

## Geography Progression

**Highlighted text** = new learning, and un-highlighted text = consolidation

		Locational Knowledge	Place Knowledge	Knowledge of Human and Physical Geography	Geographical Skills and Fieldwork
<b>Class 1</b>	<b>Reception Autumn Term - baseline</b>	<ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the things they have observed in different places</li> <li>Comments &amp; asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li> </ul>	<ul style="list-style-type: none"> <li>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>Identify seasonal patterns – focusing on plants and animals.</li> <li>Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify features in the place they live and the natural world.</li> <li>Find out about their environment and talk about features they like and dislike.</li> <li>Use diverse range of props, photos, books to notice &amp; talk about similarities &amp; differences</li> </ul>
	<b>End of Reception</b>	<ul style="list-style-type: none"> <li>Observe, find out about and identify features in the place they live and in the natural world.</li> <li>Find out about their environment and talk about those features they like/dislike.</li> <li>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> <li>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> <li>Recognise some environments that are different to the one in which they live</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify features in the place they live and the natural world.</li> <li>Talk about features.</li> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'</li> <li>Recognise some similarities &amp; differences between life in this country &amp; life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>Explore their local environment and talk about the changes they see.</li> <li>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>Examine change over time.</li> <li>Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..</li> <li>Describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>Draw information from a simple map</li> <li>Interpret range of sources of geographical information, including maps, globes, photographs</li> </ul>
	<b>Year 1</b>	<ul style="list-style-type: none"> <li>Locate and number the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas.</li> </ul>	<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>	<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 Pole.</li> <li>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</li> </ul>	<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</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. 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 grounds and the key human and physical features of its surrounding environment</li> </ul>
<b>KS1</b>	Pupils should be taught to: <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>	Pupils should be taught to: <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>	Pupils should be taught to: <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:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	Pupils should be taught to: <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>	

<b>KS2</b>	<p>Pupils should be taught to:</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>	<p>Pupils should be taught to:</p> <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>	<p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li> <li>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>	<p>Pupils should be taught to:</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 Ordnance Survey maps) 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>
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<b>Topics With Geography Focus</b>	<b>Cycle A</b>	Spr1 - Up, up and Away (Space) (C1) Spr2 - Dragons and Giants (Wales and NI) (C1&2) Su1 - We are world explorers (C1) and Penguins, Possums and Polar Bears (Hot and cold countries of the world) (C2) Su2 - Oh, I do like to be beside the seaside (C1) and Oceans, Seas and Pirates (C2)		A1-2 – Ancient and Modern Greece Sp1 – Rainforests - The Amazon Sp2 - Our Local Area –Classic Cambridge –Castle Street and Magdalene Bridge Su2 – Brilliant Britain		A1-2 – Ancient Egyptians & the River Nile Sp1 - Earth in Space, Climatic Zones, Biomes and Earthquakes Sp2-Su1 - Anglo-Saxons, Scots and Vikings	
	<b>Cycle B</b>	A2 – Celebrations and Festivals (C1) Weather Experts (C2) Sp1 – Off around the UK (C1) and Brilliant Britain through Brilliant Books (C2) Sp2 - Fairy Tales (C1) Su1 – Cambridge and Victorian School (C2) Su1 – Deep in the Woods (C1 and 2)		A2 – It’s Magic Sp1-2 – Romans, Italy and Volcanoes Su1 – Off to Europe Su2 - Keen to be Green		A1-2 – World War II Sp2 - Our World - America & Mountains Su1 – The Mayans Su2 - Maps and Mapping	
<b>Locational Knowledge</b>	<b>NC</b>	<p>Pupils should be taught to:</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>Pupils should be taught to:</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>			

	<p><b>Progression</b></p>	<ul style="list-style-type: none"> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li>   <li>• Locate and name the countries making up the British Isles</li> <li>• Know the characteristics of the four countries making up the British Isles</li> <li>• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>• Know the name of the seas surrounding the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</li> <li>• Know the names and location of the seven continents of the world, the five oceans of the world and locate the main countries of Europe inc. Russia (<i>Off to Europe</i>)</li> <li>• Know many of the major capital cities of Europe (<i>Off to Europe</i>)</li> <li>• Identify longest rivers in the world Rainforests, largest deserts, highest mountains (<i>Amazon</i>)</li> <li>• On a world map, locate regions of similar environment, either desert, rainforest or temperate regions (<i>Amazon</i>)</li>   <li>• Know the name, location and key human and physical characteristics and topographical features of the four countries making up the British Isles (<i>Brilliant Britain</i>).</li> <li>• Know the location of their capital cities and surrounding seas</li> <li>• Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; (<i>Brilliant Britain</i>)</li> <li>• Locate and name the main counties and cities in/around Cambridge (<i>Brilliant Britain</i>)</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 (<i>Amazon</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps to locate the world's countries with a focus on Europe (inc. Russia) and North or South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (<i>Our World: Off to America</i>).</li> <li>• On a world map, locate regions of similar environment, either desert, rainforest or temperate regions and drawing comparisons between different regions</li>   <li>• Know the name, location and physical and human characteristics of the four countries of the United Kingdom, including cities, counties and seas.</li> <li>• Linking with History, compare land use maps of UK from past with the present, focusing on land use patterns and human characteristics have changed over time. (<i>Fighting for Freedom</i>)</li> <li>• Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time</li>   <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; Linking with science, time zones, night and day (<i>Earth and Space</i>)</li> </ul>
	<p><b>Vocabulary</b></p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand:  United Kingdom, England, Scotland, Wales, Northern Ireland, country town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand:  United Kingdom, England, Scotland, Wales, Northern Ireland, country, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, atlas, index, county, coast, key, co-ordinates, physical features, human features, mountain, hill, river, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand:  As LKS2, and contour, altitude, peaks, slopes, North America, border.</p>

			Cancer and Capricorn, Arctic and Antarctic Circle, South America.	
Place Knowledge	NC	<p>Pupils should be taught to:</p> <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>	<p>Pupils should be taught to:</p> <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>	
	Progression	<ul style="list-style-type: none"> <li>Describe some of the human and physical characteristics in an area of the UK.</li> <li>Know how to compare Cambridge with a contrasting place in a non-European country and know the key physical and human features of each place</li> <li>Know how to compare the UK with a contrasting country in the world</li> <li>Know how to talk about people and places in and beyond my local environment</li> <li>Know how to ask and answer simple geographical questions like e.g. Where is it? What is it like?</li> </ul>	<ul style="list-style-type: none"> <li>Know how to compare the physical and human characteristics of a country of Europe with that of Britain; identifying similarities and differences on a local and national scale including hills, mountains, cities, rivers, key topographical features and land-use patterns (<i>Off to Europe, Romans and Italy</i>)</li> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom compared with a region of Europe;</li> <li>Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; (<i>the Amazon</i>)</li> <li>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom compared with a region of Europe;</li> <li>Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; (<i>the Amazon</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Europe and North or South America; identifying similarities and differences on a local and national scale including towns, cities and land-use patterns (<i>Our World: Off to America</i>).</li> <li>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Europe and North or South America; identifying similarities and differences on a local and national scale including hills, mountains, cities, rivers, and key topographical features (<i>Our World: Off to America</i>).</li> <li>Know how to discuss and explain the reasons for these similarities and differences</li> </ul>
	Vocabulary	Use key vocabulary to demonstrate knowledge and understanding in this strand: London, Australia, Arctic, Antarctic, compare, capital city, Asia, country, population, weather, similarities, differences, farming, culture, river, desert, volcano.	Use key vocabulary to demonstrate knowledge and understanding in this strand: London, compare, capital city, country, population, weather, similarities, differences, farming, culture, river, desert, volcano. Italy, Amazon rainforest, Cambridge, Cambridgeshire, city, physical features, human features, settlement, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	Use key vocabulary to demonstrate knowledge and understanding in this strand: As LKS2 and economy, natural resources, topography, contours.
Knowledge of Human and Physical Geography	NC	<p>Pupils should be taught to:</p> <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> </ul> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li> <li>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>	

	<b>Progression</b>	<ul style="list-style-type: none"> <li>Know about seasonal and daily weather patterns in the United Kingdom</li> <li>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Know how to use basic geographical vocabulary to refer to key physical features including: forest, hill, mountain, soil, valley, vegetation, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Know how to use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p>Physical</p> <ul style="list-style-type: none"> <li>Know how to describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts (<i>Rainforest</i>)</li> <li>Know how to describe and understand key aspects of physical geography including rivers and the water cycle (<i>Rainforest</i>)</li> <li>Know the structure of a volcano and the causes of earthquakes (<i>Romans</i>)</li> </ul> <p>Human</p> <ul style="list-style-type: none"> <li>Know about different types of, and patterns in, land use (<i>It's Magic</i>)</li> <li>Know about the characteristics of the types of settlements in modern Britain: villages, towns, cities (<i>Brilliant Britain/It's Magic!</i>)</li> <li>Know about the characteristics and locations of settlements in Early Britain linked to History; Why did early people choose to settle there? (<i>Local History</i>)</li> </ul>	<p>Physical</p> <ul style="list-style-type: none"> <li>Know how to describe and understand key aspects of climate zones, biomes and vegetation belts, rivers and coasts</li> <li>Know how to describe and understand the water cycle, including transpiration</li> <li>Know how to describe and understand key aspects of physical geography including volcanoes and earthquakes, mountains and tornadoes, looking at plate tectonics and the ring of fire.</li> <li>Know how to collect and analyse statistics and other information in order to draw clear conclusions about locations</li> </ul> <p>Human</p> <ul style="list-style-type: none"> <li>Settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</li> <li>Know about trade between UK and Europe</li> <li>Know about the characteristics and locations of the types of settlements in Viking and Saxon Britain linked to History (<i>Vikings and Anglo-Saxons</i>)</li> <li>Know how physical features can affect the human activity within a region</li> <li>Know about the distribution of natural resources focusing on energy</li> </ul>
	<b>Vocabulary</b>	Use key vocabulary to demonstrate knowledge and understanding in this strand: city, town, village, factory, farm, house, office, port, harbour and shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Use key vocabulary to demonstrate knowledge and understanding in this strand: city, town, village, factory, farm, house, office, port, harbour and shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, climate zones, biomes, vegetation belts, volcano, earthquake, water cycle, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	Use key vocabulary to demonstrate knowledge and understanding in this strand: As LKS2 and resources, environmental disaster, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
<b>Geographical Skills and Fieldwork</b>	<b>NC</b>	<p>Pupils should be taught to:</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> </ul>	<p>Pupils should be taught to:</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 Ordnance Survey maps) 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>	

		<ul style="list-style-type: none"> <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; 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>Progression</b></p>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage, and to identify the hot and cold areas;</li> <li>• Use simple compass directions and locational and directional to describe the location of features and routes on a map;</li> <li>• Follow a route using a simple map</li> <li>• Devise a simple map; and use and construct basic symbols in a key; (<i>Victorian School</i>)</li> <li>• Interpret, complete and annotate simple maps (<i>Victorian School, Oceans, Seas and Pirates, Deep in the Woods</i>)</li> <li>• Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> <li>• Use a simple form to collect data (<i>Victorian School</i>) and use a camera in the field to collect information (<i>Weather Experts</i>)</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<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 four points of a compass, four -figure grid references to locate and describe position on a map</li> <li>• Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>• Interpret contour lines to identify steep and gentle slopes, and the peaks of hills and mountains</li> <li>• Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> <li>• Use a simple database, graphs and charts to present findings from fieldwork</li> <li>• Follow a route on a map with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>• Compare aerial photographs to maps and use both to draw conclusions</li> <li>• Interpret contour lines to identify steep and gentle slopes, and the peaks of hills and mountains</li> <li>• Locate places on maps of different scales</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li>• Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li>• Use lines of latitude and longitude on a map</li> </ul>
	<p><b>Vocabulary</b></p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <ul style="list-style-type: none"> <li>• compass, 4-point, direction, near and far, up and down, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical, atlas, index</li> </ul>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <ul style="list-style-type: none"> <li>• compass, 4-point, direction, near and far, up and down, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical, atlas, index, sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, grid reference, weather maps, climate maps, thematic maps, spot heights, north-west etc, scale line, OS maps, contour lines</li> </ul>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <ul style="list-style-type: none"> <li>• compass, 4-point, direction, near and far, up and down, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical, atlas, index, sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, grid reference, weather maps, climate maps, thematic maps, spot heights, north-west etc, scale line, OS maps, contour lines, latitude, longitude, legend, borders,</li> </ul>

				fieldwork, measure, observe, record, map, sketch, graph, spot heights, pie charts, climate graphs, north-west etc., scale line, scatter graphs, digital online mapping and data retrieval (google earth),
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