

Locational Knowledge		Place Knowledge		Human and Physical		Geographical skills and fieldwork	
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Key Stage 2 National Curriculum Geography content: Pupils should be taught to:	Year 3			Year 4			Year 5			Year 6		
	Inland water ways- where did they come from and where do they go?	How can I use the environment to keep my mind and body healthy?	How can expeditions contribute to our understanding of our world?	What is life like in a place with limited access to water?	Our changing village- Are all settlements the same?	Roaches & Rainforests – Are traditional lifestyles at risk?	Why do Oceans matter?	How can renewable energy help aid health?	Is education a universal right of the child?	Is our future in threat from natural disasters?	Can I carry out a field work study on my local environment?	What is the cost of the food on our plate?
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		Europe Alpine region The Alps France Monaco Switzerland Liechtenstein Austria Germany Slovenia Russia	South Atlantic Ocean Polar region South Georgia (island) Mount Erebus	North America Nevada Utah Arizona Mojave Desert Death Valley Gobi Desert Oleshky Sands Sahara Desert Chihuahuan Desert Patagonian Desert Antarctic Polar Desert Great Victoria Desert Rainfall Barren Sparse Mesa mushroom rock natural arch salt flat desertification flash flood airstrip national park nature reserve tourist attraction military ranching agriculture	Asia India New Delhi	South America Amazonian region Brazil Manaus indigenous peoples deforestation Community logging mining vegetation belts	Australia Japan South Korea USA Thailand India Marine ocean current buffer coral reef erosion decompose coral bleaching microplastics acidification overfishing Marine Protected Area plastic pollution	North America Texas	Asia Myanmar Naypyidaw Thailand Laos China Bangladesh Irrawaddy River Indawgyi Lake Hkakabo Razi (tallest mountain) Bagan temples Mandalay Palace Shwedagon Pagoda	Europe Italy Mount Kilimanjaro The Andes The Himalayas The Rockies The Alps Mount Etna Earth- construction Volcano Mountain Earthquake Tsunamis		West Africa Côte d'Ivoire
	name and locate counties and cities of the United Kingdom , geographical regions (landscape) 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	Coasts and rivers Stoke on Trent Shropshire Worcestershire Gloucestershire *Staffordshire Leicester Nottinghamshire Lincolnshire East Yorkshire Essex Greater London surrey Buckinghamshire Berkshire Wiltshire River Severn River Thames River Trent River Great Ouse River Wye delta estuary floodplain meander oxbow lake river mouth source tributary valley waterfall flooding irrigation leisure supply	Counties and cities of the U.K Scotland Wales N.Ireland England (9) North east North west Yorkshire and the Humber East Midlands West Midlands South East South West East of England Recreational land use			London Belfast Edinburgh Cardiff Plymouth Liverpool Newcastle County Region country border population Settlement recreational land agricultural land residential land commercial land		Glasgow Liverpool Bristol Newcastle Southampton Plymouth Leeds	County Region country border population			

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identify the position and significance of latitude, 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)		Latitude and longitude	Latitude and longitude Tropic of Capricorn Tropic of Cancer Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle	Latitude and longitude		Northern Hemisphere Southern Hemisphere	Time zones		Lines of latitude/longitude		Lines of latitude/longitude Northern Hemisphere Southern Hemisphere Time zone Prime/Greenwich Meridian
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		Region of UK west midlands staffordshire European Alps To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions. Describing and explaining how humans can impact the environment both positively and negatively, using examples.				Region of UK roaches South America Amazonian region Brazil Manaus			Europe Italy		
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Water cycle condensation evaporation groundwater percolation precipitation transpiration	Mountains Climate zone Temperate/ mountain Biome- temperate deciduous forest Vegetation- coniferous trees deciduous trees To know vegetation belts are areas of the world that are home to similar plant species. To name and describe some of the world's vegetation belts.	Climate zones	Biomes- desert Biomes Savannah Tropical rainforest Temperate deciduous forest Boreal forest Desert Tundra		Biomes- rainforest Vegetation belts			Volcanoes Mountains Earthquakes Climate zones- polar temperate arid tropical mediterranean mountains		biomes
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		climates and their impact on trade, land use and settlement.	climates and their impact on trade, land use and settlement.		Types of settlement		Distribution of energy				Distribution of food

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<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use maps, atlases, globes to locate countries.</p>	<p>With support, use maps at more than one scale.</p> <p>To understand that a scale shows how much smaller a map is compared to real life.</p> <p>Gain independence using atlases, maps and globes to locate countries studied.</p> <p>With support, find countries and features of countries in an atlas using contents and index.</p> <p>To recognise world maps as a flattened globe.</p>	<p>With support, use maps at more than one scale.</p> <p>Gain independence using atlases, maps and globes to locate countries studied.</p>	<p>With support, use maps at more than one scale.</p> <p>With support, use the <u>scale bar</u> on a map to <u>estimate</u> distances.</p> <p>To understand that a scale shows how much smaller a map is compared to real life.</p> <p>Gain independence using atlases, maps and globes to locate countries studied.</p> <p>To recognise world maps as a flattened globe.</p>	<p>With support, use maps at more than one scale</p> <p>Gain independence using atlases, maps and globes to locate countries studied.</p> <p>With support, use atlases, maps, globes and digital mapping to locate countries studied</p>	<p>Gain independence using maps at more than one scale.</p> <p>Gain independence, using the <u>scale bar</u> on a map to <u>estimate</u> distances.</p> <p>To understand and explain that a scale shows how much smaller a map is compared to real life.</p> <p>independently, use atlases, maps and globes to locate countries studied.</p> <p>To recognise world maps as a flattened globe.</p>	<p>Gain independence using maps at more than one scale.</p> <p>independently, use atlases, maps and globes to locate countries studied.</p> <p>Use the <u>scale bar</u> on a map to <u>calculate</u> distances.</p> <p>independently, use atlases, maps and globes to locate countries studied.</p>	<p>Independently using maps at more than one scale</p> <p>independently, use atlases, maps and globes to locate countries studied.</p>	<p>Independently using maps at more than one scale.</p> <p>Confidently, use atlases, maps and globes to locate countries studied.</p>	<p>Independently using maps at more than one scale</p> <p>To recognise world maps as a flattened globe.</p>	<p>Confidently using and understanding maps at more than one scale.</p> <p>Independently use the <u>scale bar</u> on a map to calculate distances.</p> <p>Confidently, use atlases, maps and globes to locate countries studied.</p>	<p>Confidently using and understanding maps at more than one scale.</p> <p>Confidently, use atlases, maps and globes to locate countries studied.</p>
<p>Use <u>digital/computer mapping</u> to locate countries</p>	<p>With support, use digital mapping to locate countries studied.</p> <p>With support, zoom in and out on a digital map</p>	<p>With support, use digital mapping to locate countries studied.</p>	<p>With support, use digital mapping to locate countries studied.</p> <p>Independently, zoom in and out on a digital map</p>	<p>With support, use digital mapping to locate countries studied.</p>	<p>Gain independence using digital mapping to locate countries studied.</p> <p>Confidently, zoom in and out on a digital map</p>	<p>Gain independence using digital mapping to locate countries studied.</p>	<p>Independently using digital mapping to locate countries studied.</p>	<p>Independently using digital mapping to locate countries studied.</p>	<p>Confidently using digital mapping to locate countries studied.</p>	<p>Confidently using digital mapping to locate countries studied.</p>	
<p>Use maps, atlases, globes to describe features studied.</p>	<p>With support, find features of countries in an atlas using contents and index.</p>		<p>With support, find features of countries in an atlas using contents and index.</p>	<p>Using models and maps to talk about contours and slopes.</p>	<p>Gain independence, find features of countries in an atlas using contents and index.</p>	<p>Gain independence, find features of countries in an atlas using contents and index.</p>	<p>Using models and maps to talk about contours and slopes.</p>	<p>Independently, find features of countries in an atlas using contents and index.</p>		<p>Confidently, find features of countries in an atlas using contents and index.</p>	
<p>Use <u>digital/computer mapping</u> to describe features studied</p>	<p>With support, use digital mapping to describe features studied.</p> <p>Zooming in and out of a digital map.</p>	<p>With support, use digital mapping to describe features studied.</p>	<p>With support, use digital mapping to describe features studied.</p>	<p>With support, use digital mapping to describe features studied.</p>	<p>Gain independence, using digital mapping to describe features studied.</p>	<p>Gain independence, using digital mapping to describe features studied.</p>	<p>Independently use digital mapping to describe features studied.</p>		<p>Independently use digital mapping to describe features studied.</p>	<p>Confidently use digital mapping to describe features studied.</p>	
<p>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</p> <p>Compass Points</p>	<p>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</p> <p>With support, locate features using the 8 points of a compass.</p>		<p>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</p> <p>Gain independence, locating features using the 8 points of a compass.</p>		<p>Independently identifying which directions are N, S, E, W on an OS map.</p>			<p>Independently locate features using the 8 points of a compass.</p>		<p>Confidently locating features using the 8 points of a compass</p> <p>Identifying the eight compass points on an OS map.</p>	
<p>Four and six-figure grid references</p>	<p>To know that grid references help us locate a particular square on a map.</p> <p>With support, use 4-figure grid references to locate features on a map in regions studied.</p>		<p>To know that grid references help us locate a particular square on a map.</p> <p>Independently using 4-figure grid references to locate features on a map in regions studied.</p>				<p>To know that grid references help us locate a particular square on a map.</p> <p>Independently, use four and six-figure grid references to locate features on a map in regions studied.</p>			<p>To know that grid references help us locate a particular square on a map.</p> <p>Accurately using four and six-figure grid references to locate features on a map in regions studied.</p>	<p>To know that grid references help us locate a particular square on a map.</p>

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Symbols and key (including the use of Ordnance Survey maps)	Begin to use the key on an OS map to name and recognise key physical and human features in regions studied. To know that an OS (Ordnance survey) map is used <u>for personal use</u> . To know that an OS map shows human and physical features as symbols. Gaining independence identifying which directions are N, S, E, W on an OS map.				Independently use the key on an OS map to name and recognise key physical and human features in regions studied. To know that an OS (Ordnance survey) map is used for by organisations for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols.	To know that an OS (Ordnance survey) map is used for personal use and by organisations for housing projects, planning the natural environment and public transport purposes. To know that an OS map shows human and physical features as symbols.	Beginning to use thematic maps to recognise and describe human and physical features studied.	Recognising an increasing range of Ordnance Survey symbols on maps. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.		Recognising an increasing range of Ordnance Survey symbols on maps. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	-
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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including <u>sketch maps and plans</u> . Map Reading	Gain independence following a route on a map. With support, follow a simple route on a map. To understand that a scale shows how much smaller a map is compared to real life. With support, label some features on an aerial photograph and then locate these on an OS map of the same locality and scale		Making and using a simple route on a map (school grounds) Gain independence making a simple route on a map. Gain independence using a simple route on a map.	Know that contours on a map show height and slope	Following a route on a map with some accuracy. Independently use a simple route on a map. independently, label some features on an aerial photograph and then locate these on an OS map of the same locality and scale	Confidently use a simple route on a map. <u>Beginning to</u> choose the best approach to answer an enquiry question. With support, make a plan for how they wish to collect data to answer an enquiry-based question Observing, recording, and naming geographical features in their local environments.		Independently use the key on an OS map to name and recognise key physical and human features in regions studied. understand that contours on a map show height and slope		Independently use the key on an OS map to name and recognise key physical and human features in regions studied. Follow a short pre-prepared route on an OS map. Use contours on a map to explain the landscapes height and slope	Making digital audio recordings for a specific purpose. Designing a questionnaire/interview to collect qualitative fieldwork data. Presenting data to communicate geographical information. Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.

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Map drawing	<p>With support, Observe, record, and name geographical features in their local environments.</p> <p>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>With support, make a simple route on a map.</p> <p>With support, map land use in a small local area using maps and plans.</p> <p>Use a simple key on their own map to show an example of both physical and human features using own symbols.</p>		<p>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</p> <p>Observing, recording, and naming geographical features in their local environments.</p>		<p>Independently make a simple route on a map.</p> <p>Using a simple key on their own map to show an example of both physical and human features using OS symbols.</p> <p>Mapping land use in a small local area using maps and plans.</p> <p>Gain independence, observing, recording, and naming geographical features in their local environments.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p>	<p>Confidently make a simple route on a map.</p>	<p>Gain independence making sketch maps of areas studied.</p> <p>With support, add labels and keys where necessary.</p>	<p>Independently make sketch maps of areas studied.</p> <p>Gain independence adding labels and keys where necessary.</p>		<p>Confidently make sketch maps of areas studied.</p> <p>Independently add labels and keys where necessary.</p>	
	<p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including <u>graphs</u>.</p> <p>Data collection and graphs</p>	<p>Finding answers to geographical questions through data collection.</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p> <p>Beginning to use a simplified Likert Scale.</p> <p>To know a Likert scale is used to record people’s feelings and attitudes.</p>		<p>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</p> <p>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</p> <p>To know that a pie chart can represent a fraction or percentage of a whole set of data.</p> <p>To know a line graph can represent variables over time.</p>	<p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>	<p>Collecting quantitative data in charts and graphs.</p> <p>Using a questionnaire/interview to collect qualitative fieldwork data.</p> <p>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</p> <p>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>	<p>Make a collaborative plan of how they wish to answer an enquiry-based question.</p> <p>With support select from suggested methods, appropriate methods for data collection.</p> <p>Beginning to use standard field sampling techniques appropriately.</p> <p>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</p>	<p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</p> <p>Select from suggested methods, appropriate methods for data collection.</p> <p>With support, design interviews/questionnaires to collect qualitative data.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>To identify qualitative data as data that involves qualities, characteristics and is largely opinion based and subjective.</p>	<p>To know how to use various simple sampling techniques.</p> <p>Presenting data to communicate geographical information.</p>	<p>Making an independent plan of how they wish to collect data to answer an enquiry-based question.</p> <p>Suggest and selecting appropriate methods for data collection.</p> <p>Independently design interviews/questionnaires to collect qualitative data.</p> <p>Apply their knowledge of qualitative data to conduct their own interviews/questionnaires to collect qualitative data.</p> <p>Use standard field sampling techniques appropriately.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p>	<p>Using a questionnaire/interview to collect qualitative fieldwork data.</p> <p>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</p> <p>To know what a questionnaire and an interview are.</p> <p>To know that quantitative data involves numerical facts and figures and is often objective.</p> <p>Selecting and using simple sampling techniques appropriately</p>

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use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including <u>digital technologies</u> .		Taking digital photos and labelling or captioning them.				With support interpret and use real-time/live data. To know that GIS is a digital system that creates and manages maps,		Taking digital photos and labelling or captioning them.				Using GIS (Geographical Information Systems) to plot data sets. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.				Taking digital photos and labelling or captioning them. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. Using GIS (Geographical Information Systems) to plot data sets. Interpreting and using real-time/live data.	
Geographical Enquiry		To know an enquiry-based question has an open-ended answer found by research. Show an awareness that there is a best approach to answer an enquiry question. Asking and answering one-step and two-step geographical questions. Presenting data to communicate geographical information.	To know an enquiry-based question has an open-ended answer found by research. Know that there are different ways to present data when communicating geographical information With support, draw conclusions about an enquiry using findings from fieldwork to support your reasonings.	To know an enquiry-based question has an open-ended answer found by research. Suggest different ways to present data when communicating geographical information Gain independence drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	To know an enquiry-based question has an open-ended answer found by research. <u>Beginning to</u> choose the best approach to answer an enquiry question.	To know an enquiry-based question has an open-ended answer found by research. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. Presenting data to communicate geographical information.	To know an enquiry-based question has an open-ended answer found by research. Selecting a map for a specific purpose. Independently choose the best approach to answering an enquiry question. Gain independence drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Begin to evaluate evidence collected and suggesting ways to improve this.	To know an enquiry-based question has an open-ended answer found by research. Selecting a map for a specific purpose. With support decide how to present data when communicating geographical information Independently draw conclusions about an enquiry using findings from fieldwork to support your reasonings.	To know an enquiry-based question has an open-ended answer found by research.	To know an enquiry-based question has an open-ended answer found by research. Presenting data to communicate geographical information.	To know an enquiry-based question has an open-ended answer found by research. Selecting a map for a specific purpose. Developing their own enquiry questions. Suggest ways and then choose the best approach to answering an enquiry question. Independently decide how to present data when communicating geographical information Confidently draw conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluate evidence collected and suggesting ways to improve this.	To know an enquiry-based question has an open-ended answer found by research. Presenting data to communicate geographical information. <u>Choose</u> the best approach to answer an enquiry question. Independently, make a plan for how they wish to collect data to answer an enquiry-based question					

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Key Stage 1 National Curriculum Geography content: Pupils should be taught to:	Year 1			Year 2		
	Where is our worlds water?	What is it like here?	Where does our food come from?	What is it like to live by the coast?	What impact does the seasons and weather have on what we eat?	Would you prefer to live in a hot or cold place?
name and locate the world’s seven continents and five oceans	On a globe recognise Land/ocean/continents 7 continents Name and locate 5 oceans					7 continents Name and locate 5 oceans
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			Four countries Characteristics of the U.K Windimers/ tower of London/ Edinburgh castle/ Ben Nevis/ Snowdon/Carldiff castle/ Giant's causeway/ Titanic museum	Seas of the UK Countries U.K. Capital cities Locate islands		
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			Comparison of farm (rural) and urban (town)			Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Africa (Kenya) Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country Describing 3 physical features that may occur in a hot place in comparison to 3 features found in a cold place. To know some similarities and differences between their local area and a contrasting non European country.
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	Know why some countries are colder and why some are hotter in relation to the equator.				Seasonal changes in the U.K Daily weather patterns in the U.K Comparing weather patterns across the U.K Weather changing with seasons and impact on humans. Seasonal impact on food production (Link back to farming in Y1)	Locate north and south poles Locate equator Know why some countries are colder and why some are hotter in relation to the equator. Locate 1 hot country and 1 cold country on a world map.
	Daily weather watchers throughout the year. Weather forecast- prediction of the weather					
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	Physical/ human features Physical- naturally occurring/ God Human- put there by humans Sea Ocean		Mountains/ hill/ forest/ soil	Physical/ human features of the oceans Beach/ coast/ cliff/ coastline/ocean/sea/island Arch/cliff/mud flat/ stack/bay	Season and weather Weather is particular conditions outside at the time	Vegetation
	Season and weather					
use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Village/town/city office	Human and physical features of a farm. Arable/ livestock/ dairy House		Port, harbour, shop	Factory (comparison)

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use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		<p>To know that atlases give information about the world and that a map tells us information about a place.</p> <p>To know that a map is a picture of a place, usually drawn from above.</p>		<p>Using an atlas to locate the UK.</p> <p>Using an atlas to locate the four countries in the UK.</p>		<p>Using an atlas to locate the four capital cities of the UK</p> <p>Using a world map, globe and atlas to locate all the world's seven continents on a world map.</p> <p>Using a world map, globe and atlas to locate the world's five oceans</p>	<p>Use an atlas to locate the uk.</p> <p>Use an atlas to locate the 4 countries of the U.K.</p> <p>Using a world map, globe and atlas to locate all the world's seven continents on a world map.</p> <p>Using a world map, globe and atlas to locate the world's five oceans</p> <p>Use an atlas to locate Africa</p>
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	<p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</p> <p>Begin to use directional language to describe features on a map in relation to other features(Near, far, left, right)</p> <p>Know the compass points N and S</p>	<p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</p> <p>Use directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Begin to use the compass points (N, S, E, W) to describe the location of objects in the classroom and playground.</p> <p>Responding to instructions using directional language to follow routes.</p>		<p>To know which direction is N, S, E, W on a map.</p>		<p>Using locational language and the compass points (N, S, E, W) to describe the location of <u>features</u> on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to <u>describe the route</u> on a map</p>	<p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p>
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;		<p>Surrounding area</p> <p>Recognising local landmarks on aerial photographs</p> <p>Recognising basic human features on aerial photographs.</p> <p>Recognising basic physical features on aerial photographs .</p> <p>To know that an aerial photograph is a photograph taken from the air above.</p>		<p>Finding features of the farm using the map</p> <p>Identifying feature on farm map</p>		<p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p>	<p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p>
devise a simple map; and use and construct basic symbols in a key		<p>To know that a map is a picture of a place, usually drawn from above</p> <p>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols</p> <p>Drawing a simple sketch map of the school and local area using simple <u>pictures</u>, colours or symbols to represent features.</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p> <p>To know that symbols are often used on maps to represent features.</p>		<p>To know what a sketch map is.</p> <p>Draw map with physical features</p> <p>Drawing a simple sketch map of the school and local area using simple pictures, <u>colours</u> or symbols to represent features.</p>		<p>To know that maps need a title and purpose.</p> <p>To begin to recognise world maps as a flattened globe.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p>	
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.		<p>Commenting on the features they see in their school and school grounds on a walk around the respective places.</p> <p><u>Classroom</u> Using simple picture maps and plans to move around the school.</p> <p><u>School grounds</u> To know that a compass is an instrument we can use to find which direction is north.</p>		<p><u>Tatton park farm</u></p> <p>Using simple picture maps and plans to move around a farm.</p>		<p><u>Llandudno</u></p> <p>Using a map to follow a prepared route.</p>	<p><u>School grounds</u></p> <p>Physical features- weather</p> <p>Local area</p> <p><u>School grounds</u></p>
Geographical Enquiry	<p>Asking questions about the world around them.</p>	<p>Asking questions about the world around them.</p> <p>Asking and answering simple questions about the features of their school and school grounds.</p> <p>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features</p>		<p>Asking questions about the world around them.</p> <p>Asking and answering simple questions about the features of a farm.</p>		<p>Asking questions about the world around them.</p> <p>To know that a tally chart is a way of collecting data quickly</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p> <p>Asking and answering simple questions about the features of a coastal area.</p>	<p>Asking questions about the world around them.</p>

Locational Knowledge		Place Knowledge		Human and Physical		Geographical skills and fieldwork	
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