



What does Geography
look like at Hambledon?



What does it mean to be a geographer at Hambledon Primary School?

- ▶ In Geography pupils will be able to develop an investigative approach to geographical enquiry. They will learn about the physical and human geography aspects of the places they study over the time at primary school. They will develop their understanding of direction and location and apply this skill to drawing and using maps. They will develop their knowledge and skills in scale/distance, perspective and be able to confidently identify significant places, processes and environments.
- ▶ Children will leave Hambledon knowing about the Geography of their local area and how it fits into a wider, broader global context. **They will understand how humans impact and are impacted by physical geography.**

EYFS

Reception	Understanding the World		<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.

KS1

A	Antarctica Hot and cold areas <i>Everywhere in the world is hot.</i>	My school The school <i>What is special about our school?</i>	The UK Weather and seasons <i>The sun is always shining in the UK.</i>
B	My local area The local area <i>My local has changed so much.</i>	Resourceful Rivers <i>All river banks are the same</i>	New York – comparative small area <i>New York is a world away from our local area.</i>

LKS2

3/4			
A	UK Locational knowledge <i>What and where are the human and physical features in the UK?</i>	The Alps - European study <i>The Alps are a world away from our local area.</i>	Peru Biomes & climate zones <i>Which biome is the easiest to live in?</i>
B	Natural resources	Indonesia Volcanoes <i>All volcanoes are the same</i>	Local study Settlement & land use <i>Why do we like our local area and does it meet our needs?</i>

UKS2

5/6			
A	Portsmouth Economic activity <i>Is Portsmouth the gateway to the world?</i>	Nepal Mountains and earthquakes <i>Mountains don't move.</i>	
B	Rivers and the water cycle <i>All rivers are the same as our local river.</i>	Ivory coast Economic activity – chocolate <i>What is unique about chocolate?</i>	British Colombia – North American study <i>British Colombia is a world away from our local area.</i>

Autumn Term KS1: Hot and Cold

AIM: Children to identify the hot and cold areas of the world and begin to understand the relationship between their position and the climate.

What do you want children to learn?

1. Name and locate Antarctica, Africa, Europe, Southern Ocean, Indian Ocean and Arctic Ocean
2. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles
3. Use basic geographical vocabulary to refer to key physical features, including beach, forest, ocean, vegetation, weather
4. Use basic geographical vocabulary to refer to key human features, including farm, house, shop
5. Use world maps, atlases and globes to identify continents and oceans studied at this key stage
6. 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
7. 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
8. 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.

Geographical Vocabulary:

Farm, house, forest, vegetation, soil, weather, ocean

Locational Knowledge

Antarctica, Southern Ocean, Africa, Indian Ocean, Europe, Arctic Ocean

Skills:

	Year 1	Year 2
Geographical enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW)
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)

Spring Term KS1: My School

AIM: Children to know where they are in the UK, what their school is like and how they feel about it.

Skills:

What would you like children to learn?

1. **Name, locate and identify the UK in the world and their local area in the UK**
2. **Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom**
3. **Use basic geographical vocabulary to refer to key physical features, including forest, soil, vegetation.**
4. **Use basic geographical vocabulary to refer to key human features, including house, office, port, harbour & shop (delete as appropriate for your school and local area)**
5. **Use world maps, atlases and globes to identify the United Kingdom and its countries**
6. **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**
7. **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**
8. **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.**

Geographical Vocabulary:

Village, house, farm, shop, forest

Locational Knowledge

UK, English Channel, Hampshire, Hambledon

Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW)
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)
Representation	<ul style="list-style-type: none"> Use own symbols on imaginary map. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key.
Using maps	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places.
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)
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.
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

Summer Term KS1: Weather and Seasons

AIM: Children to identify seasonal and daily weather patterns in their local area and around the UK.

Skills:

What do you want the children to learn?

1. Name, locate and identify characteristics of London, Edinburgh, Cardiff, Belfast (England, Scotland, Wales and N.Ireland)
2. Identify seasonal and daily weather patterns in the United Kingdom
3. Use basic geographical vocabulary to refer to key physical features, including beach, vegetation, season and weather
4. Use basic geographical vocabulary to refer to key human features, including city, town, house, shop
5. Use world maps, atlases and globes to identify the United Kingdom and its countries,
6. 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
7. 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
8. 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.

Geographical Vocabulary:

City, house, shop, office, farm, weather, season

Locational Knowledge

London, Cardiff, Edinburgh, Belfast, England, Wales, Scotland, Northern Ireland

	Year 1	Year 2
Geographical enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW)
Using maps	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places.
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)
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.
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.
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.

Autumn Term KS1: My Local Area

AIM: Children to know where they are in the UK, what their local area is like and how they feel about it.

Skills:

What would you like children to learn?

1.2 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

2.1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

3.2 Use basic geographical vocabulary to refer to key physical features, including forest, vegetation

3.2 Use basic geographical vocabulary to refer to key human features, including village, farm, house, shop

4.1 Use world maps, atlases and globes to identify the United Kingdom and its countries

4.2 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

4.3 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

4.4 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.

Geographical Vocabulary:

Village, house, farm, shop, forest, vegetation

Locational Knowledge:

UK, English Channel, Hambledon, Hampshire

	Year 1	Year 2
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW)
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)
Geographical enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.
Representation	<ul style="list-style-type: none"> Use own symbols on imaginary map. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key.
Using maps	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places.

Spring Term KS1: Resourceful Rivers

AIM: Children to explore rivers of the UK and world to compare the human and physical features.

Skills:

What do you want children to learn?

1.1 Name and locate the world's seven continents and five oceans ****make specific to suit your planning****

1.2 Name, locate and the four countries and capital cities of the United Kingdom and its surrounding seas

****make specific to suit your planning****

3.2 Use basic geographical vocabulary to refer to: key physical features, including river, beach, cliff, coast, hill, mountain, sea, valley.

3.2 Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, port.

4.1 Use world maps, atlases and globes to identify the United Kingdom and its countries

4.2 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

4.3 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

4.4 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.

Geographical Vocabulary:

Beach, cliff, hill, mountain, sea, river, valley, town, factory

Locational Knowledge:

Asia, Oceania, Pacific Ocean, North Sea, England, Wales, Scotland, Northern Ireland

	Year 1	Year 2
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc°. NSEW)
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)
Representation	<ul style="list-style-type: none"> Use own symbols on imaginary map. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key.
Using maps	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places.
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.
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.

AIM: Children to explore the small area around New York to see how the area is similar and different to their local area.

What do you want children to learn?

1. Name and locate North America, South America, Europe, Atlantic Ocean
2. Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country
3. Use basic geographical vocabulary to refer to: key physical features, including: forest, weather, coast, vegetation, ocean
4. Use basic geographical vocabulary to refer to: key human features, including: city, village, farm, house, shop, office, harbour, port
5. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage
6. Use simple compass directions (North, South, East and West) and locational and directional languages [for example, near and far; left and right] to describe the location of features and routes on a map
7. 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
8. 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.

Geographical Vocabulary:

City, village, farm, house, office, shop, harbour, port
Coast, forest, vegetation, weather, ocean

Locational Knowledge:

North America, South America, Europe, Atlantic Ocean

Skills		
	Year 1	Year 2
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW)
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)
Representation	<ul style="list-style-type: none"> Use own symbols on imaginary map. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key.
Using maps	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places.
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.
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.
Geographical enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different

Autumn Term LKS2: The UK

AIM: Children to improve locational knowledge of human and physical features around the UK.

Skills:

What do you want children to learn?

1. **Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**
2. **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**
3. **Identify the position and significance of Equator, Northern Hemisphere, Arctic Circle, latitude, longitude.**
4. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**
5. **Use the eight points of a compass to build their knowledge of the United Kingdom**
6. **Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom**

Geographical Vocabulary: Longitude, latitude, time zones, political map, physical map, county, districts

Locational Knowledge:

Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian, Peak district, Lake district

	Year 3	Year 4
Geographical enquiry	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps e.g. temperature of various locations - influence on people/everyday life
Direction/Location	<ul style="list-style-type: none"> • Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> • Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently.
Drawing maps	<ul style="list-style-type: none"> • Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing. 	<ul style="list-style-type: none"> • Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing.
Representation	<ul style="list-style-type: none"> • Know why a key is needed. • Use standard symbols. 	<ul style="list-style-type: none"> • Know why a key is needed. • Begin to recognise symbols on an OS map.
Using maps	<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) 	<ul style="list-style-type: none"> • Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map.
Scale/Distance	<ul style="list-style-type: none"> • Begin to match boundaries (E.g. find some boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> • Begin to match boundaries (E.g. find some boundary of a country on different scale maps.)
Perspective	<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.
Map knowledge	<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
Style of map	<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.

Spring Term LKS2: The Alps – European Study

AIM: Children to build their knowledge and understanding of Costa Brava in Spain to identify and evaluate the similarities and differences with their local area.

What do you want children to learn?

1. **Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**
2. **Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian and time zones (including day and night)**
3. **Understand geographical similarities and differences through the study of human and physical geography of a region in a European country**
4. **Physical geography, including biomes, climate zones**
5. **Human geography, including types of settlement and land use**
6. **Human geography, including economic activity**
7. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**
8. **Use the four (introduce eight) points of a compass to build their knowledge of the wider world**
9. **Use symbols and key to build their knowledge of the wider world**
10. **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 & digital technologies**

Geographical Vocabulary: Mountain range, altitude, coastal, biomes, tourism, resort, topography, physical, human geography

Locational Knowledge: Alps, Spain, Europe Mediterranean, Catalonia

Skills:

	Year 3	Year 4
Geographical enquiry	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps e.g. temperature of various locations - influence on people/everyday life
Direction/Location	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.
Drawing maps	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.
Representation	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map.
Using maps	<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) 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.
Scale/Distance	<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 country on different scale maps.)
Perspective	<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.
Map knowledge	<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
Style of map	<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.

AIM: Children to improve knowledge and understanding of four biomes to be able to identify, describe compare and evaluate them.

Skills:

What do you want children to learn?

1. Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude.
3. Physical geography: climate zones
4. Physical geography: biomes and vegetation belts
5. Physical geography: water cycle
6. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
7. Use the four points of a compass to build their knowledge of the wider world
8. Use symbols and key to build their knowledge of the wider world
9. 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 & digital technologies

Geographical Vocabulary: Biomes climate, tundra, rainforest, desert, layers, story, canopy, crown, deforestation, temperate rainforest,
Locational Knowledge: South America, Pacific, Atlantic, equator, Peru, Lima

	Year 3	Year 4
Geographical enquiry	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps <p>e.g. temperature of various locations - influence on people/everyday life</p>
Direction/Location	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.
Drawing maps	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.
Representation	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map.
Using maps	<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) 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.
Scale/Distance	<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.)
Perspective Map knowledge Style of map	<ul style="list-style-type: none"> Begin to draw a sketch map from a high view point. Begin to identify points on maps A,B and C 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"> Draw a sketch map from a high view point. Begin to identify significant places and environments Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

Skills:

AIM: Children to build their knowledge and understanding of the land use and settlement of Portsmouth and how Portsmouth is connected to the world.

What do you want children to learn?

1. 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
2. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
3. Human geography, including types of settlement and land use
4. Human geography, including economic activity
5. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
6. Use the four points of a compass to build their knowledge of the wider world
7. Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world
8. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
9. 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 & digital technologies

Geographical Vocabulary: Economics, trade, transport route, links, destination

Locational Knowledge: Portsmouth, Southampton, ferry destinations, Isle of Wight, Southsea

	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided 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
Direction/Location	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols.
Using maps	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)
Scale/Distance	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	<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"> 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"> 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.

Skills:

AIM: Children to improve knowledge and understanding of mountains and earthquakes to explain how and why they are more suited to locals or tourists.

What do you want children to learn?

1. **Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**
2. **Identify the position and significance of Equator, Northern Hemisphere, Prime/Greenwich Meridian and time zones (including day and night)**
3. **Physical geography, including mountains**
4. **Physical geography, including earthquakes**
5. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**
6. **Use the eight points of a compass to build their knowledge of the wider world**
7. **Use four-figure grid references to build their knowledge of the wider world**
8. **Use symbols and key to build their knowledge of the wider world**
9. **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 & digital technologies**

Geographical Vocabulary: Tectonics, faults, Richter, plates, mountain range, altitude, fold and fault mountains, base, summit, core, magma, crust

Locational Knowledge: Asia, Himalayans, Nepal, China, India, Everest

	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided 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
Direction/Location	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols.
Using maps	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)
Scale/Distance	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	<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"> 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"> 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.

Skills:

AIM: Children to improve knowledge and understanding of the distribution of natural resources and understand that they are unevenly distributed and used.

What do you want children to learn?

1. **Locate the world's countries**
2. **Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn.**
3. **Human geography, including the distribution of natural resources including energy, minerals and water**
4. **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**
5. **Use the eight points of a compass to build their knowledge of the wider world**
6. **Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world**
7. **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 & digital technologies**

Geographical Vocabulary: Resources, gold, mining, 8 points of compass, natural resources, global distribution

Locational Knowledge: Equator, Tropic of Cancer and Capricorn, Northern hemisphere, Southern hemisphere, Asia, Europe and Africa.

	Year 3	Year 4
Geographical enquiry	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps e.g. temperature of various locations - influence on people/everyday life
Direction/Location	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.
Drawing maps	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.
Representation	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map.
Using maps	<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) 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.
Scale/Distance	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find some boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find some boundary of a country on different scale maps.)
Perspective	<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.
Map knowledge	<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
Style of map	<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.

Skills:

AIM: Children to improve knowledge and understanding of how the impacts of volcanoes can and cannot be controlled to explain how they move and affect people.

What do you want children to learn?

1. **Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**
2. **Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere**
3. **Physical geography, including volcanoes**
4. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
5. **Use the four points of a compass to build their knowledge of the wider world**
6. Use six-figure grid references to build their knowledge of the wider world
7. Use symbols and key to build their knowledge of the wider world
8. 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 & digital technologies

Geographical Vocabulary: Ash, dust, core, crater, active, dormant, extinct, hazard, lava, magma, vent, ash cloud

Locational Knowledge: Africa, democratic republic Congo, Italy, Pompeii, Vesuvius

	Year 3	Year 4
Geographical enquiry	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps e.g. temperature of various locations - influence on people/everyday life
Direction/Location	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.
Drawing maps	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.
Representation	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map.
Using maps	<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) 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.
Scale/Distance	<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 country on different scale maps.)
Perspective	<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.
Map knowledge	<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
Style of map	<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.

AIM: Children to improve knowledge and understanding of their local area especially the land use and settlement patterns, changes and reasons.

Skills:

What do you want children to learn?

1. Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. 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
3. Identify the position and significance of Equator, Northern Hemisphere, latitude, longitude, Prime/Greenwich Meridian and time zones (including day and night)
4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
5. Human geography: types of settlement and land use
6. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
7. Use the four points of a compass to build their knowledge of the United Kingdom
8. Use four-figure grid references to build their knowledge of the United Kingdom and the wider world
9. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom
10. 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 & digital technologies

Geographical Vocabulary: Settlement, land use, residential, recreational, industrial, transport, coastal, agricultural

Locational Knowledge: Countries and capitals of UK
United Kingdom, Great Britain, Midlands, Broads

	Year 3	Year 4
Geographical enquiry	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps e.g. temperature of various locations - influence on people/everyday life
Direction/Location	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.
Drawing maps	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.
Representation	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map.
Using maps	<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) 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.
Scale/Distance	<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 country on different scale maps.)
Perspective	<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.
Map knowledge	<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
Style of map	<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.

AIM: Children to improve knowledge and understanding of the similarities and differences between local, national and global rivers.

Skills:

	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided 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
Direction/Location	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data.
Representation	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Begin to draw plans of increasing complexity. Use/recognise OS map symbols; Use atlas symbols.
Using maps	<ul style="list-style-type: none"> 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 Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> 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)
Scale/Distance		<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective		<ul style="list-style-type: none"> Draw a plan view map accurately.
Map knowledge	<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"> 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.

What do you want children to learn?

- 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 Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn
- Physical geography, including rivers
- Physical geography, including the water cycle
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass to build their knowledge of the United Kingdom
- Use six-figure grid references to build their knowledge of the United Kingdom
- Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom
- 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 & digital technologies

Geographical Vocabulary: Erosion, sedimentation, tributary, delta, estuary, channel, cross-section, downstream, deposition, oxbow lake, meander, condensation, evaporation, flood plain, confluence

Locational Knowledge: Nile, Thames, Wey

Skills:

AIM: Children to improve knowledge and understanding of economic activity (trade, exports and imports) linked to tea and how the UK is connected to the India through trade.

What do you want children to learn?

1. Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Prime/Greenwich Meridian and time zones (including day and night)
3. Physical geography: climate zones
4. Physical geography: biomes and vegetation belts
5. Human geography: the distribution of natural resources including food and water
6. Human geography: economic activity including trade links
7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
8. Use the four points of a compass to build their knowledge of the wider world
9. Use symbols and key to build their knowledge of the wider world
10. 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 & digital technologies

Geographical Vocabulary: trade, economics, tea hills, economics, trade, export, import, products, intensive farming, foothills, subcontinent, irrigation

Locational Knowledge: Asia, Indian Ocean, India, Darjeeling, Himalayas, Sri Lanka

	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided 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
Direction/Location	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols.
Using maps	<ul style="list-style-type: none"> 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 Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> 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)
Scale/Distance		<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	<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"> 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"> 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.

AIM: Children to build their knowledge and understanding of British Colombia in Canada to identify and evaluate the similarities and differences with their local area.

Skills:

What do you want children to learn?

1. Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Capricorn, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night)
3. Understand geographical similarities and differences through the study of human and physical geography of a region within North America
4. Physical geography, including climate zones
5. Physical geography, including biomes and vegetation belts
6. Human geography, including types of settlement and land use
7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
8. Use the eight points of a compass to build their knowledge of the wider world
9. Use symbols and key to build their knowledge of the wider world
10. 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 & digital technologies

Geographical Vocabulary: Peak, valley, avalanche, glaciers, province, hanging valley, treeline, glacier

Locational Knowledge: British Columbia, Canada, Whistler, Rockies, Coastal Mountains

	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided 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
Direction/Location	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols.
Using maps	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)
Scale/Distance	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	<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"> 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"> 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.