Progression in Geography

Locational Knowledge

EYFS/KS1	<u>Locational knowledge</u> *'By the age of 7, pupils should have simple locational knowledge about individual places and environments, especially in the local area, but also in the U and wider world.' (Geog association)*				
NC /EYFS Content	Understanding the world a) I know about the features of my own immediate environment b) I know the name of the suburb and town the school is located in. c) I know about the features of the world and Earth.			Locational knowledge A) Name and locate the world's seven continents and five oceans. B) Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	
	Day Care	By the end of F1	By the end of F2	By the end of Year 1	By the end of Year 2

Locational knowledge	a) Explore the natural environment in my immediate environment.	a) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	b) Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps c) Name the area and town the school is located in.	a) To know that Kimberworth is in Rotherham. b) Children can name the four countries of the UK and name the capital city of England. c) Children can identify the characteristics of England.	a) Children can name and locate countries of the UK, their capital cities, the 7 continents and 5 oceans using simple maps / atlases / globes. b) Children can compare and contrast some characteristics of the four countries of the UK and describe how these places are similar and/or different.
Vocabulary	Kimberworth, Rotherham, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Asia, Africa			Year 1 United Kingdom, England, Ocean, sea, London, Kimberworth, Rotherham, Great Britain, World, country, town, city, capital. Year 2 United Kingdom, England, Scotland, Wales, Northern Ireland, continent, Antarctica, North America, South America, Europe, Africa, Asia, Australasia/Oceania, country, Pacific Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, sea, Edinburgh, Belfast, Cardiff, London, Kenya, Molo.	

<table>
<tr><td>KS2</td><td colspan="2">Locational knowledge
'By the age of 9, pupils should have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.' (geog association)</td><td colspan="2">Locational knowledge
'By the age of 11, pupils should have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and laces in the news.'</td></tr>
<tr><td>NC Content</td><td colspan="2">a) 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;
b) 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;
c) 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).</td><td colspan="2">a) 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;
b) 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;
c) 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).</td></tr>
<tr><td></td><td>By the end of Year 3</td><td>By the end of Year 4</td><td>By the end of Year 5</td><td>By the end of Year 6</td></tr>
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Locational knowledge	a) Children can identify, name and locate, using appropriate maps and atlases, key cities, regions and countries/continents as specified in the National Curriculum. b) Children can identify, describe, compare and contrast some human and physical characteristics of places using geographical language whilst applying their developing geographical skills. c) Using maps, atlases and globes as appropriate, children can name and identify lines of longitude and latitude and can use simple locational language to describe their relative locations to each other on maps and globes.	a) Children can identify, name and locate, using appropriate maps and atlases, key cities, regions and countries/continents as specified in the National Curriculum. Children can identify, describe, compare and contrast some human and physical characteristics of places using both locational and geographical language whilst applying their developing geographical skills. b) Children can use a range of sources including images and maps to show how places have changed overtime. They can identify the changes which have taken place. c) Using maps, atlases and globes as appropriate, children can locate using geographical language, major cities, regions, countries, seas and oceans, using lines of longitude and latitude.	a) Children can locate and describe, using appropriate maps and atlas skills, similarities and differences in a range of regions in countries/ continents as specified in the National Curriculum. Children can identify distinctive human, physical and topographical characteristics and can explain the reasons for the similarities and differences identified. b) Children can use a range of sources including images and maps to show how places have changed overtime. They can identify number of changes which have taken place. c) Using maps, atlases and globes as appropriate, children can locate using geographical language, major cities, regions, countries, seas and oceans, using lines of longitude and latitude.	a) Children can locate describe and explain, using their geographical skills, similarities and differences within and between regions in countries/ continents as specified in the National Curriculum. Children can explain why identified global regions have distinctive human, physical and topographical characteristics and features and can suggest reasons for how these regions have changed overtime. b) Children can locate describe and explain, using their geographical skills, similarities and differences within and between regions in the UK. Children can explain why identified regions in the UK have distinctive human, physical and topographical characteristics and features and can explain how these regions have changed overtime. c) Using geographical resources, children can locate cities, regions, countries, seas and oceans, using lines of longitude and latitude and suggest reasons why these regions have

					distinctive characteristics due to their geographical location.
Vocabulary	Continent, City, County, Equator, Europe, United Kingdom, Kimberworth, Rotherham, South Yorkshire, Wetlands, Marshlands		Continent, Country, Europe, Border, Boundary, Rome, Greece, Italy, River Rother, River Don, Source, Ocean, Sea, USA	Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Mexico, Egypt, rainforest	South America, North America, Antarctic circle, Continent, Country, Region, Germany, Poland, France, Eastern Europe, Europe, Border.
EYFS/KS1	Place Knowledge				
NC/EYFS Framework	Understanding the world a) I know environments vary from one another. b) I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.			Place knowledge a) 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.	
	Day Care	By the end of F1	By the end of F2	By the end of Year 1	By the end of Year 2

Place Knowledge	a) Comments and asks questions about aspects of their familiar world such as the place where they live	a) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	A) Recognise some similarities and differences between life in this country and life in other countries B) Explore the natural world around them. C) Describe what they see, hear and feel whilst outside. D) Recognise some environments that are different from the one in which they live.	a) Children can identify and describe similarities and differences of their local physical and human environment using simple geographical language.	a) Children can identify and describe similarities and differences of the physical and human environment of an area within the UK and an area of a non-European country using simple geographical language. Link to lines of latitude.

<table>
<tr><td>Vocabulary</td><td colspan="2">Harvest, seasons, Autumn, Winter, Spring, Summer, weather, hot, sunny, cold, snow
Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map
Farm, beach, countryside, moors</td><td>Sea, ocean, river, city, town, village, country, continent, map, seasons, Spring, Summer, Autumn, Winter, weather, rain, sun, cloudy, snowy, temperature, park, office, school, shop, river</td><td>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop, North Pole, South Pole, Equator, desert, rainforest, climate, temperature, tropical, aerial view, Birdseye view.</td></tr>
<tr><td>KS2</td><td colspan="2">Place knowledge
‘By the age of 9, pupils should have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.’ (geog association)</td><td colspan="2">Place knowledge
‘By the age of 11, pupils should have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and laces in the news.’</td></tr>
<tr><td>NC Content</td><td colspan="2">a) 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</td><td colspan="2">a) 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</td></tr>
<tr><td></td><td>By the end of Year 3</td><td>By the end of Year 4</td><td>By the end of Year 5</td><td>By the end of Year 6</td></tr>
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Place knowledge	Children can describe how some regions are similar to and different from others using geographical language in a range of locations around the world, as specified in the National Curriculum.	Children can describe and explain how some regions are similar to and different from others using geographical language in a range of locations around the world, as specified in the National Curriculum.	Children can describe and explain how some regions are similar to and different from others using geographical language in a range of locations from around the world.	Children understand the importance of regions within the UK and beyond and can suggest why they are important as well as how some regions are connected to each other. Children will be aware of global events and their significance based on their widening knowledge and understanding of the world.
Vocabulary	County Northern hemisphere Southern hemisphere	Lines of Latitude – Antarctic circle, Arctic circle, Tropic of Cancer, Tropic of Capricorn	Lines of Latitude – Antarctic circle Arctic circle, Tropic of Cancer, Tropic of Capricorn, Topography	Lines of Latitude – Antarctic circle, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Topography, Greenwich Meridian, Latitude, Longitude, Time zones

<table>
<tr><td>EYFS/KS1</td><td colspan="5"><u>Human and physical geography</u>
'By the age of 7, pupils should be able to show an understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple weather patterns in the environment'. Geog association.</td></tr>
<tr><td>NC /EYFS Content</td><td colspan="3">Understanding the world
Man-made and natural geography
a) I know about the signs of spring/ summer/ autumn/winter and the associated weather.
b) I can identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.
c) I know that some things in the world are man-made, and some things are natural.</td><td colspan="2">Human and physical knowledge
a) 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
b) 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
c) Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</td></tr>
<tr><td></td><td>Day Care</td><td>By the end of F1</td><td>By the end of F2</td><td>By the end of Year 1</td><td>By the end of Year 2</td></tr>
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Human and physical knowledge	a) Explore and respond to different natural phenomena in their setting and on trips.	a) Explore the natural world around them. b) Describe what they see, hear and feel whilst outside. c) Recognise some environments that are different from the one in which they live.	a) Know about the signs of spring/ summer/ autumn/winter and the associated weather. b) Identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow. c) Know that some things in the world are man-made, and some things are natural.	a) Children can identify seasonal and daily weather patterns in the United Kingdom. Children understand that the weather in different parts of the world may be different to that experienced in the UK. Children can describe these using simple geographical language. b) Children can recognise natural environments in their locality and begin to use appropriate geographical language to identify features observed. c) Children can recognise features of human environment in their locality and begin to use appropriate geographical language to identify features observed.	a) Children describe seasonal and daily weather patterns from first hand observational experiences in the United Kingdom. Children can describe the differences in weather in different parts of the world and can use locational and place knowledge to demonstrate their understanding (reference to hot and cold places near the Equator). b) Children can recognise natural environments in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between natural environments (e.g. wood, rivers, mountain etc) c) Children can recognise different human environments in their locality and further afield and are able to use appropriate geographical language to describe

					similarities and differences between these human environments (e.g., village, town, city, harbour in a seaside resort etc).
Vocabulary	world, globe, earth, map, manmade, natural			Sea, ocean, river, city, town, village, country, continent, map, seasons, Spring, Summer, Autumn, Winter, weather, rain, sun, cloudy, snowy, temperature, park, office, school, shop, river	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop, North Pole, South Pole, Equator, desert, rainforest, climate, temperature, tropical, aerial view, Birdseye view.

<table>
<tr><td>KS2</td><td colspan="2">Human and physical geography
‘By the age of 9 pupils should be able to demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understanding some reasons for similarities and differences’ (Geographical association).</td><td colspan="2">Human and physical geography
‘By the age of 11, pupils should be able to understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.’</td></tr>
<tr><td>NC Content</td><td colspan="2">Describe and understand key aspects of:
a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
b) 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.</td><td colspan="2">Describe and understand key aspects of:
a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
b) 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.</td></tr>
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</table>

Physical geography	Physical geography a) Children can identify and locate polar, tropical and temperate climatic zones using maps, atlases and globes, in order to describe the characteristics of these different zones using appropriate geographical language. b) Children can identify where major rivers are located in the UK and around the world using maps, atlases and globes. Children can describe mountainous and river environments identifying similarities and differences between these. Children can name some of the processes associated with rivers, coasts and mountain environments. Using appropriate vocabulary, children can describe sequences within the water cycle linked to these environments. c) Children are able to identify where	Physical geography a) Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases and globes to show understanding. Children will be able to use appropriate geographical language to explain links between climatic zones, vegetation belts and biomes. b) Children can ilocate with accuracy major rivers in the UK and around the world using a range of maps, atlases and globes. Children can describe mountainous and river environments suggesting reasons for how they can change over time. Children can name and describe some of the processes associated with rivers, coasts and mountain environments. Using appropriate vocabulary, children can explain how the water cycle is linked to these environments. c) Children are able to locate and describe where earthquakes and volcanoes	Physical geography a) Children can identify and make links between polar, tropical and temperate climate zones using maps, atlases and globes, to show understanding. Children will be able to use appropriate geographical language to explain links and connections between climatic zones, vegetation belts and biomes and describe how these physical conditions affect people and the environment. b) Children can identify, locate and describe a range of processes associated with river, coast and mountain environments using appropriate geographical language. Children are able to explain how these environments form and are changed overtime as a result of physical processes. Children can describe and explain how the water cycle affects different environments	Physical geography a) Children can identify and make links between polar, tropical and temperate climate zones using maps, atlases and globes, to show understanding. Children will be able to use appropriate geographical language to explain links and connections between climatic zones, vegetation belts and biomes and describe how these physical conditions affect people and the environment in a range of places around the world. b) Children can identify, locate, describe and explain a range of processes associated with river, coast and mountain environments using appropriate geographical language. Children are able to explain how these environments form and are changed overtime as a result of physical processes and human activity. These are able to compare and contrast environments from around the world. Children can describe and explain how the water

	earthquakes and volcanoes occur around the world. They can describe using simple geographical language how earthquakes and volcanoes occur.	occur around the world using developing geographical language and skills. They can describe using simple geographical language how earthquakes and volcanoes occur in different parts of the world.	and begin to recognise that people can affect parts of the water cycle through human actions. c) Children are able to locate and describe where earthquakes and volcanoes occur around the world using developing geographical language and skills. They can describe using simple geographical language how earthquakes and volcanoes occur in different parts of the world.	cycle affects different environments and are able to recognise how people can affect parts of the water cycle through human actions. c) Children are able to locate, describe and explain where earthquakes and volcanoes occur around the world using developing geographical language and skills. They begin to understand the reasons for why these hazards occur and why some of them affect people and the environment more seriously in some parts of the world than others.
Human geography	Human geography	Human geography	Human geography	Human geography

Knowledge	a) Children can identify and sequence a range of different types of settlements in order of size. They are able to identify features of individual settlements using a range of geographical sources and skills. b) Children can identify different types of economic activity and can name which types of economic activity take place in different regions. c) Children understand that there are different sources of energy (fossil fuels and renewable energy) and that different countries use different sources of energy. Children can describe how energy is used for different purposes.	a) Children can identify, locate and sequence a range of different types of settlements in order of size, significance and importance. They are able to describe features of individual settlements and compare these to other settlements using a range of geographical sources and skills. b) Children can identify similarities and differences between different types of economic activity and can explain why different types of economic activity take place in different regions in the UK and around the wider world. c) Children understand that there are different sources of energy (fossil fuels and renewable energy) and that different countries use different amounts and sources of energy. Children can describe how energy is used for different purposes and why	a) Children can locate and sequence a range of different types of settlements in order of size, significance and importance within the UK and beyond. They are able to describe and explain features of individual settlements, why these might be significant and compare and contrast these to other settlements using a range of geographical sources and skills. b) Children can describe and explain similarities and differences between different types of economic activity in the UK and in the wider world. They understand that different regions and countries have developed their economy based on different types of trade as a result of natural resources and minerals. c) Children understand that there are different sources of energy (fossil fuels and renewable energy) and that different countries use different amounts and sources of energy for different purposes. Children can describe how energy	a) Children can locate, describe and explain why settlements and land use differ in different regions of the UK and wider world. They are able to explain why some settlements are significant and can describe and explain how and why settlements can change overtime using a range of geographical sources and skills. b) Children can describe and explain similarities and differences between different types of economic activity in the UK and in the wider world. They understand that different regions and countries have developed their economy based on different types of trade as a result of natural resources and minerals which occur naturally. Different regions and countries trade with other regions and countries based on these resources. This can affect people and the environment in different ways, both positively and negatively. c) Children understand that there are different sources of

		demand changes overtime.	consumption is used and has changed overtime and what factors may affect its change in the future. Children are aware that some energy sources have positive and negative effects on people and the environment.	energy (fossil fuels and renewable energy) and that different countries use different amounts and sources of energy for different purposes and that this has changed overtime. Children can describe how energy consumption and use has and might change in the future and how this could affect people and resources used in the decades ahead. Children are aware that some energy sources have positive and negative effects on people and the environment and that different people hold different views about these impacts.

Vocabulary	Physical Water cycle, Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct, Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, Natural disaster Human Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population	Physical Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth, Mountain, Tectonic, Plates, Peak, Slope, Plateau, Fold, Altitude, Fault block mountain, Fold mountain, Volcanic mountain, Dome mountain, Plateau mountain Human Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food, Location, Transport, Residential, Urban, Rural	Physical Vegetation belt, Biomes, Climate zones, Time zones, Pollution Human Resources, Energy, Renewable, Non-renewable, Sustainable, Electricity, Generation, Solar power, Hydro power, Wind power, Biomass, Carbon footprint, Conservation, Land use	Physical Border, Country, Coast, Erosion, Weathering, Arch, Stack, Stump, Split, Headland, Freeze-thaw, Abrasion, Sea wall, Defences, Prevention Human Trade, Export, Import, Economy, Supply, Demand, Land use, Goods, Services, Tourism, Positive, Negative, Economic, Social, Environmental

Mapping

	Day Care	By the end of F1	By the end of F2	By the end of Year 1	By the end of Year 2
Mapping Skills	To use a variety of different types of maps to show different perspectives, scales, space etc. See digimaps, atlases, geography association.				
Using and interpreting	Use all their senses in hands on exploration of natural materials. Beginning to use pictorial maps for play e.g. a road map for cars, a farm map for animals.	Begin to understand that maps hold information in patterns and print. Use maps for pretend play. Make imaginary maps with marks that have meaning. Follow simple routes on maps. Use journey strings or sticks to record information on a route. Recall the journey and sequence the event, using the string or stick as a map.	Derive information from a simple map. Use a simple plan map of the school grounds to find and/or mark in some features. Follow a simple route using simple landmarks (classroom). Use journey sticks or string to create simple drawn maps.	Find information on aerial photos. Know that maps give information about the world (where and what?) Follow a route on a prepared map. Recognise simple features on a map such as buildings, roads and fields. Recognise that maps need a title. Use maps to talk about everyday life for example where I live, journey to school, where places are in the locality.	Begin explaining why places are where they are. Find and name oceans and continents on maps, significant landforms such as rivers and mountain ranges.

Position and orientation	Point in the direction of features when asked. Follow simple instructions to look or move in a certain direction.	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Beginning to use 'right' and 'left' with increasing confidence.	Point to the North and South poles on a globe. Use a compass to identify the direction of North. Use more complex directional language and confident using 'right' and 'left.'	Beginning to use directional vocabulary. Know which way is North on a map.	Say which direction is N,S,E,W is for example using a compass in the playground. Know which way is North on an ordnance survey map.
Drawing	Enjoy drawing and mark-making. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Create closed shapes with continuous lines and begin to use these shapes to represent objects and features. Draw maps using shapes and purposeful mark making.	Draw and create simple maps from memory about features and a familiar environment e.g. home, my classroom.	Draw a simple map (real or imaginary) for example free hand maps of gardens, watery places, route maps, places in stories.	Create maps using a range of media. Building on from Year 1.

Symbols	Begin to notice simple patterns. Begins to use objects symbolically e.g. a banana for a telephone.	Use some symbols as cues e.g. follow painted footsteps on a playground. Use objects as symbols to represent other objects e.g. line of sticks as a road.	Begin to use simple symbols on maps to show features and journeys. Recognise the use of symbols and what they mean.	Use symbols on maps (own and class agreed symbols). Know that symbols mean something on a map.	Find given Ordnance survey symbols on a map. Begin to realise why a map needs a key. Have a growing awareness of map conventions.
Perspective and scale	Use pretend play and start to compare sizes between models and reality.	Talk about the distance and know that some places are further away than others. Begin to observe scale through small world play.	Start to gain knowledge of their own country and its features. Zoom into a map to find the school using a postcode. Know that you zoom out to see a larger area.	Look down on objects and make a plan, for example on desk, high window to playground. Use large scale vertical aerial photographs.	Draw objects to scale using squared paper. Know that when you zoom in you see a small area in more detail.

Digital Maps	Recognises that maps like 'sat navs' help you find your way. Begin to play with online video games where you can manipulate a character in a space.	Recognise some features at large scale, using aerial views e.g. the cars in the car park, the school building. Play simple digital games moving figures on a plan view e.g. of a room.	Manipulate and annotate large scale maps, adding simple text, markers, and photographs.	(digimaps) With support as a class: Find places using a postcode or simple name search. Add simple labels and markers to the map.	Draw around simple simple shapes and explain what they are on the map for eg houses. Use a measuring tool with support to show distance for example, house to school/shops. Zoom in and out of map, draw a simple route, highlight areas, add an image to a map.

Resources and materials **Disciplinary knowledge (KS1)**	Resources: Maps of different types and at a range of scales. Pictures Story maps Play/floor maps 3D Maps Blow up globes Aerial images Satellite images Digital maps Compasses, Telescopes Binoculars	Materials: Sand and water play Chalk/paint/flour/modelling clay Video and digital cameras Junk modelling Small world play Natural materials	Books: • We're going on a bear hunt Michael Rosen • Window Jeanne Baker • The bear in the cave Michael Rosen • Oi get off our train J Burningham • Here we are O Jeffers	Work confidently with: Large scale street maps and large-scale Ordnance maps (1:1250, 1:2500), aerial photographs and satellite imagery, games with maps and globes.	Have experience of: A range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.	Introduce: Simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps. Context: focus on the local scale- home, school, neighbourhood, everyday lives (their own and others), work in the school grounds, global scale- world maps, globes and through story.	Books: • Voices in the park, A Browne. • The rhythm of the rain, G Baker-Smith • River story M Hooper • The Journey, F Sanna • We are Britain, B Zephaniah • Where the forest meets the sea, J Baker • The world came to my place today, J Readman & L H Roberts.

Vocabulary	Near, far, up, down, side.	North, South, East, West, near, far, left, right, globe, map, key, symbol, landmark, local, key features.	North, East, South, West, Northeast, South-East, South-west, North-west, near, far, atlas, globe, map, key, symbol, human features, physical features, landmark, route, scale.

	Year 3/4	Year 5/6
Using and interpreting	I can use atlases, maps and globes. I can use large scale maps outside. I can use maps at more than one scale. I can make and use simple route maps. I can locate photos of features on maps. I can use oblique and aerial views. I can recognise some patterns on maps and begin to explain what they show. I can give maps a title to show their purpose. I can use thematic maps. I can explain what places are like using maps at a local scale. I recognise that contours show height and slope.	I can relate maps to each other and to vertical aerial photographs. I can follow routes on maps saying what is seen. I can use index and contents page of atlas. I can use thematic maps for specific purposes. I know that purpose, scale, symbols and style are related. I can appreciate different map projections. I can interpret distribution maps and use thematic maps for information I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features
Position and orientation	I can use simple grids. I can give direction instructions up to 8 cardinal points. I can use 4- figure coordinates to locate features. I know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates.	I can use 4 and 6- figure coordinates to locate features. I can give directions and instructions to 8 cardinal points. I can align a map with a route. I can use latitude and longitude in an atlas or globe.

Drawing	I can make a map of a short route with features in correct order. I can make a map of small area with features in correct places.	I can make sketch maps of an area using symbols and key. I can make a plan for example, garden, play park; with scale. I can design maps from descriptions. I can draw thematic maps for example, local open spaces. I can draw scale plans.
Symbols	I can use plan views regularly. I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.	I can use agreed and Ordnance Survey symbols. I appreciate maps cannot show everything. I can use standard symbols I know 1:50.000 symbols and atlas symbols.
Perspective and Scale	I can use maps and aerial views to help me talk about for example, views from high places. I can make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm2 = 1m2. I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances. I can relate measurement on maps to outdoors (using paces or tape).	I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope. I can use a scale bar on all maps. I can use a linear scale to measure rivers. I can describe height and slope using maps, fieldwork and photographs. I can read and compare map scales. I can draw measured plans for example, from field data.

Digital maps	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 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. I can add photographs to specific locations.	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.

Disciplinary Knowledge	Work confidently with: • Large scale street maps and large-scale Ordnance Survey maps (1:1250, 1:2500), • aerial photographs, • oblique and bird's eye views, • games with maps and globes, • Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, • 4-figure coordinates.	Have experience of: • a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, • 6-figure coordinates	Introduce: • what 6-figure Grid References mean, • 8 cardinal points, • greater independence in using digital mapping tools	Work confidently with: • Large scale street maps and large-scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates.	Have experience: • of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.	Introduce: • what 6 figure Grid References mean and how to calculate them.
Context	a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.			a range of places at different scales and with different themes, fieldwork in the wider and distant locality.		

Example Activities	Suggested Digimap for Schools Activities: • Treasure Hunt • Picture Detectives • Artful Maps • Patterns of land use • Flying High: White –Tailed Eagles • Teifi Travels • A Taste of Scotland • Landscape Fingerprints	Suggested Digimap for Schools Activities • Fantasy Maps • Weather Warning! • Coastal Mysteries • Landscape Poetry • Lighthouse for Sale • My Top Tourism Trail • It's a Rubbish Footprint! • Extreme GB • Map Detectives • Emergency Rescue!
Vocabulary	Year 3 4 compass points, Compass rose, North, South, East, West, Coordinates, X axis, Y axis, direction, Sketch map, Aerial photographs, Feature, Human, Physical, Land use, Key, Legend, Symbols. Year 4 Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Location, 8 compass points, Compass rose, North, North east, South, South west, East, South east, West, North west, Coordinates, Sketch map, OS symbols, Satellite images, Key, Legend, Landform, contour lines.	Year 5 4 figure, Grid reference, Grid square, Numbers, Letters, Position, Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms Year 6 Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms, Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse, Conclusions, Atlas, Index, 6 Figure Grid reference, Thematic map, Topographical, Political, Longitude, Latitude

Fieldwork

	Day Care	By the end of F1	By the end of F2	By the end of Year 1	By the end of Year 2
Fieldwork	Explore the FS grounds.	Look at seasonal changes and explore the natural environment surrounding the FS grounds.	Create simple maps of the FS grounds, take photos and create field sketches. To describe the route, they took.	Explore the school grounds and its surrounding areas creating a simple sketch map. Explore the local area of Kimberworth and locate famous landmarks. Observe and record weather overtime. (Class display)	Biodiversity in the school grounds. Quadrats, flora, fauna, identification, take photos.

	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Fieldwork	Links to science (rock formations/erosion)	Local walk to survey river pollution. Sketch maps, plan views, aerial photos, quadrats.	Explore how the local environment is adapted to meet public demands, sketch maps, field work take photos. Local study- land use.	Traffic surveys. Questionnaires, record noise levels, create graphs.