

Time allocation - 36 hours a year
3 hours per week if teaching two Geography topics a year (two half terms)



The Glapton Academy
A L.E.A.D. Academy

Geography Progression

Strands	Foundation Stage 1	Foundation Stage 2
Locational knowledge	I know where I live.	I know where I live and the country that I live in.
Subject knowledge	Children need to know that they live in Clifton. Some may live in other places or refer to it as Nottingham which is fine. Good talking point to discuss the difference. Others may say England.	Children to know that they live in Clifton (or other area) and that this is close to the city Nottingham. Children also need to know that the country they live in is England. Don't worry about introducing the UK as done in Y1.
Vocabulary	place, live, home, Clifton, Nottingham, England, city, country	place, live, home, Clifton, Nottingham, England, city, country
Place knowledge	I can comment on and asks questions about aspects of my familiar world such as the place where I live or the natural world.	I know about similarities and differences in relation to places. I can look closely at similarities, differences, patterns and change in my local area.
Subject knowledge	Talk about human and physical features where they live e.g. houses, shops, parks, roads, woods. Children to ask questions about these too. Children don't need to know what human and physical features are but teachers should be aware.	Children to identify the features as referred to in FS1 and discuss areas that are similar and different in their local area e.g. features near their house and feature near school. What changes happen on your walk to school?
Vocabulary	Human - house, shop, road, library, flat, tram, bus, doctors Physical - parks, woods, greens, hills, rivers, farms	Human - house, shop, road, library, flat, tram, bus, doctors Physical - parks, woods, greens, hills, rivers, farms same, different, similar
Human and physical geography	I can comment on and asks questions about aspects of my familiar world such as the place where I live or the natural world.	I can talk about the features of my immediate environment and how environments might vary from one another.
Subject knowledge	Similar to above but talking about and asking questions about the amount of people living in their area (human) and weather (physical) and compare to other places they know maybe if some have been on holiday before.	Similar to above. Discuss areas that are similar and different in their local area e.g. features near their house and feature near school. What changes happen on your walk to school?
Vocabulary	people, humans, population, weather, hot, cold, sunny, cloudy, rain, snow	Human - house, shop, road, library, flat, tram, bus, doctors Physical - parks, woods, greens, hills, rivers, farms same, different, similar

Geographical skills and fieldwork	I can make observations and discuss features in my local area.	I can make observations and record features in my local area.
Subject knowledge	Go out into the local area and discuss what the children can see referring to the features mentioned in place knowledge vocabulary. Take photos so then discussions can continue in the classroom. Keep the focus on identifying and let the children lead the conversation.	Go out into the local area and observe the features mentioned in place knowledge vocabulary. Children to record what they observe through drawing and/or counting. Take photos so then discussions can continue in the classroom.
Vocabulary	Human - house, shop, road, library, flat, tram, bus, doctors Physical - parks, woods, greens, hills, rivers, farms	Human - house, shop, road, library, flat, tram, bus, doctors Physical - parks, woods, greens, hills, rivers, farms

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>I can name and locate the four countries of the United Kingdom and the continent it is in.</p> <p>I can name and locate the capital city of the United Kingdom.</p> <p><i>The Great Outdoors</i></p>	<p>I can name and locate the four countries of the United Kingdom.</p> <p>I can name and locate the United Kingdom's surrounding seas.</p> <p>I can identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>I can name and locate the world's seven continents and five oceans.</p> <p><i>Lost!</i></p>	<p>I can name and locate the geographical regions and major cities of the United Kingdom.</p> <p>I can identify their human and physical characteristics and key topographical features.</p> <p><i>Out and About</i></p> <p>I can name and locate some countries in Europe and their capital cities.</p> <p><i>Rivers topic (title TBC)</i></p>	<p>I can name and locate some countries in North and South America.</p> <p>I can locate areas of similar environmental regions on a map (climate zones and vegetation belts).</p> <p><i>Marvellous Mexico</i></p>	<p>I can name and locate some of the world's countries within continents.</p> <p>I can show awareness that in different countries of the world they separate the world into a different number of continents.</p> <p><i>The Seven Summits</i></p> <p>I can locate areas of similar environmental regions on a map (biomes and climate zones).</p> <p><i>Adventure to Australia</i></p>	<p>I can name and locate topographical features of countries and cities around the world and explain how they can change over time (e.g. rivers and volcanoes).</p> <p>I can identify land-use patterns in countries and cities around the world and describe how some of these aspects have changed over time.</p> <p><i>Amazing Americas</i></p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich</p>

						Meridian and time zones (including day and night). Location, location, location
Subject Knowledge	<p>The United Kingdom is made up of four countries; England, Scotland, Wales and Northern Ireland. London is the capital city. The UK is in Europe.</p>	<p>Capital cities - London, Glasgow, Cardiff and Belfast.</p> <p>Surrounding seas - English Channel, North Sea and Irish sea</p> <p>Continents: Europe, Africa, Asia, North America, South America, Oceania and Antarctica.</p> <p>Oceans: Pacific, Atlantic, Indian, Arctic, Southern.</p> <p>Identify characteristics - weather (rainfall and temperature), tourism (capital cities, other large cities and seaside), landmarks e.g. Giant's Causeway, Snowdon, Edinburgh Castle, Big Ben, dialect and food.</p>	<p>A county is a division of a country for local government.</p> <p>Bedfordshire, Berkshire, Bristol, Buckinghamshire, Cambridgeshire, Cheshire, Cornwall, County Durham, Cumberland, Derbyshire, Devon, Dorset, Essex, Gloucestershire, Hampshire, Herefordshire, Hertfordshire, Huntingdonshire, Kent, Lancashire, Leicestershire, Lincolnshire, Middlesex, Norfolk, Northamptonshire, Northumberland, Nottinghamshire, Oxfordshire, Shropshire, Somerset, Staffordshire, Suffolk, Surrey, Sussex, Warwickshire, Wiltshire, Worcestershire, Yorkshire</p> <p>Cities (focus on major cities in UK): Edinburgh, Glasgow, Newcastle, Blackpool, Manchester, Liverpool, Leeds, Sheffield, Nottingham, Derby, Lincoln, Leicester, Birmingham, Coventry, London, Cardiff, Bristol, Brighton, Bath, Belfast, Exeter, Cambridge, Norwich, Oxford, Northampton,</p> <p>There are 12 regions of the UK: Scotland, Northern Ireland, Wales, North East, North West, Yorkshire and Humber, West Midlands, East Midlands, South West, South East, East of England, Greater London</p> <p>Topographical features: hills, mountains, coasts, rivers, valleys, lakes, cities and roads.</p>	<p>North America countries: Antigua and Barbuda, Bahamas, Barbados, Belize, Canada, Cost Rica, Cuba, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago, USA</p> <p>South America countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela</p> <p>Environmental regions: climate zones and vegetation belts (biomes covered in Y5).</p> <p>Climate zones - polar, temperate, arid, tropical, Mediterranean, mountainous.</p> <p>Vegetation belts - plant types - ice cap, tundra, coniferous forest, deciduous forest, broadleaf evergreen forest, mixed forest, temperate grassland, Mediterranean, desert scrub, desert, highland</p>	<p>In previous years children have located countries in Europe and North and South America so focus on other countries around the world with a small recap on Europe etc.</p> <p>Some countries say there are more than 7 continents and give them different names. Some add an 8th - Zealandia or they have less.</p> <p>Recap climate zones and vegetation belts from Year 4 as these are environmental regions but then focus on biomes.</p> <p>Biomes - Aquatic, desert, boreal/taiga forest, temperate forest, grassland, savannah, rainforest, tundra, ice.</p> <p>More information on biomes in the Geography progression folder on Sharepoint.</p>	<p>Locate famous volcanoes around the world.</p> <p>Locate famous river around the world then focus on the Amazon (recap Year 3 river features etc) and how it has changed over time - more in depth on meanders and how to course of rivers change with erosion. Any other reasons for change? Humans?</p> <p>Study land use patterns of the Amazon.</p> <p>Latitude - horizontal across the globe, run east to west, measure distance north or south from the equator</p> <p>Longitude - vertical, run north to south, measure distance east or west from the prime meridian</p> <p>Equator - 0 degrees latitude, halfway between north and south pole, divides planet into northern and southern hemisphere.</p> <p>Prime meridian - 0 degrees longitude, passes through</p>

			<p>All countries in Europe and these major cities (focus on capital cities): London, Paris, Madrid, Vienna, Brussels, Berlin, Rome, Moscow, Lisbon, Warsaw etc</p>	<p>More information on climate zones and vegetation belts in the Geography progression folder on Sharepoint.</p>		<p>Greenwich (London), sometimes known as the Greenwich meridian.</p> <p>Day and night due to the position of the sun. Midday is when the sun is at its highest point. This happens at different times around the world so the earth is split into time zones. All time zone are measured from a starting point (the prime/Greenwich meridian). How it was worked out: The Earth is a sphere divided into 360 degrees. The Earth turns 360 degrees in 24 hours. 360 divided by 24 is 15 degrees, so the Earth turns 15 degrees each hour. Each time zone is 15 degree apart. The Earth has 24 different times zones- one for each hour in the day.</p>
Vocabulary	<p>country, continent, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, London, capital city</p>	<p>See locational knowledge subject knowledge (above).</p>	<p>county, city, capital city, region, United Kingdom</p> <p>human features, physical features, topographical features, hills, mountains, coasts, rivers, valleys, lakes, cities, roads etc</p>	<p>Continent, country, North America, South America, Mexico,</p> <p>The rest as above in subject knowledge.</p>	<p>Earth, globe, world, continents, countries, environmental regions,</p> <p>The rest as above in subject knowledge.</p>	<p>Volcano, ring of fire</p> <p>River, erosion, meanders, channel, valley, water, stream downstream, upstream, mouth, waterfall, source, bank, upper course, middle course, lower course, course</p>

			country, Europe, major city, capital city, continent			latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones
Place knowledge	<p>I can explain what Geography is. I understand the difference between human and physical features.</p> <p><i>The Great Outdoors</i></p> <p>I can identify human and physical features of a local area and compare this to another part of the world.</p> <p><i>The Great Outdoors</i> <i>Travel the World</i></p>	<p>I can identify the similarities and differences in physical and human geography of a small area of the UK and non-European country.</p> <p><i>Into the Forest</i></p>	<p>I can identify the similarities and differences in human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><i>Out and About</i></p>	<p>I can identify geographical similarities and differences through human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p><i>Marvellous Mexico</i></p>	<p>I can identify geographical similarities and differences through the study of human and physical geography of two different areas of the world.</p> <p><i>Adventure to Australia</i></p>	<p>I can identify geographical similarities and differences through the study of human and physical geography of two different areas of the world and understand some of the reasons for these similarities.</p> <p><i>Amazing Americas</i></p>
Subject Knowledge	<p>Geography is the study of people and places. Human features are manmade and physical features are natural.</p> <p>To know what human and physical geography is. First-hand observations and use of images to identify features.</p>	<p>Compare surrounding area of Sherwood Forest (Nottingham) to China (Sichuan). Human features are manmade and physical features are natural.</p>	<p>East Midlands and Campania (Italy). Both have a coastline - look at tourism (holidays, seaside). Similar land size. Compare population, national parks, major cities (Nottingham and Naples), rivers, topography (EM flat but Campania mountainous and hilly), weather, infrastructure</p>	<p>Focus on North America - Mexico (Baja California - desert) and South West England (coniferous).</p> <p>Build knowledge from Year 3, look at more types of human and physical features and in more depth. Start to give reasons for these similarities and differences. How climate effects vegetation</p>	<p>Study between an area in Australia and other region in another country of the world.</p> <p>Similar subject knowledge to Year 4 with close look at the differences/similarities of environmental regions and all human and physical features.</p>	<p>Compare Amazon rainforest to another area in the world. Weather, climate zones, biomes, vegetation, population, infrastructure, tourism etc. In depth study to the effects the changes have had on human geography within the comparison.</p>

				(physical) and how the land is used differently (human). Key facts and figures about both regions.		
Vocabulary	<p>Geography, human features, physical features, man-made, natural</p> <p>See vocab for human and physical above in subject knowledge.</p> <p>Local area Physical features: trees, farms, rivers, streams, lakes, parks, woods, hills, forests Human features: village, town, city, school, shops, library, roads, tram, bus stop, office, house, factory</p> <p>Kenya Physical features: lakes, rivers, forests, coast, farms, mountains, deserts Human features: wells, dirt tracks, pathways, village, huts, no roads</p> <p>Others to introduce Physical: beach, cliff, coast, sea, ocean, soil, valley, vegetation, season, weather Human: port, harbour</p>	Human features, physical features, forest, river, mountain, hills, farms, terrace, fields, roads, paths, buildings, houses, soil, valley, vegetation, trade, population, school, rural, village, town, city	<p>physical geography, rivers, hills, weather, temperature, farming, coast</p> <p>human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism</p> <p>country, city, Europe, United Kingdom, East Midlands, Italy, Campania, region</p>	<p>physical geography, rivers, hills, weather, temperature, farming, coast, cliffs, mountains, forests, valleys, beach, coastline, seasons, seas/oceans, vegetation</p> <p>human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism, cities, towns, villages, jobs</p>	<p>physical geography, rivers, hills, weather, temperature, farming, coast, cliffs, mountains, forests, valleys, beach, coastline, seasons, seas/oceans, vegetation</p> <p>human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism, cities, towns, villages, jobs</p>	<p>physical geography, rivers, hills, weather, temperature, farming, coast, cliffs, mountains, forests, valleys, beach, coastline, seasons, seas/oceans, vegetation</p> <p>human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism, cities, towns, villages, jobs</p>
Human and physical geography	<p>I can identify seasonal and daily weather patterns in the UK. Covered in Science</p> <p>I can understand geographical similarities and differences between a place in the</p>	<p>I can use basic geographical vocabulary to refer to key human and physical features. Into the Forest</p>	<p>I can use geographical vocabulary to refer to key human and physical features. Out and About</p> <p>I can begin to describe and understand key aspects of physical</p>	<p>I can describe and understand key aspects of physical geography such as coasts and erosion. I can describe and understand key aspects of human geography such as types of</p>	<p>I can describe and understand key aspects of physical geography including biomes. I can describe and understand key aspects of human geography including land use, tourism and economic activity.</p>	<p>I can describe and understand key aspects of physical geography including rivers and volcanoes → (looking at plate tectonics and the ring of fire). I can describe and understand key aspects</p>

	<p>UK and another part of the world. The Great Outdoors Travel the World</p> <p>I can identify the location of hot and cold areas of the world in relation to the equator and identify the North and South Poles. Arctic Adventures</p> <p>I can use basic geographical vocabulary to refer to key human and physical features.</p> <p>The Great Outdoors Castles, Knights and Dragons Travel the World</p>		<p>geography including the water cycle and rivers. I can begin to describe and understand key aspects of human geography including distribution of resources (food) and trade links. Rivers topic (title TBC)</p>	<p>settlements, land use and economic activity. Our Changing World</p>	<p>Adventure to Australia</p> <p>I can describe and understand key aspects of physical geography including mountains and earthquakes. The Seven Summits</p>	<p>of human geography including the distribution of natural resources (energy, materials, food, minerals and water). Above leap not in bold but children still need to identify human features. Amazing Americas</p>
<p>Subject Knowledge</p>	<p>The four seasons: spring, summer, autumn, winter Weather vocab: rain, sun, cloudy, storm, fog, snow, wind, frost.</p> <p>Compare the human and physical features of local area and an area in Kenya - similarities and differences.</p> <p>The equator runs through the middle of the earth and separates into the north (top) and south (bottom) hemisphere.</p>	<p>See place knowledge subject knowledge (above).</p>	<p>Ability to use human and physical geography vocab correctly - know what the vocab means and give definitions.</p> <p>Water cycle - the journey water takes as it moves from sky to land. Water is constantly moving. 1 - water evaporates into the air 2 - water vapour condenses into clouds 3 - water falls as precipitation 4 - water returns to sea</p>	<p>Focus on Scarborough, surrounding areas and the Holderness coast (Yorkshire).</p> <p>Coast - where sea and land meet, know the key features of a coast (vocab), how coastlines change over time through erosion, look at images from different times to see these changes, think about the physical and human geography implications it causes (economic)</p>	<p>Biomes - Aquatic, desert, boreal/taiga forest, temperate forest, grassland, savannah, rainforest, tundra, ice.</p> <p>More information on biomes in the Geography progression folder on Sharepoint.</p> <p>Land use - how the land is used in your chosen area of Australia e.g. farming, settlements, business (trade, jobs, factories, tourism) or</p>	<p>Build on knowledge from Year 3 rivers and Year 5 earthquakes Ring of fire - closely looking at South America. As above in locational knowledge for how rivers change over time - meanders and erosion etc Volcanoes - features, the earths layers, how they are formed, ring of fire Magma leaks through the Earth's surface They are active, dormant or extinct</p>

	<p>Hot countries are nearer the equator and cold countries are further away.</p> <p>Polar bears in the north pole (Arctic) and penguins in the south pole (Antarctica).</p>		<p>Rivers - know the basic features of a river (vocab below) as covered again and in more detail in Year 6.</p> <p>Rivers flow from high to low (downstream).</p> <p>3 stages - upper course (high), middle course (fast, deep, wide), lower course (flat, slow)</p> <p>No need to cover erosion and meanders (Year 6).</p>	<p>Erosion - when land is worn away by water</p> <p>Settlements - look at different settlements in the area - hamlets, villages, towns, cities - children to identify them and explain the difference</p> <p>Land use - how the coast is used differently to land further in (tourism etc)</p>	<p>look environmentally (aquatic biome).</p> <p>Mountains - characterises and features, what makes a mountain a mountain, how mountains were formed, different types, where they are found</p> <p>Mountains must be over 300metres (1000 feet).</p> <p>Continents are similar to tectonic plates (more plates though). Plates move in 3 different ways - moving towards each other, away from each other and rubbing together side by side.</p> <p>Mountains are then formed - 5 types - fold, fault block, volcanic, dome and plateau</p> <p>Earthquakes - when the plates move (and maybe form mountains over time), the movements cause earthquakes</p> <p>Tourism and economic activity - choose a summit e.g. Kilimanjaro and research the impact it has had e.g. tourism, travel etc</p>	<p>Don't worry about going into the different types of volcanoes.</p> <p>Energy, food, minerals and resources.</p> <p>Rainforest, deforestation - effects of distribution.</p> <p>Amazon rainforest - South America.</p>
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<p>Vocabulary</p>	<p>Seasons, weather - as above</p> <p>Human and physical vocab - as above</p> <p>Equator, north, south, poles, cold, hot, hemisphere, earth, ice</p>	<p>See place knowledge vocabulary (above).</p>	<p>Basic - evaporation, condensation, precipitation, runoff, sea, sun, cloud, wind, rivers, streams, runoff, water vapour</p> <p>Deeper knowledge - transpiration, infiltration</p> <p>River, channel, valley, water, stream downstream, upstream, mouth, waterfall, source, bank, meander, upper course, middle course, lower course, course</p>	<p>Basic - coast, coastline, cliff, shoreline, beach, waves, bay, headland, cave, dune</p> <p>Deeper knowledge - spit, stack, stump, arch</p> <p>erosion</p> <p>settlements, village, hamlet, town, city, land-use, tourism, economy</p>	<p>Mountain features - summit, snowline, slope, valley, plateau, ridge, tree line, foot, face, outcrop</p> <p>Seven Summits - Everest, Aconcagua, Denali, Kilimanjaro, Elbrus, Vinson, Kosciuszko</p> <p>Earthquake, aftershock, seismic waves, tectonic plates, Richter scale, Mercalli scale</p>	<p>Volcano features - vent, crater, magma chamber, lava, conduit</p> <p>Earths layers - inner core, outer core, mantle, crust (Earth's surface)</p> <p>Ring of fire, eruption, tectonic plates, active, dormant, extinct</p> <p>Deforestation, resources, materials, distribution, energy</p>
<p>Geographical skills and fieldwork</p>	<p>I can use simple compass directions including North, South, East and West.</p> <p>I know what maps, atlases and globes are and can begin to use them.</p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries (and other parts of the world). <i>The Great Outdoors</i> <i>Travel the World</i></p> <p>I can use simple fieldwork and observational skills to study my school grounds and its surrounding environment.</p>	<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>I can use world maps, atlases and globes to identify a contrasting non-European country. <i>Into the Forest</i></p> <p>I can devise a simple map.</p> <p>I can use and construct basic symbols in a key.</p> <p>I can use simple grid references to locate squares on a map.</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location</p>	<p>I can use maps, atlases and globes to locate countries and start to describe features. <i>Rivers topic (title TBC)</i> <i>Out and About</i></p> <p>I can use fieldwork to observe, measure and record the human and physical features in a local area (pictograms, tallies, tables, bar charts).</p> <p>I can start to use the eight points of a compass.</p> <p>I can start to use four-figure grid references, symbols and keys. <i>Out and About</i></p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <i>(both topics)</i></p> <p>I can use the eight points of a compass.</p> <p>I can use four-figure grid references and begin to use symbols and keys (including OS maps).</p> <p>I can use fieldwork to observe, measure and record the human and physical features using a range of methods including sketch maps and graphs (frequency tables, bar charts). <i>Our Changing World</i></p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <i>(both topics)</i></p> <p>I can use the eight points of a compass.</p> <p>I can start to use 6 figure grid references, symbols and keys (including OS maps). <i>The Seven Summits</i></p> <p>I can use fieldwork to observe, measure and record the human and physical features including sketch maps, graphs and digital technologies. <i>(both topics)</i></p>	<p>I can use the eight points of a compass and show an awareness of the 16-point compass rose.</p> <p>I can use 6 figure grid references, symbols and a key (including OS maps).</p> <p>I can create complex keys.</p> <p>I can use a scale to reasonably estimate distances.</p> <p>I can use fieldwork to observe, measure and record human and physical features using sketch maps, plans and</p>

	<p>I can use aerial photographs to recognise landmarks and human and physical features of a familiar area (e.g. school grounds) and to draw simple maps and keys.</p> <p>I can 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>(above leap to now read as - I can use locational and directional language to describe features on a map)</p> <p><i>The Great Outdoors</i> Locational language etc also may be covered in Maths and Computing</p>	<p>of features and routes on a map.</p> <p>Lost!</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Into the Forest</p>				<p>graphs and digital technologies.</p> <p>I can present fieldwork observations and give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Location, location, location</p>
Subject Knowledge	<p>Know that an atlas is a book of maps.</p> <p>Make first-hand observations using senses.</p> <p>Develop these drawings into maps with a basic key. A key gives you information, so a map makes sense.</p> <p>Identify features: trees, hills, grass, plants, soil, leaves, animals and their habitats (physical)</p>	<p>Know that an atlas is a book of maps.</p> <p>Sherwood/Nottingham and Sichuan/China.</p> <p>A key gives you information, so a map makes sense. To know what lines are roads, paths, railways etc.</p> <p>Identify features of a map using simple grid references - A6, B3, C2</p> <p>Introduce basic map symbols such as church, hospital, school, bus stop, camping, car park,</p>	<p>Describe features of countries both human and physical, key landmarks, land use, infrastructure, topography etc</p> <p>Go out to in Clifton observe traffic (count cars over a time period), number of shops, trees, paths, roads, churches, schools etc (may need to look at maps to record this data too) and represent data as above.</p> <p>Predict what they think it would be in Campania and</p>	<p>Compass - N, NE, E, SE, S, SW, W, NW</p> <p>OS map 4 figure grid reference - x axis then y axis e.g. 6542</p> <p>Need OS maps of that coastline or use local area</p> <p>Sketch maps are to record what you can see. Must include title, label and annotations, simple lines, a north arrow, not the scale, small detail (do</p>	<p>Digital computer mapping - use of laptops and iPads to discover how to use google earth to locate places.</p> <p>Could also use the software digimap</p> <p>Compass - N, NE, E, SE, S, SW, W, NW</p> <p>OS map 6 figure grid reference - x axis then y axis e.g. 652427</p>	<p>Compass - N, NE, E, SE, S, SW, W, NW (16-point additions - NNE, NNW, SSW, SSE)</p> <p>OS map 6 figure grid reference - x axis then y axis e.g. 652427</p> <p>Use of rulers and scales to measure distance (estimations). Check the scale, what does it go up in?</p>

	Buildings, school, fences, pathways, roads, playground, car park, road markings and crossings (human).	golf course, telephone, post office, nature reserve, road, bridge, railway, train station, foot path, forest, river, airport, information centre Aerial photographs are images taken from an aircraft or flying object. They look down on the ground. Plan perspective is like an aerial photograph but drawn.	then research and compare. Compass - north, south, east, west, north east, south east, south west, north west Revisit and build up from Year 2 symbols.	not need to draw every tree)		
Vocabulary	North, south, east, west, compass, direction Features - as above Locational language - north, south, east, west, near, far, left, right, in front, behind, next to	Atlas, map Key, symbol (the features as above), grid reference, axis North, south, east, west Aerial photograph, landmark, human feature, physical feature.	See geographical skills and fieldwork subject knowledge (above).	See geographical skills and fieldwork subject knowledge (above).	GIS, digital technologies, mapping See geographical skills and fieldwork subject knowledge (above).	See geographical skills and fieldwork subject knowledge (above).