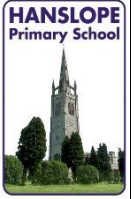


GEOGRAPHY

Progression of skills, knowledge and vocabulary



		KS1		LKS2		UKS2	
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge		name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	name and locate the world's seven continents and five oceans	<p>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</p> <p>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;</p>	<p>Locate South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>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</p> <p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental</p>	<p>locate North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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)</p>

				Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere,		regions, key physical and human characteristics, countries, and major cities (Greece)	
						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)	
	Skills						
	-I can name and locate the countries of the United Kingdom (England, Scotland, Wales, Northern Ireland) -I can name and locate the capital	-I can name and locate the worlds 7 continents (Africa, Antarctica, Asia, Oceania, Europe, North and South America)	-I can locate major European countries and their cities (Russia, France, Germany, Spain, Italy) on a map	-I can locate the equator, north and south hemispheres, arctic and Antarctic circle -I can locate the worlds climate zones on a map	-I can name and locate key mountain ranges around the world (Himalayas, Andes, The Alps, The Rocky mountains)	-I can locate North America on a map -I can name and locate countries , their capital cities and key features of North America (Canada, USA, Mexico,	

		<p>cities of the United Kingdom (London, Edinburgh, Wales and Belfast)</p> <p>-I can name and locate the seas surrounding the United Kingdom (English Channel, North Sea, Irish Sea, Atlantic Ocean)</p> <p>-I can identify a range of human and physical features of the UK</p> <p>-I can locate seaside towns on a UK map and understand they are found at the coast</p>	<p>-I can name and locate the 5 oceans of the world (Atlantic, Indian, Pacific, Arctic, Southern Ocean)</p> <p>-I can locate the equator and North/South pole</p> <p>-I can locate Africa on a map</p> <p>-I can locate Kenya on a map</p>	<p>-I know Russia is the largest country in Europe</p> <p>- I can locate and identify the position and significance, Equator, of the N and S hemispheres,</p> <p>-I can locate major earthquakes and volcanoes on a map</p> <p>-I can locate the Ring of Fire</p> <p>-I can locate a famous volcano and name its country and continent (Italy)</p> <p>-I can locate my locality and bordering counties on a map</p>	<p>-I can locate and identify some countries within each of the climate zones</p> <p>-I can identify and describe the significance of lines of latitude, longitude, equator and tropics in relation to climate and weather</p> <p>-I can locate South America on a map</p> <p>-I can locate South American countries (Brazil, Peru, Bolivia, Ecuador, Columbia, Venezuela) on a map</p> <p>-I can locate major South American cities (Brasilia, Buenos Aires, Santiago) on a map</p> <p>-I can locate the Amazon Rainforest in Brazil, Peru, Ecuador and Colombia on a map (Biomes)</p>	<p>-I can locate Mt Everest (the tallest mountain in the world) and know its continent</p> <p>-I can name and locate key mountains and ranges in the UK (incl, Mt Snowdon, Ben Nevis, Scafell Pike) (Pennines, Cairngorms)</p> <p>-I can locate the position of longitude. Latitude and know how this explains time zones</p> <p>-I can observe and analyse a range of maps including topographical maps (contour lines)</p> <p>-I can identify land-use patterns and understand how some aspects of land-use locally and in the UK have changed over time.</p>	<p>-I know about time zones, Greenwich Meridian, Arctic and Antarctic circle and can work out differences in time</p> <p>-I can locate and describe major imports and exports, including those of the UK</p> <p>-I can locate the Panama Canal on a map and identify its significance to trade to the rest of the world</p>
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					<p>-I know tropical rainforests are located in between the tropics near to the equator and this makes them hot and wet (humid)</p> <p>-I can locate the position of the Tropics and explain their impact</p> <p>-I can locate and name major rivers of the world (incl River Nile longest world river) on a map</p> <p>-I can locate and name major UK Rivers (incl River Severn the longest UK river, River Thames,) on a map</p>	<p>-I can locate some major urban areas of the UK and know some ways they have changed over time</p> <p>-I can locate Greece and Mediterranean countries (Cyprus, Malta,</p> <p>-I can locate the 4 countries which border Greece (Albania, Bulgaria, Macedonia, Turkey)</p>	
	Vocabulary						
		Country, Capital city, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Edinburgh, Belfast, Cardiff, English	Continent, country, capital city, Asia, Africa, North America, South America, Antarctica, Europe, Oceania, Ocean, Sea, Atlantic	Europe, continent, country, border, population, capital city, Ring of fire, County, region, city,	Equator, tropics of Capricorn, tropics of cancer, Arctic, Antarctic Circle, latitude, longitude, tropical	Europe, Greece, continent, country, Mediterranean, border, Day, night, time zones, longitude, latitude	North America, time zones, longitude, latitude

		Channel, North Sea, Irish Sea, Atlantic Ocean, Sea	Ocean, Arctic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, Africa, Kenya				
Place Knowledge (compare and contrast)		studying the human and physical geography of a small area of the United Kingdom (Seaside town v Locality)	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	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,	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and region of South America	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 (Greece) land use, settlements	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America
	Skills						
		-I can compare my local area to a seaside town (human and physical features) -I can make observations about and describe the school grounds and local area noting	-I can make observations about and describe the local area and its human and physical geography -I can make comparisons between the continents of the world	-I can compare a region of the UK with a region of Europe (human and physical features) -I can compare how a region with volcanic landscape is different/similar to my locality (Italy)	-I can compare a region of South American and a region of the UK (Brazil and Amazon Rainforest)	-I can compare living in the UK to a mountainous region (human and physical features) - I can compare a region of Greece to a region of the UK (human and physical - physical landscape, climate, food etc)	-I can compare a region of North America to a region of the UK (incl climate, population) (human and physical features) using maps, graphs and digital technologies.

		<p>their distinctive features</p> <p>-I can explore and begin to recognise the distinctive features of the countries of the UK</p>	<p>-I can explain the difference between human and physical geography</p> <p>-I can describe my locality and compare how it is similar/different to a non-European country (Africa-Kenya) (human and physical features)</p> <p>-I can compare how my school day compares to a child in Kenya</p>			<p>-I can explore the climate of the Mediterranean and explain how this impacts tourism</p> <p>-I know the Mediterranean region includes the Mediterranean sea, Greece, Cyprus, Malta and parts of Italy, France and Spain</p>	
	Vocabulary						
		Similar, different	Kenya, Nairobi, Country, Continent, Capital city, Savannah, compare	UK, region, Europe, Italy	Region, UK, Brazil, Amazon Rainforest	Greece, UK, region, Mediterranean,	Region, North America, UK
Human and Physical Geography		<p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>use basic geographical vocabulary to refer to:</p>	<p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>describe and understand key aspects of:</p> <p>physical geography, including: volcanoes and earthquakes,</p> <p>human geography, including: types of</p>	<p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, the water cycle</p>	<p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, mountains,</p>	<p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p>

		<p>key physical features, including: beach, cliff, coast, river, forest, hill, sea, river, soil, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, port, harbour and shop</p>	<p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: coast, hill, mountain, sea, ocean, river, valley, vegetation, weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, shop</p>	<p>settlement and land use, the distribution of natural resources including energy,</p>	<p>human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water</p>	<p>volcanoes and earthquakes,</p> <p>human geography, including: types of settlement and land use, distribution of natural resources including energy, food, minerals and water</p>	<p>volcanoes and earthquakes,</p> <p>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</p>	
	Skills							
		<p>-I can begin to explain the difference between human and physical geography</p> <p>-I can begin to identify some human and physical features of my locality</p> <p>-I can name and describe the four seasons in the UK</p>	<p>-I can explain the difference between human and physical geography</p> <p>-I can explore and name the human and physical features of my locality</p> <p>-I can identify countries near the equator on a map and</p>	<p>-I can identify key human and physical features of major European countries</p> <p>-I can explain the structure of the Earth (it has three layers - the crust, mantle and the core)</p> <p>-I know that the earths crust is made</p>	<p>-I can explain the difference between climate and weather</p> <p>-I can name some of the worlds main climate zones: Temperate, tropical, polar, arid, Mediterranean, mountains</p> <p>-I can name some of the worlds major</p>	<p>-I can explain the difference between a mountain and a hill</p> <p>- I can identify different types of mountain and explain how they are formed</p> <p>-I can recall the six main types of mountains (fold,</p>	<p>-I can explore the human and physical features of a North American country (mountains, rivers, climates, natural resources etc)</p> <p>-I can explore patterns of settlement, population distribution and density (N America)</p>	

		<p>-I can compare how the four seasons are different</p> <p>-I can name what the weather is like in different seasons</p> <p>-I can identify and describe daily weather patterns in the UK</p> <p>-I can identify a range of human and physical features of the UK</p> <p>-I know that the coast is where the land meets the sea</p> <p>-I can identify human and physical features of the seaside (and compare to my local area)</p>	<p>understand they are hot</p> <p>-I can identify on a map countries near the poles and understand they are cold</p> <p>-I can explain the differences between Oceans and Seas (seas are smaller than oceans and seas are partially enclosed by land)</p> <p>-I can identify some human and physical features of Antarctica and the Sahara (hot and cold) including weather patterns and location to the equator/poles</p> <p>-I can describe the human and physical geography of an area in a non-European country (Africa-Kenya) (e.g mountains, rivers,</p>	<p>up of 12 tectonic plates</p> <p>-I can explain how volcanoes are formed</p> <p>-I can explain what causes an earthquake</p> <p>-I can describe and explain the process of a volcano erupting using correct terminology</p> <p>-I know volcanoes can be active, dormant and extinct</p> <p>-I know the Richter scale is used to measure the magnitude of an earthquake</p> <p>-I know why earthquakes with the biggest magnitude do not always cause the most damage</p> <p>-I can explain some advantages and disadvantages of living in a hazard</p>	<p>biomes (Tropical, Rainforest. Temperate Forest. Desert, Tundra. Taiga (Boreal Forest), Grassland., Savanna)</p> <p>-I understand that vegetation belts are areas of the planet sharing certain flora due to climatic conditions</p> <p>-I understand how climate and vegetation are connected within a biome</p> <p>-I know the ways in which some flora/fauna have adapted to the climatic condition of their biome</p> <p>-I can name some threats to a particular biome explaining why it is vulnerable</p> <p>-I can suggest ways in which a vulnerable</p>	<p>fault block, plateau, dome and volcanic)</p> <p>-I can explain when mountains are formed together this is called a mountain range</p> <p>-I can name and label the features of a mountain (summit, slope, plateau, base, ridge, face)</p> <p>-I can explore mountain climates</p> <p>-I can explore The Himalayas and describe their importance (water source, Weather shield etc)</p> <p>-I can explain how some UK settlements have developed and changed over time (human and physical features of locality)</p>	<p>-I can identify key topographical features of an area of North America</p> <p>-I can explain the difference between domestic and international trade</p> <p>-I can explore and describe the location and significance of minerals, natural resources and major trade routes across the UK</p> <p>-I can explain the difference between imports and exports</p> <p>-I can explain fair trade and why it is important</p> <p>-I can name what the UK trades and where</p> <p>-I can explain the impact of globalisation on the products we use and local industry</p>
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			<p>settlements, land use etc)</p> <p>-I can describe how the weather is different between the UK and Africa</p>	<p>prone area (power, geothermal energy, tourism, farming, mining)</p> <p>-I can create a case Study on a famous volcano (Mt Etna)</p> <p>-I know the UK is split in to counties and each one has its own council</p> <p>-I know what defines a city as opposed to a town (Cathedral)</p> <p>-I can recognise the main land use in urban and rural areas</p> <p>-I can explain what a hamlet, village, town and city is</p> <p>-I can name my local county and its bordering counties (Buckinghamshire, Bedfordshire, Northamptonshire, Oxfordshire, Hertfordshire,</p>	<p>biome might be protected</p> <p>-I can give details of the flora and fauna and climate of a particular biome I have researched</p> <p>-I know the Amazon rainforest is the largest in the world</p> <p>-I can explain causes of deforestation in the Amazon Rainforest (farming space, logging, building roads, palm oil, flooding to create dams to generate electricity)</p> <p>-I can identify the four layers of the rainforest (forest floor, understory, canopy layer, emergent layer)</p> <p>-I can explain the impact of deforestation (animal species extinct, levels of oxygen</p>	<p>-I can explore human and physical features of Greece</p> <p>-I can explain how the physical geography of Greece has had an impact on human activity (tourism, migration, land use, jobs)</p> <p>-I can explain the advantages and disadvantages for the tourism of Greece</p> <p>-I can investigate what farmers grow in Mediterranean Europe and how this differs to the UK (climate link)</p>	<p>-I can list some goods imported and exported to the UK</p> <p>-I can explain why we trade with El Salvador</p> <p>-I can describe some renewable, non renewable energy sources and how we can impact by reduce reuse recycling</p> <p>-I can understand the positive and negative impact we can have on the environment and sustainability (climate, water, natural resources etc)</p> <p>-I can explore the city of Curitiba (Brazil) the green city</p> <p>-I can explain how Freiburg became more sustainable</p>
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				<p>Berkshire, Greater London)</p> <p>- I can relate where I live to continent, country, region, county, city</p>	<p>decreasing, local people forced to move)</p> <p>-I know the Amazon river flows through the Amazon Rainforest</p> <p>-I can explore how we can protect the rainforest (sustainability)</p> <p>-I can explain and label the key features of a river (source, meander, mouth,___</p> <p>-I can describe the journey of a river</p> <p>- I can describe The Water Cycle</p> <p>-I can explain the three different stages to a river: upper section, middle section and lower section</p>		
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					<p>-I can explain how rivers and the water cycle are linked</p> <p>-I know rivers erode and change the landscape in four ways (Abrasion, Attrition, Hydraulic action, Corrosion)</p> <p>-I can explain how human and physical features can impact flooding (e.g land use, topography of the land)</p> <p>-I can explain the benefits and uses of rivers across the world (hydroelectric power, trade, tourism)</p>			
	Vocabulary							
		<p>Weather, season, temperature, thermometer, rain gauge, Autumn, Spring, Summer,</p>	<p>Human and physical geography, town, village, factory, farm, office, shop</p> <p>Equator, North Pole, South Pole, weather,</p>	<p>Active, dormant, extinct, crust, mantle, core, tectonic plates, lava, volcanic gas, magma, plate boundary, vent,</p>	<p>Biome, climate, vegetation belt, flora fauna, biodiversity, adaptation, equator, ecosystem, Tropical Rainforest.</p>	<p>Elevation, mountain, mountain range, summit, slope, plateau, base, ridge, topography, contour, altitude,</p>	<p>population</p> <p>Fair trade, import, export, globalisation, supply chain, trade, distribution, consume,</p>	

		<p>Winter, weather forecast</p> <p>beach, cliff, coast, river, forest, hill, sea, river, soil, season and weather city, town, village, factory, farm, house, port, harbour and shop, weather vane</p>	<p>climate, coast, sea, mountain, ocean, river, valley, vegetation, weather</p>	<p>crater, magma chamber, flanks, epicentre, seismic waves, eruption, volcano, earthquake, hazard, Richter scale, magnitude</p> <p>Urban, rural, settlement, land use, country, county, border, town, village</p>	<p>Temperate Forest. Desert, Tundra. Taiga (Boreal Forest), Grassland., Savanna</p> <p>Tropical Rainforest, biome. Climate zone, ecosystem, deforestation, habitat, endangered, biome, emergent layer, canopy, understory, forest floor, natural resources, flora, fauna, vegetation, biodiversity, interdependent, indigenous people</p> <p>Water cycle, waterfall, source, mouth, meander, evaporation, condensation, precipitation, collection, upper section, middle section, lower section, meander, tributary, estuary, erosion, deposition, ox bow lake, stream, floodplain, delta, hydroelectric power, attrition, hydraulic</p>	<p>tectonic plates, Avalanche, ascent, The Himalayas</p> <p>Land use, settlement, tourism, economy, climate zone</p>	<p>food miles, exploitation, domestic and international trade, World trade organisation, El Salvador</p> <p>Sustainability, renewable, non-renewable, conservation, fossil fuels, carbon neutral, biofuels, Curitiba, energy security, Freiburg</p>
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					action, abrasion, corrosion,		
Geographical Skills and Fieldwork		<p>use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map;</p> <p>use simple fieldwork and observational skills to study the</p>	<p>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</p> <p>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</p> <p>use simple fieldwork and observational skills to study the</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the four points of a compass and grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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.</p>	<p>action, abrasion, corrosion,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, 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</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, 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</p> <p>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.</p>

		geography of their school and its grounds and the key human and physical features of its surrounding environment.	geography of their school and its grounds and the key human and physical features of its surrounding environment.		graphs, and digital technologies.	maps, plans and graphs, and digital technologies.	
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Skills

Direction and Location

		<p>-I can follow and use directions (up/down, left/right, forwards/backwards)</p> <p>-I can use directional and locational language (near, far, left and right) to describe the location of features and routes on a map.</p>	<p>-I can follow and use directions (same as Yr1)</p> <p>-I can use simple compass directions (NESW) to describe the location of features and routes on a map.</p>	<p>-I can use 4 compass points (NESW) to follow and give directions</p> <p>-I can use letter/no coordinates to locate features on a map</p>	<p>-I can confidently use 4 compass points and begin to use 8 compass points to locate features on a map</p> <p>-I can begin to use 4 figure grid reference to locate features on a map</p>	<p>-I can use 8 points of a compass</p> <p>-I can use 4 figure grid reference to locate features on a map</p>	<p>-I can use 8 points of a compass confidently and accurately</p> <p>-I can use 6 figure grid reference and use longitude and latitude on atlas maps</p>
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Drawing Maps

		-I can begin to draw picture maps of imaginary or real places	-I can draw a map of a real or imaginary place (e.g add detail to a sketch map from aerial photograph)	<p>-I can begin to make a sketch map of a short route experienced with features in the correct order</p> <p>-I can try to make a simple scale drawing</p>	<p>-I can make a sketch map of a short route with features in the correct order</p> <p>-I can make a simple scale drawing</p>	-I can begin to draw a variety of thematic maps based on data (e.g population, climate)	<p>-I can draw a variety of thematic maps based on data (e.g population, climate)</p> <p>-I can begin to draw plans of increasing complexity</p>
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Representation

		-I can use my own symbols on an imaginary map	-I can begin to understand the need for a key -I can use class agreed symbols to make a simple key	-I know why a key is needed -I can use standard symbols	-I know why a key is needed -I can begin to recognise symbols on an OS map	-I can draw a sketch map; using symbols and a key -I can use/recognise OS map symbols	-I can use/recognise OS map symbols -I can use atlas symbols
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Using Maps

		-I can begin to use infant atlases, world maps to identify the UK and its countries -I can use a simple picture map to move around the school -I recognise that it is about a place -I can use aerial photos to recognise landmarks, human/physical features of the UK	-I can use teacher drawn base maps -I can begin to use large scale OS maps -I can use an infant atlas, world maps, globes to identify the countries, continents and oceans studied -I can use aerial photos/plans to recognise land marks and human and physical features -I can follow a route on a map (plan view map)	-I can use large scale OS maps -I can use junior atlases -I can identify features on aerial/oblique photos -I can use maps, atlases, globes and digital mapping to locate countries and features studied -I can follow a route on a map with some accuracy	-I can use large and medium scale OS maps -I can use junior atlases -I can identify features on aerial/oblique photos -I can use maps, atlases, globes and digital mapping to locate countries and features studied -I can follow a route on a large scale map	-I can use index and contents pages within atlases -I can use medium scale OS maps -I can begin to use atlases to find out about other features of places (e.g mountain ranges) and use contour lines -I can select map for a given purpose (e.g OS map for village, atlas for large country) -I can compare maps with aerial photos -I can use maps, atlases, globes and	-I can follow a short route on an OS map -I can describe features shown on an OS map -I can locate places on a world map -I can use maps, atlases, globes and digital mapping to locate countries and features studied -I can recognise world map as a flattened globe
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						digital mapping to locate countries and features studied	
Digital Map Making (Digimaps)							
		<ul style="list-style-type: none"> -I can find places using a postcode or simple name search. -I can add simple information to maps for example, labels and markers. - I can draw around simple shapes and explain what they are on the map for example, houses. - I can use the measuring tool with support to show distance for example, my house to school, to the shops. -I can zoom in and out of a map. -I can draw a simple route. -I can highlight areas. - I can add an image to a map. 		<ul style="list-style-type: none"> -I can use the zoom function to locate places. - I can use the zoom function to explore places at different scales. - I can add a range of annotation labels and text to help me explain features and places. -I can highlight an area on a map and measure it using the Area Measurement Tool. -I can add photographs to specific locations. -I can use grid references in the search function. - I can use the grid reference tool to record a location. - I can highlight areas within a given radius. 		<ul style="list-style-type: none"> -I can find 6-figure grid references and check using the Grid Reference Tool. -I can combine area and point markers to illustrate a theme. -I can use maps at different scales to illustrate a story or issue. - I can use maps to research factual information about locations and features. -I can use linear and area measuring tools accurately. 	
Perspective and Scale							
		<ul style="list-style-type: none"> -I can use relative vocabulary (bigger/smaller, like/dislike) -I can draw around objects to make a plan 	<ul style="list-style-type: none"> -I can begin to spatially match places (e.g recognise places on a small scale and large scale map) 	<ul style="list-style-type: none"> -I can begin to match boundaries (e.g find the same boundary on different scale maps) -I can begin to draw a sketch map from a high view point 	<ul style="list-style-type: none"> -I can match boundaries (e.g find the same boundary on different scale maps) -I can draw a sketch map from a high view point 	<ul style="list-style-type: none"> -I can measure straight line distance on a plan -I can find/recognise places on maps on different scales 	

		-I can use simple fieldwork	-I can look down on objects to make a plan view map			-I can draw a plan view map with some accuracy	
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Geography skills: Fieldwork

		<p>-I can observe and describe seasonal and daily weather patterns (focus: investigate weather conditions through observation and using simple measuring devices to record temperature, wind direction and rainfall)</p> <p>-I can explain where I live and learn my address (number and street name)</p> <p>-I can use simple fieldwork and observational skills when studying the geography of school and its grounds (focus: explore school and its grounds to investigate range of</p>	<p>-I can develop simple fieldwork and observational skills when studying the geography of school and local environment (Focus: human and physical features of my locality)</p> <p>-I can explain where I live and learn my full address including postcode</p>	<p>-I can 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. (focus: land use in the locality- rural v urban)</p>	<p>-I can use fieldwork to observe, record and measure physical features of the environment (Focus: local river study)</p>	<p>-I can 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. (Focus: how buildings, land use and local facilities have changed over time)</p>	<p>-I can 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. (Focus: Sustainability of my school and locality e.g green space, public transport, recycling)</p>
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		buildings, roads, greenspaces, shops)					
Vocabulary							
		Map, Globe, aerial view, location, direction, left, right, near, far, compare, forwards, backwards, fieldwork, landmark	North, East, South, West, navigate, aerial, plan, route, compass, scale, key, landmark	Symbol, key, aerial photos, rural, urban, boundaries, co-ordinates, locate, mapping, key, OS map, X axis, Y axis	Co-ordinates, 4 figure grid reference, locate, mapping, key, sketch map	Co-ordinates, plan view, thematic map, contour lines, 4 figure grid reference,	8 figure grid reference, thematic map, co-ordinates