Geography at St Johns Tiverton - September 2022.

Why do we teach Geography?
The intention of the Geography Curriculum at St John's Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.
How do we teach children?
At St John's, Geography is taught in half a term block, every term for one hour per week. The subject is explicitly taught in years 1 to 6 and units are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills within each year group, which enables pupils to build on and develop their knowledge and skills each year. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing being incorporated within geography lessons and the curriculum. Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. Children are given a knowledge organiser at the start of each unit which details some key information, key questions and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document. Our geography curriculum is ambitious for all pupils. We therefore consider ways of minimising and reducing barriers so that all pupils are included. The areas where we consider varying approaches, adaptations and scaffolds that include maintaining an inclusive learning environment, using multi-sensory approaches (including ICT), working with additional adults, managing peer relationships through particular groupings, using a wide range of recording methods, ensuring clear communication for all needs, and allowing for formative assessment by ensuring learning objectives and outcomes are understood by all children and assessment methods are wide ranging so not reliant on writing ability.
What do we want our children to achieve?
Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

Where it all begins - laying the foundations for Geography in EYFS

Through 'Understanding the World' children learn about their immediate locality and familiar features building on their everyday experiences. They encounter distant places through topics and stories. They observe and discuss the weather and learn about and how it can affect us.

Location Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills
Recognises some environments that are different to the one in which they live. Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) Recognises some similarities and differences between life in this country and life in other countries. Understands that some places are special to members of their community. Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps. (ELG)		Knows some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class. (ELG)	Is able to draw information from a simple map Creates their own simple map detailing their school environment and/or local area.

Vocabulary
Place Names: Tiverton, Devon, England, UK, world, Africa, **Geographical Terms and Processes**: environment, man-made, natural, weather **Locational Terms:** building, homes, local, school, shops, city, country, homes, location, national, town, village, countries, open space, regions, aerial view, road map, travel

Geography Curriculum - Key Concepts:

Pupils will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.

Locational Knowledge	Place Knowledge	Navigation	Fieldwork	Human Geography	Physical features and processes

Locational Knowledge

Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.

Place Knowledge:

Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.

Navigation:

Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.

Fieldwork:

Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.

Human Geography:

Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.

Physical Features

Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.

Year B

Maple Year B Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Identify 4 countries, capital cities of the UK. North, south pole and equator. 4 points of the compass EXT year 2's characteristics of the 4 countries Place Knowledge describe some differences between places near the equator and north pole. Locational Knowledge	EYFS Understanding that we live in England. Year A Year 2's will know:- Capital cities England, London, Wales Cardiff, Scotland Edinburgh, Northern Ireland Belfast Compass – used to show directions North, south, east, west	Capital cities England, London, Wales Cardiff, Scotland Edinburgh, Northern Ireland Belfast Equator – an imaginary line around the centre of the earth/ Countries are hot here North pole – the most northerly point on earth, it is cold here. South pole – the most southerly point on earth. Compass – used to show directions North, south, east, west Yr 2 EXT <u>Scotland i</u>s located to the north of England Scotland has many islands Scotland has 2 mountain ranges – Southern Uplands, Grampian Flag is blue with a white cross <u>Wales</u> Has many mountains and valleys Flag has a dragon on it Dragon symbolises strength and courage, many stories about dragons in Welsh history <u>Northern Ireland</u> Flag is that of |St Patrick Giants Causeway was created by a volcano 60 million years ago <u>England</u> – largest of the 4 countries of the UK Flag – cross of St George Queen lives in England – Buckingham Palace Mix of towns and cities	Main countries in Europe Countries in North and South America Main Biome of the world

		Pennines run down the spine of England	
Substantive Knowledge		Capital cities, year 2's facts about countries in UK,	
Disciplinary Knowledge		Compass – used to show directions North, south, east, west Equator, north pole, South pole Use maps globes and atlases	
VOCAB		Equator, north pole, south pole, Compass, north, south, east, west. Capital cities England, London, Wales Cardiff, Scotland Edinburgh, Northern Ireland Belfast	
Learning focus/outcome	● Use maps and globes to find out about countries (Year 2 Use maps to find out about Wales and Northern Ireland) ● Use maps to locate the capital cities of the UK (Year 2 Use maps to find out about Scotland and England) ● Use maps to locate the equator and countries on it. ● Use maps to locate the north pole and south pole. ● Use compass directions ● Use compass directions on maps.		

Maple Year B Spring Talk about and describe locality	Prior Knowledge EYFS	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge		Know 4 points of a compass Survey local area Create plan, draw simple features Add labels + features onto a map	Draw a sketch map of the coast (Draw a simple plan of the school grounds
Disciplinary Knowledge	Know that you can represent things with symbols Know 4 points of the compass	Use directional vocabulary. I can say which direction N,S,E,W is, for example, using a compass in the playground. (Year 2's 8 points on the compass) Draw a simple map Add simple information to maps for example, labels and markers. use symbols on maps (own and class agreed symbols). I know that symbols mean something on maps.	
VOCAB		Compass, Road Pavement Zebra crossing Car Park Houses north south east west school symbol plan map	
Learning focus/outcome	1. Know that symbols mean something on a map 2. Survey local area, use symbols 3. Draw a simple map 4. Use symbols and labels on a map 5. Use directional vocabulary 6. Assessment		

Maple Year B Summer - Continents	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	continents of Europe and Oceans 7 continents – Europe, Asia, Africa, North America, South America, Australasia, Antarctica 5 oceans – Atlantic, Pacific, Indian, Southern Arctic	A continent is a large area of land. Many countries can be in 1 continent Europe is the continent we live in Year 2's 7 continents – Europe, Asia, Africa, North America, South America, Australasia, Antarctica 5 oceans – Atlantic, Pacific, Indian, Southern Arctic Devon – hilly, coastal, lots of farmland, a few cities where Australia is in the world compared to Devon. Australasia, Pacific Ocean, Europe, United Kingdom, Irish Sea, North Sea · that Sydney is in the Southern hemisphere · how far away it is, how people would get there and how long it would take · that our local river is the River Axe, identify on maps and trace its course · the main river in Sydney is the Parramatta and this flows into Sydney Harbour. Follow its course on a map · compare other physical features. E.g., beaches, coastline, mountains, weather, landscape · compare the population of Sydney and Axminster. · identify shops, services, local industries, transport links, tourist attractions · what the lives of children in Sydney are like. Compare schools and play areas. ·	Know the main countries within Europe Know the seas around the UK Compare England with an area in France
Disciplinary Knowledge	Use atlases and maps to locate countries	Use globes, maps and atlases Zoom in and out on a map (digi maps) Follow a route on a map	
VOCAB		continents – Europe, Asia, Africa, North America, South America, Australasia, Antarctica oceans – Atlantic, Pacific, Indian, Southern Arctic farmland city river coastline population industry	

		transport physical features human features	
Learning focus/outcome	1. Know the continents of the world 2. Know the oceans of the world 3. Follow a river on a map (Compare Axe with Parramatta) 4. Compare physical features in Axminster and Sydney 5. Compare Human features of Sydney and Axminster 6. Compare weather in Sydney and Axminster		

Willow Year B Autumn - Mapping	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Know the continents and oceans of the world and locate them on a map	cContinents – Europe, Asia, Africa, North America, South America, Australasia, Antarctica 5 oceans – Atlantic, Pacific, Indian, Southern Arctic Seas – English Channel, Irish Sea, North Sea Atlantic Ocean Main countries of Europe- UK, Spain, France, Germany, Italy, Greece, Poland, Russia Belgium (inc any other country with links to your class) Associated capital cities.	
Disciplinary Knowledge	Use maps to follow a route Locate countries on a map	Use maps, atlases, globes and digi maps	
VOCAB		continents – Europe, Asia, Africa, North America, South America, Australasia, Antarctica oceans – Atlantic, Pacific, Indian, Southern Arctic Seas – English Channel, Irish Sea, North Sea Atlantic Ocean	

		UK, Spain, France, Germany, Italy, Greece, Poland, Russia Belgium (inc any other country with links to your class) London, Madrid, Paris, Berlin, Rome, Athens, Warsaw, Moscow, Brussels	
Learning focus/outcome	1. Revise continents and oceans of the world 2. Use maps and atlases to locate the seas around the UK 3. Locate the main countries of Europe 4. Locate the main countries of Europe 5. Locate the main capital cities of Europe 6. Locate the main capital cities of Europe.		

Willow Year B Spring - settlement types	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Prior Knowledge Physical features and human features of Sydney and Axminster Devon – hilly, coastal, lots of farmland, a few cities where Australia is in the world compared to Devon. Australasia, Pacific Ocean, Europe, United Kingdom, Irish Sea, North Sea · that Sydney is in the Southern hemisphere · how far away it is, how people would get there and how long it would take · that our local river is the River Axe, identify on maps and trace its course · the main river in Sydney is the Parramatta and this flows into Sydney Harbour. Follow its course on a map · compare other physical features. E.g., beaches, coastline, mountains, weather, landscape · compare the population of Sydney and Axminster. · identify shops, services, local industries, transport links, tourist attractions · what the lives of children in Sydney are like. Compare schools and play areas.	Knowledge to be explicitly taught Physical features, mountains, valleys, rivers, coasts, Human geography – cities, towns, villages, grid plan towns. Compare Devon with the Barcelona (LINK WITH MFL TEACHING – intercultural understanding) https://www.oundleceprimary.org/numbersquash/wp-content/uploads/Knowledge-Organiser-Yr-4-Spain.pdf	Compare farming in Devon with farms in North America Measure an area on a map and add a label)
Disciplinary Knowledge	Follow a route on a map Understand that symbols have a meaning on a map Use maps to describe a place	Use zoom feature on digi maps to locate places and to look at places at different scales Highlight an area on a map and measure it Explain what places are like using maps at a local view.	
VOCAB	Physical and human features	Physical features, mountains, valleys, rivers, coasts, Human features – cities, towns, villages, grid plan towns. dairies forests woods, mediterranean, Islands,	

Learning focus/outcome	1. Highlight an area on a map and measure it 2. Describe the physical features of Devon (Use maps) 3. Describe the physical features of Ile de France (Use maps) 4. Describe the human features of Devon 5. Describe the human features of Barcelona 6. Compare Devon and Barcelona

WillowYear B Summer Coasts	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Rivers flow into the sea	DIGI MAPS UNIT https://digimapforschools.edina.ac.uk/learning-resources/resource/coastal-mysteries.html Coasts – where the land meets the sea Beaches, cliffs, river mouths, sandbars, arches, stacks, tides Erosion – how the cliff is worn away Fossils Visit opportunity – Lyme Regis or Charmouth, make a plan of the cliff and beach.	Physical features of coastal towns Draw a plan
Disciplinary Knowledge	Draw a simple map using agreed symbols of the local area or school grounds. Add labels to the map.	Create plans, draw in simple features, compare aerial photographs to maps.	
VOCAB		Coast, beach, cliff, river mouth, sandbars, arches, stacks, tides, erosion, fossils.	
Learning focus/outcome	1. Compare and match aerial photographs to maps 2. Explore features of coasts 3. Explore features of coasts 4. Identify coastal features on maps 5. Draw a simple plan of the coast 6. Explain how coasts change over time.		

Sycamore Year B Autumn Compare land use over time	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	History unit – Understand the importance of the railways to Tiverton and the surrounding area.	To know how Tiverton has changed overtime - land use, population, environmental changes, transport https://www.internetgeography.net/8-ways-to-use-google-maps-in-geography/ DIGI maps unit https://digimapforschools.edina.ac.uk/learning-resources/resource/quick-primary-geography-ideas-historic-twist.html https://www.ordnancesurvey.co.uk/documents/resources/teaching-map-skills-primary.pdf	History unit – impact of the railways in the history of farming. Use maps to compare contrasting locations Measure areas on a map and add labels
Disciplinary Knowledge	Using the zoom function to explore towns and cities Understand that a symbol means something on a map Measure an area on a map Measure an area on a map and label it	Use the zoom function to explore places at different scales. highlight an area on a map and measure it using the Area Measurement Tool. relate measurement on maps to outdoors Relate maps to each other Use maps to research factual information about locations and features.	

VOCAB	Erosion Acres and Hectares	Human features physical features towns villages erosion railway line symbols	
Learning focus/outcome	1. Explore Tiverton at different scales. (Relate maps to each other) 2. Research factual information about locations using maps (How old is your street activity) 3. Relate maps to each other (How old is our school activity) 4. Relate maps to each other (compare coastline inc golden cap, use measure tool) 5. Use maps to research factual information (all change activity, this may take 2 lessons)		

Sycamore Year B Spring Water-cycle	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Weather is short term, climate is long term Different types of weather	Water cycle is a closed cycle How water moves around our planet Precipitation – rain, snow, hail Evaporation – liquid water changing to water vapour Condensation – water vapour changing to liquid water drops Run-off water that has not yet sunk into the ground Cloud – water vapour that has condensed in the sky Ground flow – water that flows underground Key Environmental regions: forest, aquatic, savannah, rainforest, grassland, tundra, desert, ice. Biome – an environmental region INC Time zones year 5's Contours on maps show slopes Equator, Tropic of cancer, Tropic of Capricorn, North pole, South pole DIGI maps unit https://digimapforschools.edina.ac.uk/learning-resources/resource/10-themes-projections-and-world-regions.html	
Disciplinary Knowledge		Locate different regions on a map I can use thematic maps for information Use a range of maps to describe a place Relate arial views to maps Add a range of annotation labels and text to help me explain features and places. Highlight an area on a map and measure it using the Area Measurement Tool.	

VOCAB		Precipitation Evaporation –Condensation – water vapour Run-off Cloud –Ground flow – Environmental regions forest, aquatic, savannah, rainforest, grassland, tundra, desert, ice. Biome – an environmental region time zone contours	
Learning focus/outcome	NB Witty waterdrop should be taught in English this term, it will teach the water cycle. 1. Explain how water moves around our planet 2. Investigate key environmental biomes 3. Investigate key environmental biomes 4. Add measurements and labels to maps 5. Add measurements and labels to maps 6. YEAR 5's Explore time zones Year 4's Use thematic maps for information		

Sycamore Year B Summer - Location study - Scandinavia	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge		The three countries that make up Scandinavia and learn the difference between Scandinavian and Nordic countries The physical features of Scandinavia, including glaciers, fjords, mountains, lakes and waterfalls Know the human geographical features of a scandinavian country	Renewable energy, climate change, global warming
Disciplinary Knowledge	Continents, features of the UK, Seasons	Locate these countries on a world map as well as their capital cities. Identify some of the main features of Scandinavia by exploring images and using online mapping. Children will use line graphs to explore and compare average temperatures. Know how the seasons affect the hours of daylight and how climate informs national activities and identity Know the key questions to ask when comparing an area in the UK with an area in Scandinavia - make inferences about how life is different in two locations based on its physical and human features.	
VOCAB		Scandinavia, fjords, lakes, glaciers, mountains, waterfalls,	
Learning focus/outcome	1. To be able to locate Scandinavia's countries and major cities on a world map. 2. To explore the climate and weather of Scandinavia. 3. To explore the physical features of Scandinavia. 4. To explore some aspects of the human geography of Scandinavia. 5. To be able to compare and contrast an area in the UK with an area in Scandinavia. 6. To be able to plan a tourist visit to a Scandinavian destination.		

Oak Year B Autumn Mountains	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Contours show height above sea level (Kestrels B) NB not all will have covered this Volcanos Plate tectonics	A contour is a line drawn on a map that joins points of equal height above sea level. A mountain is a landform that rises high above its surroundings. Taller than a hill, it usually has steep slopes and a rounded or sharp peak. Mountains are rarely found alone. Lines ranged from mountain belts. Some mountains were formed by the activity of volcanoes. Volcanic mountains are typically steep and cone shaped. Mount Fugi in Japan, Mount Kilimanjaro in Africa. Other mountains were formed by movements within Earth's surface or crust. The theory called plate tectonics explains this type of mountain building. The Himalayas of Asia are an example of this type of mountain chain. They were formed when a plate carrying India collided with the Asian plate. DIGI MAPS landscape fingerprints https://digimapforschools.edina.ac.uk/learning-resources/resource/landscape-fingerprints.html	
Disciplinary Knowledge		Use models and maps to talk about contours and slope. Use maps at different scales Use the search feature on a digital map Use maps to research factual information about locations and features.	
VOCAB		Contour mountain sea level mountain chain volcanic mountain plate tectonics Earth's crust fold mountains fault line landform	

Learning focus/outcome	1. Use models and maps to talk about contours (digit maps lesson) 2. Use maps to research factual information about mountains (volcanic mountains, 2 lessons, 1 to research, 1 to write up) 3. 4. Use maps to research factual information about mountains (mountains formed through plate tectonics), 2 lessons, 1 to research, 1 to write up) 5. 6. Compare different types of mountains

Eagles Year B Spring UK & North America	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge		Human features – towns. Cities, tourist resorts, villages, bridges, roads, ferries, Physical features, mountains, cliffs, rivers, valleys, estuaries, forests, woods. ● Know the physical features of the UK Know the physical features of North America (USA, Canada and Mexico) ● Know about the human features of London, Washington DC, Ottawa and Mexico City ● Compare the human and physical features of UK, USA, Canada and Mexico ● Compare the settlements and land use in London, Washington DC, Ottawa and Mexico City and know how these have changed over time ● Compare the population of the UK and North America (USA, Canada and Mexico); and in London, Washington DC, Ottawa and Mexico City ● Know the countries that UK, USA, Canada and Mexico trade with and what commodities they trade ● Know that a biome is a community of plants and animals that have common characteristics for the environment they exist in ● Compare the significant places (physical and human features) of the UK, USA, Canada and Mexico ● Know and compare the weather and climate of the UK, USA, Canada and Mexico ● Know what the latitude and longitude of UK, USA, Canada and Mexico are Know where the Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle are Know what Greenwich Mean Time (GMT)	

		● Know that there are more than 24 time zones around the world ● Know the time zones of the UK, USA, Canada and Mexico Know and use the eight points of a compass Use 4 figure coordinates to locate significant places	
Disciplinary Knowledge		● Know how to find the UK in an atlas ● Know how to find North America (USA, Canada and Mexico) in an atlas ● Use a map to identify and locate the major cities of the UK, USA, Canada and Mexico ● Use a map to identify the natural resources in the UK, USA, Canada and Mexico ● Know the countries that UK, USA, Canada and Mexico trade with and what commodities they trade ● Know that a commodity is a raw material or primary agricultural product that can be bought and sold, such as copper or coffee ● Know how to use a climate map to identify features of places Know how to identify significant environments, regions and biome ● Use aerial photographs and satellite images to identify human and physical features of UK and North America (UK, USA, Canada and Mexico)	
VOCAB		Time zones, continents, states, population, climate, folds, tornadoes, earthquakes, Tropic of Cancer, Capricorn, Arctic Circle and Antarctic circle, GMT	
Learning focus/outcome	1. Using maps and photos I can identify key difference between Uk and USA, 2. I can compare key features of the geographical features of the USA and UK - (Time-Zones, Climates, Weather features, populations, Trade) 3. I can compare key features of the geographical features of the USA and UK - (Time-Zones, Climates, Weather features, populations, Trade) 4. Individual Project - Geographic comparison study between Uk and Canada/Mexico 5. Individual Project - Geographic comparison study between Uk and Canada/Mexico 6. Individual Project - Geographic comparison study between Uk and Canada/Mexico		

Oak Year **B** Summer - Natural Resources - Human geography.	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Rainforests, Amazon	Know the land uses and natural resources in Britain How natural resources can produce electricity How energy is produced Understand what clean and renewable energy is Understand the process of iron ore extraction Children know the benefits and drawbacks of exploiting natural resources and its impact on the environment	
Disciplinary Knowledge		Debate the problems associated with the use of natural gases which are abundant. Debate the pro and cons of renewables Locate the features of major wood producing countries Understand what is meant by the terms imports and exports	
VOCAB		Abundant, electricity, resources, energy, renewable, exploiting, production, import, export	
Learning focus/outcome	1. To identify some of Britain's natural resources and explain how they are used. 2. To identify some ways in which natural resources are used to produce energy. 3. To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. 4. To identify parts of the world where wood is produced, and consider some of the problems associated with its production. 5. To know where and how steel is produced. 6. To know where and how glass and concrete are produced in Britain using natural resources. https://cdn.shopify.com/s/files/1/0338/5478/3626/files/Natural_Resources_Geography_Overview.pdf?v=1657795998		

MAP SKILLS PROGRESSION DOCUMENT							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Direction/Location	Follow simple instructions	Follow directions (up, down, left/right, forwards, backwards.)	Follow directions (as in Y1) Introduce N, S, E, W	Use 4 compass points to follow/give directions. Use letter/no. coordinates to locate features on a map.	Use 4 compass points confidently. Begin to use 8 compass Points. Begin to use 4 figure coordinates to locate features on a map. Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points. Use 4 figure coordinates to locate features on a map and begin to explore 6 digit figures. Explore and understand a variety of thematic maps (E.g climate, population).	Use 8 compass points confidently and accurately. Use 6 figure co-ordinates confidently to locate features on a map. Understand and use lines of latitude and longitude on atlas maps.
Drawing Maps	Draw and create maps using real objects and/or pictures and symbols.	Draw picture maps of imaginary places and from stories. Draw maps of a familiar place. E.g. Classroom.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial	Try to make a map of a short route experienced, with features in correct order;	Make a map of a short route experienced, with features in correct order.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Draw a variety of thematic maps based on their own data.

			photograph)	Begin to make a simple scale drawing.	Make a simple scale drawing.		Begin to draw plans of increasing complexity.
Representation	Look at signs and symbols on different maps for example in school and the local community.	Use your own symbols on an imaginary map. Create a simple key for a familiar place.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is Needed. Begin to recognise symbols on an OS map.	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) Understand the main reason for lines of longitude and latitude.	Use/recognise OS map symbols; Use atlas symbols.
Using Maps	Use a simple map	Use a simple picture	Follow a route on	Locate places on	Locate places on	Use index	Follow a

	and spot features on it. E.g School, church.	map to move around school. Recogonise features on a map and in real life.	a map. Use a plan view. Use an 'First Atlas' to locate places.	larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	and contents page within atlases. Use medium scale land ranger OS maps. Begin to understand how contour lines are shown on a map. Understand how to use the scale of a map to estimate distances.	short route on an OS map. Describe features shown on the OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Understand the scale of a journey. Understand how contour lines are shown on a map. Make links

							between what a 2D map would look like as a 3D representation.
Style of Maps	Real maps, electronic globes and maps, maps of classroom/school, town, parks, zoos, museum, story maps etc.	Picture maps, electronic maps and globes. Find land/sea on the globe.	Find land/sea/mountains/deserts/arctic environments on the globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on the internet. Begin to use 'Primary Atlases' Begin to identify features on aerial/oblique photographs	Use large and medium scale OS maps. Use junior atlases. Use map sites on the internet. Identify features on aerial/oblique photographs.	Use index and contents pages within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.