Character Profile of a Radford Geographer in Year 4	Self Manager – organise and be responsible for their Geography enquiry	Effective Participators – engage actively with a Geographical enquiry/issues	Resourceful Thinker – ask Geographical questions, be creative in making links and finding solutions
Image: State	 I can describe my own strengths and weaknesses when discussing a Geographical issue I can use open ended or deeper thinking questions When approaching a Geographical enquiry, I can prioritise the most important things that need doing 	 I can show that I am determined not to give in to easily when presenting my view on an issue in Geography. If I don't get something right in Geography, I can manage disappointments and keep my emotions in check. I know that my ideas about Geography can help other people 	 CRITICAL IHINKING — — — — — — — — — — — — — — —
Literate, Numerate and Digital - apply English, Maths and Computing in Geography	Independent Enquirer – plan and carry out an Geographical enquiry	Team Worker – work with others to plan and complete a Geographical enquiry	Reflective Learner – Reflects on Geographical knowledge to make comparisons
 I can use a range of writing styles to show my understanding of a Geography enquiry I can begin to use maths to further my Geographical thinking including using coordinates I can use digital maps when exploring places I can use different computer programs to present my Geographical enquires and share these with others. 	 I can break down complex Geographical ideas into steps. I can use more than one piece of evidence to support my findings in Geography. I can follow up a Geographical question to gain clarification. 	 I can communicate capably as a team member when discussing a Geographical issue I can respect opinions of others even though they are different to my own when discussing a Geographical issue I can take on specific allocated roles in a group Geographical enquiry 	 Reflective Thinking What was When learning about Geography I can use more than one piece of evidence to support my learning.