# Higher Walton CE Primary School

*'Life in all its Fullness'* John 10:10

HIGHER WALTON C. OF E. PRIMARY SCHOOL

## Weaving **Geography** Knowledge, Skills and Understanding into the National Curriculum

From EYFS—Year 6

ELG or NC objectives shown in Red; Key vocabulary shown in Green; Units where objective is taught shown in Blue; additional steps in progression / detail shown in Black

| 24 – 36 months<br>(Typically Nursery 1) | 36 – 48 months<br>(Typically Nursery 2) | 48 – 60 / 60-71 months<br>(Typically Reception) |
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| ➢ Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake<br>➢ Notices detailed features of objects in their environment. | ➢ Comments and ask questions about aspects of their familiar world such as the place where they live or the natural world.<br>➢ Show care and concern for living things and the environment.<br>➢ Begin to understand the effect their behaviour can have on the environment | ➢ Knows about similarities and differences in relation to places<br>➢ Talks about the features of their own immediate environment and how environments might vary from one another |

## EARLY LEARNING GOALS 2021

- **The Natural World:** Explore the natural world around them
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

## KEY STAGE ONE

Pupils should be taught

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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
- 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
- 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
- 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
- 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
- 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.

## KEY STAGE TWO

Pupils should be taught

- 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
- 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

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- 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)
- 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
- describe and understand key aspects of:
  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

| | KNOWLEDGE AND UNDERSTANDING BREAKDOWN FOR GEOGRAPHY | | | | |
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| | EYFS | YEAR1/2 | YEAR 2/3 | YEAR 4/5 | YEAR 5/6 |
| LOCATIONAL KNOWLEDGE - UK | ▪ Show interest in globes and pictorial maps<br>▪ Begin to recognise shape of UK and countries studied<br>Year A: Why do Zebras have stripes? - Africa<br>B: Can we explore?<br>C: Are we there yet? - holidays | ▪ Name and locate the world's seven continents<br>▪ Name and locate the world's five oceans.<br>Year A: Frozen Kingdom topic<br>Year C: Rio de Vida<br><br>▪ Name, locate and identify characteristics of the four countries and the capital cities of the United Kingdom<br>C: Bright Lights, Big City topic<br><br>▪ Name and locate the United Kingdom's surrounding seas<br>A: Buckets and Spades topic<br>B: Beachcombers / Blue Abyss topic<br><br>▪ **KS2** key topographical features - coasts<br>A: Buckets and Spades topic<br>B: Blue Abyss topic | | ▪ 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.<br><br>Year A: Misty mountains and lovely lakes<br>▪ Name and locate Lancashire, Cumbria and Lake District<br>Key mountains and lakes of Lake District<br>Land use patterns (hill farming and tourism) in Lake District - including changes over time<br><br>B: Flow<br>▪ Name and locate rivers in the UK<br><br>C: Warrior<br>▪ Name and locate Roman cities and towns in the UK<br>(-chester/caster = fort)<br><br>C: Scream machine<br>▪ Name and locate major theme parks in the UK<br><br>Also – (additional to NC) location of any places of interest to children that are in the news | |

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| | | ▪ Locate the world's countries, using maps to focus on<br>A: Frozen Kingdom - North America (Alaska/Canada)<br>C: Rio de Vida South America (Brazil)<br>concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | • Locate the world's countries, using maps to focus on<br>A: Gods and Mortals Europe (Greece)<br>**Greece**, Athens, Sparta, Crete, Mediterranean Sea, Adriatic Sea<br>A: Misty mountains and lovely lakes<br>**Mountains –** Himalayas, Everest<br>B: Hola Mexico South America<br>**South America** Countries and capitals, Mexico, Mexico City, other cities, rivers, mountains<br>B: Flow South America<br>**Amazon rainforest** – Countries covered: Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia, Guyana Suriname, French Guiana<br>Tourism, indigenous tribes, flora and fauna, deforestation<br>C: Warrior Europe (Italy)<br>**Italy**, Sicily, Rome, Naples, Venice, Mediterranean Sea, Adriatic Sea, River Po, River Tiber, Mount Vesuvius, Mount Etna, Alps, Apennines<br>C: Tremor<br>Location of ring of fire, active and famous volcanoes<br>C: Traders and Raiders Europe (including Russia) (Scandinavia)<br>**Europe** Countries + major capital cities<br>C: Road Trip USA North America (USA)<br>**North America** Countries and capitals, major cities, USA, major states and capitals, Mississippi River<br>concentrating on their environmental regions, key physical and human characteristics, countries and major cities.<br><br>Also A: Pharaoh – Egypt – extends beyond NC<br>Egypt, Cairo, Mediterranean Sea, Suez Canal, River Nile, Valley of the Kings, Giza<br>Also –location of any countries/ places of interest to children that are in the news (additional to NC) |
| | | ▪ Identify the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle<br>A: Frozen Kingdom | ▪ Revise position and identify the significance of Equator, Northern Hemisphere, Southern Hemisphere,<br>▪ Identify latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) international date line<br>B: Hola Mexico<br>C- Road Trip USA |

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| PLACE KNOWLEDGE | ▪ Talk about the features of their own immediate environment and how environments might vary from one another<br>Higher Walton, Preston, school, playground, home/house, road, street, park, shop, field, hill, river<br><br>A: Are eggs alive – farm; Why are carrots orange? – shop, supermarket;<br>B: Why do you love me so much? – own house; How does that building stay up? - local buildings; Why can't I have chocolate for breakfast – shop, supermarket<br>C: Do cows drink milk – farm; How high can I jump – park; Are we there yet? - holidays<br><br>▪ Know about similarities and differences in relation to places<br>▪ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class<br>A: Why do leaves go crispy? – woodland; Why do Zebras have stripes? - Africa<br>B: Can we explore? Who lives in a rockpool? seashore<br>C: Do cows drink milk? - farm<br>C: Are we there yet? - holidays | ▪ Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK<br><br>A: Buckets and Spades – Blackpool or Fleetwood<br>B: (Y1/2) Towers and Turrets – Hoghton<br>C: Bright Lights, Big City topic<br>C: Street detectives (Y1/2) – Higher Walton / C: Urban Pioneers (Y2/3) - Preston<br><br>And of a small area in a contrasting non- European country<br><br>A:FrozenKingdom - Alaska/Canada<br>C: Rio de Vida - Brazil | ▪ Understand geographical similarities and differences through the study of human and physical geography of a region of the UK<br><br>A: Misty mountains and lovely lakes - Lake District<br><br>▪ Understand geographical similarities and differences through studying the human and physical geography of a a region in a European country (region in Greece, Rome), and a region within North (region in USA) or South America (Amazon)<br><br>A: Gods and Mortals – region in Greece<br>B: Hola Mexico – Mexico; Flow - Amazon<br>C: Warrior - Rome, Road Trip USA – region in USA |

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| HUMAN GEOGRAPHY | ▪ Use appropriate words, e.g village, road, path, bridge, house, church, shop, farm to help children make distinctions in their observations.<br>▪ Make and play with small world constructions eg train set, farm, zoo, castle<br>A: Are eggs alive – farm/pond; Why are carrots orange? – supermarket, shop; Why do Zebras have stripes? – zoo<br>B: How does that building stay up? - local buildings; Why can't I have chocolate for breakfast – shop, supermarket; Can we explore?<br>C: Did dragons exist? - castle<br>Do cows drink milk – farm; How high can I jump – park; Are we there yet? - holidays | ▪ Use basic geographical vocabulary to refer to key human features, inc. city, town, village, leisure centre, library, park, house, office, church, high street, port, harbour and shop<br><br>A:FrozenKingdom – village, house, church, shop<br>A: Buckets and Spades – town, shop,<br>B: (Y1/2) Towers and turrets – village, castle, tower<br>C: Bright lights, big city – London – city, park, office, airport, station<br>C: Street detectives / Urban Pioneers – village, park, house, housing, mill, factory<br>C: Rio de Vida – Brazil – city, | ▪ Describe and understand key aspects of human geography including:<br>A: Misty mountains and lovely lakes - types of settlement, land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water<br>A: Flow – river pollution<br>B: Rats! – rubbish and recycling (extends NC)<br>C: Road Trip USA - types of settlement |
| PHYSICAL GEOGRAPHY | ▪ Use appropriate words, e.g farm, river, hill, beach, sea to help children make distinctions in their observations.<br>A: Why do leaves go crispy? – woodland; Why do Zebras have stripes? - Africa<br>B: Can we explore? – hill, river; Who lives in a rockpool? seashore<br>C: Do cows drink milk? - farm<br>C: Are we there yet? – beach, sea | ▪ 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<br><br>A:Enchanted Woodland – forest, seasons, weather, vegetation<br>A: Frozen Kingdom – weather, sea, ocean<br>A: Buckets and Spades – beach, cliff, coast, sea, ocean<br>B: Towers and turrets – hill<br>B: Beachcombers / Blue abyss – beach, cliff, coast, sea, ocean<br>C: Bright lights, big city – river Thames<br>C: Street detectives / Urban Pioneers – hill, river, valley, weather<br>C: Rio de Vida – Brazil – coast, mountain, sea, ocean, weather | ▪ Describe and understand key aspects of physical geography including:<br>A: Misty mountains and lovely lakes - Mountains, canyons, valleys, lakes, the water cycle<br>B: Flow - Rivers, water cycle, rainforests – Amazon study<br>C: Tremor - Volcanoes and earthquakes |

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| | ▪ Understand some important processes and changes in the natural world around them, including the seasons<br>▪ Hot, cold, weather, rain, sun, snow, cloud, ice, wind<br>Spring, Summer, Autumn, Winter<br><br>A: Why do leaves go crispy? – Autumn<br>A: Are eggs alive? - Spring<br>B: Why do squirrels hide nuts? – Autumn, harvest<br>C: how many colours in a rainbow? – weather<br>C: Where does snow go? - Winter<br>C: Are we there yet? – Summer<br><br>▪ Also covered through continuous provision experiences outside and through Forest school | ▪ Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.<br><br>A:Enchanted Woodland, Frozen Kingdom<br>B: Splendid skies<br>C: Rio de Vida<br><br>• (KS2) Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts<br>**Year 2/3 only:**<br>▪ A: Frozen Kingdom – polar climate, tundra | ▪ Describe and understand key aspects of physical geography including: Climate zones, biomes and vegetation belts<br><br>B: Flow - rainforests – Amazon study – tropical climate zone<br><br>▪ |

# GEOGRAPHY – KEY VOCABULARY PER TOPIC

| | EYFS | YEAR 1/2 | YEAR 2/3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| ALL | Place, same, different | similar/different<br>physical (feature)<br>human (feature) | Location, area, rural, urban<br>significant<br>*compare/ contrast* | *effect/impact, pattern*<br>Covered in French lessons<br>France, Paris, euro, landmarks - Eiffel Tower, Arc de Triomphe, Notre Dame | | |
| YEAR A | Why do leaves go crispy?<br>Autumn, harvest, woodland<br><br>Are eggs alive?<br>Spring, Easter, farm, pond, garden centre<br><br>Why are carrots orange?<br>Shop, supermarket<br><br>Why do zebras have stripes?<br>Africa | Enchanted Woodland<br>forest, vegetation, soil, habitat<br>seasons - Spring, Summer, Autumn, Winter, weather<br>observe, record, patterns<br><br>Frozen Kingdom<br>**Continents**: Europe, Africa, Asia, Australasia, North America, South America, Antarctica<br>**Oceans:** Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean<br>**South America - Alaska / Canada**<br>North Pole, South Pole, Arctic Circle, Antarctic Circle<br>Equator, Northern Hemisphere, Southern Hemisphere<br>**Location study:** village, house, church, shop, building, harbour<br>weather, sea, ocean, passport, community, locality<br>Cold, weather, snow, ice, temperature, abroad, landscape<br>(Y2/3 also polar climate, tundra, icecap)<br><br>(Year 2/3): Tribal tales<br>**Landmark** – Stonehenge, Skara Brae, islands, Orkney, monument<br><br>Buckets and Spades topic<br>British Isles, Great Britain, England, Wales, Scotland, Northern Ireland<br>North Sea, Irish Sea, English Channel, North Atlantic Ocean<br>Lancashire, county, local, national<br>**Blackpool** landmark, promenade, pier, town, zoo, shop, building, airport, tourism - hotel, resort, attraction, illuminations, community, locality<br>Blackpool Tower, Sea Life Centre, Pleasure Beach<br>Seaside, beach, cliff, coast, sea, ocean, shingle, bay, island<br>**(Y2/3:** also Southport, Morecambe, location of other British seaside resorts known to children (eg Scarborough, Whitby, Bournemouth, Brighton, Newquay) | | Pharaoh – Egypt – extends beyond NC<br>Africa, Egypt, Cairo, River Nile, Mediterranean Sea, Red Sea, Suez Canal, Aswan Dam, Valley of the Kings, Giza, Luxor, Sphinx, Pyramids<br>Fertile, flood plain, Sahara Desert<br>Tourism, economy, currency, language<br><br>Gods and Mortals<br>**Europe Greece**, Athens, Sparta, Crete, Mediterranean Sea, Aegean Sea, Parthenon, Mount Olympus, biome, flora, fauna, climate<br>culture, trade, import/export, economy, currency, language<br><br>Misty mountains and lovely lakes<br>**UK Regions:** North West, North East, Yorkshire and Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West<br>**Local counties and unitary authorities:** Lancashire, Cumbria, Yorkshire, Blackburn with Darwen, Blackpool, Cheshire, Greater Manchester<br>**Mountains (World)** – Himalayas, Everest<br>**Mountains (UK)** – Ben Nevis, Snowdon, Pennines, Cairngorms, Cumbrian mountains<br>**Lake District mountains** - mountain range, Scafell Pike, Skiddaw, Helvellyn,<br>Valley, summit, ridge, slope, face, treeline, outcrop contour lines, gorge, erosion, physical process<br>**Lakes** – Windermere, Buttermere, Ullswater, Wastwater, glacier, tarn<br>National park – Brockhole, Grizedale, forestry commission, timber, conservation<br>**Towns/villages** – Kendal, Keswick, Windermere, Bowness, hamlet, market town,<br>Economic activity, trade, tourism, leisure, recreation, holiday home, congestion<br>Agriculture, hill farming<br><br>How does your garden grow (Lake District study continues)<br>Consume, agriculture, horticulture, fertile, food miles, import / export, trade, produce | | |

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| YEAR B | Why do you love me so much?<br>House, street, road, village<br><br>Why do squirrels hide their nuts?<br>Autumn, seasons, woodland, harvest, hibernate, change, migrate<br><br>How does that building stay up?<br>Building, house, home<br><br>Why can't I have chocolate for breakfast?<br>Shop, garden centre, supermarket<br><br>Who lives in a rockpool?<br>Seashore<br><br>Can we explore?<br>Adventure, map, plan | Splendid skies weather, rain, sun, snow, cloud, ice, wind, temperature, thermometer, forecast, weather vane, rain gauge, national<br>Extreme, drought, flood, hurricane, heatwave,<br>Spring, Summer, Autumn, Winter<br>Observe, record, patterns<br><br>(Y1/2) Towers and Turrets<br>Blackburn, Hoghton, village, hill, farm, landmark, castle, tower , landscape, countryside, locality, local<br><br>Beachcombers / Blue Abyss topic<br>British Isles, Great Britain, England, Wales, Scotland, Northern Ireland<br>North Sea, Irish Sea, English Channel<br>Lancashire, county, local<br>beach, cliff, coast, sea, ocean, island, sand dune, coastal, seaside, marine<br>**(Y2/3:** also Southport, Morecambe, location of other British seaside resorts known to children (eg Scarborough, Whitby, Bournemouth, Brighton, Newquay) | Flow<br>**Rivers:** Ribble, Darwen, Mersey, Lune, Wyre, Thames, Severn, Trent, Clyde<br>Source, mouth, riverbank, riverbed, basin, tributary, confluence, upper course, middle course, lower course, stream, waterfall, meander, flood plain delta, estuary, "burst its banks", flood<br>Erosion, deposition, current, physical process<br>Pollution, pesticide, *human activity*<br>**Amazon**: rainforest, understory, canopy, emergent layer, forest floor deforestation, logging, fair trade, biome, conservation, ecosystem, tropical climate, humid, indigenous tribes, species, biome, flora, fauna, climate<br>Water cycle – evaporation, condensation, vapour, precipitation, groundwater<br><br>Rats!<br>Recycling, waste, renewable/non-renewable<br><br>Hola Mexico<br>**South America** Countries and capitals, Mexico, Mexico City, other cities, rivers, mountains<br>Southern Hemisphere, lines of latitude, Equator, tropic of Capricorn, longitude, time zones, Prime/Greenwich meridian<br>culture, trade, import/export, economy, farming , *human activity*<br>Chichen Itza<br>biome, flora, fauna, climate |

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| YEAR C | How many colours in a rainbow?<br>Weather<br><br>Did dragons exist?<br>Castle<br><br>Where does snow go?<br>Winter, seasons, snow, ice, ,frost<br><br>Do cows drink milk?<br>Farm<br><br>How high can I jump?<br>park<br><br>Are we there yet?<br>holidays | Bright Lights, Big City topic<br>**UK**: United Kingdom, British Isles, Great Britain, Republic of Ireland<br>England, Wales, Scotland, Northern Ireland, islands<br>London, Cardiff, Edinburgh, Belfast<br>**London**, capital city, city, museum, zoo, shop, park, office, River Thames, building, airport, underground train (tube), skyscraper, national **landmarks**, Buckingham Palace, Houses of Parliament, Big Ben, St Pauls Cathedral, Shard, London Eye, Tower Bridge, Tower of London<br><br>Street detectives (Y1/2) – Higher Walton / C: Urban Pioneers (Y2/3) - Preston<br>Rosewood Avenue, Own street name, Higher Walton, Preston, Walton-le-Dale, Bamber Bridge, village, townpark, leisure centre, supermarket, library, building, motorway, bridge, M6, M61, community, locality, local<br>Lancashire, county, city, suburb<br>terrace, detached, semi-detached, cottage, flat<br>hill, river, valley, landscape, countryside, farm<br><br>Rio de Vida<br>**Continents**: Europe, Africa, Asia, Australia, North America, South America, Antarctica<br>**Oceans**: Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean<br>**Brazil** - Brasilia (capital), Rio de Janeiro, Sao Paulo, city, population<br>mountain, Corzovado Mountain, Sugar Loaf mountain<br>coast, sea, ocean, Copacabana beach<br>weather, temperature, abroad , landscape, airport, passport, currency, locality<br>Landmark – Christ the Redeemer statue | Warrior<br>**Europe Italy**, Sicily, Rome, Naples, Venice, Mediterranean Sea, Adriatic Sea, River Po, River Tiber, Mount Vesuvius, Mount Etna, Alps, Apennines, Colosseum<br>culture, trade, import/export, economy, population, currency<br>Major UK cities and their Roman names – London, Manchester, Chester,<br>Local places with Roman names – (-caster/-chester) Ribchester, Lancaster<br>Amphitheatre, fort, Hadrian's wall<br><br>Tremor<br>Location of ring of fire, active and famous volcanoes<br>Volcano, earthquake<br>Sedimentary, igneous, metamorphic, crust, mantle, inner core, outer core, tectonic p late, vent, crater, dormant, extinct, erupt, magma, lava, physical process<br>faultline, epicentre, Richter scale, tremor, aftershock, tsunami, devastation<br><br>Traders and Raiders<br>**Europe** Countries (including Russia) + major capital cities;<br>particular focus on Norway, Sweden, Denmark, Scandinavia<br>Settlement<br>Trade, fair trade, currency<br>Major UK cities and their Saxon names – Birmingham<br>Local places with Saxon names – (-ton = farmstead, ley = wood/clearing, ham = village, ford = crossing)<br>- Preston, Walton le Dale, Leyland, Chorley, Hoghton<br>Major UK cities and their Viking names –<br>Local places with Viking names – (-by = village, argh = pasture, dale = valley)<br>Grimsargh, Goosnargh, Walton le Dale<br><br>Scream machine<br>Tourism, economic activity, Pleasure Beach, Blackpool<br><br>Road Trip USA<br>**North America** Countries and capitals, major cities, USA, major states and capitals, Mississippi River, Grand canyon, Niagara Falls, Yosemite Valley<br>Northern Hemisphere, lines of latitude, Equator, tropic of Cancer, longitude, time zones, Prime/Greenwich meridian<br>state, population distribution and density<br>culture, trade, import / export, economy, currency, *human activity*<br>biome, flora, fauna, climate |

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# SKILLS BREAKDOWN FOR GEOGRAPHY

| | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| MAPPING SKILLS - USING | ▪ Show interest in globes and pictorial maps<br>▪ Begin to recognise the shape of UK and Africa | • 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<br>See Locational and Place Knowledge for content to be named and located | | | ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>See Locational and Place Knowledge for content to be named and located | | |
| | | ▪ Use a range of maps and globes (including picture maps) at different scales.<br>▪ Know that maps give information about places in the world (where/what?).<br>▪ Use large scale maps and aerial photos of the school and local area. | ▪ Use a range of maps and globes (including picture maps) at different scales. | ▪ Locate places using a range of maps<br>▪ Recognise that larger scale maps cover less area. | ▪ Locate places on a range of maps including OS maps and variety of scales<br>▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.<br>▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. | ▪ Relate different maps to each other and to aerial photos.<br>▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.<br>▪ Choose the most appropriate map/globe for a specific purpose.<br>▪ Find and recognise places on maps of different scales | ▪ Use a wide range of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>▪ Use models and maps to discuss land shape i.e. contours and slopes. |
| | | | | | ▪ Use the index and contents page of atlases. | ▪ Begin to use atlases to find out other information (e.g. temperature) | ▪ Use atlases to find out data about other places<br>▪ Use latitude/ longitude in a globe or atlas. |
| | | | | | | ▪ Interpret and use thematic maps. | ▪ Recognise different map projections. |

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| | ▪ Explore the natural world around them by discussing photographs of familiar places | ▪ Use photographs and maps to identify features | ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features<br>▪ Recognise landmarks and basic human features on aerial photos. | ▪ Link features on maps to photos and aerial views. | ▪ Identify features on an aerial photograph, digital or computer map | | |
| | | ▪ Locate land and sea on maps.<br>▪ Recognise simple features on maps e.g. buildings, roads and fields. | ▪ Recognise that maps need titles.<br>▪ Know that symbols mean something on maps.<br>▪ Find a given OS symbol on a map with support | ▪ Label maps with titles to show their purpose<br>▪ Recognise some standard OS symbols. | ▪ Recognise that contours show height and slope.<br>▪ Relate measurement on large scale maps to measurements outside. | ▪ Know that different scale OS maps use some different symbols.<br>▪ Identify, describe and interpret relief features on OS maps<br>▪ Use a wider range of OS symbols including 1:50K symbols. | ▪ Understand that purpose, scale, symbols and style are related.<br>▪ Read and compare map scales. |
| | | ▪ Follow a route on a picture map of the school. | • Follow a route on a map. | ▪ Follow a route on a map with some accuracy. | ▪ Follow a route on a large scale map | ▪ Follow routes on maps describing what can be seen | ▪ Follow a short route on an OS map. |
| | • Use relative vocabulary such as bigger, smaller, like, dislike<br>• Use directional language such as up and down, forwards and backwards. | • Use relative vocabulary such as bigger, smaller, like, dislike<br>• Use directional language such as near, far, up and down, left and right, forwards and backwards. | use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | ▪ Use letter/ number coordinates to identify features on a map | ▪ Use 4 figure coordinates to locate features on maps. | ▪ Use six figure coordinates. | ▪ Use four and six-figure grid references, (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |

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|---|---|---|---|---|---|---|---|
| | Globe, world map<br>Atlas, place<br>Where is…?<br><br>Behind, in front of<br>next to, above, below, inside,<br>outside, along,<br>around, *up, down, forwards, backwards* | Globe, world map<br>Atlas, photograph, symbol<br><br>Left, right,<br>direction<br>near/close/far/further<br>high/higher<br>between, around<br>(Link to NC Y1 Maths) | Digital map, Google earth, zoom in / out<br>Atlas , symbol, key<br>aerial photo<br>aerial view<br>birds eye view | Ordnance Survey (map)<br>oblique view<br>key, scale, distance<br>coordinates<br>easting/northing<br>satellite photo | contents/index (of an atlas)<br>contour lines<br>grid, grid reference<br>four-figure grid reference, perspective | thematic map,<br>six-figure grid references,<br>scale bar | Peters Projection |
| | A: Why do zebras have stripes?<br>B: How does that building stay up?<br>Can we explore?<br>C: Did dragons exist?;<br>Do cows drink milk? ;<br>Are we there yet? | A: Enchanted woodland; Frozen Kingdom; Buckets and Spades<br>B: Y1/2 Towers and Turrets<br>B: Beachcombers / Blue abyss<br>C: Bright lights, big city; Street detectives / Urban Pioneers; Rio de Vida | | | A: Pharoahs (Egypt); Gods and Mortals (Greece); Misty mountains and lovely lakes (Lake District)<br>B: Hola Mexico (Mexico) Alchemy Island<br>C: Warrior, Traders and Raiders | | |
| MAPPING SKILLS - MAKING | • Explore the natural world around them by beginning to make simple pictorial maps of places visited eg showing school, church and park on a village walk<br><br>A: Are eggs alive? – spring walk; Why are carrots orange? – walk to shops | • Draw a simple map e.g. of a garden, route map, place in a story.<br>• Look down on objects and make a plan e.g. of the classroom or playground. | • devise a simple map eg Draw or make a map of real or imaginary places, add detail to a sketch map from aerial map<br>▪ use and construct basic symbols in a key<br>▪ Begin to realise why maps need a key. | ▪ Make and use simple route maps.<br>with features in current order eg village walk<br>▪ Use standard symbols<br>▪ Understand the importance of a key<br>▪ Use plan views. | ▪ Recognise and use OS map symbols, including completion of a key<br>▪ Create maps of small areas with features in the correct place.<br>▪ Recognise patterns on maps and begin to explain what they show. | ▪ Create sketch maps using symbols and a key.<br>▪ Make a simple scaled drawing e.g. of the classroom | ▪ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>▪ Draw measured plans. |
| | | Route Symbol, plan, sketch map, label<br>Address, postcode | Symbol, key, annotation | key *Scale*, distance, north arrow | Perspective,<br>Topological map | scale-bars, timetable, line graph, | Peters Projection |

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| | Whats that sound? – listening walk<br>Why are leaves crispy? – woodland walk<br>B: How does that building stay up? – local walk<br>Why can't I have chocolate for breakfast? – shop walk<br>C: Where does snow go? – winter walk;<br>How high can I jump? – walk to park | A: Enchanted woodland; Buckets and Spades<br>B: Beachcombers / Blue abyss<br>C: Street detectives / Urban Pioneers | | | A: Misty mountains and lovely lakes; Beast creator<br>B: Flow<br>C: Scream machine | | |
| FIELDWORK | • Explore the natural world around them by visiting the school grounds and village<br><br>A: Are eggs alive? – spring walk; Why are carrots orange? – walk to shops<br>Whats that sound? – listening walk around school<br>Why are leaves crispy? – woodland walk | • | • 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. | Use fieldwork to observe, measure and record and present the human and physical features in the school grounds and local area using sketch maps and plans. | Use fieldwork to observe, measure and 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.<br>▪ Make links between features observed in the environment to those on maps and aerial photos. | | Use fieldwork to observe, measure and 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, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. |
| | | A: Enchanted woodland<br>B: Scented garden<br>C: Street detectives / Urban Pioneers ; Wriggle and Crawl | | | A: Beast Creator<br>B:<br>C: | | |

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| | B: How does that building stay up? – local walk<br>Why can't I have chocolate for breakfast? –walk to shops<br>C: Where does snow go? – winter walk;<br>How high can I jump? – walk to park | | • use simple compass directions (North, South, East and West) | ▪ Use 4 points of the compass confidently | .Begin to use 8 points of the compass | ▪ Use the eight points of a compass | ▪ Use eight points to give directions and instructions. |
| | | *Compass, direction, fieldwork*<br>*Local area* | *Compass, Direction compass point North, South, East, West* | | *North-East, South-East, North-West, South-West* | | |
| | | A: Frozen Kingdom; Buckets and Spades<br>B:<br>C: | | | A:<br>B: Alchemy island<br>C: | | |
| USING DATA | Make tally charts and pictograms / block graphs collaboratively, related to topics | Construct and interpret simple tally charts and pictograms<br><br>(NC Y1 Maths) | Construct and interpret simple block graphs, pictograms and tables<br>(NC Y2 Maths) | Interpret and present information in bar charts, pictograms and tables including scaled bar charts<br>(NC Y3 Maths) | Interpret and present discrete and continuous data including bar charts and time graphs<br>(NC Y4 Maths) | Construct, read and interpret information in tables.<br>Solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs<br>(NC Y5 Maths) | Interpret and construct pie charts and line graphs, and use to solve problems<br>(NC Y6 Maths) |
| | | tally, tally chart, pictogram | Measure, block graph, table | bar chart, scaled bar chart, scale | time graphs<br>discrete/continuous data | conclusions, trend<br>cause and effect<br>connection, contrast | pie charts |
| | | A: Enchanted woodland, Buckets and spades<br>B: Splendid skies, Beachcombers<br>C: Street detectives/Urban Pioneers | | | A: Misty mountains and lovely lakes, Pharaohs<br>B: Flow, Rats!<br>C: Tremor, Scream machine | | |

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| ENQUIRY / INVESTIGATION | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class | • Investigate through observation and description.<br>• Recognise differences between their own and others' lives. | ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' | ▪ Make comparisons with their own lives and their own situation.<br>▪ Show increasing empathy and describe similarities as well as differences. | ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes | ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? | Make predictions and test simple hypotheses about people and places. |
| | | A: Frozen Kingdom; Buckets and Spades<br>B: Beachcombers / Blue Abyss; Towers and Turrets (Y1/2);<br>C: Rio de Vida; Bright Lights, Big City; Street Detectives (Y1/2), Urban Pioneers (Y2/3) | | | A: Misty mountains and lovely lakes; Gods and Mortals<br>B:Flow; Hola Mexico; Rats!<br>C: Warrior; Tremor; Road Trip USA; | | |

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