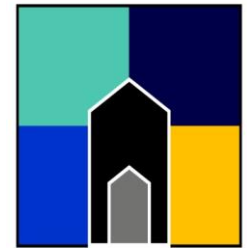




An Daras
Multi Academy Trust



An Daras Multi Academy Trust

St Stephens Community Academy

Scheme of Learning – Time and Place (Geography)

Integrated Curriculum Scheme of Learning – 2015	
Domain of Learning:	Time and Place
National Curriculum Subjects:	Geography
Domain Leader:	Miss Carew
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14 Dimensions Skill Ladders 14 SSCA Geography Policy 15 SSCA Geography Curriculum Statement 15 SSCA History Scheme of Learning 15

St Stephens Community Academy

Time and Place (Geography) - Scheme of Learning – 2015

Curriculum Statement

At St Stephens Community Academy, we believe that Geography 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.

Below you will find an overview of what your child will be expected to learn in each of the Key Stages.

In Key Stage 1 - Place knowledge, locational knowledge, seasonal and daily weather patterns , use of maps and aerial photographs, compass directions

In Key Stage 2 - Place knowledge, geographical field work skills, human and physical geography, locational knowledge

Progression in Geography will be assessed through work completed in pupils' books, for displays, written work, photographic and media evidence. Ability and attitude in Geography is recorded on the child's annual report to parents, and discussed at parent/teacher meetings throughout the year.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1 - Unit Title	Reduce, Reuse and Recycle	Celebrations	Near and Far	Gardeners World	Myself and Other Animals	Up, Up and Away!
A. Nat Curriculum 14		PP180-181	PP180-181		PP180-181	
B. ADMAT Aims Link		Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.	Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.		Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.	
C. SSCA Aims Link		2d , 3b, 3d, 3f, 4a, 4c, 4e, 5b,5d	2d, 3b, 3d, 3f, 4a, 4c, 4e, 5b, 5d		2d, 3f, 4a, 4c, 4e, 5b, 5d,	
D. Scheme Reference		N/A	N/A		N/A	
E. Key Knowledge National Curriculum Objectives		I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South pole I can use basic geographical vocabulary to refer to key physical features and key human features I can use world map, atlas and globes to identify the UK and its countries as well the countries studied at this KS I use basic geographical vocab to refer to: physical features including:	I can name and locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas I understand geographical similarities and differences through studying the human and physical geography of a small area of the UK I use basic geographical vocab to refer to: physical features including: beach/ cliff/ coast/ forest/ hill/ mountain/ sea/ ocean/ river/ soil/ valley/ vegetation and seasonal weather		I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South pole I can use basic geographical vocabulary to refer to key physical features and key human features I can 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-	

		beach/ cliff/ coast/ forest/ hill/ mountain/ sea/ ocean/ river/ soil/ valley/ vegetation and seasonal weather and human features including city/ town/ village/ factory/ farm/ house/ office/ port/ harbour/ shop	and human features including city/ town/ village/ factory/ farm/ house/ office/ port/ harbour/ shop I can use maps, atlas and globes to identify the UK and its countries		European Country I can use world map, atlas and globes to identify the UK and its countries as well the countries studied at this KS	
F. Key Skills and Understanding Dimension Skills Ladders Three Skills: <ul style="list-style-type: none"> Investigation (in) Observation (ob) Application (ap) 		(in) Ge2 Explore and discover where different foods come from (ap) Ge5 Express their own views about features of the environment (ob) Ge3 Recognise and observe main human and physical features	(ap) Ge6 Communicate in different ways using simple geographical information and vocabulary (ap) Ge7 Use simple field work skills (ap) Ge8 Use globes, maps and plans (ap) Ge9 Make simple plans		(in) Ge1 Explore and discover the interesting features of the local environment (ob) Ge4 Recognise different types of weather and climate	
G. Cross Curricular Links (Core non-negotiable standards)		Use of ICT – looking at maps etc. on the internet. Research about countries Literacy – concept maps and information sharing/presentation History – how places have changed over time. Investigation. Science – looking at land make up and weather patterns. Investigating phenomenon. Maths – tables and charts to show findings about weather/trends	Use of ICT – investigating local area facts. Presenting information. History – study of how the local area has changed over time Science – drawing up of findings based on geographical features Literacy – drawing up maps and plans of the local area. Recording data.		Use of ICT – investigating weather patterns. Drawing up information and facts. Science – use of maps and charts to present findings. Investigating weather in local area. History – looking at how the area has changed over time Maths – charts and graphs to show data. Recording of data. Literacy – presenting information	
H. Assessment Pathway		Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes	Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes		Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
2 - Unit Title	Can we Fix it?	Fire! Fire!	Fantasy Island/ Land Ahoy/ Shiver me Timbers!	Green Fingers	Carnival of Animals	Journeys/ All Aboard!
A. Nat Curriculum 14			PP180-181	PP180-181		PP180-181
B. ADMAT Aims Link			Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.	Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.		Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.
C. SSCA Aims Link			2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c,5d	2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c,5d		2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c,5d
D. Scheme Reference			N/A	N/A		N/A
E. Key Knowledge National Curriculum Objectives			I can name, locate and identify characteristics if the four countries and capital cities of the UK and its surrounding seas I can use basic geophysical vocabulary e.g. physical features and human features I can use world maps, atlas	I can understand geographical similarities and differences through studying human and physical features of a small area of the UK I can use simple compass directions and locational directional language to describe the location of		I can understand geographical similarities and differences through studying human and physical features of a small area of the UK I can name, locate and identify characteristics if the four countries and capital cities of the UK and

			<p>and globes to identify the UK and its countries as well as the countries, continents and ocean studies at this key stage</p> <p>I can use simple compass directions and locational and direction language and to describe location of features and routes on map</p> <p>I can 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</p>	<p>features and routes on a map</p> <p>I can devise a simple map and use a contrast basic symbols and a key</p> <p>I can use simple field world and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</p>		<p>its surrounding seas</p> <p>I can use basic geophysical vocabulary e.g. physical features and human features</p> <p>I can 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</p>
<p>F. Key Skills and Understanding Dimension Skills Ladders</p> <p>Three Skills:</p> <ul style="list-style-type: none"> Investigation (in) Observation (ob) Application (ap) 			<p>(in) Ge10 Ask and respond to geographical questions about people, places and environments</p> <p>(in) Ge11 Investigate, measure and record changes in the weather</p>	<p>(ob) Ge12 Recognise, observe, describe and record physical and human features</p> <p>(ob) Ge13 Identify links between their locality and other places in the UK and beyond</p> <p>(ob) Ge14 Discuss how weather affects our lives</p> <p>(ob) Ge15 Locate key features on globes, maps and plans</p>		<p>(ap) Ge16 Make simple comparisons between features of different places and say how these features influence life there</p> <p>(ap) Ge17 Use simple compass directions</p> <p>(ap) Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language</p> <p>(ap) Ge19 Use field work and observational skills to carry out simple tasks</p> <p>(ap) Ge20 Use aerial photographs and plan perspectives to identify landmarks and features</p> <p>(ap) Ge21 Make simple maps and plans</p>
<p>G. Cross Curricular Links (Core non-negotiable standards)</p>			<p>Use of ICT – investigating landmarks and places including weather</p> <p>History – looking at how places have changed over time</p> <p>Maths – recording data in</p>	<p>Use of ICT - investigating landmarks and places including weather</p> <p>Science – recording features of land.</p> <p>Investigating.</p> <p>Maths – use of charts to</p>		<p>Use of ICT – looking at photographs and plans</p> <p>Maths – compass directions directional language</p> <p>History – looking at how area has changed over time</p>

			charts Literacy – presenting and recording information	present data Literacy – presenting and recording information		Literacy - presenting and recording information
H. Assessment Pathway			Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes	Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes		Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3 – Unit Title	Todo sobre España!		Fire to Forts		Egyptian Beliefs and Rituals	
A. Nat Curriculum 14	PP 186 – 188				PP 186 – 188	
B. ADMAT Aims Link	Accelerating and sustaining children’s progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.				Accelerating and sustaining children’s progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.	
C. SSCA Aims Link	2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c,5d				2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c,5d	
D. Scheme Reference	N/A				N/A	
E. Key Knowledge National Curriculum Objectives	I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world’s most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.				I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world’s most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.	
F. Key Skills and Understanding	(in) Ge22 Ask and respond to questions to develop a				(in) Ge23 Collect and record evidence and begin	

Dimension Skills Ladders Three Skills: <ul style="list-style-type: none"> Investigation (in) Observation (ob) Application (ap) 	sense of place (in) Ge25 Explore places with different climate zones (ob) Ge26 Identify where significant places are located in the UK, Europe and the wider world (ob) Ge27 Identify similarities and differences between places and environments and understand how they are linked (ap) Ge29 Use appropriate geographical vocabulary to communicate their findings				to offer explanations (in) Ge24 Investigate key aspects of human and physical geography (ob) Ge28 Identify how the ways in which people live sometimes have consequences for the environment (ap) Ge30 Collect and analyse a range of data from simple fieldwork experiences (ap) Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans (ap) Ge32 Use ICT to help in geographical investigations	
G. Cross Curricular Links (Core non-negotiable standards)	Literacy – presenting and recording findings Science – looking at weather in different areas Maths – presenting information in graphs and charts IT/E Safety – exploring information about countries				Literacy – presenting and recording findings Maths – presenting information in graphs and charts IT/E Safety – exploring information about countries	
H. Assessment Pathway	Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes				Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4 – Unit Title	It's all Greek	Water, Water Everywhere	Carbon Footprint	Eco Warriors	Who were the Romans?	
A. Nat Curriculum 14	PP 186 – 188		PP 186 – 188			
B. ADMAT Aims Link	Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.		Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.			
C. SSCA Aims Link	2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c, 5d		2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c, 5d			
D. Scheme Reference	N/A		N/A			
E. Key Knowledge National Curriculum Objectives	I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.		I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.			

			place knowledge.			
F. Key Skills and Understanding Dimension Skills Ladders Three Skills: <ul style="list-style-type: none"> Investigation (in) Observation (ob) Application (ap) 	(in) Ge33 Ask and respond to geographical questions and offer their own ideas (ob) Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments (ap) Ge38 Use appropriate geographical vocabulary in communicating findings (ap) Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data (ap) Ge42 Use secondary sources of information and ICT as part of investigations		(in) Ge34 Explore places with different climate zones and compare and describe how climate affects living things (ob) Ge35 Identify where significant places are located in the UK, Europe and the wider world (ob) Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales (ap) Ge40 Describe, compare and offer reasons for their views (ap) Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales			
G. Cross Curricular Links (Core non-negotiable standards)	Literacy – presenting findings Maths – use of graphs and charts to analyse data IT/E Safety – information finding from secondary sources History – investigating change over time		Literacy – presenting findings Maths – presenting information in graphs and charts – analysing data French – looking at language in the wider world IT/E Safety – information gathering			
H. Assessment Pathway	Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes		Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes			

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5 – Unit Title	Invaders		Where does Chocolate come from?		Who were the Mayans?	
A. Nat Curriculum 14			PP 186 – 188		PP 186 – 188	
B. ADMAT Aims Link			Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.		Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.	
C. SSCA Aims Link			2a, 2b, 2d, 3b, 3d, 4a, 4b, 4c, 4e, 5b, 5c,5d		2a, 2b, 2d, 3b, 3d, 4a, 4b, 4c, 4e, 5b, 5c,5d	
D. Scheme Reference			N/A		N/A	
E. Key Knowledge National Curriculum Objectives			I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.		I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.	
F. Key Skills and			(in) Ge44 Investigate ways in which environments can		(in) Ge43 Ask suitable geographical questions	

Understanding Dimension Skills Ladders Three Skills: <ul style="list-style-type: none"> Investigation (in) Observation (ob) Application (ap) 			be improved (in) Ge45 Investigate using an increasing range of primary and secondary sources of information (ob) Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places (ap) Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways (ap) Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales (ap) Ge51 Use the eight points of the compass		leading to investigation (ob)Ge46 Analyse evidence and draw conclusions (ap) Ge50 Draw plans and maps at a variety of scales (ap) Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area	
G. Cross Curricular Links (Core non-negotiable standards)			Literacy – using primary and secondary sources to find information. Presenting information Maths – compass directions and locational knowledge IT E-Safety – digital computer mapping and presenting information		Literacy – use of sources to find information. Presenting information in a variety of ways Maths – drawing plans maps and charts to present information IT E-Safety – measure and record information. Use of sources to information gather	
H. Assessment Pathway			Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes		Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6 – Unit Title	The World at War		Post War Britain		Earth Matters	
A. Nat Curriculum 14	PP 186 – 188		PP 186 – 188		PP 186 – 188	
B. ADMAT Aims Link	Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.		Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.		Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment.	
C. SSQA Aims Link	2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c, 5d		2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c, 5d		2b, 2d, 3d, 4a, 4b, 4c, 4e, 5b, 5c, 5d	
D. Scheme Reference	N/A		N/A		N/A	
E. Key Knowledge National Curriculum Objectives	I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.		I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.		I am continuing to extend and develop my knowledge and understanding beyond the local area to include the United Kingdom and the rest of the world. I understand and can describe the location and characteristics of a range of the world's most significant human and physical features. I am developing my use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.	

F. Key Skills and Understanding Dimension Skills Ladders Three Skills: <ul style="list-style-type: none"> Investigation (in) Observation (ob) Application (ap) 	(ob) Ge57 Observe and explain how human patterns are influenced by both human and physical features (ap) Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways (ap) Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references		(in) Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future (in) Ge54 Collect and record evidence independently (ap) Ge60 Draw plans and maps at a variety of scales (ap) Ge62 Use symbols and keys when sketching maps, plans and graphs		(in) Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes (ob) Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues (ap) Ge61 Use and select appropriate ICT to help in geographical investigations	
G. Cross Curricular Links (Core non-negotiable standards)	Literacy – investigating information using sources – presenting information Maths – grid references and map work using scales IT E-Safety – information gathering and presenting of information		Literacy – information gathering and presenting of information Maths – maps and plans. Recording data to analyse IT E-Safety – information gathering and presentation History – Looking at changes over time to the environment and landmarks		Literacy – information gathering and presenting of information Maths –data collection and presentation Recording data to analyse IT E-Safety – information gathering and presentation	
H. Assessment Pathway	Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes		Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes		Written Evidence Photographic Evidence Media evidence Plans/ Concept Maps Observational Notes	