Character Profile of a Radford Geographer in Year 2	 Self Manager – organise and be responsible for their Geography enquiry TAKE PERSONAL RESPONSIBILITY I know how to keep going to understand a Geographical place/issue idea even if others find it easy I know that my actions have an impact on others when discussing Geographical ideas 	Effective Participators – engage actively with a Geographical enquiry/issues I am happy to have a go at solving a new Geographical idea I can suggest a way forward following a Geographical issue I can encourage others to	 Resourceful Thinker – ask Geographical questions, be creative in making links and finding solutions CRITICAL IHINKING CRITICAL IHINKING I can generate questions linked to a Geography learning challenge I can say what I have learnt from others about Geography I can ask simple questions about my Geography work and that of others
Literate, Numerate and Digital - apply English, Maths and Computing in Geography	Independent Enquirer – plan and carry out an Geographical enquiry	take part in discussing Geographical ideas Team Worker – work with others to plan and complete a	Reflective Learner – Reflects on Geographical knowledge to make
 I can use a range of writing styles to show my understanding of Geography. I can begin to use maths to further my Geographical thinking including using directions I can use different computer programs to present my Geographical enquires. 	 I can give two opinions about a Geographical issue and say whether I agree with this. I am curious about Geography and can ask questions to find out more. In Geography, I can think of instructions for others to follow 	 Geographical enquiry When discussing a Geographical issue, I consider the views of all members within my group. When discussing a Geographical issue, I actively listen and share ideas with others 	 Comparisons Reflective Thinking What was Geographer I am happy to make changes to an original idea that I had about a Geographical issue I am able to share my learning about Geography with others.