

Lubenham, Geography Curriculum Framework



Big Geographical Ideas (Motorways of conceptual understanding)

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas.

Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject.

The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

Impact

Children will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

1	2	3	4	5	6	7
Place	Space	Environment	Inter-connection	Sustainability	Scale	Change
<ul style="list-style-type: none"> • Places are specific parts of the earth's surface • Places range in size from home and local area to states, nations, regions and continents • Geography describes places and explains characteristics • Personal experience gives us perceptions and viewpoints, leading to a sense of place 	<ul style="list-style-type: none"> • Geographic space is the 3D surface of the earth • Geographers look at patterns over the earth's surface (geographic space) • Geography recognises that people use space differently and that patterns change over time 	<ul style="list-style-type: none"> • The environment is all our living and non-living surroundings • Environment contains natural and human-built features • People use, alter and manage environments • Geography looks at the interactions between people and environments 	<ul style="list-style-type: none"> • No object in geography can be viewed alone – they are always interconnected • Interconnections may be through physical processes, such as weather, erosion, the water cycle • Interconnections may be through human movements of people, ideas, money and trade • Geography investigates systems of interconnections 	<ul style="list-style-type: none"> • Sustainability is about something remaining indefinitely into the future • Examples that geography focuses on include ecosystems, resources, communities, ways of life • Geography emphasises the values of sustainability 	<ul style="list-style-type: none"> • Scale in geography ranges from personal through local, national, regional, to global • Geography looks at places, space, interconnections, environments at all these different scales • Maps at different scales are a key resource in geography 	<ul style="list-style-type: none"> • Awareness of change over time and space is essential in geography • Geographers investigate the physical and human reasons for change • Geography uses understanding of change to predict into the future and plan for the future

Key/Threshold Concepts *example learning questions to explore these

Years 4, 5 and 6	1	2	3	4	5	6	7
	<p>How did trade get global? What is the global supply chain? What does the UK export to other countries? How can we make sure trade is fair? What is each country's most profitable export?</p> <p>What countries make up the Americas? Why do people choose to live near volcanoes?</p>	<p>What is the global supply chain? What is each country's most profitable export?</p> <p>Why do some people want to migrate from South to North America?</p> <p>Where are mountains and volcanoes on the Earth?</p>	<p>What is a natural resource? Where do the food products we buy come from? What is the global supply chain? What does the UK export to other countries?</p> <p>What environmental regions make up the Americas?</p>	<p>What are renewable natural resources? How did trade get global? Where do the food products we buy come from? What is the global supply chain? How can we make sure trade is fair? What does the UK export to other countries?</p>	<p>What are renewable natural resources? What is a natural resource? Where do the food products we buy come from? How can we make sure trade is fair?</p> <p>How have South American countries benefitted from environmental tourism?</p>	<p>How did trade get global? Where do the food products we buy come from? What is the global supply chain? What does the UK export to other countries?</p> <p>How big are the Americas? How far is x from x?</p>	<p>What are renewable natural resources? How did trade get global? What does the UK export to other countries?</p> <p>How will climate change affect the Americas?</p> <p>What impact is climate change having in Europe?</p>

	Why do some places experience earthquakes?	How are mountains and volcanoes similar and different?	How have South American countries benefitted from environmental tourism?	Why do some people want to migrate from South to North America? How do geologists predict earthquakes and volcanic eruptions?	How have people adapted to living in earthquake-prone areas in x and x? (Compare two contrasting locations.)	How were the Himalayas formed?	
Years 2 and 3	What do you know about where you live? What is the River Welland/Avon like in our village? How is our river different in our village and x town? What is the mouth of our river like? Is there a city on every continent on Earth?	What is a river? What is the mouth of our river like? What are continents and oceans? Why is it hot at the equator but cold at the poles?	What do you know about where you live? What is a river? What is the River Welland/Avon like in our village? How is our river different in our village and x town? How have people affected the River Welland/Avon? What is the mouth of our river like? What is it like at the North and South Poles? What is it like at the Equator?	What is the water cycle? What is the River Welland/Avon like in our village?	How have people affected the River Welland/Avon?	What do you know about where you live? Where is the source of our river? How is our river different in our village and x town?	What is the River Welland/Avon like in our village? How is our river different in our village and x town? How have people affected the River Welland/Avon? What is the mouth of our river like? What effect is climate change having on the South Pole?
EYFS and Year 1	Where is your favourite place in school? What is our church called? What could we do in our village? Who works in our village? What things can we see on an aerial view? What kind of buildings are there in Leicester?	What could we do in our village? Who works in our village? What things can we see on an aerial view? What jobs do people do in Leicester?	What is our church called? Who works in our village? What things can we see on an aerial view?	Who works in our village? How do people travel to our village? How many ways can you travel to Leicester? What is the weather like in each of the seasons?	How can we look after our village environment?	Where is your favourite place in school? Who works in our village? What things can we see on an aerial view? Is Leicester bigger or smaller than our village?	Who works in our village? What things can we see on an aerial view?

EYFS

Geographical Big Ideas and Threshold Concepts

Curriculum designers take account of big ideas and pertinent threshold concepts to plan a coherent, 'spiral' curriculum for geography which secures mastery and progression in conceptual understanding and builds knowledge from 'novice' to 'expert'.

Teachers take account of big ideas and related threshold concepts in their geography planning for geography lessons to secure mastery of subject knowledge, year on year and over time.

EYFS Framework: Understanding the World

Pupils should be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

EYFS Development Matters: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to

a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goal : People, Culture and Communities

Children at the expected level of development will:

- ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- ✓ Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class
- ✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Reception and Year 1

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Disciplinary Knowledge

Procedural knowledge and domain specific skills and concepts

Six Cs:

Provide opportunities for pupils to: collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character.

Know about...

Know how to:

Human and Physical Geography:

- Identify seasonal and daily weather patterns in the United Kingdom.

Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, season and weather.

ELGs: Understand some important processes and changes in the natural world around them, including the seasons; Explore the natural world around them.

Theme 3A Our Wonderful Weather Geographical Area: UK

Contrasting localities

- Ask and respond to simple closed questions within teacher-led enquiries
- Use information books/pictures as sources of information
- Investigate their surroundings
- Use relative vocabulary (e.g. bigger/smaller, hotter/colder, like/dislike)
- Follow directions (Up, down, left/right, forwards/ backwards)
- Draw picture maps of imaginary places and from stories
- Use a simple picture map to move around the school
- Recognise that maps give information about a place
- Draw around objects to make a plan
- Use picture maps and globes

Place knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

Use basic geographical vocabulary to refer to key human features, including city, town, factory, office, port and harbour.

ELGs: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Theme 6A Our Busy Towns Geographical Area: Local and UK

An in-depth study of the local urban area and towns, with a look at a contrasting port city

- Ask and respond to simple closed questions within teacher-led enquiries
- Use information books/pictures as sources of information
- Investigate their surroundings
- Make observations about where things are e.g., within school or local area.
- Recognise that maps give information about a place.
- Use relative vocabulary (e.g. bigger/smaller, hotter/colder, like/dislike).
- Learn names of some places within/around the UK e.g., hometown, nearest city, countries e.g., England, country of port city; destination town and country of boats from port city
- Use picture maps and globes

Place knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

Use basic geographical vocabulary to refer to key human features, including village, farm, house and shop.

ELGs: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Theme 3B Our Village Environment Geographical Area: Local and UK

A local study of the rural area and village

- Ask and respond to simple closed questions within teacher-led enquiries
- Use pictures as sources of information
- Investigate their surroundings
- Make observations about where things are e.g., within school or local area.
- Follow directions (Up, down, left/right, forwards/ backwards).
- Use a simple picture map to move around the school
- Recognise that maps give information about a place
- Use relative vocabulary (e.g. bigger/smaller, hotter/colder, like/dislike).
- Use locational and directional language (e.g next to, straight on) to describe the location of features and routes on a map
- Draw around objects to make a plan

Human and Physical Geography:

- Identify seasonal and daily weather patterns in the United Kingdom.

Location knowledge:

- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

ELGs: Understand some important processes and changes in the natural world around them, including the seasons; 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.

Theme 6B Our Special Country Geographical Area: UK

(Identifying seasonal weather patterns repeated in both cycles to enable study of different seasons)

- Ask and respond to simple closed questions within teacher-led enquiries
- Use information books/pictures as sources of information
- Investigate their surroundings
- Use relative vocabulary (e.g. bigger/smaller, hotter/colder, like/dislike).
- Use locational and directional language (e.g next to, straight on) to describe the location of features and routes on a map
- Learn names of some places within/around the UK
- Use picture maps and globes

Years 2 and 3

Geographical Big Ideas and Threshold Concepts

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Teachers take account of big ideas and related threshold concepts in their geography planning for geography lessons to secure mastery of subject knowledge, year on year and over time.

Disciplinary Knowledge

Procedural knowledge and domain specific skills and concepts

Six Cs:

Provide opportunities for pupils to: collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character.

Know about...

Know how to:

Location knowledge:

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), land-use patterns and understand how some of these patterns have changed over time.

Theme 3A Explore the UK Geographical Area: UK

Year 2

- Ask simple geographical questions; Where is it? What's it like?
- Use NF books, stories, maps, pictures/photos and internet as sources of information
- Investigate their surroundings
- Make appropriate observations about why things happen
- Make simple comparisons between features of different places
- Use simple compass directions (North, South, East and West) to describe the location of features on a map
- Draw a map of a real or imaginary place, (e.g., add detail to a sketch map from aerial photograph)
- Follow a route on a map
- Use an infant atlas to locate places
- Begin to spatially match places (e.g., recognise UK on a small scale and larger scale map)
- Locate and name on UK map major features e.g., London, River Thames, home location, seas

Year 3

- Begin to ask/initiate geographical questions
- Use NF books, stories, atlases, pictures/photos and internet as sources of information
- Investigate places and themes at more than one scale
- Begin to collect and record evidence (e.g. from Met Office rainfall data.)
- Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos/pictures, study temperatures in different locations
- Use 4 compass points to follow/give directions
- Use letter and number co-ordinates to locate features on a map
- Follow a route on a map with some accuracy. (e.g., whilst orienteering)
- Try to make a map of a short route experienced, with features in correct order
- Locate places on larger scale maps e.g., map of Europe.
- Begin to match boundaries (e.g., find same boundary of a country on a different scale map)
- Begin to identify points on maps (e.g. Leicestershire; Manchester, the Lake District)
- Use large scale OS maps
- Begin to use map sites on internet
- Begin to use junior atlases
- Begin to identify features on aerial/oblique photographs

<p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of a non-European country – <i>could alternate with Asia/Africa</i> <p>Use basic geographical vocabulary to refer to key physical features, including river, soil, valley, vegetation.</p>	<p>Theme 6A Amazing Australia Geographical Area: The World</p>	<p>Year 2</p> <ul style="list-style-type: none"> Ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information Make appropriate observations about why things happen Make simple comparisons between features of different places Draw a map of a real or imaginary place, (e.g., add detail to a sketch map from aerial photograph) Begin to understand the need for a key Use class agreed symbols to make a simple key Use a plan view Use an infant atlas to locate places Begin to spatially match places (e.g., recognise Australia on a small scale and larger scale map) Find land/sea on globe Use Teacher drawn base maps <p>Year 3</p> <ul style="list-style-type: none"> Begin to ask/initiate geographical questions Use NF books, stories, atlases, pictures/photos and internet as sources of information Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos/pictures, temperatures in different locations Try to make a simple scale drawing Know why a key is needed Use standard symbols Locate places on larger scale maps e.g., map of southern hemisphere Begin to draw a sketch map from a high viewpoint (or aerial photo) Begin to use map sites on internet Begin to identify features on aerial/oblique photographs
<p>Location knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and 5 oceans. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <i>(NB Don't cover content in Y4/5/6 Theme 3A in depth)</i> <p>Use basic geographical vocabulary to refer to key physical features, including ocean.</p>	<p>Theme 3B All Around the World Geographical Area: The World</p>	<p>Year 2</p> <ul style="list-style-type: none"> Ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information Make appropriate observations about why things happen Make simple comparisons between features of different places Use simple compass directions (North, South, East and West) to describe the location of features on a map Use an infant atlas to locate places Begin to spatially match places (e.g., recognise UK on a small scale and larger scale map) Find continents and oceans on a globe <p>Year 3</p> <ul style="list-style-type: none"> Begin to ask/initiate geographical questions Use NF books, stories, atlases, pictures/photos and internet as sources of information Investigate places and themes at more than one scale Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos/pictures, temperatures in different locations Locate places on larger scale maps e.g., map of Africa Begin to match boundaries (e.g., find same boundary of a country on a different scale map) Begin to identify points on maps (e.g. Equator, Africa, Pacific Ocean) Begin to use map sites on internet Begin to use junior atlases Begin to identify features on aerial/oblique photographs

Place Knowledge:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Physical Geography:

- Describe and understand key aspects of physical geography including rivers and the water cycle.

Theme 6B
From Source to Sea
Geographical Area: UK

A study of the River Welland/River Avon, including mapwork and fieldwork at the river

Year 2

- Ask simple geographical questions; Where is it? What's it like?
- Investigate their surroundings
- Draw a map of a real or imaginary place, (e.g., add detail to a sketch map from aerial photograph)
- Begin to understand the need for a key
- Use class agreed symbols to make a simple key
- Follow a route on a map
- Use a plan view
- Use an infant atlas to locate places
- Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map
- Look down on objects to make a plan / view map
- Locate and name on UK map major features e.g., London, River Thames, home location, seas
- Use teacher drawn base maps
- Use large scale OS maps

Year 3

- Begin to ask/initiate geographical questions
- Begin to collect and record evidence
- Use 4 compass points to follow/give directions.
- Use letter/no. Co-ordinates to locate features on a map.
- Try to make a map of a short route experienced, with features in correct order
- Try to make a simple scale drawing
- Know why a key is needed
- Use standard symbols
- Follow a route on a map with some accuracy. (e.g., whilst orienteering)
- Begin to draw a sketch map from a high viewpoint
- Use large scale OS maps

Years 4, 5 and 6

Geographical Big Ideas and Threshold Concepts

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Teachers take account of big ideas and related threshold concepts in their geography planning for geography lessons to secure mastery of subject knowledge, year on year and over time.

Disciplinary Knowledge

Procedural knowledge and domain specific skills and concepts

Six Cs:

Provide opportunities for pupils to: collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character.

Know about...

Location knowledge:

- 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).

Map skills:

- Understand and use OS maps (see skills section – this could be done as a one-off maps session within this unit).

Theme 3A Our Planet Earth Geographical Area: The World

Know how to:

Year 4

- Ask and respond to questions and offer their own ideas.
- Use satellite images and aerial photographs in addition to NF books, stories, atlases, pictures/photos and internet as sources of information.
- Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps
- Locate places on large scale maps (e.g. find UK or India on globe)
- Begin to match boundaries (e.g., find same boundary of a county on a different scale map)
- Begin to identify significant places and environments.
- Use junior atlases.
- Use map sites on internet
- Use 4 compass points well
- Begin to use 8 compass points
- Use letter/no. co-ordinates to locate features on a map confidently
- Make a map of a short route experienced, with features in correct order
- Know why a key is needed
- Begin to recognise symbols on an OS map
- Use large and medium scale OS maps

Year 5

- Investigate places with more emphasis on the larger scale; contrasting near and distant places
- Analyse evidence and draw conclusions e.g., compare historical maps of varying scales e.g., temperature of various locations – influence on people/everyday life
- Use 8 compass points
- Begin to use 4 figure co-ordinates to locate features on a map
- Draw a sketch map using symbols and a key
- Use/recognise OS map symbols
- Use medium scale land ranger OS maps
- Select a map for a specific purpose. (e.g., pick atlas to find Equator, OS map to find local village)
- Begin to use atlases to find out about other features of places e.g., find wettest part of the world)
- Identify significant places and environments
- Use index and contents page within atlases

Year 6

- Investigate places with more emphasis on the larger scale; contrasting near and distant places
- Use 8 compass points confidently and accurately
- Use 4 figure co-ordinates confidently to locate features on a map
- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps
- Use/recognise OS map symbols
- Use atlas symbols

		<ul style="list-style-type: none"> • Follow a short route on an OS map. Describe features shown on OS map • Use a scale to measure distances • Locate places on a world map • Draw/use maps and plans at a range of scales • Draw a plan view map accurately • Confidently use an atlas • Recognise world map as a flattened globe
<p>Place knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of a region in North or South America. <p>Location knowledge:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (recap continents and oceans from Y2/3) 	<p style="text-align: center;">Theme 6A Brilliant Brazil Geographical Area: South America</p> <p style="text-align: center;">An in-depth look at a South American country</p>	<p>Year 4</p> <ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas • Use satellite images and aerial photographs in addition to NF books, stories, atlases, pictures/photos and internet as sources of information • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Begin to use 8 compass points • Use letter/no. co-ordinates to locate features on a map confidently • Make a simple scale drawing • Locate places on large scale maps (e.g. find UK or Brazil on globe). • Follow a route on a largescale map • Begin to match boundaries (e.g., find same boundary of a county on a different scale map) • Draw a sketch map from a high viewpoint (viewpoint can be virtual) • Begin to identify significant places and environments • Identify features on aerial/oblique photographs <p>Year 5</p> <ul style="list-style-type: none"> • Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g., temperature at various locations – influence on people/everyday life • Begin to draw a variety of thematic maps based on their own data • Compare maps with aerial photographs • Measure straight line distance on a plan • Draw a plan view map with some accuracy • Find/recognise places on a map of different scales (e.g. Amazon River) <p>Year 6</p> <ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale, contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it • Draw a variety of thematic maps based on their own data • Begin to draw plans of increasing complexity • Draw a plan view map accurately • Locate places on a world map • Use atlases to find out about other features of places. (e.g., mountain regions, weather patterns. • Confidently identify significant places and environments
<p>Place knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of a region in North or South America. <p>Location knowledge:</p>	<p style="text-align: center;">Theme 3B Californian Climate Geographical Area: North America</p>	<p>Year 4</p> <ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas • Use satellite images and aerial photographs in addition to NF books, stories, atlases, pictures/photos and internet as sources of information • Investigate places and themes at more than one scale. • Collect and record evidence with some aid

<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (recap continents and oceans from Y2/3) 	<p>An in-depth look at a North American country</p>	<ul style="list-style-type: none"> Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps Locate places on large scale maps (e.g. find Canada or Argentina on globe) Begin to match boundaries (e.g., find same boundary of a county on a different scale map) Draw a sketch map from a high viewpoint (viewpoint can be virtual) Begin to identify significant places and environments Use junior atlases Use map sites on internet <p>Year 5</p> <ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations Investigate places with more emphasis on the larger scale; contrasting near and distant places Analyse evidence and draw conclusions e.g., compare historical maps of varying scales e.g., temperature of various locations – influence on people/everyday life Select a map for a specific purpose. (e.g., pick atlas to find Taiwan, OS map to find local village) Begin to use atlases to find out about other features of places e.g., find wettest part of the world) Measure straight line distance on a plan Find/recognise places on a map of different scales. (e.g. Brazil) Identify significant places and environments Use index and contents page within atlases <p>Year 6</p> <ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations Investigate places with more emphasis on the larger scale; contrasting near and distant places Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it Use latitude and longitude on atlas maps Draw a variety of thematic maps based on their own data Locate places on a world map Use atlases to find out about other features of places. (e.g., mountain regions, weather patterns) Use a scale to measure distances. Draw/use maps and plans at a range of scales Confidently use an atlas
<p>Human Geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p style="text-align: center;">Theme 6B Trade, Resources and Economy Geographical Area: The World</p>	<p>Year 4</p> <ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas Use satellite images and aerial photographs in addition to NF books, stories, atlases, pictures/photos and internet as sources of information Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps Use 4 compass points well Begin to use 8 compass points Use letter/no. Co-ordinates to locate features on a map confidently Make a map of a short route experienced, with features in correct order Make a simple scale drawing Know why a key is needed Begin to recognise symbols on an OS map Follow a route on a largescale map (e.g. the route of a product from producer to consumer) Use large and medium scale OS maps

		<ul style="list-style-type: none"> • Use junior atlases • Use map sites on internet • Identify features on aerial/oblique photographs <p>Year 5</p> <ul style="list-style-type: none"> • Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations • Investigate places with more emphasis on the larger scale; contrasting near and distant places • Collect and record evidence unaided • Use 8 compass points • Begin to use 4 figure co-ordinates to locate features on a map • Begin to draw a variety of thematic maps based on their own data • Draw a sketch map using symbols and a key • Use/recognise OS map symbols • Compare maps with aerial photographs • Select a map for a specific purpose. (e.g., pick atlas to find Taiwan, OS map to find local village) • Draw a plan view map with some accuracy • Use medium scale land ranger OS maps <p>Year 6</p> <ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations • Investigate places with more emphasis on the larger scale, contrasting and distant places • Collect and record evidence unaided • Use 8 compass points confidently and accurately • Use 4 figure co-ordinates confidently to locate features on a map • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity • Use/recognise OS map symbols • Use atlas symbols • Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map • Use atlases to find out about other features of places. (e.g., mountain regions, weather patterns) • Draw a plan view map accurately • Confidently identify significant places and environments • Use OS maps • Confidently use an atlas • Recognise world map as a flattened globe
<p>Physical Geography:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes. 	<p style="text-align: center;">Theme 3C Mountains, Volcanoes and Earthquakes Geographical Area: The World</p>	<p>Year 4</p> <ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Use satellite images and aerial photographs in addition to NF books, stories, atlases, pictures/photos and internet as sources of information • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Locate places on large scale maps (e.g. Find Everest or New Zealand on globe). • Draw a sketch map from a high viewpoint (viewpoint can be virtual) • Begin to identify significant places and environments. • Use junior atlases • Use map sites on internet • Identify features on aerial/oblique photographs <p>Year 5</p> <ul style="list-style-type: none"> • Begin to suggest questions for investigating

		<ul style="list-style-type: none"> • Investigate places with more emphasis on the larger scale; contrasting near and distant places • Analyse evidence and draw conclusions • Use 8 compass points • Compare maps with aerial photographs • Select a map for a specific purpose. (e.g., pick atlas to find Taiwan, OS map to find local village) • Find/recognise places on a map of different scales. (e.g. Mount Etna) • Identify significant places and environments <p>Year 6</p> <ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g., look at patterns and explain reasons behind them • Use 8 compass points confidently and accurately • Use atlas symbols • Locate places on a world map • Use atlases to find out about other features of places. (e.g., mountain regions, weather patterns) • Use a scale to measure distances • Confidently identify significant places and environments • Confidently use an atlas • Recognise world map as a flattened globe
<p>Location knowledge:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe, including the location of Russia. <p>Place knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of a human and physical geography of a region in a European country. 	<p style="text-align: center;">Theme 6C Compare the Countries Geographical Area: Europe</p> <p style="text-align: center;">An overview of Europe with a focus on a chosen European country</p>	<p>Year 4</p> <ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Use satellite images and aerial photographs in addition to NF books, stories, atlases, pictures/photos and internet as sources of information • Investigate places and themes at more than one scale • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps • Use 4 compass points well • Begin to use 8 compass points • Use letter/no. Co-ordinates to locate features on a map confidently • Make a map of a short route experienced, with features in correct order • Make a simple scale drawing • Know why a key is needed • Use large and medium scale OS maps • Begin to recognise symbols on an OS map • Follow a route on a largescale map • Begin to match boundaries (e.g., find same boundary of a county on a different scale map) <p>Year 5</p> <ul style="list-style-type: none"> • Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations • Collect and record evidence unaided • Begin to use 4 figure co-ordinates to locate features on a map • Begin to draw a variety of thematic maps based on their own data • Draw a sketch map using symbols and a key • Use/recognise OS map symbols • Use medium scale land ranger OS maps • Begin to use atlases to find out about other features of places e.g., find wettest part of the world • Use index and contents page within atlases • Measure straight line distance on a plan • Draw a plan view map with some accuracy

- Identify significant places and environments

Year 6

- Suggest questions for investigating
- Use primary and secondary sources of evidence in their investigations
- Investigate places with more emphasis on the larger scale, contrasting near and distant places
- Use 4 figure co-ordinates confidently to locate features on a map
- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps
- Draw a variety of thematic maps based on their own data
- Begin to draw plans of increasing complexity
- Use OS maps
- Use/recognise OS map symbols
- Follow a short route on an OS map. Describe features shown on OS map
- Locate places on a world map
- Use atlases to find out about other features of places. (e.g., mountain regions, weather patterns)
- Use a scale to measure distances
- Draw/use maps and plans at a range of scales
- Draw a plan view map accurately
- Confidently identify significant places and environments
- Confidently use an atlas
- Recognise world map as a flattened globe

Procedural knowledge and domain specific skills

	Year 1		Year 2	
Geographical Enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations about where things are e.g., within school or local area. 		<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	
Direction/Location	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. 		<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places. 	
Drawing maps	<ul style="list-style-type: none"> Use relative vocabulary (e.g. bigger/smaller, like/dislike). 		<ul style="list-style-type: none"> Begin to spatially match places (e.g., recognise UK on a small scale and larger scale map). 	
Representation	<ul style="list-style-type: none"> Draw around objects to make a plan. 		<ul style="list-style-type: none"> Look down on objects to make a plan / view map. 	
Using maps	<ul style="list-style-type: none"> Learn names of some places within/around the UK e.g., Hometown, cities, countries e.g., Wales, France 		<ul style="list-style-type: none"> Locate and name on UK map major features e.g., London, River Thames, home location, seas. 	
Scale/Distance	<ul style="list-style-type: none"> Picture maps and globes 		<ul style="list-style-type: none"> Find land/sea on globe. Use Teacher drawn base maps. Use large scale OS maps. Use an infant atlas 	
Perspective	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place 		<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. <ul style="list-style-type: none"> Use an infant atlas to locate places. 	
Map Knowledge	<ul style="list-style-type: none"> Use relative vocabulary (e.g. bigger/smaller, like/dislike). 		<ul style="list-style-type: none"> Begin to spatially match places (e.g., recognise UK on a small scale and larger scale map). 	
Style of Map	<ul style="list-style-type: none"> Draw around objects to make a plan. 		<ul style="list-style-type: none"> Look down on objects to make a plan / view map. 	
	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos/pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations, photos/pictures/maps. 	<ul style="list-style-type: none"> Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g., compare historical maps of varying scales e.g., temperature of various locations – influence on people/everyday life. 	<ul style="list-style-type: none"> Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale, contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.
Direction/Location	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions. Use letter/no. Co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well. Begin to use 8 compass points. Use letter/no. Co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.

Drawing maps	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order. Make a simple scale drawing. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key. Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Use/recognise OS map symbols. Use atlas symbols.
Using maps	<ul style="list-style-type: none"> Locate places on larger scale maps e.g., map of Europe. Follow a route on a map with some accuracy. (e.g., whilst orienteering). 	<ul style="list-style-type: none"> Locate places on large scale maps (e.g. Find UK or India on globe). Follow a route on a largescale map. 	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (e.g., pick atlas to find Taiwan, OS map to find local village). Begin to use atlases to find out about other features of places e.g., find wettest part of the world). 	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g., mountain regions, weather patterns).
Scale/Distance	<ul style="list-style-type: none"> Begin to match boundaries (e.g., find same boundary of a country on a different scale map). 	<ul style="list-style-type: none"> Begin to match boundaries (e.g., find same boundary of a county on a different scale map). 	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on a map of different scales. (eg., River Nile). 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	<ul style="list-style-type: none"> Begin to draw a sketch map from a high viewpoint. 	<ul style="list-style-type: none"> Draw a sketch map from a high viewpoint. 	<ul style="list-style-type: none"> Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> Draw a plan view map accurately.
Map Knowledge	<ul style="list-style-type: none"> Begin to identify points on maps A ,B and C. 	<ul style="list-style-type: none"> Begin to identify significant places and environments. 	<ul style="list-style-type: none"> Identify significant places and environments. 	<ul style="list-style-type: none"> Confidently identify significant places and environments.
Style of Map	<ul style="list-style-type: none"> Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> Use index and contents page within atlases. Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.