Stoborough CE Primary School

Geography Progression

Overview:
We study geography to give pupils an understanding of the Earth's key physical and human processes and knowledge of the diversity of people, places and natural and human environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims for the National Curriculum geography curriculum:

- 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.

Pupils will be taught the following knowledge and skills:

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge Where places are	**To know that we live in a country called England.** **To know where our school is.** To know that London is the capital of England.	**To know the names of, and locate, the four countries of the United Kingdom on a simple outline map, atlas and globe.** **To know the name of, and locate on a simple map, the four capital cities of England, Wales, Scotland and Northern Ireland** **To know that we live in the south of England** (Dorset). **To locate the south of England** (Dorset) **on a map of the UK.** To locate Wareham on a map.	**To know the names of, and locate, the world's seven continents on a globe**: Europe, North America, South America, Asia, Africa, Antarctica, and Australasia**.** **To know the names of, and locate, the world's five oceans on a globe**: Atlantic, Pacific, Indian, Arctic, Southern (Antarctic)**.** **To know the names of, and locate, the UK's surrounding seas:** the English Channel, the North Sea, the Irish Sea, the Atlantic Ocean. To locate where we live on a map of Dorset and the UK. To locate the New Forest on a map of Hampshire. **To locate hot and cold areas of the world in relation to the equator and the north and south poles.** To know the names of, and locate, countries that fall into hot and cold zones of the world. To locate Tanzania on a globe/atlas. To locate Arusha within a map of Tanzania.	Land Use and the UK: **To understand the countries of the UK are divided into smaller areas known as regions and counties.** To identify how different counties are better for different farming styles. Rivers: **To know the names of, and locate, the Nile and Amazon and compare with rivers in the UK**: River Frome, River Thames. Settlements **To know the names of, and locate, the main counties around Dorset: Hampshire, Somerset, Wiltshire, Devon** To locate Wareham on a map of Dorset and the UK.	The UK: **To know the names of, and locate, Birmingham, Manchester, Liverpool, Newcastle, Swansea, Glasgow, Southampton, Bristol, North Yorkshire, Kent, Cornwall within a map of the UK.** **To know the names of, and locate, some of the main towns in Dorset local to us: Bournemouth, Poole, Weymouth, Dorchester, and Christchurch.** Europe: **To know the names of, and locate, Germany, Ukraine, Poland, Sweden, Norway, Finland and other countries within Europe – and their capital cities.** **To know the names of, and locate, Denmark, Belgium, Netherlands, Switzerland, Austria, Portugal and other countries within Europe – and their capital cities.** Mountains and Volcanoes: **To know the names of, and locate, the two highest mountains in the world: Everest, K2.** **To know the names of, and locate, two UK mountains: Ben Nevis, Snowdon.**	Biomes: **To know the names of, and locate, world deserts: Sahara, Gobi, Antarctic and Arctic.** To identify the five major types of biomes on a world map. **To locate Central America, on a world map.** **To know the names of, and locate, Russia, Canada, China – and their capital cities.** North and South America: To locate St. John's, Newfoundland, within a map of Canada. **To locate North America on a globe/atlas.** **To locate Brazil, Colombia, Peru and other South American countries on a globe/atlas – and their capital cities.** To locate the Amazon rainforest within a map of South America **Name and locate South America** Know that The Americas are two separate continents Know where to locate the 12 countries that constitute South America	Time Zones: **To identify the position of the Greenwich/Prime Meridian.** **To identify the position of the Northern and Southern Hemispheres on a globe.** **To identify the position of the Equator, Tropic of Cancer and Tropic of Capricorn.** To know the names of, and locate, four countries from each of the southern and northern hemispheres. **To know the names of, and locate, Japan, India, Australia, New Zealand, Ethiopia, Somalia, Turkey, Argentina, Peru – and their capital cities.** Earthquakes: To know the names of, and locate, three countries where tsunamis and earthquakes occur. Global Trading: **To know where the Panama Canal is located and its purpose in trade.**

					To know the names of, and locate, mountains within Europe: The Alps, Atlas Mountains, Mount Olympus To know the names of, and locate, volcanoes around the world: Mount Vesuvius, Etna, Mount Fiji, Ring of Fire, Eyjafjallajokull (Iceland).		

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Place Knowledge What we need to know about the places we are studying	To talk about home experiences of holidays in UK and abroad To compare, contrast, observe, draw and discuss animals native to Africa, UK and Polar regions through the use of stories e.g. going on a bear/lion hunt, one day on our blue planet in the savannah/rain forest. **To know similarities and differences between hot and cold environments**	**To know that the world is separated up into countries of different sizes.** **To know that each country has a border.** **To know that a land mass surrounded by water is an island.** **To know that England, Scotland and Wales together make Great Britain**, which is an example of an island. **To know that each country within the UK has its own border, capital city and distinct physical and human characteristics.** **To know the capital cities of the UK**: England - London, Scotland - Edinburgh, Wales - Cardiff and Northern Ireland – Belfast. **To understand that countries can be divided up into sections using compass directions,** *e.g. North, South, East and West.* To know that England is made up of villages, towns and cities and that Wareham, Poole and Bournemouth (e.g. the 'local' area) are all towns, located in the South of England (Dorset).	**To know that countries are in groups that together form seven continents** *(although Russia is an exception to this, as it sits within two continents: Asia and Europe).* **To know that the UK is part of Europe.** To know that some countries' borders are created by the sea /ocean (a natural border). **To know that sections of England are called counties**, and that where we live is within Dorset. To know that the Jurassic Coast stretches across part of the south of England. To know that the temperature in areas around the equator is hotter than the temperature in areas around the north and south poles. To know that Tanzania is a country within the continent of Africa. .	<u>Land Use and the UK</u> To know that Dorset is bordered by the English Channel (south) and the counties of Devon (west), Hampshire (east), and Somerset and Wiltshire (both north). **To know that the continent of Africa is made up of 54 countries.** <u>Rivers:</u> To know that the Nile and the Amazon are the two longest rivers in the world. To know that the River Nile flows from South to North, with the mouth of the river flowing in to the Mediterranean Sea. To know that the River Thames is one of the longest rivers in the UK. <u>Settlements:</u> **To know that each country has its own border, capital city and distinct physical and human characteristics.** **To know that Bournemouth, Poole, and Weymouth are best known for being coastal towns.** **To know that a capital city is chosen due to its physical and human features and is therefore different to the other cities in the country.** **To know that some of the borders between countries in the UK have changed over time.**	<u>The UK:</u> **To know that some borders are natural** (*e.g. sea / mountains*) **and some are manmade** (*e.g. political boundaries*). **To know that there are 27 counties in the UK.** To know that Dorchester is the county town of Dorset. To know that there are currently 70 cities in the UK: 52 in England, 7 in Scotland, 6 in Wales, 5 in Northern Ireland. <u>Europe Diversity:</u> **To know Russia spans over two continents.** To know that some of the borders between European countries have changed over time. **Countries in Europe have similarities and differences in population, culture and environment.** **The United Kingdom shares some geographical features with other European countries but is also unique.** <u>Mountains and Volcanoes:</u> **To know that most volcanoes are found along a belt called the Ring of Fire**, that encircles the Pacific Ocean. **To know that Mount Everest is a peak in the Himalaya mountain range; that it is considered the tallest point on Earth** (8,849 metres) **To know that the highest mountain in the UK is Ben Nevis** (1,345 metres tall) and that The Alps is the highest and longest mountain range that is located entirely in Europe (spreads across 8 countries). To know that Indonesia has the highest number of active volcanoes in the world.	<u>Biomes:</u> **To know that there are seven countries within Central America.** - To know that Central America is a land bridge connecting North and South America. **To know that there are five major types of biomes**: aquatic, grassland, forest, desert, and tundra. To know that the four main types of forest in the world are rainforest, temperate, boreal and coniferous. To know that the Arctic and Antarctic deserts are tundra. To know that a biome can contain many different habitats. **To know that the Amazon Rainforest is the world's largest rainforest and that it is one of the most diverse ecosystems in the world.** To understand that a country / continent can contain more than one biome. To know that the Sahara desert is the world's largest hot desert. To understand that a vegetation belt is all of the plant life within a certain area. <u>Natural Resources:</u> **To know about local natural resources and how these impact on the locality and people living there.** **To locate and understand which resources these world leaders are with their natural resources: Russia, USA, Saudi Arabia, Canada, Iran.** <u>North and South America:</u> To know that the United States of America (*USA*) is a country within North America. To know that the USA is made up of (*50*) states, not counties. To know the capital city and borders of Canada.	<u>Time Zones:</u> **To know that the United Kingdom is recognised as a single country.** **To know that the capital of the United Kingdom is London.** **To know that the lines of latitude and longitude are significant because they help locate where a place is in the world.** **To know that the equator is the line with 0° latitude.** **To know that the Tropic of Cancer is significant because it is the northernmost point where the sun's rays are directly overhead.** **To know that the Tropic of Capricorn is significant because it is the southernmost point where the sun's rays are directly overhead.** **To know that the prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere.** **To know that the Greenwich/Prime Meridian is used as the basis for the world's time zones.** **To know that hemisphere means 'half a sphere'.** To understand that we need time zones because different parts of Earth enter and exit daylight at different times, *i.e. everyone wants 12pm (noon) to be the middle of the day for them.* To understand that daylight hours in the polar regions are different to those of the rest of the world. <u>Earthquakes:</u> **To know that the largest numbers of earthquakes and tsunamis occur along 'The Ring of Fire' belt.** <u>Global Trading:</u> **To know that each country has its own border(s), capital city and distinct physical and human characteristics.**

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Physical Geography (including weather)	To understand the effect of changing seasons on the natural world around them To describe what they see, hear and feel whilst outside To talk about the natural world around them To discuss the features of Earth during dinosaur times, e.g. How did the environment differ to now? (Ice age, no houses, no people) **To name features of a seaside town,** e.g. sea, beach, coast, cliff, pier.	**To know that all places have distinct characteristics that make them similar and different from other places.** To know that the weather in the UK can change daily, but that there are patterns of weather which are linked to our seasons (*e.g. longer shorter days, temperature, rain, sun*). **To understand that symbols can be used to describe the weather.** To know that rainfall is distributed fairly evenly throughout the year, in the UK. To know that the south and east of the UK are drier and the north and west are wetter. To know that Wareham is situated between the River Frome and River Piddle, with surrounding marshland, water meadows and woodland. To know that the South of England is warmer in summer and colder in winter. .	**To know that the weather in different countries is influenced by its position in the world** (in relation to the equator). **To know that Stoborough is a village surrounded by fields and farmland.** To know that Dorset has a varied landscape, including hills, valleys, rivers and coastline. To understand that the different types of rock on the Jurassic Coast have shaped the way that it looks today, *e.g. Durdle Door, Lulworth Cove, Portland, Chesil Beach.* **To understand that the Jurassic Coast is rich with fossils, which can tell us about the past.** To know that a forest is an area mostly covered by trees. To know that vegetation is the plant life that grows in an area. To know that the New Forest is made up of woodland, heathland, rivers, valleys and marshes. **To know that the North Pole and South Pole are cold all year round.** To explain some simple patterns related to physical processes, *e.g. it gets colder at night when dark, or warmer in the summer when there is more sun.* To compare similarities and differences between England and Tanzania *(landscape, climate, vegetation, landscape, forest).* To know that Tanzania is generally warmest during the UK's winter months and coolest during the UK's summer months, although temperatures remain relatively warm throughout the year.	Land Use the UK: **To understand the UK has a range of physical features including hills, mountains, rivers, coasts and valleys.** To know that the Uks physical geography has different benefits to different farming styles. Rivers incl water cycle: **To know that without the River Nile most of Egypt would be desert.** **To know the main parts of a river are the source, tributary, channel, meander, floodplain and mouth** To understand that the water can shape the landscape of an area, *e.g. erosion, longshore drift, depositing sediment.* To understand that there are things that can be done to slow down the process of erosion. **To know that all rivers have a mouth, a source and flow to the sea.** **To know that a cycle is a process that is endlessly repeated.** To know the main features of a water cycle (*evaporation, condensation, transpiration, precipitation, sea/river, surface run-off).* To know that reservoirs store water for use in nearby cities. Settlements: **To understand how rivers and natural resources affect where settlements are built.**	The UK: To know that physical geography affects migration for people living in the UK Europe **Europe contains a wide variety of landscapes including mountains, plains, rivers and coastlines.** **To know climate differs across Europe because of location and physical features.** Mountains and Volcanoes: **To understand that the earth is made up of four different layers: crust, mantle, outer core, inner core.** To know that volcanic eruptions are caused by a release of pressure, which cause hot gas and magma *(molten rock)* to erupt from the Earth's core. **To know that the Earth's crust is made up of** *(7 major)* **tectonic plates that can move.** **To know that volcanoes are created when tectonic plates move and a weak spot** (fault) **is created.** To understand that soil becomes more fertile after a volcanic eruption has occurred. To know the names of the different parts of a volcano *(magma chamber, main vent, side vent, crater, lava flows).* To understand the difference between active, dormant and extinct volcanoes. **To know that mountains are elevations on the Earth's surface** *(usually more than 600m high).*	Biomes **To understand that the sun is responsible for all types of weather across the world**, due to how it heats the Earth unequally, *e.g. warm fronts and cold fronts causing storms, hurricanes etc.* To know that a climate zone is an area of the world that has its own distinct climate. To know that because the Northern hemisphere has more land and less water, its overall climate tends to be cooler than the climate of the Southern hemisphere. To understand that climate zones affect biomes. Natural Resources **To know natural resources are materials found in nature that humans use.** **To identify examples of natural resources include water, timber, fossil fuels, minerals and food.** **To know renewable resources can be replaced naturally, while non-renewable resources are finite.** **To Natural resources are unevenly distributed across the world.** North and South America **To explain the key similarities and differences in the physical geography of North and South America** **To know that the physical geography of Central America includes mountain ranges, coastal lowlands, highlands, and tropical forests.** Know some of the major physical features of North America: Great	Earthquakes: **To know that earthquakes are created when tectonic plates move together.** To know that tsunamis are a series of long waves that usually occur because of an earthquake below the ocean floor. To know that countries that are on plate boundaries are more susceptible to earthquakes and, therefore, tsunamis. **To understand the impact of earthquakes and tsunamis on the environment, settlements and land use**, *e.g. landslides, destruction, pollution, fatality.*

			To know that Arusha is a much larger settlement than Wareham, with a population of approximately 618,000 compared with Wareham's 6,000		**To know that mountains can be created in two ways:** tectonic plates of the earth moving together; mass erosion. To know that a mountain range is a series of mountains connected. **To know the main features of a mountain landscape** (*peak, ridge, moors, rock outcrops, hills, valleys, steep slope, lowland, stream/river).* To know that the temperature on mountains becomes colder the higher the altitude gets, and that the climate is wetter than on the surrounding flat land.	Lakes, Niagara Falls, Grand Canyon, Great Plains, Rockies. Know that the Great Lakes are five large lakes in eastern North America (Superior, Michigan, Huron, Erie, and Ontario).	
Human Geography	To recognise some environments that are different to the one in which they live.	To understand that the characteristics of a place can change over time. To know that people often live where they were born. **To understand and describe some of the human characteristics of each of the four countries of the UK.** *- England: Big Ben, Houses of Parliament, Buckingham Palace, Angel of the North, Wembley Stadium, M25/M6, Stone Henge, Eden Project, Hadrian's Wall* *- Wales: Cardiff Castle, Snowdon Mountain Railway, Elan Valley dams and reservoirs* *- Scotland: Edinburgh Castle, Forth Bridge, National Gallery, Glenfinnan Viaduct* *- Northern Ireland: Titanic Museum, Dunluce Castle, Belfast City Hall* To know that a village is a small settlement (houses and buildings) in a country (rural) area. **To know that a town has many houses, roads, people, offices and shops.** To know that a city is usually bigger, busier and more developed than a town. To know that there are similarities and differences between the human features of a town (Wareham) and those of a local village (Stoborough). To understand that coasts and seaside locations are changed by humans, *e.g. buildings, carparks, playgrounds.*	To know that some changes to a place are due to natural processes and some are man-made *e.g. contrasting harbours.* **To understand the main differences between a small area of the UK** (where they live) **and that of a place in a non-European country** (Arusha)*: houses, roads, shops, leisure, schools and daily life.* **To understand that both Arusha and Wareham make money from tourists.** To know that in the Arctic roads, buildings and airports are built on frozen ground. - To know that there are limited resources for people who live in the Arctic. - To understand that modern and traditional ways of life clash in the Arctic. To know that Antarctica is the only continent with no humans living permanently.	<u>Land Use and the UK:</u> **To know land is used for different purposes such as farming, housing, industry, recreation and conservation** **To know human features include settlements, roads, farms, ports and industrial areas.** To know that some human features are distinct to each county/area. <u>Rivers</u>: **To know rivers provide water, transport routes, habitats and energy.** **To understand that rivers provide water, transport routes, habitats and energy.** <u>Settlements:</u> **To understand why most large towns and cities are located by a river.** To know some of the ways that rivers are used by humans, *e.g. energy, transportation, leisure, fishing.* To know that a settlement is a place where people establish a community. - To understand that settlements have been built throughout different times in history. To know what features and resources are important to any successful settlement site, e.g. natural resources including energy, food and water; potential for trade links; potential for different uses of the land; climate; biomes and vegetation; rivers and hills/mountains.	<u>The UK:</u> **To understand the UK is connected to the wider world through trade, migration, travel and communication.** **To know people move to and from the UK for work, safety, education and family reasons.** **To understand migration has helped shape modern British society.** <u>Europe:</u> **To know countries in Europe have similarities and differences in population, culture and environment.** **The United Kingdom shares some geographical features with other European countries but is also unique.** <u>Mountains and Volcanoes:</u> To know some of the advantages and disadvantages of living near a volcano. To understand that some volcanic eruptions can cause global impact. To know how mountain land is typically used: tourism, farming, water conservation, forestry. To explain how tourism has an impact on mountain ranges, e.g. economic activity, vegetation clearing, removal of habitats, altering landscapes and water flow, pollution, wildlife relocation. Recognise the influence of mountains on people	<u>Biomes:</u> **To know that people choose to live where they do for different reasons.** To understand that UK cities are constantly evolving due to population, trade, economic activity and other factors. To know that tourism within the Amazon Rainforest is increasing as it becomes more affordable. To understand that tourism is having a negative impact on the Amazon Rainforest. <u>Natural Resources:</u> To know that deforestation is the clearing or cutting down of forests. To know reasons for deforestation: logging, agriculture, cattle ranching, mining, oil extraction, dam building <u>North and South America:</u> To know that indigenous cultures are still present in South America, but that numbers are diminishing. To know that the northern half of North America is sparsely populated due to its landscape.	<u>Earthquakes:</u> **To know that humans have developed warnings for tectonic activity is detected.** To know that earthquakes can cause homes to be destroyed, transport and communication links to be disrupted, water pipes to burst, and water supplies to be contaminated. To know that the way homes are built has been adapted, in some countries, so that they can withstand earthquakes. <u>Global Trading:</u> **Know that a range of foods (and other goods) in the UK have come from multiple countries** To know that trade is a factor for where people choose to live and set up businesses. To know that depending on where you live trade can be easier or more difficult. To know that drought occurs due to both natural and manmade causes, such as population pressure, deforestation, over farming. To know that the Panama Canal is a man-made waterway, that allows ships to cross Central America from the Pacific Ocean to the Atlantic Ocean. To understand that the Panama Canal serves as a shortcut that saves time and costs in transporting goods.

Sustainability	To understand that it is good to help look after our planet.	**To know that some human behaviours are having a negative impact on the world.** To know that choosing to use less plastic is the first step in addressing negative impacts, *e.g. reduce, reuse and recycle.* To know that the oceans are polluted with plastic from humans and that this is affecting animal life.	**To know that food comes from different places around the world and that the distribution of this has environmental impact.** To know that ice caps are melting because of climate change caused by humans.	**To understand the impact that the production of non-renewable forms of energy has on the planet.** - To know that it is important to conserve water and energy supplies. <u>Rivers:</u> To know that human damage to a habitat affects animal life but that conservation efforts can reduce the impact of human behaviours. To understand that there is an uneven distribution of water on Earth, and the effects that this has on life.		Biomes: **To know that we need the rainforests to survive, but that humans are cutting them down for wood and farmland.** To understand that there are choices that humans can make to reduce the impact of deforestation. To understand that humans make choices that may lead to destruction of natural resources because of economic activity. **To know that burning fossil fuels creates carbon dioxide which causes climate change.** To know that most forms of transportation still use fossil fuels and therefore contribute towards climate change *(especially air travel).* To understand that there are more sustainable solutions for energy production, *e.g. wind farms, water turbines, solar panels.* **To know that the world's resources are not evenly distributed between different countries.** To know that current human behaviours are not sustainable. To know that individuals can influence the behaviour of others. To understand that climate change increases drought severity, frequency, duration and spatial extent.	<u>**World Trade and Sustainability:**</u> **Explain the importance of Fair Trade:** (Fair prices for farmers-improved lives for farmers and workers; better for the environment; community development; safer working conditions for farmers/workers; empowerment, consumer confidence, ethical and sustainable sourcing) Know that Fairtrade items are more than just food, e.g. flowers from Kenya, cotton from India Know that Fair Trade aims to improve the treatment of producers and workers by ensuring fair prices for products. Know that global supply chain covers all the steps involved in manufacturing and delivering a product or service across more than one country

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Fieldwork Skills	To look at where we live and describe features we see on the way to school. To explore the school grounds and look at features of our school environment	To identify key features within known locations and places visited, *e.g. school grounds and Hayrick's Park.* **To identify seasonal and daily weather patterns in the UK.** To observe changes across the four seasons in the UK. **To measure simple human geographical patterns,** *e.g. number of trees, how our class get to school.* To answer simple questions about straightforward geographical patterns, *e.g. what are the busiest parts of the playground? What is the most frequent method of getting to school?*	To ask questions to a range of people. To make simple measurements in the locality, *e.g. counting traffic at different times, measuring rainfall and comparing seasonal rainfall.* To organise simple data from fieldwork and second hand sources, *e.g. using tables and descriptions.* **To measure and explain simple patterns to do with human activities,** *e.g. suggest why tourists go to Arusha / suggest why the flow of traffic outside school changes at different times.*	To ask geographical questions about places and environments and express opinions. To record, present and interpret data, e.g. measure using standard units, record using a tally and bar chart. To observe and record changes to landscape (e.g. erosion on a river) using camera, video or audio. **To use a simple database to present findings from fieldwork.** To analyse data, which they have collected from first hand observations and experiences, identifying any patterns.	**To ask and answer questions about places and environments**, to aid investigations and express different opinions in relation to issues. To identify and describe the benefits and limitations of data collection methods. To present data and findings using maps, graphs and digital technology. **To reach a simply explained conclusion to a fieldwork question or prediction.**	To ask questions to carry out an investigation and express the opinions from a range of points of view. To use a camera and locate annotated photographs on a map. **To independently present data and findings using maps, graphs and digital technology to show a conclusion that is supported with evidence.**	To make notes, when asking questions, to express own opinions and recognise why others may have different points of view. **To justify and evaluate data collection methods.**
Using Maps	**To look at maps (paper and Google) and discuss the features found** To use atlases to discover places e.g. polar regions and the equator **To know on a map that the blue represents the water and green represents the land** To know that where the land meets the sea is called the coast	To know that simple maps and globes can be used to identify the UK and its countries. **To know that the features of an area can be represented as a map.** **To know that maps help the user to know where to locate features of the area.** **To know how to follow a simple picture map.** **To know how to use a simple picture map and globe.** To use directional language to explain a route, *e.g. a route around the school.*	**To know that maps, globes and atlases can be used to locate counties, countries, continents and oceans across the world.** To know that maps, globes and atlases can be used to identify human and physical features**.** **To know that there are symbols on a map which represent key features.** - To know that symbols on a map are called a key. **To know the four points of a compass: North, South, East and West.** **To locate landmarks, human and physical features on aerial photographs.**	**To know that aerial photos and plan perspectives can be used to identify geographical regions and key topographical features.** **To know how to use two-figure grid references.** To understand that basic map symbols have specific meanings. **To know that map websites, on the internet, can be used.** **To know how to use junior atlases.**	**To know how to use four-figure grid references.** To know that each country has a geographic co-ordinate that is generated through its position on the globe. **To know how to follow a route on a large scale map.** **To compare Ordnance Survey maps and aerial/oblique photos.** To know that maps use scale factors to accurately represent the distance between two places. **To know that there are eight points of a compass: North, North-East (NE), East, South-East (SE), South, South-West (SW), West and North, North-West (NW).**	**To know how to use Ordnance Survey map symbols.** - To know that symbols and keys on Ordnance Survey maps can be used to build a knowledge of the United Kingdom, in the past and present. **To know how to use medium scale Ordnance Survey maps.** **To describe a route on an Ordnance Survey map.** To know that a thematic map is a map that focuses on one main theme and uses colours or pictures to show how different places relate to each other.	**To know how to use six-figure grid references for latitude and longitude.** **To understand that the flattened globe can be recognised as a world map.** **To know that maps help to show patterns, cause and effect, relationships and connections.**

Drawing Maps	To create a 2D/3D map *e.g. link to story Little Red Riding hood going to Grandma's house or small world models*	**To know that objects can be drawn around to make a plan view.** To know that maps can be drawn to show an imaginary place, as well as real places. To know that my own symbols can be made to show features on a map.	**To know that we look down on objects to make a plan view.** **To know how to draw a map of a real place.** **To know that agreed symbols should be used to make a key.** To sketch simple maps.	**To know how to make a map of a short route.** **To know that there are standard symbols that are used in a key.** To draw a simple map of a familiar short route using Ordnance Survey symbols.	**To know how to make a scale drawing.** To draw an accurate map of a short route using a key and a scale.	**To know how to create a simple thematic map.** To draw a sketch map using Ordnance Survey symbols and a key	**To know that a style of thematic map can be chosen to show data.** To draw a variety of maps, sketches and plans with accurate symbols, keys and scale.
Vocabulary	up, down, forwards, backwards, near, far, close to, next to maps, globe, places, locations, playground, houses, buildings, park, shops, bus stop, church, school, home, build, construct hot, cold	country, capital city, border, island Great Britain, United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, English Channel, North Sea, Irish Sea locality, beach, cliff, harbour, port, town, village, sea, features, human, physical weather, season: weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Autumn, Spring, Summer), time (sun, sunrise, sunset, day length) recycle, reuse, reduce	compass, direction, North, South, East, West, compass point continent, ocean, Pacific, Indian, Atlantic, Southern, Arctic Ocean. Asia, Africa, Europe, North America, South America, Oceania/Australasia, Antarctica aerial view, local area, environment, key, lake, man-made, marsh, natural, photograph, river, city equator, North pole, South pole, icebergs, ice, climate, temperature, explorer, Arctic, desert	border temperature, precipitation, source, bank, bed, canal, current, confluence, downstream, erosion, estuary, floodplain, mouth, meander, fresh water, salt water, stream, tributary, watershed magma, volcano, dormant, active, core, mantle, pumice, lava, eruption, extinct, crust, ash, earth quake, tectonic plate, tsunami, flood, tornado, fault lines, formed top soil, clay, sand, durability, subsoil, base rock, organic matter conservation, conserve	region, location climate zone, polar, tropical, temperate, rainforest, Amazon, Equator, tropics of cancer/Capricorn, rainfall, Brazil, tropical, forest floor, emergent layer, understory, canopy, deforestation, endangered natural, manmade, biome, landscape, natural resources	hemisphere, southern hemisphere, northern hemisphere, prime/ Greenwich meridian, time zones, climate zones, biomes, vegetation belts renewable, non-renewable energy sustainable, sustainability	north east, north west, south east, south west, co-ordinate, longitude, latitude The British Isles, The United Kingdom of Great Britain and Northern Ireland, border dispute, population rocks, fossil, permeable, fossils, arch, coast, backwash, bay, beach, cave, cliff, coastline, corrosion, current, deposition, groyne, headland, stack, stump, spit, erosion, dune, weathering, waves