



LOCATION

- Know "where's where" to develop a sense of place, distance and scale,
- Use mental model of maps, atlases and globes to orientate themselves on the world.
- Use positional language, including compass directions, to locate and navigate
- Build extensive knowledge of different countries, regions, continents and oceans, locating with improved fluency, along with basic features, such as climate.



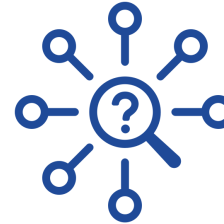
PHYSICAL AND HUMAN PROCESSES

- Understand physical processes in the world around them, affecting the land, water, people and wildlife.
- Develop an awareness of human behaviours in different cultures and the cultural diversity that exists around the world
- Describe their own and others' environments and recognise similarities and differences in contrasting environments.
- Understand the relationship between physical and human geography. For example, human impact on the environment and the need for sustainable development



SPATIAL

- Knowing that a 'place' is a physical area that can be found on a map, that has an identity – what physical and human features makes a place the way it is.
- Understand both their identity (and belonging) in respect of the larger global space.
- Connecting new places with places they already know about and develop a sense of interconnectedness
- Develop an awareness of different people, the environment and the relationships between them.
- Understand changes to a place over time, such as migration or changes to a coastline.



FIELDWORK

- Connect learning in the classroom with the complexity of the real world.
- Make observations, collect and analyse data, and describing their findings - all about the environment around them.
- Learn the procedural knowledge – 'how' to complete specific fieldwork skills – collecting, observing etc.
- Take place regularly, in a wide variety of different environments – school and off-site, and be integral to the learning within the classroom.



SCALE

- Geographers 'zoom in' and 'zoom out': pupils should develop their sense of scale by exploring geography at local, regional and global levels.
- Combining locational knowledge and place knowledge supports pupils' understanding of **scale**.
- Know how local, national and global examples are linked.
- Understand scale when using maps – see visual representation which supports spatial thinking.



DATA, SOURCES & EVIDENCE

- Use case studies, photographs, videos and stories to illustrate concepts
- Use thematic maps to link representation of data to mapping
- Discuss, interpret and explain existing data to explain geographical processes: using information from Geographic Information System (GIS)
- See a wide range of examples at varying scales and complexity - this allows pupils to apply their knowledge in different contexts. Avoid single story, inaccuracies or stereotypes



MAPPING

- Interpret both hard-copy and digital maps and plans including representations such as atlases, globes, OS maps and aerial photography.
- Understand direction and scale in order to read maps correctly.
- Draw/ construct own maps and plans to support relationships between features.
- Use, discuss and interpret a variety of topological and thematic maps.
- Use maps for decoding information, analysing distributions or relationships, route-finding, interpreting information to draw conclusions.