



## St Mary's Primary Geography Progression Document



### Purpose

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Aims

The national curriculum for geography aims to ensure that all pupils:

- 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.

### EYFS Links to Geography Curriculum

## Key Stage 1 Subject Content

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

### Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- 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

### Human and physical geography

- 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
- 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- 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
- 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
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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

## Key Stage 2 Subject Content

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### Locational knowledge

- 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
- 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
- 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)

### Place knowledge

- 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

### Human and physical geography

- Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OSmaps) to build their knowledge of the United Kingdom and the wider world
- 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

## Geography at St Marys Yearly Overview

<b>Year</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>			
<b>1</b>	I live in Bridgwater (My Home) <i>(Location)</i>	Our School <i>(Place)</i>	Weather and Seasons <i>(Human and Physical Geography)</i>
<b>2</b>	Hot and Cold Places <i>(Human and Physical Geography)</i>	I live in Bridgwater, Somerset <i>(Location)</i>	Compare UK to Kenya <i>(Place)</i>
<b>3</b>	Mountains, Volcanoes and Earthquakes <i>(Human and Physical Geography)</i>	Regions of the UK and Land Use <i>(Location)</i>	Where does my food come from? <i>(Place)</i>
<b>4</b>	Rivers <i>(Human and Physical Geography)</i>	Italy <i>(Place)</i>	Settlement and Migration <i>(Location)</i>
<b>5</b>	South America <i>(Place)</i>	Natural Resources <i>(Human and Physical Geography)</i>	Our Blue Planet <i>(Location)</i>
<b>6</b>	North America <i>(Place)</i>	Biomes and Vegetation Belts <i>(Human and Physical Geography)</i>	How does the world produce, store and save Energy? <i>(Human and Physical Geography)</i>

## Locational Knowledge

Stage	<p><b>EYFS</b></p> <p><b>KS1 Geography National Curriculum</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>		<p><b>KS2 Geography National Curriculum</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>				
Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Describe the immediate environment, using new vocabulary where appropriate.</li> <li>Know the name of the road, and town that school is located in.</li> <li>Talk about a range of contrasting environments within their local region.</li> <li>Under, behind, above, beside etc are used to describe position, routes and location</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>UK stands for United Kingdom</li> <li>England, Northern Ireland, Scotland and Wales are the four countries that make up the UK.</li> <li>The Atlantic Ocean, The North Sea and the English Channel border the UK.</li> <li>London is the capital city of England.</li> <li>Edinburgh is the capital city of Scotland.</li> <li>Cardiff is the capital city of Wales.</li> <li>Belfast in the capital city of Northern Ireland.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The continents are Europe, Asia, Africa, North America, South America, Australia and Antarctica.</li> <li>The 4 oceans are: Pacific, Atlantic, Southern, Indian and Arctic.</li> <li>The Equator is an imaginary line that runs around the centre of the globe</li> <li>The location of the hottest and coldest place in the world is linked to distance from the Equator</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Our county of Somerset borders with Devon, Dorset, Gloucestershire and Wiltshire.</li> <li>We live in the South West region of the UK.</li> <li>Landmarks are features or structures around the world that are easily recognised or unique</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The location of Europe including Russia.</li> <li>The river Parrett is the name of the river that runs through Bridgwater.</li> <li>The River Thames runs through London.</li> <li>The River Nile is in Egypt</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Latitude and longitude are imaginary lines on maps and globes used to describe the location of places on Earth.</li> <li>Lines of latitude run in an east-west direction across Earth.</li> <li>Lines of longitude run in a north-south direction.</li> <li>The top half of the earth is called the: Northern Hemisphere and the lower half of the earth is called the Southern Hemisphere.</li> <li>The Tropic of Cancer is north of the equator.</li> <li>The tropic of Capricorn is south of the equator.</li> <li>The location of South America on a world map</li> <li>The name and locations of the 12 countries in South America</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The location of Canada, United States, Mexico, Alaska, The Caribbean and Brazil on an Americas map</li> <li>There are 24 time zones</li> <li>That the globe is split into time zones using imaginary lines called meridians. They run from the North Pole to the South Pole, crossing lines of latitude</li> <li>That there is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich</li> <li>That the Prime Meridian splits the world into eastern and western hemisphere</li> </ul>
Vocabulary		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents.</li> <li>Name and locate the four countries of the UK and their capital cities.</li> <li>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing</li> <li>Draw and label pictures to show location</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Name and locate the 4 oceans using maps and globes</li> <li>Name and locate the seas that surround the UK</li> <li>Identify cities in the contrasting countries</li> <li>Use both maps and globes, identify the coldest places in the world – The North and South pole</li> <li>Make predictions about where the hottest places in the world are</li> <li>Identify the equator and locate the places on the Equator which are the hottest</li> <li>Identify the hottest and coldest place on a world map and globe</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Use an index</li> <li>Explain what a landmark is</li> <li>Locate countries, cities and landmarks using Google Maps</li> <li>Locate countries, cities and landmarks on a globe</li> <li>Locate countries, cities and landmarks in an atlas</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Describe their location in relation to the equator, tropics, hemispheres and the poles</li> <li>Suggest reasons for their location</li> <li>Identify where Italy is on a world map and globe</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Locate world's countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map</li> <li>Locate physical geographical features on a map</li> <li>Describe their location in relation to land use and look for patterns in the locations</li> <li>Locate on a world map and identify key features and characteristics</li> <li>Identify where South America is on a world map</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Compare maps over time.</li> <li>Understand how time zones are shown on a map.</li> <li>Identify a range of towns, cities, countries and continents using an atlas and other maps</li> <li>Identify where North America and Mexico are on a world map</li> </ul>
		<p>United Kingdom England / Ireland/ Scotland / Wales London / Edinburgh / Cardiff / Belfast Map Globe Country Capital City</p>	<p>Asia Africa North America South America Antarctica Europe Australia</p>				

Place Knowledge							
Stage	EYFS	<b>KS1 Geography National Curriculum</b> <ul style="list-style-type: none"> <li>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</li> </ul>		<b>KS2 Geography National Curriculum</b> <ul style="list-style-type: none"> <li>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</li> </ul>			
Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children will know:</p> <p>We follow a route when we walk/drive from home to school. There are different countries in our world.</p> <p>Find out about places in the world that contrast with locations they know well.</p> <p>Teach children about a range of contrasting environments within both their local and national region. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play</p>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>St Marys School is in the town of Bridgwater.</li> <li>Bridgwater is a town.</li> <li>Bridgwater is an urban area.</li> <li>Bridgwater is surrounded by rural areas.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The UK is in Europe.</li> <li>The Arctic Circle is an imaginary line that runs around the top of the globe.</li> <li>The Antarctic circle is an imaginary line that runs around the bottom of the globe.</li> <li>The Equator is an imaginary line that runs around the centre of the globe.</li> <li>Kenya is in Africa.</li> <li>The people of Nairobi wear different clothing, eat different food and have different schools to the people of Bridgwater</li> <li>The weather, landscape and the animals in Kenya are different to those in the UK.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>We live in the county of Somerset.</li> <li>Somerset is generally flat and referred to as the Somerset levels.</li> <li>That physical features are things on Earth that have been formed naturally</li> <li>That human features are things on Earth that are man made</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Compare the River Holford or Parrett with the River Nile or a river in Italy</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Compare a location in South America with Bridgwater/the UK</li> <li>Compare locations in South America</li> <li>The South West region of the UK has a coastline.</li> <li>The area of the Amazonian rainforest is just over 2 million square miles.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That local scale means is a specific place</li> <li>That national scale means an entire country</li> <li>That global scale means the whole world</li> </ul>
Skills	<p>Children will be able to:</p> <p>Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Children will be able to:</p> <p>Retell what it is like in another country (Spain)</p> <ul style="list-style-type: none"> <li>Express their own views about a place, people and environment</li> <li>Compare food in contrasting countries (Spain)</li> <li>Identify the capital of Spain</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Make comparisons between the UK and life in another country (Africa)</li> <li>Study pictures/videos of two differing localities, make comparisons, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</li> <li>Draw pictures to show how places are different and write comparatively to show the difference</li> <li>Express their own views about a place, people and environment</li> <li>Give detailed reasons to support own likes, dislikes and preferences</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Understand how some aspects have changed over time</li> <li>Identify features of a place using aerial photographs</li> <li>Make detailed maps using a key</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Compare both physical and human features of England and a location in Italy.</li> <li>Describe how people can both improve and damage an environment</li> <li>Understand geographical similarities and differences through the study of human and physical differences between the River Parrat and the River Nile</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Identify how physical geography influences the day-to-day life of inhabitants of an area</li> <li>Identify geographical similarities and differences through the study of human and physical geography of a region of the UK and a region with South America.</li> </ul>	<p>Children will be able to:</p> <p>Identify how people are influenced by both physical and human geography</p> <ul style="list-style-type: none"> <li>Identify Some geographical similarities and differences through the study of human and physical geography of a region of the UK and North America or Mexico</li> </ul>
Vocabula		Country Own view Place People Environment Compare	Comparison Geographical questions Weather Lifestyle Climate Preference	Physical features Human features Improve Damage Aspects Aerial photographs key	Similarities Differences Human geography Physical geography Compare Lifestyles	Similarities Differences river Inhabitants	Influence Local National global

Human and Physical Geography							
Stage	EYFS	KS1 Geography National Curriculum <ul style="list-style-type: none"> <li>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</li> <li>Use basic geographical vocabulary to refer to: - key physical features and key human features</li> </ul>		KS2 Geography National Curriculum <ul style="list-style-type: none"> <li>Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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</li> </ul>			
Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Children will know: <ul style="list-style-type: none"> <li>How to observe the natural world and how the seasons change,</li> <li>How to talk about the weather and seasonal features.</li> <li>Note and record the weather. Use images and texts to share with children about the changing seasons.</li> <li>Explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping)</li> <li>Model the vocabulary needed to name specific features of the world, both natural and made by people.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That some common types of weather include sunny and clear, cloudy or overcast, snow, fog, rain, hail, and storms</li> <li>That the four seasons are spring, summer, autumn and winter</li> <li>That a forest is an area where there are mostly trees</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That a sea is a body of saltwater, smaller than an ocean</li> <li>That climate means the weather conditions</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That a volcano is a very deep hole in the Earth's top layer that can let out hot gasses, ash and lava</li> <li>That an earthquake is where the ground shakes. They are a natural part of our environment, but earthquakes can be terrifying and destructive events</li> <li>That a factory is a building where workers use machines to make things for sale</li> <li>That a farm is a piece of land used to grow crops and/or raise animals for produce</li> <li>That trade is when you buy and sell things</li> <li>That a mountain is a high area of land that is higher and steeper than a hill</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That the water cycle is the process by which the world's water moves between lakes, rivers, the atmosphere, oceans and land.</li> <li>That a rivers source is a place where the river begins</li> <li>That a rivers mouth or delta is where the river meets the sea</li> <li>That all rivers follow a similar journey, beginning at their source and ending at their mouth, or delta, where they reach the sea or the ocean.</li> <li>That a river is the path that water takes as it flows downhill towards the ocean</li> <li>That a city is a place where many people live together</li> <li>That a town is built-up area that is larger than a village and generally smaller than a city</li> <li>That a village is a place where less than 5000 people live</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That a cliff is rock that rises very high and is almost vertical, like a wall</li> <li>That an ocean is a large body of saltwater</li> <li>That a valley is a long, low area that can be found between hills and mountains</li> <li>That a climate is a weather condition of an area</li> <li>That vegetation is the plants and trees in a specific area</li> <li>That a coast is where the land and the sea meet</li> <li>That a beach is found next to a stretch of water, such as a lake or the sea and are made of sand or gravel</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>That trade links is when someone trades one thing for another or if two people trade things, they agree to exchange one thing for the other thing</li> <li>That economic activity is the amount of money a country sells and makes</li> <li>That a positive impact is something good happening</li> <li>That a negative impact is something bad happening</li> <li>That climate zones are areas with distinct climates</li> <li>That a vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation</li> <li>The biomes are areas of the planet with a similar climate and landscape, where similar animals and plants live</li> </ul>
Skills	Children will be able to: <ul style="list-style-type: none"> <li>Name some types of weather</li> <li>Name the four seasons</li> <li>Understand that different countries have different types of food</li> <li>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer</li> <li>Express their opinions about the seasons and relate the changes to changes in clothing and activities</li> <li>Use these terms to explain trade</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Recognise and briefly describe the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley</li> <li>Understand that different countries have different climates</li> <li>Use basic geographical vocab to refer to key physical and human features</li> <li>Recognise that humans have a choice in their lifestyle</li> <li>Use the terms to compare different lifestyles</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Describe how a volcano is formed</li> <li>Describe how an earthquake happens</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Compare different types of settlements and land use</li> <li>Recognise that our choices impact the lives of other people.</li> <li>Explain the water cycle using scientific terminology and explain the changes of state</li> <li>Describe how geographical features change over time</li> <li>Locate rivers in UK and Italy</li> <li>Draw diagrams using the correct vocabulary for rivers</li> <li>Ask and answer questions about rivers</li> <li>Describe the journey of a river from source to sea</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Describe how physical geographical features are formed</li> <li>Describe how humans are impacted both positively and negatively by physical features</li> <li>Recognise that humans can have some control over physical features</li> <li>Describe economic activity within a small area outside of the UK and the trade links between that area and the UK. (South America and trade links around the world)</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>Describe the different climate zones and Vegetation belts on a global scale.</li> <li>Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Analyse the positive and negative impact of a human change on both a local and global scale</li> </ul>	
Vocubula	Weather Seasons <b>Physical</b> – coast, forest, mountain, sea, river <b>Human</b> – factory, farm,	<b>Physical</b> – hill, cliff, ocean, soil, valley <b>Climate</b> Vegetation <b>Human</b> – city, town, village, port,	Earthquake Volcano	Settlements Water cycle Rivers Sources Mouth Delta	Positive Negative Impact Control Trade links	Economic activity Positive Negative Climate zones Vegetation belt	

## Geographical Skills and Fieldwork

Geographical Skills and Fieldwork							
Stage	<p><b>EYFS</b></p> <p><b>KS1 Geography National Curriculum</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>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</li> </ul>		<p><b>KS2 Geography National Curriculum</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OSmaps) to build their knowledge of the United Kingdom and the wider world</li> <li>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</li> </ul>				
Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will know:	<ul style="list-style-type: none"> <li>Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features.</li> <li>Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That symbols on a map help to find important places</li> <li>That directions can be up, down, left, right, forwards and backwards</li> <li>That a map is about a place</li> <li>That comparing means to look at things that are the same and things that are different</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That a compass is a tool which points out directions, such as North, South, East and West</li> <li>That a key is a guide which explains what the symbols on the map mean. It is usually at the side of the map</li> <li>That a plan view is a 2D map</li> <li>That an atlas is a book of maps</li> <li>That OS stands for Ordnance Survey</li> <li>That questions can further their understanding</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That a digital map is a map found online</li> <li>That satellite images are images taken of Earth by satellites</li> <li>That coordinates are values on a map which show the position of a shape or space</li> <li>That table of contents is found at the front of the atlas and lists the main sections included in the atlas in order of page number</li> <li>That the index is found at the back of the atlas and lists towns, cities, countries and continents in alphabetical order</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That they can use laptops and iPads to research geographical information</li> <li>That the eight compass points are north, south, east, west, north-east, north-west, south-east and south-west</li> <li>That a scale drawing is an enlarged or reduced drawing</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That Ordnance Survey is Britain's mapping agency. OS create up to date and accurate maps depicting the landscape's human and physical features</li> <li>That the eight compass points are north, south, east, west, north-east, north-west, south-east and south-west</li> <li>That lines of latitude are used to find out how far north or south a place is</li> <li>That lines of longitude are used to find out how far east or west a place is</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That they can use laptops and iPads to research geographical information</li> <li>That the eight compass points are north, south, east, west, northeast, north-west, south-east and south-west</li> <li>That Four-figure grid references are used to locate a particular grid square on a map</li> <li>That a 6-figure grid reference contains 6 numbers which gives us an even more precise location inside the box given by the 4-figure number</li> </ul>
Skills		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, globes, atlases and images</li> <li>Explain what symbols are used for</li> <li>Use maps and other images to talk about where they live, journeys to school etc</li> <li>Draw, speak or write about simple geographical concepts such as what they can see and where</li> <li>Follow directions</li> <li>Draw picture maps of imaginary places and places from stories</li> <li>Use their own symbols on imaginary map</li> <li>Use a simple picture map to locate landmarks and the capital city of England</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes</li> <li>Use simple compass directions as well as locational and directional language when describing features and routes</li> <li>Create their own simple maps and symbols</li> <li>Follow directions</li> <li>Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph)</li> <li>Follow a route on a map</li> <li>Use a plan view</li> <li>Use an infant atlas to locate places</li> <li>Find land/sea on globe</li> <li>Use large scale OS maps with support</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Use a range of sources including: digital maps, atlases, globes and satellite images to research and present geographical information</li> <li>Use the four compass points and recognise some OS symbols on maps</li> <li>Use four compass points to follow and give directions</li> <li>Use letter and number coordinates to locate features on a map</li> <li>Create a map of a short route with support</li> <li>Locate places on larger scale maps</li> <li>Follow a route on a map with some accuracy</li> <li>Use large scale OS maps</li> <li>Use map sites on the internet, with support</li> <li>Use junior atlases</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Use a range of sources to research geographical information</li> <li>Recognise OS symbols on maps and locate features using four figure grid references</li> <li>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations</li> <li>Use 4 compass points accurately</li> <li>Use letter and number coordinates to locate features on a map confidently</li> <li>Create a map of a short route experienced, with features in correct order</li> <li>Create a simple scale drawing</li> <li>Locate places on large scale maps</li> <li>Use junior atlases confidently</li> <li>Use map sites on the internet confidently</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Use a range of maps and other sources of geographical information and select the most appropriate for a task</li> <li>Identify the difference between OS and other maps and when it is most appropriate to use each</li> <li>Use 8 compass points</li> <li>Use 4 figure coordinates to locate features on a map</li> <li>Draw a sketch map using symbols and a key</li> <li>Use and recognise OS map symbols</li> <li>Compare maps with aerial photographs</li> <li>Use atlases to find out about other features of places</li> <li>Use index and contents page within atlases confidently</li> <li>Use medium scale land ranger OS maps</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Interpret a wider range of geographical information and maps including scale and digital maps</li> <li>Recognise an increasing range of OS symbols on maps and locate features using six-figure grid references</li> <li>Use 8 compass points confidently and accurately</li> <li>Use 4 figure co-ordinates confidently to locate features on a map</li> <li>Use 6 figure grid references</li> <li>Use latitude and longitude on atlas maps</li> <li>Use and recognise OS map symbols</li> <li>Use atlas symbols</li> <li>Follow a short route on an OS map</li> <li>Describe features shown on an OS map</li> <li>Use atlases to find out</li> </ul>

Vocabulary IV		Symbol Direction – up, down, left, right, forwards, backwards map	Compass Directions – north, south, east, west Plan view Route Atlas	Digital map Satellite images Coordinates	Directions - north, south, east, west, north-east, north-west, south-east and south-west Scale drawing	OS map Compass points Index contents	OS map Compass points Grid references Longitude
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