

Curriculum Map: Geography

This document should be used alongside the progression of skills document.

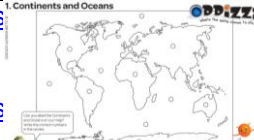

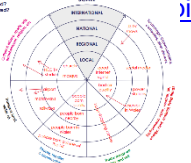


Year 6

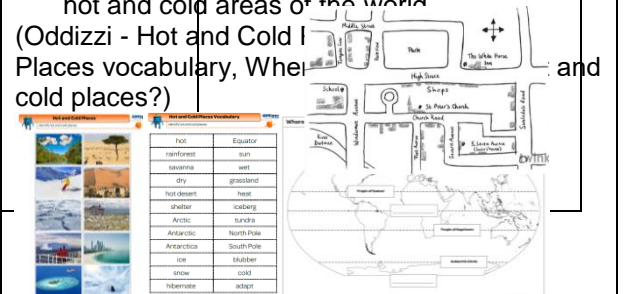
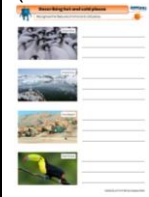
Key Stage 2 National Curriculum: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

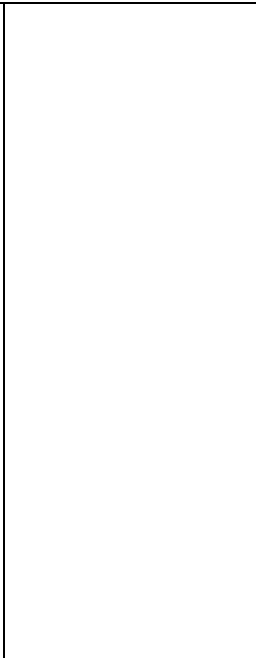
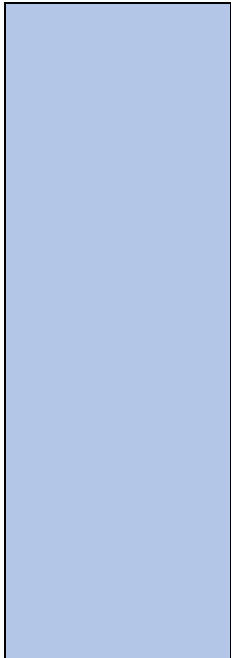
Geography Unit	Geographical skills <i>Over this unit, children will apply ...</i>	Vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested Outcomes
South America, the rainforest and climates	<ul style="list-style-type: none"> - Pupils can locate countries of the world on a map - Pupils can identify the position and significance of 	Rainforest, agriculture, ecosystem, food chain, humidity, river, basin, volume, biodiversity, biome, canopy, deforestation, emergent,	<ol style="list-style-type: none"> 1. To recognise what a rainforest is and locate rainforests on a world map (Oddizzi Rainforests L1) 	<ol style="list-style-type: none"> 1. World map with rainforests identified & locate South America (Oddizzi)



		Year 1				
National Curriculum		Physical Geography	Human Geography	Geographical Skills	Vocabulary	
<p>latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn on a map</p> <p>Pupils should develop an understanding about the world, the United Kingdom and their locality. They should understand basic subject-relating to human and physical geography and begin to use geographical skills, including first-hand observation,</p>		<p>layer, forest floor, landscape</p>	<p>continent, physical feature, human feature, map, town, city, village, local, area</p>	<p>Geographical skills</p> <p>Over this unit, children will apply a range of physical</p>	<p>Sequenced steps to learning</p> <p>Over this unit, children will learn</p>	<p>Suggested Outcomes</p> <p>2. Annotated image of rainforest layers including plant life, animal life, amount of light</p>
<p>Pupils can identify physical and human features on a map, town, city, village, local, area</p> <p>Pupils can use maps, atlases, globes and digital mapping to locate countries in the UK</p> <p>Pupils can identify similarities and differences in physical and human geography from a small area of study</p> <p>Pupils can identify human and physical features in their environment and area around them</p> <p>Pupils are beginning to devise simple maps</p> <p>Pupils can communicate the location of features in their local area</p>		<p>Only continents, physical feature, human feature, village, local, area</p> <p>Continents: Europe, Antarctica, Africa, North America, Asia, Oceania</p> <p>Oceans: Pacific, Arctic, Atlantic, Indian, Southern</p>	<p>1. To identify and locate 7 continents and 5 oceans</p> <p>2. To name and locate UK countries</p> <p>3. To identify human and physical characteristics in local area</p> <p>4. To identify features of a map</p> <p>5. To understand and recognise the layers of a rainforest</p> <p>6. To create a simple map of a local area</p>	<p>1. Label and name the layers of a rainforest</p> <p>2. Label and name the animals that live in the rainforest</p> <p>3. Label and name the plants that grow in the rainforest</p> <p>4. Use a compass rose to navigate and give directions using positional language (post-it written)</p> <p>6. Pupils to draw map of local area</p>	<p>1. Label and name the layers of a rainforest</p> <p>2. Label and name the animals that live in the rainforest</p> <p>3. Label and name the plants that grow in the rainforest</p> <p>4. Use a compass rose to navigate and give directions using positional language (post-it written)</p> <p>6. Pupils to draw map of local area</p>	<p>1. Label and name the layers of a rainforest</p> <p>2. Label and name the animals that live in the rainforest</p> <p>3. Label and name the plants that grow in the rainforest</p> <p>4. Use a compass rose to navigate and give directions using positional language (post-it written)</p> <p>6. Pupils to draw map of local area</p>
<p>Pupils can name and locate some of the seven continents</p> <p>Pupils can name and locate some of the five oceans</p> <p>Pupils can name and locate some of the countries in the UK</p>		<p>Capital city, seaside, ocean, sea, coast, pier, dock, rockpool, cliff, port</p> <p>Continents: Europe, Antarctica, Africa, North America,</p>	<p>1. To name and locate the 7 continents and oceans of the world</p> <p>2. To identify and locate the four countries and capital cities of the UK</p> <p>3. Identify and name physical and human features of the seaside</p> <p>4. To understand what it is like to live in a seaside town</p> <p>5. Locate and name some seaside towns</p> <p>6. To compare a seaside town to Swindon</p>	<p>1. Colour code the map of the world</p> <p>2. To describe and explain the impact of deforestation on the Amazon Rainforest (Oddizzi – Continents and Oceans L5)</p> <p>3. To explain the importance of the Amazon Rainforest (Oddizzi Amazon L6)</p>	<p>1. Colour code the map of the world</p> <p>2. To describe and explain the impact of deforestation on the Amazon Rainforest (Oddizzi – Continents and Oceans L5)</p> <p>3. To explain the importance of the Amazon Rainforest (Oddizzi Amazon L6)</p>	<p>5. Images of deforestation with an explanation of the effects that it has (positive and negative)</p> <p>6. Letter to a logging company explaining why the Amazon Rainforest is important</p>

	<p>Pupils can name and locate some of the capital cities of the UK</p> <p>Pupils can identify</p>	<p>South America, Asia, Australia</p> <p>Oceans: Pacific, Arctic, Atlantic, Indian, Southern</p>		<p>https://www.oddizzi.com/teachers-planning/rainforests/</p> <p>https://www.oddizzi.com/teachers-planning/the-amazon-basin/</p>	<p>Continent and Oceans</p>  <p>important / non-chronological report.</p>																		
<p>Fieldwork study of the local area: Swindon</p>	<p>Pupils can locate different cities and physical features of a geographical area and describe small areas of a wide range of human aspects of physical features and human environment</p> <p>Pupils can identify how aspects of the physical and human geography have changed over time</p> <p>Pupils can use fieldwork to observe, measure, record, and present the human and physical features of the local area in relation to their own location</p> <p>sketch maps, plans and graphs</p>	<p>PW – Place of Worship, PO – Post Office, Sch - School, PH – Public House, Mast – Mast (various), PC – Public Convenience, Important buildings, Sluice, Drain, Road names, Road types, Building types (detached, etc.)</p> <p>Acad – Academy, Solar farm, Pond</p> <p>Local, Regional, National, International</p> <p>Grid reference</p>		<ol style="list-style-type: none"> To learn how my local area fits into the wider world (Oddizzi L1) To identify and locate the main features of my region (Oddizzi L2) To learn how the Gorse Hill Farm meets the needs of people (C) To undertake fieldwork of Gorse Hill Street (Oddizzi L4). To use six figure grid reference to locate key landmarks of the locality 	<p>Local links circle (L1)</p> <p>Resources show links between local, national, regional and international.</p> <p>https://www.oddizzi.com/teachers-planning/the-uk/</p>    <ol style="list-style-type: none"> Children to use maps of the area and note on the 'Travelling out' resource what they would see if they travel further out of the area Sort pictures from seaside into human and physical features Complete the 'A place fit for people' resource (Oddizzi) detailing what features are in GH and how these may help the needs of people. Complete table for fieldwork notes Identify and label 5 seaside towns on a UK map. <p>(Oddizzi – United Kingdom Blank UK map)</p> <p>https://www.oddizzi.com/teachers-planning/the-uk/</p>  <table border="1" data-bbox="1732 1177 1942 1437"> <thead> <tr> <th>Town</th> <th>What are the main features?</th> <th>How do these features meet the needs of people?</th> </tr> </thead> <tbody> <tr> <td>Town 1</td> <td></td> <td></td> </tr> <tr> <td>Town 2</td> <td></td> <td></td> </tr> <tr> <td>Town 3</td> <td></td> <td></td> </tr> <tr> <td>Town 4</td> <td></td> <td></td> </tr> <tr> <td>Town 5</td> <td></td> <td></td> </tr> </tbody> </table>	Town	What are the main features?	How do these features meet the needs of people?	Town 1			Town 2			Town 3			Town 4			Town 5		
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				<p>6. To explain how the physical and human features of Gorse Hill meet the needs of the population.</p> <p>7. To create a sketch map of the local area</p> <p>https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/</p>	<p>6. Sort, on a grid, the differences between the physical and human features from the images and describe the six figures (United Kingdom/Coasts reference activities) https://www.oddizzi.com/teachers/help/topic-planning/the-uk/ https://www.oddizzi.com/teachers/help/topic-planning/coasts/</p> <p>6. Annotated images of features of Gorse Hill they meet people (e.g. school, shop, workshop).</p> <p>Local area maps</p>
<p>Pupils are beginning to locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils can identify seasonal patterns Pupils are beginning to use basic geographical vocabulary to refer to human and physical features</p> <ul style="list-style-type: none"> Pupils can use maps with increasing confidence to identify studied regions Pupils are beginning to identify features on a map 	<p>Rainforest, desert, savanna, North Pole, South Pole, Equator, Antarctic Circle, Arctic Circle</p> <p>Continents: Europe,</p>	<p>Antarctica, Africa, North America, South America, Asia, Australia</p> <p>Oceans: Pacific, Arctic, Atlantic, Indian, Southern</p>	<ol style="list-style-type: none"> To identify hot and cold places and locate them on a map (L1) To identify and recognise the features of a hot and cold place (L2) To explore Antarctica and identify key facts (L3) To identify animals that live in hot and cold places and how they adapt To compare requirements for a hot place to a cold place To describe features of a hot or cold place <p>https://www.oddizzi.com/teachers/help/topic-planning/hot-cold-places/ (Oddizzi – Scheme of work and resource pack)</p>	<ol style="list-style-type: none"> Sort images and vocabulary related to hot and cold places and use a shaded map to locate hot and cold areas of the world (Oddizzi - Hot and Cold Places vocabulary, Where are the hot and cold places?) 	
				<ol style="list-style-type: none"> Sentence describing a picture of a hot and cold place (Antarctica, Hot desert, Rainforest) (Oddizzi – Describing Hot and Cold places) Fact file on Antarctica (location, features, animals, weather) (Oddizzi – Hot and Cold Fact File) 	



- 4. Description of a chosen animal and how it adapts to environment.
- 5. Packing lists for visiting a cold and hot place. Some children may reason why they need these items.


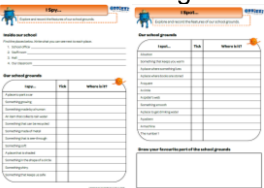

(Oddizzi – Packing for a holiday)



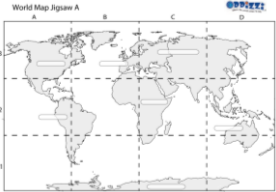
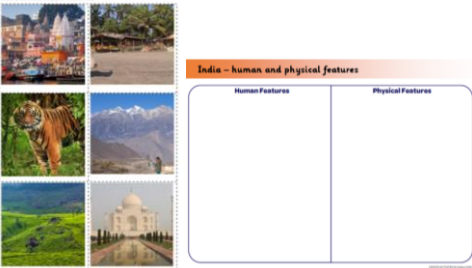


- 6. Postcard written from Antarctica describing features, animals, location, and weather.

Year 2

Key Stage 1 National Curriculum: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.


Geography Unit	Geographical skills <i>Over this unit, children will apply ...</i>	Vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested Outcomes
<p>My habitat – a small localised study (school grounds and surrounding environment)</p>	<ul style="list-style-type: none"> • Pupils have studied a small area in the UK and are able to identify similarities and differences in human and physical geography • Pupils can use a wide range of basic geographical vocabulary to refer to physical and human features • Pupils can devise a simple map with basic symbols in a key • Pupils can use simple compass directions • Pupils can use a basic key on a map 	<p>Wiltshire, Swindon, Gorse Hill, building, map, office, route, street, symbol, east, local, north, south, west</p> <p>Digimap ODS symbols – Buildings, roads, trees, grassland, School</p>	<ol style="list-style-type: none"> 1. To spot the differences between rural and urban areas and know what type of settlement I live in. 2. To identify and record the main features of the school grounds 3. Use fieldwork to identify and record the main features of the local area 4. To use data collected to recount the journey through the local area 5. To recognise some commonly used Ordnance Survey map symbols 6. To create a map of our local area, showing the key features <p>https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/ (Oddizzi – Local Area – KS1 Exploring your local area/school grounds Scheme of Work)</p>	<ol style="list-style-type: none"> 1. Sorting images and vocabulary into urban and rural. Write a sentence about what type of settlement they think they live in.  <ol style="list-style-type: none"> 2. I spy/I spot to record features of the school grounds  <ol style="list-style-type: none"> 3. Scavenger hunt #1/Houses and Homes tally  <ol style="list-style-type: none"> 4. Draw journey on a map of the local area with labels of key features observed 5. Match Ordnance survey map symbols and create own for observed features in local area


				 <p>6. Template road map of local area with pupils' own drawn buildings, symbols and key to show key features</p> 						
<p>Non-European study - India</p>	<ul style="list-style-type: none"> • Pupils can name and locate the seven continents of the world • Pupils can name the 5 oceans of the world • Pupils have studied a small area in the UK and in a non-European country and are able to identify similarities and differences in human and physical geography • Pupils can recognise landmarks • Pupils can use maps, atlases and globes 	<p>India, New Delhi, Ganges, Taj Mahal, Himalayas, equator, desert, beach, national parks, Lotus Temple, markets</p>	<ol style="list-style-type: none"> 1. To name and locate the continent, country and capital city associated with India and where it is in relation to the equator and oceans 2. To identify some physical and human features of India 3. To locate and name some major rivers of India including the river Ganges 4. To identify how the river Ganges is useful to locals 5. To compare physical and human features of the UK with India 6. To describe the features of India and make comparisons to the UK 	<ol style="list-style-type: none"> 1. World map jigsaw completed with labelled – 7 continents, 5 oceans, India, and New Delhi. ((Oddizzi – Continents and Oceans - Map resources – World map jigsaw and sentence strip worksheet: https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/)  <ol style="list-style-type: none"> 2. Label and sort physical and human features of India  <table border="1" data-bbox="1654 1143 1940 1349"> <thead> <tr> <th colspan="2">India - human and physical features</th> </tr> <tr> <th>Human Features</th> <th>Physical Features</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table> <ol style="list-style-type: none"> 3. River Ganges and other main rivers of India drawn on a map 	India - human and physical features		Human Features	Physical Features		
India - human and physical features										
Human Features	Physical Features									




4. Images and facts on how the Ganges is viewed and used by locals

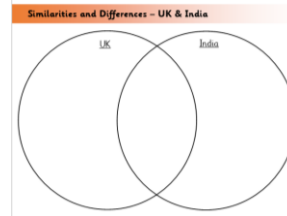
The River Ganges Facts

Religion  _____

Source of the River Ganges  _____

Cities and Towns  _____



5. Venn diagram listing similarities and differences



6. Letter to convince a family member to holiday in India, outlining key features unavailable to the UK (Use Country Close Up – India, on Oddizzi for support)

Year 3

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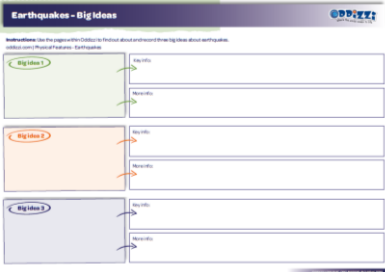
Geography Unit	Geographical skills <i>Over this unit, children will apply ...</i>	Vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested Outcomes
European Study – France	<ul style="list-style-type: none"> - Pupils can locate countries in Europe on a map - Pupils can understand similarities and differences of human and physical geography between the UK and a European country - Pupils can describe a few aspects of physical and human geography - Pupils can use maps, atlases and digital maps to locate countries and describe features studied 	Paris, Europe, Eiffel Tower, Louvre, Lyon, Marseille, Toulouse, Nice, Rhine, Siene, Loire, Arc de Triomphe, Notre Dame	<ol style="list-style-type: none"> 1. To locate Europe on a world map and identify its countries. 2. To explore and locate some of Europe's significant landmarks. 3. To explore France and learn about some of its cities and rivers 4. To identify human features of France. 5. To identify physical features of France. 6. To compare similarities and differences between France and the United Kingdom 	<ol style="list-style-type: none"> 1. Locating Countries in Europe (Oddizzi – Europe – Map resources - Locating countries in Europe https://www.oddizzi.com/teachers/help/topic-planning/europe/)  2. Images of significant landmarks in Europe with key facts listed – name, location, and a fact they find interesting. 3. Major cities (Paris, Lyon, Marseille, Toulouse and Nice) and rivers (Seine, Rhine and Loire) identified on a map of France 4. Write about 4 human features of France and the reason for they were built 5. Write about 4 physical features of France and what they have discovered. 6. Venn diagram of UK and France comparisons
Natural Disasters: Earthquakes	<ul style="list-style-type: none"> - Pupils can identify at least the position of the equator, Northern Hemisphere, Southern Hemisphere, Antarctic, and Arctic Circle - Pupils can use key vocabulary to describe some 	Epicentre, tectonic plates, mantle, Richter scale, aftershock, survival, aid,	<ol style="list-style-type: none"> 1. To explain why earthquakes occur. 2. To locate where famous earthquakes have occurred and find out some key facts like how earthquakes are measured 3. To explore in detail a famous earthquake 	<ol style="list-style-type: none"> 1. What is an earthquake? (Oddizzi) Label Earth's tectonic plates (Oddizzi)  2. Earthquakes – Big Ideas (Oddizzi)



natural processes and events


- Pupils can identify some cause and effect of some natural processes and events

- that has occurred in history
4. To identify the effect of earthquakes on land and people
 5. To identify the help people need after an earthquake
 6. To identify how to prepare for an earthquake




3. Write a non-chronological report on Nepal's famous earthquake

4. How do earthquakes affect people and land? – identify short term and long term (Oddizzi)



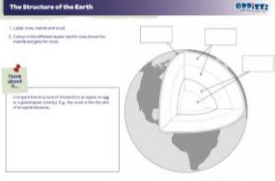

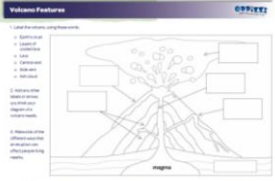

5. Aid for survivors of an earthquake (Oddizzi)





6. Write instructions on how to prepare for an earthquake

Year 4

Key Stage 2 National Curriculum: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geography Unit	Geographical skills <i>Over this unit, children will apply ...</i>	Vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested Outcomes
<p>Volcanoes</p>	<ul style="list-style-type: none"> - Pupils can use key vocabulary to describe a natural process or events - Pupils can describe the parts and features of a natural process or event - Pupils can describe an increased range of aspects of physical and human geography and their features 	<p>Dormant, magma, plate boundary, epicentre, Pacific Ring of Fire, tectonic, mantle, crust, core, central vent</p>	<ol style="list-style-type: none"> 1. To find out about the structure of the Earth 2. To explore what happens at the boundaries of the Earth's tectonic plates 3. To identify and explain the key features of a volcano 4. To name, locate and identify key facts on a range of famous volcanoes 5. To report on the effects of a volcanic eruption 6. To evaluate the advantages and disadvantages of living near a volcano 	<ol style="list-style-type: none"> 1. Labelled structure of the Earth (Oddizzi)  2. Answer questions on the The Earth's tectonic plates (The Earth's plates instruction sheet - Oddizzi)  3. Label Volcano features (Oddizzi)  

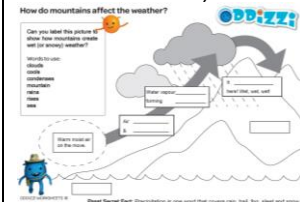
				<p>4. Labelled map of name, country and date of eruption with 5 key facts written about one of the volcanoes (Locating Volcanoes in Europe and North America – Oddizzi)</p>  <p>5. Written report of witness statement for famous volcanic eruption</p> <p>6. Table of advantages and disadvantages of living near a volcano with examples to how this affects the community.</p>
<p>Mountains</p>	<ul style="list-style-type: none"> - Pupils can use key vocabulary to describe a natural process or events - Pupils can describe the parts and features of a natural process or event - Pupils can describe an increased range of aspects of physical and human geography and their features 	<p>Alpine, avalanche, landform, summit, valley, altitude, scale bar, climate, mantle, Seven Summits</p>	<ol style="list-style-type: none"> 1. To identify what a mountain is and locate the Seven Summits (Oddizzi L1) 2. To describe the key features of a mountain (Oddizzi L2) 3. To describe how mountains are formed (Oddizzi L2) 4. To describe the climate of mountains and explore mountain life (Oddizzi L3) 5. To explore and locate the UK's highest mountains (Oddizzi L4) 6. To share knowledge about a mountain or mountainous region (Oddizzi L6) 	<ol style="list-style-type: none"> 1. Define what a mountain is and it's key features and locate the Seven Summits on a world map (What is a mountain, and Mountains – Seven Summits – Oddizzi)  <ol style="list-style-type: none"> 2. Investigating different types of mountains & Mountain Features (Oddizzi)



3. Outline different mountain types and how they are formed (Mountain Types – Oddizzi)

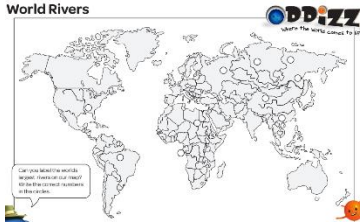

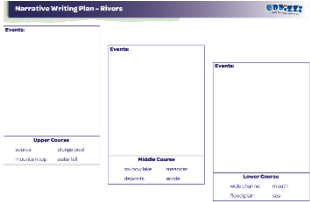


4. Write a short description about the climate of mountains and how mountains affect the weather using Oddizzi sheet (How do mountains affect the weather? – Oddizzi)



5. Locate UK's Highest Mountains (Oddizzi) and write a description on Ben Nevis



				<p>6. Generate a persuasive letter to convince someone to visit a mountain or mountainous range</p>
<p>Rivers</p>	<ul style="list-style-type: none"> - Pupils can use key vocabulary to describe a natural process or events - Pupils can describe the parts and features of a natural process or event - Pupils can describe an increased range of aspects of physical and human geography and their features 	<p>Confluence, flood plain, meander, mouth, source, tributary, estuary, lower course, middle course, upper course</p>	<ol style="list-style-type: none"> 1. To learn what a river is and what the longest rivers in the world are (Oddizzi L1). 2. To learn and describe how rivers are used around the world (Oddizzi L2). 3. To identify the stages and features of a river and how the land changes from source to mouth (Oddizzi L3) 4. To recognise and explain how human activity affects rivers. 	<ol style="list-style-type: none"> 1. Name the longest rivers of the world on a map, using atlases to support (Oddizzi resource).  <ol style="list-style-type: none"> 2. Record uses of rivers (e.g. energy, food, transport, survival)  <ol style="list-style-type: none"> 3. Label features of a river and record the key events of each stage of a river's journey.  <ol style="list-style-type: none"> 4. Annotated images showing how humans use rivers, including the positive and

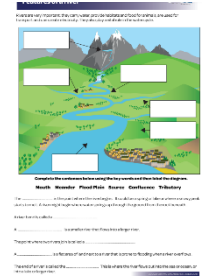


5. To recognise and explain how flooding affects communities (Oddizzi L5).

6. To identify key features of one of the world's longest rivers (Oddizzi L6).

<https://www.oddizzi.com/teachers/help/topic-planning/river/>

negative impact (e.g. rivers used for transportation / fishing; rivers also polluted by sewage waste).



5. Match images to statements (Oddizzi resource).


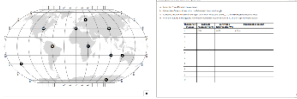





6. Read 'River Nile' fact file & use fact cards on other rivers to complete scavenger hunt fact finding mission.



Year 5

Key Stage 2 National Curriculum: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geography Unit	Geographical skills <i>Over this unit, children will apply ...</i>	Vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested Outcomes
North America	<ul style="list-style-type: none"> - Pupils can locate countries in North America on a map - Pupils can identify most for the position and significance of latitude, longitude equator, northern hemisphere and southern hemisphere - Pupils can use the eight points of a compass - Pupils can describe and understand an increasing variety of key aspect of human and physical geography - Pupils can use maps, atlases, globes and digital mapping to locate countries and describe features studied 	latitude longitude Northern Hemisphere north-east north-west south-east south-west Western Hemisphere rural urban	<ol style="list-style-type: none"> 1. To locate North America on a world map, including through using latitude and longitude (L1) 2. To identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer and Capricorn (L1) 3. To locate the United States of America and explain its name (L2) 4. To understand the physical geography of the Rockies (L3) 5. To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area (L4) 6. To investigate and evaluate the key features of a US state (L5) <p>https://www.oddizzi.com/teachers/help/topic-planning/north-america/</p>	<ol style="list-style-type: none"> 1. Children recap basic knowledge about continents. Consider how latitude affects the climate of North America. Use lines of latitude and longitude to locate continents and oceans around the world. Use this information to reference their locations. Outline some of the continent's key features. (Odizzi N. America L1 Resources 1.  North America 2. Introducing North America) 2. Atlas activity: Children identify the specific places marked on the Latitude and Longitude Map, using the index and map references in a world atlas. (Odizzi N. America L1 Resource Using latitude and longitude map A; 3. Using latitude and longitude A activity)  3. Children locate some of the countries of North America, before being introduced to the United States of America. With a partner, locate the states of the USA. (Odizzi N. America L2 Resource : 1. Locating countries in North America, 2. USA States 1, 3. USA States 2)

				 <p>4. Children locate the Rockies, some of the principal peaks and National Parks, using the index and map references in a world atlas. Answer Enquiry questions from Lesson 3. Use the Guided Reading sheet for info – complete 'Tour the Rockies' sheet</p>  <p>5. Read fact file, watch film and complete Mount St Helen's worksheet</p>  <p>6. Watch films from L5 of SoW for N. America. Choose a state in which they want to live and write a letter to persuade people to move to the state including climate, location, facilities (human features) and landscape (physical features)</p>
<p>Compass, Orienteering and Map skills</p>	<ul style="list-style-type: none"> - Pupils can confidently use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey Maps) - Pupils can use maps, atlases, globes and digital mapping to locate countries and describe features studied 	<p>OS map Symbols :</p> <p>PW – Place of Worship, PO – Post Office Sch - School, PH – Public House Mast – Mast (various) PC – Public Convenience, Important buildings, Sluice, Drain, Road names, Road types, Building types (detached, etc.)</p>	<ol style="list-style-type: none"> 1. To identify where in the world is Gorse Hill and what do you notice from map (e.g., symbols, shapes, lines, abbreviations, etc.) 2. To locate key areas of interest (ODS symbols and abbreviations) using four figure grid reference 3. To learn how to use the 4 points of a compass to plot areas and keys from the map on a 4-figure grid map. 	<ol style="list-style-type: none"> 1. Map of Gorse Hill with key filled out by pupils. Children to answer questions about symbols, shapes, lines, and abbreviations found on the map. 2. A completed map with identified symbols and grid references 3. Pupils to follow compass directions on a four figure grid reference map and plot a course 4. A navigated map documenting the course taken.

	<ul style="list-style-type: none">- Pupils can locate countries and cities of the United Kingdom		<ol style="list-style-type: none">4. To learn how to use compass and grid reference map in fieldwork when navigating a course.5. To use a navigated course create own ordnance survey style map and use own symbols to represent human and physical features and include 4 figure grid references	<ol style="list-style-type: none">5. A drawn map on a 4-figure grid reference with created symbols to document navigated course.
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