



Lacewood Primary School

Knowledge and Skills Progression Plan for Geography

Golden Threads

Under the 'Golden Threads' Geography learning is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.

1: **Location and Place**

2: **Human and Physical Features**

3: **Geographical Skills & Fieldwork**

EYFS

EYFS Geography Knowledge and Understanding and Composite Questions for Exploration

Knowledge and Understanding Core Strands from the Curriculum

FS1

FS2

To know that there are different places in the local area, the United Kingdom and across the World using stories, non-fiction books, photographs, technology, maps, globes and atlases. (FS1 PCC)

To find out about different communities and lifestyles from the wider world using stories, non-fiction books, photographs, technology, maps, globes and atlases. (FS2 PCC)

Composite Questions/Lines of Enquiry

Composite Questions/Lines of Enquiry

What other places are there beyond Bolton-Upon-Dearne?
 What other places have I visited in this country and/or across the World?
 What other places have I heard or seen about?
 What do other places (within the country/worldwide) look like?
 How are they similar or different to places I know about?
 What do I like about my local area?
 What are the main similarities and differences between key features in my local area? E.g. gardens, shops, houses etc.

Where in the world are some of the places I read, see and hear about?
 How are the lives of people in these places similar or different to where I live?
 What are the main physical differences between these places and where I live? (climate, land features etc.)
 What information can I find out about a place from:
 A globe, A map, Videos/Online An Atlas, A Photograph A storybook/poem/song, A non-fiction text?
 How is the information from each source different?

Knowledge and Understanding Core Strands from the Curriculum

N/A – focus on The Prime Areas

To talk about and describe the features of their immediate environment and how environments might vary from one another. (FS2 NW)

Composite Questions/Lines of Enquiry

What do I notice in the area immediately around me? What do I like? What would I change/improve? How and why?
 What do I notice and how would I describe an area nearby (not in the immediate area)?
 What are the key physical/natural features of that area? What do I like? What would I change/improve? How and why?
 What do I notice and how would I describe an area that I have never been to, but have seen or heard about? How is it similar or different to the area where I live?
 How and why are these 2 places different?

Knowledge and Understanding Core Strands from the Curriculum

	To find out about some of the impact humans can have on the environment. (FS2 NW)
	Composite Questions/Lines of Enquiry
	<p>Why is it important to re-use or recycle?</p> <p>What does extinction mean? Why are some animals at risk of extinction?</p> <p>What are the signs of environmental damage we see around us every day?</p> <p>Who, in our community, helps us to take care of our local environment?</p> <p>What can we all do in our everyday lives to help protect our environment?</p>





End Point FS1	End Point FS2
<p>I know what a place is.</p> <p>I know what the term “Local area” means.</p> <p>I can describe a place that is familiar to me.</p> <p>I can find out about places that are different to the place where I live from stories, photos, maps, globes and technology/media.</p>	<p>I can name and describe some places that I have been to or read about that are different to my local area.</p> <p>I can find out about different places beyond my local area from sources such as photos, non-fiction and fiction books, maps/atlas and other media.</p> <p>I can identify a map, a globe or an atlas.</p> <p>I can describe the area where I live and identify key features.</p> <p>I can describe how another place is similar or different to my familiar surroundings.</p> <p>I can identify the key physical features of a place.</p> <p>I can form an opinion about an area – what I like and What I would like to improve and why.</p> <p>I know what the terms “re-use” “reduce” and “recycle” mean.</p> <p>I know why it is important to recycle materials.</p> <p>I know what the term “extinction” means and why some animals are at risk of it.</p> <p>I can describe some of the things people need to do to help protect and take care of our community.</p>

End of EYFS - ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (PCC)
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (PCC)
- 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. (PCC)
- Explore the natural world around them, making observations and drawing pictures of animals and plants. (NW)
- 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(NW)
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (NW)

Geography	Key Stage 1	Key Stage 2
NC	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>

Using Our Lacewood Learning Buddies in Geography

	<ul style="list-style-type: none"> • Developing understanding through questioning – Where is this place? How is it similar/different to where we live? • Focusing and becoming absorbed in a geography task. • Having opportunities to try new things out by going on fieldwork trips.
	<ul style="list-style-type: none"> • Understanding how to use a variety of maps to collect information. • Learning skills needed to become an independent geographer (e.g. map reading, researching on a computer, collecting data, using data to answer key questions). • Presenting Geography work neatly and being proud of your achievements. • Link what has been learnt in previous years to new places studied. (e.g. linking volcano learning in Y4 to plate tectonics in Y6). •
	<ul style="list-style-type: none"> • Presenting and sharing work with others. • Working in teams to complete larger pieces of work (presentations, posters, hand drawn maps). • Working as a team and sharing equipment fairly when out on fieldwork activities. • Carrying out independent geography research through homework projects. •
	<ul style="list-style-type: none"> • Breaking tasks down into small steps and developing logical thinking • Using findings from enquiries, investigations, discussions or field work to answer questions. • Using your own key to create messy maps. Notice similarities and differences between where we live and other places around the world. • Ask questions about places and human/ physical features of our planet. • Look for patterns and connections (e.g. noticing how tectonic plate boundaries are linked to where volcanos and mountains are found, noticing the climate of countries on the equator is hot.)

Key themes / Key enquiry Questions	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Where in the UK? What are the main features of the UK? What are the 4 countries of the UK? What seas surround the UK?</p>	<p>Continents and oceans How is the Earth split into sections? What is an Ocean/continent? What are the names of the continents/Ocean?</p>	<p>Waterworld Why is water so important? What is a river? What are the parts of a river?</p>	<p>Volcanoes What is a volcano? What is the Earth made up of? What are the key features of a volcano?</p>	<p>Whitby How has coastal erosion changed our coastline over time? Where is Whitby? What is coastal erosion?</p>	<p>Natural Disasters How do natural disasters impact the different economies? How do natural disasters occur?</p>

<p>What are the geographical similarities and differences of the UK and Colombia? How is the UK the same as Colombia? Is the weather the same? Does the land look the same? Are the seasons the same? Where is the UK on a map? Where is Colombia? What is the weather like during each season in the UK? How does the weather change between seasons? How is the weather different closer to the equator? What is the equator?</p>	<p>Where are they? What are the polar regions What is the equator? Where are the hot and cold parts of the world? Why are they hot or cold?</p>	<p>How much of our planet is made up of water? How does the water cycle work from start to finish? Where does rain come from? How do rivers change over time? How can we measure change as we go downstream? How do rivers change as you go down stream? How does plastic pollution affect our planet?</p>	<p>What are the different types of Volcanoes? What are the 3 stages of Volcanoes? Where are they in the world and why? Why do people live near them? How do we know when one is about to erupt? What happened in Pompeii in AD 79? (H)</p>	<p>Why is the north east coast eroding more quickly than other parts of the UK? How are our Beaches made?</p>	<p>How do MEDC'S/LEDC's recover from natural disasters?</p>
---	---	--	--	---	---

Substantive Geographical Knowledge (Linked to theme / key enquiry questions)

<p>Know the names of the 4 countries that make up the UK are England, Ireland, Scotland and Wales.</p> <p>Know the capital cities of the countries that make up the UK. England – London Wales – Cardiff Scotland – Edinburgh Ireland - Belfast</p> <p>Know the names of the seas that surround the UK.</p> <p>Know about the seasons and weather patterns in the UK.</p>	<p>Know the names of the 7 continents Record where the continents are on a map. Know the names of the 5 oceans.</p> <p>Record the oceans on a map.</p> <p>Know what the equator is. Draw the equator on a map of the world.</p> <p>know where the hot and cold parts of the world are be able to record hot and cold parts of the world on a map.</p> <p>Vocabulary:</p>	<p>Know what a river is and give a definition.</p> <p>Know how much of our planet is made up from water.</p> <p>Know the names some of the parts of a river.</p> <p>Know how rivers change over time.</p> <p>Know the stages of the water cycle.</p> <p>Know where rain comes from.</p> <p>Know that the water on Earth is the same water that has always been</p>	<p>Know a volcano is an opening in the earth's crust through which lava, volcanic ash, and gases escape.</p> <p>Know the earth is made up of three different layers: the crust, the mantle and the core.</p> <p>Know the main features of a volcano include the magma chamber, vents, craters and slopes.</p> <p>Know there are 4 different types of Volcano (Shield Volcanoes Composite Volcanoes Cinder Cones</p>	<p>Know that Whitby is a fishing town in North East England.</p> <p>Know the human and physical features of the town.</p> <p>Know what happens during the process of coastal erosion.</p> <p>Know that the rock on the north east coast is soft.</p> <p>Know that adverse weather speeds up erosion.</p> <p>Know that erosion is always occurring.</p>	<p>Know the names of the main tectonic plates.</p> <p>Know the layers of the earth.</p> <p>Know the four movements of tectonic plates.</p> <p>Know what geographical features the movements create.</p> <p>Know an example of how natural disasters affect local residents and the impact on economy.</p> <p>Know what an MEDC is.</p> <p>Know what an LEDC is.</p>
---	---	--	---	--	---

	<p>Know the 4 flags and emblems of the countries of the UK.</p> <p>Know how the weather and seasons in the UK contrast to those in Colombia.</p> <p>Know and locate where the UK is on a world map.</p> <p>Know what the equator is and where it is on a map.</p> <p>Know how the weather changes depending on the distance to the equator.</p> <p>Vocabulary: United Kingdom, country, capital, flag, different</p>	<p>North pole, south pole, oceans. Asia, Africa, Antarctica, North America, South America, Antarctica. Oceania Pacific, Atlantic, Southern, Arctic, Indian Ocean</p>	<p>there.</p> <p>Know how to measure and record changes downstream as part of a fieldwork trip.</p> <p>Vocabulary: Meander, pollution, precipitation, evaporation, condensation.</p>	<p>Lava Domes) and can distinguish each type.</p> <p>Know the 3 stages of Volcanoes are Extinct, Dormant and Active.</p> <p>Know the Ring of Fire is an area around the Pacific Ocean where lots of volcanoes are found.</p> <p>Know the land around volcanoes is extremely fertile.</p> <p>Know that scientists monitor Active and Dormant volcanoes.</p> <p>Know how Mount Vesuvius' eruption caused the total destruction of Pompeii and that it disappeared from the world map for several years until the ruins were discovered.</p> <p>Vocabulary: tectonic plates, magma, active, dormant, extinct, tropics, equator.</p>	<p>Know that the colour of the sand is dependent on the rock type of the land.</p> <p>Vocabulary: Undercutting Notch Fissure Erosion Stack</p>	<p>Vocabulary: Economy, revenue, tsunami, greenhouse, tectonic.</p>
	<p>Nature Nurturers What are the features of our local area?</p>	<p>Our Local Area How is land used in our local area?</p>	<p>Life in the Lakes How is the Lake District different/similar to where we live?</p>	<p>Mountains What is a mountain? How are they formed?</p>	<p>Mexico (World location) Why does Mexico attract so many tourists?</p>	<p>Hidden Treasures Why should the rainforests matter to all of us?</p>

<p>What landmarks and features are in our local area? Is Bolton-Upon-Dearne a city or town? What local Cities are nearby? What geographical features can we see around our school? (Post Office, farms, houses, shops) Why are the features in their current places? Where is our school/ BOD on a map of the UK?</p>	<p>Where is Bolton on Dearne in the UK? Which towns cities is it near to? How is land used in Bolton upon Dearne? What is a route map? How can I show where things are in Bolton upon Dearne? What are the different types of houses in Bolton on Dearne? What type of shops can we see in Bolton upon Dearne? What is a compass? What do the marks on a compass mean? How do you use a compass?</p>	<p>What is the landscape like in the Lake District? Why is the Lake District a protected area? Where is the Lake District? What physical landmarks can we see in the Lake District? What jobs do people have in Windermere? What is the land use in Windermere compared to Bolton Upon Dearne?</p>	<p>What are the key features of a mountain? What are the different types of mountains? What is the difference between a mountain and a hill? Where are famous mountain ranges found?</p>	<p>Where is Mexico? What human features does Mexico have? What is the climate like in Mexico?</p>	<p>Where are the rainforests located and what are their main features? Why are rainforests often in the news and what can we do to help? How important is the Amazon to the South American Rainforests?</p>
---	--	--	--	---	---

Substantive Geographical Knowledge (Linked to theme / key questions)

<p>Know the local landmarks (cenotaph, Churches).</p> <p>Know about some buildings in the local area (Post Office, shops, charity shops).</p> <p>Know how land is used in the local area (farms, houses, shops, church land etc).</p> <p>Know the features of the school environment (building, separate buildings, pond, field) and the immediate</p>	<p>Know where Bolton on Dearne is in the UK Name some local times and cities. Plot land use on a local mat using a colour coded key.</p> <p>Know what a map is and plot a route around our local village.</p> <p>Name the different types of housing in Bolton upon Dearne.</p> <p>Know the different types of shops in St Andrews</p>	<p>Know where the Lake District is and identify the location on a map of the UK.</p> <p>Know where Bolton upon Dearne is and identify the location on a map of the UK.</p> <p>Know what the landscape is like in the Lake District and how it is different to where we live.</p> <p>Know some key facts about a physical landmark in the Lake District – The</p>	<p>Know a mountain can be described to be a formation of land which rises above the surrounding area and has a specific point at its top, called the peak.</p> <p>Know that mountains are formed by the movements of tectonic plates and the earth's crust is not one solid layer. It is broken up into huge slabs called tectonic plates.</p> <p>Know the key features of a mountain are: summit,</p>	<p>Know that Mexico is classed as central America (Meso-america).</p> <p>Know the oceans that surround Mexico. Know that Mexico is located in Tropic of Cancer.</p> <p>Know the Chichen Itza is now a tourist attraction and forms one of the seven wonders of the world.</p>	<p>Know where many of the world's rainforests are situated.</p> <p>Know about the main features of a rainforest.</p> <p>Know and use the terms: emergent layer, canopy, understory and forest floor.</p> <p>Know about the endangered animals in the rainforests.</p>
--	--	--	--	---	---

	<p>surrounding area (paths, roads, farmers field etc).</p> <p>Vocabulary: Area, land, bird's eye view, location, map.</p>	<p>Square and plot these on a map</p> <p>Know what a compass is and use one to locate features around the school.</p> <p>Vocabulary: Community, village, factory, terraced/detached, industrial. Farm land, industrial, housing. Shops/commercial leisure St Andrew's square Terrace, detached, flats, bungalows, semi-detached</p>	<p>Pennines, Lake Windermere, Scafell Pike.</p> <p>Know jobs people do in the Windermere compared to Bolton upon Dearne.</p> <p>Know what the roads and transport links are like in the Windermere compared to Bolton upon Dearne.</p> <p>Know how the land use in the Windermere is different to Bolton upon Dearne.</p> <p>Vocabulary: National Park, compare, contrast, region, Square KM.</p>	<p>base, slope/face, peak, and ridge and be able to identify these.</p> <p>Know there are 4 types of mountains: fold, fault-block, volcano and dome and know how these are formed.</p> <p>Know there are mountain ranges in the UK, in Europe and the world and be able to locate these on a map and in atlases.</p> <p>Vocabulary: plateau, summit, valley, face, snowline.</p>	<p>Know that the climate in Mexico is classed as tropical.</p> <p>Know that the climate is a key attraction to tourists.</p> <p>Vocabulary: Equator Northern hemisphere Southern hemisphere Longitude Latitude</p>	<p>Know about deforestation and the argument for and against deforestation. Know where the Amazon is located.</p> <p>Know about the people that live in the Amazon rainforest and about some of the unique plants there.</p> <p>Vocabulary: Emergent Tropics Biomes Deforestation Canopy</p>
	<p>Beside the Seaside What geographical features can we see at the seaside? What geographical features can be found at the seaside? What is the 'coast'? What is a cliff? How did cliffs form? What is a harbour? What are harbours used for? What is a 'symbol'? What do symbols look like on a map?</p>	<p>Farming in Egypt How does farming in Egypt compare to Farming in the UK? What are the different types of farming in the UK? Where are these types of farming located in the UK? Where is Egypt? What is the river Nile? Why does the Nile flood? What type of farming takes place near the Nile? How does this compare to farming in the UK?</p>	<p>Passage to India How is Chembakolli different to where we live? Where is India? What continent is India in? Which countries and seas border India? What is the landscape of Chembakolli like? What are homes in Chembakoli like? What is the climate like in India? What landmarks are there around our school? What are the main similarities and differences</p>	<p>Explorers What discoveries have explorers made? Why did people explore? What did we gain from exploration? What sort of discoveries did they make? How do explorers today differ from the past? How have maps changed over the years? How do we read a map? What are grid references? What is a compass? How do we use a compass?</p>	<p>Victorians (British Location) How did the Victorians change Britain? Why have people settled in Sheffield (Past and Present)? What impact has the River Don had on Sheffield? How is land used around Sheffield?</p>	

			<p>between our locality and Chembakolli? Why do we use a key when drawing a map?</p>	<p>Why do explorers need compasses? What are the Seven Wonders of the World?</p>		
Substantive Geographical Knowledge (Linked to theme / key questions)						
<p>Know about the features seen at the seaside (cliffs, port, harbour, sea, beach, hills).</p> <p>Know how cliffs formed. Know how roads were made to create access to the seaside.</p> <p>Know why ports and harbours are needed on the coast.</p> <p>Know where some coastal areas are on a map (e.g. Filey- link to trip).</p> <p>Know where Filey is compared to Bolton Upon Dearne and view the journey on Google Maps.</p> <p>Know the basic symbols on a map.</p> <p>Know how to construct a key using basic symbols.</p> <p>Know how to devise a simple map.</p>	<p>Know the different types of farming in the UK. Know where the different types of farming take place in the UK</p> <p>Plot where the different types of farming are on a map of the UK</p> <p>Know that Egypt is a country in Africa,</p> <p>Know that the river Nile flows through Egypt. Show Egypt on a map and highlight the river Nile Know that the River Floods.</p> <p>Know that the black silt is fertile and a variety of crops can be grown in it. Compare farming in Egypt with Farming in The UK</p> <p>Vocabulary: Farm arable Dairy Beef Egypt River Nile Flooding Irrigation</p>	<p>Know where Asia, India and Chembakolli are in the world.</p> <p>Know where the UK is on a world map.</p> <p>Know which countries and seas border India.</p> <p>Know the main human and physical features of India.</p> <p>Know what climate means.</p> <p>Know what the climate is like in India compared to the UK.</p> <p>Know what the homes are like in Chembakolli and compare them to Bolton upon Dearne.</p> <p>Know what school is like in Chembakolli.</p> <p>Know how to draw a simple map including symbols and a key.</p>	<p>Know that areas within the world have been discovered in the past by explorers.</p> <p>Know we gained more land, found precious goods and found new routes of travel.</p> <p>Know how maps have changed to include new discovered lands and to become more accurate.</p> <p>Know that grid references are used to locate specific places on a map.</p> <p>Know how to read grid references accurately.</p> <p>Know a compass is a navigational instrument which shows us directions (North, South, East and West) with the help of a small magnetic needle which points north/south.</p>	<p>Know that the Victorian's would have used the physical features of a place to settle.</p> <p>Know that the Victorian's would have built their transport systems around the physical features of a place.</p> <p>Know that River Sheaf is integral to Sheffield's industry.</p> <p>Know that mining is integral to Sheffield's industry.</p> <p>Know that city centres and housing areas have been built around the industry of a location.</p> <p>Vocabulary: Industrial Sustainable Economy Rural Urban</p>		

	<p>Vocabulary: Beach, sea, cliff, coast, harbour, port, hill, lighthouse, key, symbols</p>	<p>Highland Lowland Livestock Poultry</p>	<p>Vocabulary: Climate, human features, physical features, continents, rural, urban.</p>	<p>Know what the 8 points of a compass are.</p> <p>Know that compasses were/are used by explorers so they knew which direction they were going in.</p> <p>Know the 7 wonders of the world are: Taj Mahal - India Colosseum - Italy Chichen Itza - Mexico Machu Picchu - Peru Christ the Redeemer - Brazil Petra - Jordan Great Wall of China – China and be able to locate these places on a world map.</p> <p>Vocabulary: Route, continent, climate, <u>grid reference</u>, compass (8-point)</p>		
	Disciplinary Knowledge of Geography					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

I can follow and listen to teacher led enquiries.
E.g.: Where in the UK?- Finding out about the 4 countries and capitals of the UK. Nature Nurturers – finding out about local landmarks and features.

I can ask and respond to simple questions. *E.g.: Where in the UK? What are the countries and capitals of the UK? What are the features and landmarks of the local area?*

I can use information books and pictures as a source of information from the classroom and our curriculum library. *E.g.: maps of the UK, Google maps B.O.D and Filey Coast.*

I can make observations about where things are e.g. within Lacewood. *E.g.: coastal and local area features and landmarks.*

I can investigate the world around me.

I can ask my own geographical questions when supported by an adult (e.g. Where is it?)
Eg: Considering why farms are located in certain places. Why is farming located near the River Nile in Egypt?

I can use information books, stories, maps, photos and the internet as a sources of information. . E.g: considering land use in our local area.

I can make observations about why things happen.
E.g: looking at why certain types of farming is in certain parts of the country.

I can make simple comparisons between features of different places. *Eg: comparing farming in Egypt with farming in the UK. Where different types of farming is located according to topography.*

I can ask my own geographical questions.
E.g. How are rivers formed?

I can use non-fiction books, stories, atlases, pictures, photos and the internet as sources of information. *E.g. Using fiction and non-fiction books and atlases to look at Chembakolli and compare what life is like there to what our lives are like living in the UK.*

I can Investigate places and themes at more than one scale. *E.g. Looking at the Lake District compared to Bolton upon Dearne and then looking at India - Chembakolli compared to the UK.*

Analyse evidence and begin to draw conclusions. Begin to collect and record evidence.
E.g. How is land used around Bolton Upon Dearne? How is land used in the Lake District?

Ask and respond to questions and offer their own ideas. *E.g: How are volcanoes formed?*

I can use satellite images and aerial photographs.
E.g: looking at Pompeii and Mount Vesuvius.

I can Investigate places at more than one scale. *Eg: looking at google earth, world map, place map.*

I can collect and record evidence with support
E.g: create an information text about volcanoes.

I can analyse evidence and draw conclusions. *Eg: consider how maps have changed over time (Tudor explorers link)*

I am beginning to suggest questions for investigating. *E.g: Whitby – why is the North East coast eroding more quickly than other parts of the UK?*

I am beginning to use both primary and secondary sources of evidence. *E.g: Whitby beach and coastline visit/video footage of erosion – What is coastal erosion? Mexico – globes/videos – what is the climate like?*

I can Investigate places with more emphasis on the larger scale, contrasting and distance places. *E.g: Mexico – what physical features does Mexico have?*

I can collect and record evidence with some support. *E.g: Whitby – why is the North East coast eroding more quickly than other parts of the UK.*

I can analyse evidence and draw conclusions (e.g. compare historical maps of varying scales).
Eg: How is land used around Sheffield? (linked to Victorians theme in history)

I can suggest my own questions for investigating. *E.g: Natural disasters - why are some countries LEDC and some MEDC?*

I can use primary and secondary sources of evidence in my investigations. *E.g: Natural disasters – video footage of volcanoes/tsunamis. Rainforests: Maps, google earth to look at rainforests of the world.*

I can Investigate places with more emphasis on the larger scale, contrasting and distance places. *E.g: Rainforests – what physical features does a rainforest have?*

I can collect and record evidence unaided. *E.g: Natural disasters – independent study on a disaster of their choice.*

I can analyse evidence and draw conclusions (e.g. from fieldwork data on land use, look at patterns and explain reasons behind it). *E.g: Rainforests – look at percentage of deforestation and*

						<i>compare with endangered animals.</i>
--	--	--	--	--	--	---

I can follow directions (up/ down/ left/ right/ forwards/ backwards). *E.g.: Nature Nurturers – exploring school grounds and the local area. Where in the World? When discussing features on a map of the UK and World.*

I can name the 4 countries that make up the UK. *E.g.: *Where in World? – looking at maps and globes through literacy fiction books (Katie in Scotland / London) and non-fiction books. Labelling maps with countries, capital cities and seas. Observing and drawing the flags of the countries that make up the UK.*

I can name the capital cities of the countries that make up the UK. **E.g: Where in world- looking at maps and globes linked to literacy fiction books E.g: Katie in Scotland/London. Labelling maps with countries, capital cities and seas.*

I can name the seas that surround the UK. **E.g: Labelling maps with countries, capital cities and seas.*

Follow directions (up/ down/ left/ right/ forwards/ backwards, NESW).

Eg: Positioning of continents and oceans and our local area.

I can name and locate the world's seven continents and five oceans. *Eg: Using atlases to locate.*

I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *Eg: locating Bolton Upon Dearne. Link to history – Great Fire of London.*

I can use the four compass points to follow and give directions with support. *E.g: Chembakolli location.*

I can use letter/number coordinates to locate features on a map with support. *E.g: Chembakolli, Lake District, Major rivers in the UK.*

I can name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed. *E.g: Human and Physical characteristics of the Lake District and Bolton upon Dearne.*

I am beginning to use the eight compass points.

I can locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics. *Eg: around the world in 80 days topic.*

I can locate the seven wonders of the world. *Eg: around the world in 80 days topic.*

I can Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. *Eg: linked to volcanoes theme / Around the world in 80 days.*

I can name and locate countries and cities of the United Kingdom, identifying human and physical characteristics including: hills, mountains, and how a place has changed. *Eg: Mountain features and ranges.*

I can use the eight compass points. *E.g: WW1 – trenches location.*

I am beginning to use four figure coordinates to locate features on a map. *E.g: Mexico – What human and physical features does Mexico have?*

I can name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time. *Eg: Whitby – where is Whitby? Victorians – what is the impact of the geographical features on population and economy?*

I can use the eight compass points confidently and accurately. *E.g: WW2 direction of plane flights during battles.*

I can use four figure coordinates to locate features on a map. *E.g: Rainforests: locating rainforests of the world.*

I am beginning to use six figure grid references. I can use latitude and longitude on maps. *E.g: Rainforests – locating rainforests around the world.*

I can use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. *E.g: Natural disasters – case study comparison between the effects that a natural disaster has caused.*

I can Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to

						find locations on a map. <i>E.g: Rainforests – locating and discussing the location of rainforests.</i>
Drawing Maps	I can draw picture maps of imaginary places and from stories. <i>Eg: maps drawn of landmarks visited in Katie in London and Katie in Scotland. Map drawn of the place in the new story based upon Katie in London (T4W)</i>	I can draw a map of a real or an imaginary place. <i>Eg: Our local area walk route map. Map of St Andrew’s square – different types of shops.</i>	I can create a map of a short route that I have experienced. <i>E.g: A map of a walk from School to the Church.</i> I can draw a simple scale map drawing with support. <i>E.g: Creating a map of the playground using squared paper.</i>	I can create a map of a short route that they have experienced with features in the correct order. <i>Eg: Map of Stockeld Park.</i> I can draw a simple scale map drawing independently. <i>Eg: Map of Stockeld Park.</i>	I can begin to draw thematic maps based on own data. <i>Eg: How is the land used around Sheffield? (Linked to Victorians unit)</i>	I can draw a variety of thematic maps based on their own data. <i>E.g: Rainforests – look at percentage of deforestation and compare with endangered animals.</i> I am beginning to draw maps of increasing complexity. <i>E.g: Rainforests – look at percentage of deforestation and compare with endangered animals.</i>
Representation	I can use own symbols on imaginary maps. <i>E.g.: Map of new place created based upon Katie in London.</i>	I am beginning to understand the need for a key. <i>Eg: Land use in Bolton Upon Dearne.</i> I can use agreed symbols to create a key. <i>Eg: Bolton Upon Dearne land use and shops</i>	Know why a key is needed. <i>E.g: A key of a map of Bolton upon Dearne/Windermere shows us what is in each place.</i> Use standard symbol. <i>E.g: lines and tree symbols on a map of Chembakolli.</i>	I can understand symbols on a map and understand a key. <i>Eg: Map of Stockeld Park.</i>	I can draw a map using symbols as a key. <i>Eg: What human features does Mexico have?</i> I can use and recognise ordinance survey map symbols. <i>Eg: How is and used around Sheffield?</i>	I can use and recognize ordinance survey map symbols. I can use atlas symbols. <i>E.g: Rainforests – identifying physical features of a rainforest.</i>

Using Maps	<p>Use simple maps to move around school. <i>E.g.: Map of the school shown on google maps. Printed map to be used alongside walk of school grounds. Children to label main features of school (outdoor classroom, pond etc.)</i></p> <p>Recognise that maps are about place. <i>E.g.: Where in the world? Visit to the seaside.</i></p>	<p>I can follow a route on a map. <i>Eg: Our local area walk.</i></p> <p>I can use an infant atlas to locate places. <i>Eg: locating continents and oceans and Egypt.</i></p>	<p>I can locate places on larger scale maps (e.g. map of Europe). <i>(E.g. locating the UK and India on a map.)</i></p> <p>I can follow a route on a map with some accuracy (in orienteering). <i>(E.g. following a map of the playground. – possible Geog visit).</i></p>	<p>I can locate places on larger scale maps. <i>Eg: Around the world in 80 days.</i></p> <p>I can follow a route on a map. <i>Eg: Map of Stockeld Park planned route(s)</i></p>	<p>I can compare maps with aerial photographs. <i>Eg: How is land used around Sheffield? What physical features does Sheffield have? Why is North East Coast eroding more quickly than other parts of the UK?</i></p> <p>I can select a map for a specific purpose.</p> <p>I can begin to use atlases to find out about other features of places. <i>Eg: What geographical features of a location would be advantageous?</i></p>	<p>I can follow a short route on an ordinance survey map.</p> <p>I can describe features shown on an ordinance survey map.</p> <p>I can locate places on a world map. <i>E.g: Rainforests – identifying the world’s rainforests.</i></p> <p>I can use atlases to find out about other features of places. <i>E.g: Rainforests – identifying the world’s rainforests.</i></p>
Scale / Distance	<p>I can use relative vocabulary (e.g. bigger/ smaller) <i>E.g.: Where in the world? Comparing other cities to B.O.D, when discussing maps of the world. When discussing settlements – B.O.D and Elsecar by the sea.</i></p>	<p>I am beginning to spatially match places (e.g. recognise UK on a smaller scale and larger scale map). <i>Eg: Google maps to atlas maps.</i></p>	<p>I am beginning to match boundaries (e.g. find same boundary of a country on different scale maps). <i>(E.g. Google maps to atlas maps.)</i></p>	<p>I can match boundaries independently. <i>Eg: Around the world in 80 days comparison of country size.</i></p>	<p>I can measure straight line difference on a plan. <i>Eg: What geographical features of a location would be advantageous?</i></p> <p>I can find places on maps of different scales. <i>Eg: What human and physical features does Mexico have?</i></p>	<p>I can use a scale to measure distances. <i>E.g: Natural disasters – distance between MEDC’s and LEDC’s.</i></p> <p>I can draw/ use maps and plans at a range of scales.</p>
Perspective	<p>I can draw around objects to make a plan. <i>E.g.: Nature Nurturers – drawing around objects when drawing a map of the school grounds such as shapes to represent buildings.</i></p>	<p>I can look down on objects to make a plan view map (birds eye view). <i>Eg: Our local area drawing objects in plan view (table activity)</i></p>	<p>I can begin to draw a sketch map from a high view point. <i>(E.g. drawing a map of the school grounds.</i></p>	<p>N/A</p>	<p>I can draw a plan view map with some accuracy. <i>Eg: What geographical features of a location would be advantageous?</i></p>	<p>I can draw a plan view map with accuracy.</p>

Map Knowledge	I can learn the names of some places within/ around the UK e.g. hometown, cities, countries. <i>E.g.: Where in the world? Cities in the UK, towns in the local area (Nature Nurturers), seashores (Seaside town – Filey)</i>	I can locate and name on a UK map the major features e.g. London, River Thames, home location, seas. <i>Eg: Locate Bolton Upon Dearne and London on a map.</i>	I can begin to identify points on a map. <i>(E.g. Windermere, Bolton upon Dearne, Chembakolli).</i>	I can begin to identify significant places and environments on a map. <i>Eg: Where are volcanoes found in the world?</i>	I can Identify significant places and environments with support. <i>Eg: Where is Mexico? Where is Whitby?</i>	I can confidently identify significant places and environments.
Style of map	I can use picture maps and globes. <i>Eg: Where in the world? Maps of the UK and the world (hot and cold areas) and globe. Nature Nurturer – map of local area and school grounds. Seashores – map of coastline (Filey trip)</i>	I can use an infant atlas. <i>Eg: using an atlas to locate continent and oceans.</i>	I can use an ordinance survey maps. <i>(E.g. Map of the school.)</i> I am beginning to use map sites on the internet. <i>(E.g. Google maps.)</i> I am beginning to use junior atlases. <i>(E.g. Using atlases to identify Continents and countries).</i>	I can use large and medium ordinance survey maps. <i>E.g: starting point London – Around the world in 80 days.</i> I can use junior atlases. <i>E.g: Around the world in 80 days.</i>	I can use index and contents pages within atlases. <i>Eg: Where is Mexico? Where is Whitby?</i> I can use medium scale land ranger OS maps. <i>Eg: Where is Whitby? What is the impact of the geographical features on population and economy?</i>	I can use ordinance survey maps. I can confidently use an atlas. <i>E.g: Rainforests – identifying the world’s rainforests.</i>