

Our Geography Vision



Our GEM threads

Values: Our children will adopt and celebrate the schools GEM powers

Knowledge: Our children will learn an enriched and ambitious curriculum

Progression: Our children will 'do more, know more and remember more.'

Language and vocabulary: Our children will use oracy to be confident communicators

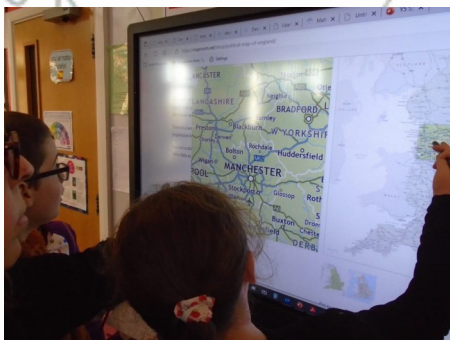
Experience rich: Our children will receive culturally diverse opportunities to thrive.

Why is it important to teach Geography?

An awareness of the wider world teaches pupils about a variety of geographical features and cultures. It encourages a self-awareness and responsibility toward the future of our world, both locally and globally.

Geographical skills, such as map reading, knowledge of places and enquiry based research are valuable learning tools through which pupils can gain a deeper knowledge of the world.

Pupils need to be aware of climate change and the impact that their actions have upon the world.



Our Geography Intent

At our schools we aim to teach geography in a stimulating and meaningful way, allowing children to develop a firm understanding of the world around them.

In teaching also encourages children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Across the federation, pupils learn a variety of skills to help them understand and learn about their environment. In Early Years and Key Stage 1, these incorporate experiences and activities to develop skills of observation, exploring, investigating and questioning about their immediate environment.

As pupils progress in all of our schools, these skills are built upon and developed to allow pupils to compare and contrast places in our world. Pupils compare our local areas to places around the world.

Pupils learn about the United Kingdom, continents and oceans, countries and capital cities of the world. Pupils are taught how to use maps, atlases, globes, compasses and grid references. Pupils learn about physical geography, such as rivers, mountains, volcanoes, earthquakes, weather and the water cycle and how these events affects the human geography of the world. Pupils are also taught how human choices and actions affect the geography of the world, the environment and climate change.

Implementation

Knowledge and skills based implementation

In EYFS, Geography is taught through carefully planned adult-focused activities, alongside a continuous provision approach based upon the relevant Early Learning Goals (EYFS ELG).

In year 1-6, Geography learning is planned from the National Curriculum statements and incorporated into termly year group topics that include location knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork. The knowledge and skills needed in each year group are carefully planned out in progression of manageable steps that explore concepts at a local, regional, national and international scale.

Progression led implementation

In EYFS, children will have opportunities to gain experience of geographical themes by discussing their own immediate environment and how environments may vary. In KS1, we continue to discuss the children's immediate environment, using fieldwork and observational skills, and describe similarities and differences between Britain and the wider world using maps and globes. In KS2 children develop their skills of enquiry by exploring geographical questions about physical and human characteristics of locations. They will use a variety of suitable sources of evidence throughout this work.

Language and Vocabulary rich implementation:

Within our Geography teaching, children will use Oracy to be confident communicators. They will answer and ask questions about the World and use a range of geographical terminology to communicate with others.

Experience rich implementation:

Many geographical topics lend themselves to practical fieldwork and mapping experiences within the school and its environment enabling children to develop observational skills and location knowledge. Teachers plan lessons that are practical, collaborative and incorporate many cross-curricular skills such as role-play and oracy.

Events and learning opportunities:

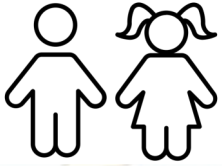
- Orienteering and map-making activities locally
- Forest school activities
- Local visits: Dean Heritage Centre, Beechenhurst, Puzzlewood

Impact

Each term the Humanities KAT meets several times to discuss the learning being undertaken and progress made throughout the school. During the year, the KAT scrutinizes planning, carries out learning walks, book looks, and pupil conferences and reports to the Senior Leadership Team and class teachers. At the end of each term, teachers assess individual children's progress against the appropriate National Curriculum statements for the aspects that have been taught. Our children, using our Gem Threads, will receive a high quality Geography curriculum that will enable them to be confident, articulate learners about the world around them and the people that live in it.



Our Geography journey



“ The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world”

Barack Obama

Journeys

Homes



Ticket to ride

Come outside

Where do I live?

Around the world

Let's go on safari

My world and me

At the farm

The four seasons

Countries of the world

Where does our food come from?

In the desert

Our European neighbours

Village settlers

Earning a living

South America

Investigating rivers

The United Kingdom



Extreme Earth

Our local area

North America

EYFS

KS1

LKS2

UKS2

Geography knowledge and skills progression



EYFS

Autumn	Spring	Summer
<p><u>Locational Knowledge</u> I know about the features of my own immediate environment I know the name of the village and city the school is located in.</p>	<p><u>Locational Knowledge</u> I know about the features of the world and Earth.</p>	<p><u>Geographical Skills and Fieldwork</u> I know how to use and draw information from a simple map I know how to make simple maps of imaginary communities using a variety of construction resources. I know that simple symbols are used to identify features on a map.</p>
<p><u>Geographical Skills and Fieldwork</u> I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.</p>	<p><u>Place Knowledge</u> I know environments vary from one another. I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</p>	<p><u>Manmade and Natural Geography</u> I know that some things in the world are man-made, and some things are natural. I know about the signs of summer and the associated weather e.g. and now identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.</p>
<p><u>Manmade and Natural Geography</u> I know about the signs of autumn/winter and the associated weather.</p>	<p><u>Manmade and Natural Geography</u> I know about the signs of spring and the associated weather.</p>	

By the end of KS1

Objective	Review and recap
Name and locate the world's seven continents and five oceans.	Where do I live? Around the World Let's go on Safari My World and Me
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Where do I live?
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.	Let's go on Safari My World and Me
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.	The Four Seasons My World and Me
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.	Where do I live? At the Farm The Four Seasons Around the World Let's go on Safari My World and Me
Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Where do I live? At the Farm Around the World My World and Me
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	Where do I live? Around the World Let's go on Safari My World and Me
Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.	At the Farm Let's go on Safari
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map: use and construct basic symbols in a key.	At the Farm My World and Me
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.	Where do I live? My World and Me

By the end of KS2

Knowledge and skills	Review and recap
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.	Countries of the World In the Desert Our European Neighbours South America North America Where does our food come from?
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.	Village Settlers Earning a Living The United Kingdom Our Local Area
Identify the position and significance of latitude and 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).	Earning a Living South America Extreme Earth North America Our Local Area Where does our food come from?
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region with North or South America.	Countries of the World Our European Neighbours Our Local Area North America Where does our food come from?
Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Countries of the World In the Desert Earning a Living The United Kingdom Investigating Rivers South America Extreme Earth North America Where does our food come from?
Describe and understand key aspects of 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.	In the Desert Our European Neighbours Village Settlers Earning a Living Investigating Rivers South America Where does our food come from?
Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.	Countries of the World In the Desert Our European Neighbours Village Settlers The United Kingdom South America North America Where does our food come from?
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.	Village Settlers Our Local Area North America
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.	Our Local Area

Knowledge and skills broken down by topic area

Scheme of work	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Where do I live?	<ul style="list-style-type: none"> I know that the world is split into seven land masses called continents. I know that there are oceans between the continents. I know the difference between a continent and a country. I can name the four countries of the UK. I can name the four capital cities of the UK and match them to their country. 		<ul style="list-style-type: none"> I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes. I know what a settlement is. I can describe the basic differences between a village, town and city. 	<ul style="list-style-type: none"> I can locate the United Kingdom on a world map. I can locate the four countries of the UK on a map. I know where the capital cities of the UK are on a map. I can explore my local area, identifying basic human and physical features. I can explore a map of my local area and identify basic features, such as roads and rivers.
Around the World	<ul style="list-style-type: none"> I know that France is a country in Europe. I know that China is a country in Asia. I know that Australia is the name of both a country and a continent. I know that Kenya is a country in Africa. I know that the USA is a country in North America. I know that Brazil is a country in South America. I know that there are no countries in Antarctica. 		<ul style="list-style-type: none"> I can identify and describe some key human and physical features of countries in each of the continents. I can use words such as city, beach, mountain and lake to describe features of a place. I know that some countries are hot countries and some countries are cold countries. 	<ul style="list-style-type: none"> I can identify the UK and France on a map of Europe. I know that the lines within a map denote country borders. I can locate the seven continents on a world map.
The Four Seasons			<ul style="list-style-type: none"> I know what seasons are and how they relate to the months of the year. I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. I can compare the four seasons. 	
At the Farm			<ul style="list-style-type: none"> I know the difference between arable, dairy and livestock farming. I know how the different seasons affect life on a farm and can explain what happens on a farm in the different seasons. I can describe how living on a farm is different from living in a town using vocabulary such as buildings, fields, shops and roads. 	<ul style="list-style-type: none"> I can use an aerial photo to identify features, such as buildings, fields and roads. I can use a map with a simple key to identify features of a farm, such as different buildings and fields. I know what the four points of a compass are. I can use the four compass points to navigate around a map, for example by identifying what is north of the hay barn or east of the chicken shed.
Let's go on Safari	<ul style="list-style-type: none"> I know that Nairobi is the capital city of Kenya. 	<ul style="list-style-type: none"> I can describe how the climate is different in Kenya to the UK. I can compare and contrast the landscapes and settlements of Kenya and the UK. 	<ul style="list-style-type: none"> I know that countries near the equator are hot countries and countries near the poles are cold countries. I know that Kenya is near the equator so it is a hot country. I can describe the physical features of Kenya, using vocabulary such as beach, volcano, mountains, savannah and valley. I know that there are lots of different groups of people in Kenya and that some live in traditional tribes and some live in modern cities. I can describe some of the cultural features of Kenya. 	<ul style="list-style-type: none"> I can describe which oceans surround the continent of Africa. I can navigate around a map using a grid and compass directions.
My World and Me		<ul style="list-style-type: none"> I can compare the climate of the UK and Ecuador. I can compare and contrast the physical features of the UK and Ecuador. I can compare and contrast the capital cities of Ecuador and the UK, considering physical and human features. 	<ul style="list-style-type: none"> I can describe the physical and human features of Ecuador. I can identify animals that live in hot and cold countries. 	<ul style="list-style-type: none"> I can locate the five oceans on a map. I can identify the equator and the poles on a world map. I can use aerial photos to describe a variety of landscapes and locations around the world. I can create a map of my route to school.
Countries of the World	<ul style="list-style-type: none"> I can name the seven continents of the world independently. I can compare the seven continents by size, number of countries and population. I can name several different countries in each continent. I can name some major capital cities of the world. I know where the North and South Poles are. 	<ul style="list-style-type: none"> I can compare two different countries and state their similarities and differences. 	<ul style="list-style-type: none"> I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. I can describe what some of the climate zones of the world are like. I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. I can describe the difference between human and physical geography. I can use a variety of sources to find out about the physical and human geography of a particular country. 	<ul style="list-style-type: none"> I can label each of the seven continents on a world map. I can locate countries in a particular continent on a world map. I can use given clues to help me locate a country on a world map. I know that I can use an atlas and the internet to find where countries are located in the world. I can use a climate zone map to identify what a country's climate is like. I can locate major capital cities of the world on a map.
Where does our food come from?	<ul style="list-style-type: none"> I know what the Northern and Southern Hemispheres are. I know which hemisphere each continent is in. I know what the Eastern and Western Hemispheres are. I can name some countries that are in the Northern and Southern Hemispheres. I know that the terms 'longitude' and 'latitude' are used to describe position on world maps and globes. I know that the tropic of Cancer and tropic of Capricorn are lines of latitude. I know that the tropics describes the area between the tropics of Cancer and Capricorn. I know what the prime meridian is. 		<ul style="list-style-type: none"> I can describe the basic features of some climate zones. I know what the terms 'import' and 'export' mean. I know that a lot of foods are imported and exported around the world. I can explain how land in tropical biomes is being changed to enable more food to be produced. I can describe what the term 'deforestation' means. I can describe ways farm land is used in Mediterranean climate zones. I can describe the difference between arable and pastoral farming. I can explain how land is used to produce food in the UK. I can gather and explain information about UK food trade links. 	<ul style="list-style-type: none"> I can use a climate zone map to identify where ice cap, tundra, boreal, temperate, subtropical and tropical climate zones are located. I can read a timezone map and use it to answer questions about two different locations.

In the Desert	<ul style="list-style-type: none"> I can locate the country and continent of deserts and desert cities. 		<ul style="list-style-type: none"> I can name and locate the major deserts of the world. I can use line graphs and charts to explore and compare climate data for deserts around the world. I can explain how erosion and other processes create different desert formations. I can describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation. I can describe some of the ways in which people use desert land to live. I can use independent research to find out about the human geography of a desert city. I can describe and discuss the causes and consequences of desertification. 	<ul style="list-style-type: none"> I can use a map with a key to identify deserts on a world map.
Our European Neighbours	<ul style="list-style-type: none"> I can name different countries in Europe. I can name the seas and oceans surrounding Europe. 	<ul style="list-style-type: none"> I can compare the human and physical geography of London and Paris. I can ask and answer questions to help me compare and contrast London and Paris. 	<ul style="list-style-type: none"> I can identify European countries based on human features, such as language, flag and currency. I can identify the capital cities of Europe. I can compare two European capital cities according to their human and physical features. I can use independent research to explore the human and physical features of a particular European country. 	<ul style="list-style-type: none"> I can locate the countries of Europe, including Russia, on a map of Europe. I can locate the capital cities of Europe on a map.
Village Settlers	<ul style="list-style-type: none"> I can identify modern settlements that have developed from an early settlement. I can explain how settlements have developed over time. 		<ul style="list-style-type: none"> I can suggest land features early settlers would need to consider when choosing a settlement location. I can design a village incorporating necessary human and physical features. 	<ul style="list-style-type: none"> I can identify map symbols and abbreviations on an Ordnance Survey map. I can use online mapping software and Ordnance Survey maps to identify different types of roads (A roads, B roads, etc.). I can use online mapping software and Ordnance Survey maps to describe and follow routes between settlements. I can create a map of a fictional village.
Earning a Living	<ul style="list-style-type: none"> I know that the UK's industries are dependent on geographical areas. 		<ul style="list-style-type: none"> I understand the concept of trade links. I understand the concept of an economy. I can identify a variety of jobs that belong to different sectors. I know what some of the UK's top industries are. I can describe how climate and landscape help determine a country's industries. I can explain how unemployment affects people in the UK and around the world. I can explain how child labour around the world affects the economy. 	<ul style="list-style-type: none"> I can use a map of the UK to identify where different industries are more prevalent. I can annotate a world map to show different industries in different countries.
The United Kingdom	<ul style="list-style-type: none"> I can describe key geographical features of the UK and its countries. I know that the UK can be split into regions and that each region contains several counties. I can identify and name the counties of the UK. 		<ul style="list-style-type: none"> I can explore the human and physical features of a particular town or city in the UK. I know the difference between a hill and a mountain. I can describe how different mountains are formed. I can name and locate mountain ranges of the UK. I know the difference between a sea and an ocean. I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs. I can name and locate the major rivers of the UK. I know that rivers start their journey at the source and end their journey at the mouth. 	<ul style="list-style-type: none"> I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands. I can use given clues to locate the counties of England on a map. I can use a map to answer true or false questions about the location of a county. I can locate the major towns and cities of the UK on a map.
Investigating Rivers			<ul style="list-style-type: none"> I can explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration. I can describe the role rivers play in the water cycle. I can explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander. I can explain the processes of erosion, transportation and deposition in relation to rivers. I can describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure. I can describe the causes of river pollution and its effect on the environment. I can generate geographical questions about a particular river and use a variety of sources to find the answers. 	<ul style="list-style-type: none"> I can use a world map to identify major rivers around the world.

<p>South America</p>	<ul style="list-style-type: none"> I can name the countries of South America. I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like. 	<ul style="list-style-type: none"> I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. I can compare and contrast the human and physical features of Brazil and the UK. 	<ul style="list-style-type: none"> I can identify and describe the different climate zones of South America. I know that the Andes are the major mountain range of South America. I can use plate tectonics to describe how mountains are formed. I know what a volcano is and how they are formed. I know the differences between the three types of volcanoes. I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism. I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency. I know that the main industries of South America are agriculture and timber. I can name some key industries in different South American countries. I can use independent research to find out key details of the human and physical geography of a particular South American country. 	<ul style="list-style-type: none"> I can locate the countries of South America on a map. I can use political maps and climate maps to identify the climate zones of South America. I can use a topographical map to locate the mountain ranges of South America. I can use a map of plate tectonics to identify the location of the Andes. I can create a colour key on a map of South America to denote key industries.
<p>Extreme Earth</p>	<ul style="list-style-type: none"> I know where some places of extreme temperature are located. 		<ul style="list-style-type: none"> I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. I can explain what a drought is and some of the causes and effects. I can explain why some areas get more rain than others in relation to the water cycle. I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. I can describe the effects of extreme weather phenomena on the environment and people affected. I can use plate tectonics to describe what earthquakes are and why they happen. I know what the Richter scale is. I can describe the effects of earthquakes on the environment and people affected. I know that tsunamis occur when there are earthquakes on the ocean floor. I can describe what happens when a volcano erupts. 	
<p>Our Local Area</p>	<ul style="list-style-type: none"> I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons. 		<ul style="list-style-type: none"> I know the difference between high-order and low-order services in a settlement. I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. I can name many of the natural resources that are found in the UK. I can identify UK commodities that are made or produced in my local area. I can describe land use around my school, explaining how I feel about different areas and what I would change. I can compare local climate data with climate data for other parts of the UK. I know how different winds can affect the climate of different parts of the UK. 	<ul style="list-style-type: none"> I can use fieldwork to observe where some of the UK's natural resources can be found. I can use fieldwork to identify different examples of land use in my local area. I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. I can use fieldwork to gather information about the vegetation and wildlife of a local river. I can use fieldwork to gather weather data about my local area. I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. I can use a topographical map to identify the major mountain ranges of the UK.
<p>North America</p>	<ul style="list-style-type: none"> I can identify the countries of North America. I can match North American capital cities with their correct country. 	<ul style="list-style-type: none"> I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places. 	<ul style="list-style-type: none"> I can compare the climates of different parts of North America using graphs. I can match a description of a climate to a corresponding bar graph. I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed. I can compare the features of North American capital cities, and order cities by population and area. I can use independent research to find out about the human and physical geography of a particular North American country. 	<ul style="list-style-type: none"> I can use given information about the location of North American countries to label a map of North America. I can use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa.

Geography skills progression

Because of our mixed-age cohorts, children may access certain topics outside of the designated year group. Therefore it is important that close attention is paid to the specific geographical skills that are used for each year group. Teachers will plan lessons so that children in each year group can demonstrate these across our geography curriculum.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/ pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/ photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/ photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/ pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature, look at patterns and explain reasons behind it</p>
Direction/ Location	<p>☐ Follow directions (Up, down, left/ right, forwards/ backwards)</p>	<p>☐ Follow directions (as yr 1 and inc'. NSEW)</p>	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p>	<p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>Use 8 compass points;</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>

Drawing maps	<ul style="list-style-type: none"> □ Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> □ Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) 	<p>Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.</p>	<p>Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.</p>	<ul style="list-style-type: none"> □ Begin to draw a variety of thematic maps based on their own data. 	<p>Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p>
Representation	<ul style="list-style-type: none"> □ Use own symbols on imaginary map. 	<p>Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p>	<ul style="list-style-type: none"> □ Know why a key is needed. □ Use standard symbols. 	<p>Know why a key is needed. Begin to recognise symbols on an OS map.</p>	<p>Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p>	<ul style="list-style-type: none"> □ Use/recognise OS map symbols; □ Use atlas symbols.
Using maps	<p>Use a simple picture map to move around the school; Recognise that it is about a place.</p>	<p>Follow a route on a map. Use a plan view. Use an infant atlas to locate places.</p>	<ul style="list-style-type: none"> □ Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<p>Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.</p>	<p>Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>	<p>Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>
Scale/ Distance	<ul style="list-style-type: none"> □ Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> □ Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> □ Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> □ Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<p>Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>Use a scale to measure distances. Draw/use maps and plans at a range of scales.</p>

Perspective	<ul style="list-style-type: none"> □ Draw around objects to make a plan. 	<ul style="list-style-type: none"> □ Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> □ Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> □ Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> □ Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> □ Draw a plan view map accurately.
Map knowledge	<ul style="list-style-type: none"> □ Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. 	<ul style="list-style-type: none"> □ Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> □ Begin to identify points on maps A,B and C 	<ul style="list-style-type: none"> □ Begin to identify significant places and environments 	<ul style="list-style-type: none"> □ Identify significant places and environments 	<ul style="list-style-type: none"> □ Confidently identify significant places and environments
Style of map	<ul style="list-style-type: none"> □ Picture maps and globes 	<ul style="list-style-type: none"> Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. □ Use an infant atlas 	<ul style="list-style-type: none"> Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Use index and contents page within atlases. Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.