's independent learning.	Through Geography, children will really develop their sense of citizenship through exploration of the world around them. Children will learn about both human and physical geography and how these features impact those who live there.	Once children have collaborated in their creativity to find solutions to local, global or environmental issues, children should present their findings to relevant bodies. This may be important people in school or officials in town planning, depending on the nature of the project.
Collaboration	Creativity	Critical thinking
Children will have many opportunities to collaborate through Geography. This may be through map investigations, using technology to research places or cultures or presenting information to others about what they have learnt about a place- both near and far.	When investigating places around the world, as well as places closer to home, children will be given opportunities to identify problems facing residents, animals or the environment and try to find effective solutions.	Children will investigate the world we live in, focusing on how places are similar or different to the UK and asking why that is.

Assessment

Each unit of learning will have a corresponding knowledge organiser, which will include key information such as maps, flags, currency and diagrams, to support children within that unit. This will also include a list of objectives and skills to be covered within that unit, and will support the teacher in assessment, as well supporting the children in knowing what they will learn.

All teachers are expected to regularly assess against the curriculum objectives – termly as a minimum – with the key knowledge, understanding, and where appropriate, fieldwork skills. The National Curriculum objectives have been carefully divided from being an overview from each key stage, to being specific to each year group and their year group's topic.

The Geography Subject Leader will also conduct monitoring through pupil voice, staff voice, book looks and checks on planning. This will help to ensure that children are engaged, staff are confident and that all objectives are covered. Attainment in Geography is reported to parents through parents' evenings and end of year/term reports.

[See Appendix 2 for Assessment objectives.](#)

SEND, Pupil Premium and Inclusion for all

All children should have the opportunity to develop and progress in Geography lessons at OLSH.

Teachers are encouraged to think about:

- ❖ Planning more opportunities for group work/paired work in order for all children to have the chance to discuss, feedback and learn from one another.
- ❖ Differentiating lessons/activities, where necessary, to allow all children to work at their own ability level and access the curriculum, including extending the most able.
- ❖ Any special resources/equipment/ICT that will allow children to access the Geography curriculum more effectively and more practically/visually e.g. Google Earth instead of atlas work.
- ❖ The role of support staff.
- ❖ Reporting to the SENCO where appropriate.

Some pupils will be identified as working well above the level of others in their class and show an aptitude and/or interest in the subject. These pupils should be monitored and then conversations between class teacher and subject leader at the end of the year will determine whether these children meet the requirements to be assessed at Greater Depth. Extension opportunities should be provided for these pupils challenging their Geography knowledge and incorporating deeper thinking tasks, using the 6Cs to facilitate this.

For children working below age related expectations, and those with SEND, tasks should be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught and word banks and visual cues can be provided. Activities should reinforce children's understanding of the subject.

We enable pupils to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom, for example, a field trip, a risk assessment is carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Reviewed on 15/01/2023. Next review - January 2024

Appendix 1: Year group Geography objectives

KSI Geography

	Year 1				Year 2	
	Autumn 1 A Wonderful World	Spring 2 Nurturing Nature	Summer 2 Our Place in the World		Autumn 1 A Wonderful World	Summer 2 Our Place in the World
Investigate and name the world's oceans						
Investigate and name the world's continents						
Identify the UK on a world map						
Investigate the countries and capitals of the United Kingdom.						
Compare and contrast a small area of the United Kingdom with that of a non-European country.						
Explore weather patterns in the United Kingdom						
Explore weather and climate patterns around the world, linking to poles and the equator.						
Use basic geographical vocabulary to refer to and describe key features of locations.						
Understand the difference between physical and human features of locations.						
Use world maps, atlases and globes.						
Use simple compass directions- directions, identifying locations, routes on a map...						
Use aerial photographs to recognise familiar places and known landmarks						
Use aerial photographs to recognise landmarks, human and physical features, devise a route and use/construct symbols for a key.						
Use fieldwork and observational skills.						

LKS2 Geography

	Year 3			Year 4		
	Autumn 1 A Wonderful World	Spring 2 Nurturing Nature	Summer 2 Our Place in the World	Autumn 1 A Wonderful World	Spring 2 Nurturing Nature	Summer 2 Our Place in the World
Name and locate the world's continents and main oceans. Identify the UK on a world map.						
Name and locate known countries: USA, Ireland, France, Spain, Russia						
Name and locate the UK's main cities, identifying their human and physical features.						
Name and locate the UK's counties, identifying their human and physical features.						
Identify key geographical features of an area of the United Kingdom, and show an understanding of how some of these aspects have changed over time.						
Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.						
Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.						
Locate the geographic zones of the world; longitude, latitude, Tropics of Cancer and Capricorn, time zones, arctic and Antarctic.						
Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).						

Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.							
Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.							
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.							
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.							
Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.							
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.							

UKS2 Geography

	Year 5			Year 6		
	Autumn 1 A Wonderful World	Spring 2 Nurturing Nature	Summer 2 Our Place in the World	Autumn 1 A Wonderful World	Spring 1 Peace and Conflict	Summer 2 Our Place in the World
Name and locate the world's continents and main oceans. Identify the UK on a world map.						
Name and locate known countries: USA, Ireland, France, Spain, Russia						
Name and locate the UK's main cities, identifying their human and physical features.						
Name and locate the UK's counties, identifying their human and physical features.						
Identify key geographical features an area of the United Kingdom, and show an understanding of how some of these aspects have changed over time.						
Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.						
Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.						
Locate the geographic zones of the world; longitude, latitude, Tropics of Cancer and Capricorn, time zones, arctic and Antarctic.						
Understand geographical similarities and						

differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).							
Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.							
Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.							
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.							
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.							
Use the eight points of a compass, four-figure grid references, symbols and keys							

(including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.							
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.							



Appendix 2: Assessment objectives.

Teachers will assess against the NC objective as a minimum, but will also assess against the smaller steps.		
	NC Objective	Breakdown
Year 1	Investigate and name the world's oceans.	LK1: Name and locate the world's seven continents and five oceans
	Identify the UK on a world map.	GSF1: 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.
	Explore weather patterns in the UK.	HPG1: Identify seasonal and daily weather patterns in the United Kingdom.
	Use basic geographical vocabulary to refer to and describe key features of locations.	HPG2: Describe key physical features, including: forest, hill, soil, vegetation, season and weather. HPG3: Describe key human features, including: city, town, village, factory, farm, house, office and shop.
	Use world maps, atlases and globes.	
	Use simple compass directions – directions, identifying locations, routes on a map...	GSF2: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map
	Use aerial photographs to recognise familiar places and known landmarks.	
	Use fieldwork and observational skills.	GSF4: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features
Year 2	Investigate and name the world's oceans and continents.	LK1: Name and locate the world's seven continents and five oceans GSF1: Use world maps, atlases and globes as well as the countries, continents and oceans studied at this key stage.
	Identify the UK on a world map.	GSF1: Use world maps, atlases and globes to identify the United Kingdom and its countries.
	Investigate the countries and capitals of the UK and its surrounding seas	
	Compare and contrast a small area of the United Kingdom with that of a non-European country.	PK1: 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 PK2: Understand geographical similarities and differences through the study of places linked to other topic areas.
	Explore weather and climate patterns around the world, linking to poles and the equator.	LK3: Identify the position and significance of the Equator and the poles HPG1: Identify 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 same.
	Use basic geographical vocabulary to refer to and describe key features of locations.	HPG2: Describe key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, and valley HPG3: Describe key human features, including: city, town, village, factory, port and harbour.
	Use world maps, atlases and globes.	
	Use aerial photographs to recognise landmarks, human and physical features, devise a route and use/construct symbols for a key.	
	Use fieldwork and observational skills.	GSF4: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features

Year 3	Name and locate the world's continents and main oceans. Identify the UK on a world map.	GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied LK3: Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.
	Name and locate known countries: USA, Ireland, France, Spain, Russia	LK1: Locate the world's main countries and be aware of some major cities
	Name and locate the UK's main cities, identifying their human and physical features.	GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied LK2: Name and locate countries and cities of the United Kingdom, geographical regions and their identifying physical features
	Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).	
	Describe and understand key aspects of: physical geography , including: climate zones, biomes and volcanoes and earthquakes human geography , including: settlements, land use and the distribution of natural resources including energy, food, minerals and water supplies.	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
	Use the eight points of a compass to build knowledge of the United Kingdom and the world.	
	Use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.	
	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	
Year 4	Name and locate known countries: USA, Ireland, France, Spain, Russia	GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied GSF4: Develop map skills to include key countries around the world and countries in Europe. LK1: Locate the world's main countries, noting some of their key physical and human characteristics, countries, and be aware of some major cities
	Identify key geographical features an area of the United Kingdom, and show an understanding of how some of these aspects have changed over time.	LK2: Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features land-use patterns; and understand how some of these aspects have changed over time

	Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.	GSF4: Develop map skills to include key countries around the world and countries in Europe. LK3: Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.
	Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).	PK1: 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 study from the wider world.
	Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.	PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Spain
	Describe and understand key aspects of: physical geography , including: rivers and erosion human geography , including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy and water supplies.	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
	Use the eight points of a compass to build knowledge of the United Kingdom and the world.	
	Use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.	
	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	
Year 5	Name and locate known countries: USA, Ireland, France, Spain, Russia	GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. LK1: Locate large/influential countries- including Europe and North or South America. Locate and name principal cities.
	Name and locate the UK's main cities, identifying their human and physical features.	LK2: Locate and name the main counties and cities in England. Explore geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time
	Name and locate the UK's counties, identifying their human and physical features.	LK2: Locate and name the main counties and cities in England. Explore geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time
	Describe and understand key aspects of:	

	physical geography , including: rivers, mountains and the water cycle human geography , including: settlements, land use and water supplies.	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
	Use the eight points of a compass to build knowledge of the United Kingdom and the world.	
	Use six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.	
	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	
Year 6	Name and locate known countries: USA, Ireland, France, Spain, Russia	GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
	Name and locate the UK's main cities, identifying their human and physical features.	LK2: Locate and name the main counties and cities in England. Explore geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time LK4: Linking with History, compare land use maps of UK from past with the present.
	Name and locate the UK's counties, identifying their human and physical features.	GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. LK2: Locate and name the main counties and cities in England. Explore geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time
	Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.	GSF4: Expand map skills to include a range of non-UK countries
	Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.	LK1: Locate large/influential countries- including Europe and North or South America. Locate and name principal cities. GSF4: Expand map skills to include a range of non-UK countries
	Locate the geographic zones of the world; longitude, latitude, Tropics of Cancer and Capricorn, time zones, arctic and Antarctic.	
	Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).	PK2: Understand geographical similarities and differences through the study of key cities linked with current world issues.
	Describe and understand key aspects of:	

	<p>physical geography, including: climate zones, biomes and vegetation belts</p> <p>human geography, including: settlements, land use, economic activity including trade links</p>	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
	Use the eight points of a compass to build knowledge of the United Kingdom and the world.	
	Use six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.	
	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	

