



## Progression Plan for Geography

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Investigating places</b>	<p>-Talks about the location of familiar places.</p> <p>-Uses maps and photos of the local area to talk about places</p> <p>-Use maps of outdoor area to hide toys and show location using positional language</p> <p>--Can follow a simple map, e.g. by placing objects on the table in the correct position shown on the map.</p> <p>-Talk about family members living in different countries or different places they have visited</p> <p>-Talk about animals living in a desert and this is a hot place</p>	<p>-Gives details about where they live, e.g. city, town or village name, street name.</p> <p>-Can talk about some place of local interest, e.g. the shop, church, mosque, shops, restaurants, train stop.</p> <p>-Points out landmarks while on a walk in their local area.</p> <p>- Discuss aerial view of school and local areas</p> <p>-Understand sense of place with local area walk-point out local landmarks.</p> <p>-Look at Google Maps. Create 2D map and add building block places of interest.</p> <p>- Study Southern Hemisphere: penguin focus. Books, e.g. <i>The Emperor's Egg; Lost and Found</i> to learn about cold places</p>	<p><b>The UK</b></p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>- begin to identify key features of a location and say whether it is a city, town, village, coastal or rural area.</p> <p>- To learn about the location and importance of London as the capital city.</p> <p>-To learn about the location and importance of Edinburgh as the capital city.</p> <p>To learn about important places of geographical interest in Scotland</p> <p>-To learn about places of interest in Wales</p> <p>-To learn about where Cardiff is located.</p> <p><b>Mapping the local area</b></p>	<p><b>Southport</b></p> <p>-can ask and answer questions about what a place is like and what features I may find there.</p> <p>-can recognise landmarks and physical features of a place from aerial images.</p> <p>-Locate where Southport is using maps</p> <p>-Identify which sea surrounds Southport</p> <p>-Investigate how far is Southport from Hale</p> <p>-Identify the main tourist attractions in Southport</p> <p><b>Australia</b></p> <p>-Name the states of Australia.</p> <p>-Describe the location of Australia.</p> <p>-Explain if Australia is a continent or country</p> <p>-Locate and label the main cities in Australia.</p> <p>-Identify surrounding oceans</p> <p>-can ask and answer questions</p>	<p><b>Local Area</b></p> <p>-Use a range of resources to identify the key physical and human features of a location.</p> <p>-Summarise the geographical location of Hale Barns.</p> <p>- Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features</p> <p>-Suggest reasons why people live in our local area.</p> <p>-Organise information about local transport links and produce a graph to represent this data</p> <p><b>The UK</b></p> <p>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how</p>	<p><b>Europe</b></p> <p>-can name and locate countries in Europe and discuss their characteristics and identifiable features.</p> <p>-can describe features of particular countries within Europe</p> <p>- Define the word 'population'.</p> <p>-Identify the two main boundaries between Europe and Asia</p> <p>-Name the hemisphere is Europe entirely within</p> <p>-Name oceans which border Europe</p> <p>-Locate Europe's and also the world's most northerly capital city</p> <p>-Locate and label mountain ranges in Europe.</p> <p>-can begin to locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p>	<p><b>Resources</b></p> <p>-can begin to use fieldwork to observe and measure the human/physical features in the local area and record results.</p> <p>-list, describe and locate some of the world's natural resources</p> <p>-Locate on a map and label the food miles for a range of foods imported into the United Kingdom.</p> <p>-Define the term 'food miles'</p> <p>-Locate on a map and label the food miles for a range of foods imported into the United Kingdom</p> <p>-Where does the water cycle take place?</p> <p>-Define the word 'atmosphere'.</p> <p>-Illustrate and describe the five steps of the water cycle</p> <p>-What does the term 'a continuous cycle' mean?</p> <p><b>South America</b></p> <p>-can name and locate some of the countries of South America and their main human and physical characteristics.</p>	<p><b>North America</b></p> <p>-can name and locate all of the countries of North America and their main human and physical characteristics.</p> <p>- use a range of geographical resources to help give a detailed description and opinion about a location in North America (New York)</p> <p>-Describe and understand key aspects of:</p> <p>North American physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, cities and time zones</p> <p>North American human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>-Describe some of the characteristics of these geographical areas in North America to show trade diversity</p>



			<ul style="list-style-type: none"> <li>-Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</li> <li>-Location the position of the school</li> <li>-Label key features of the school grounds</li> <li>-Draw a simple plan of the classroom using an aerial view</li> <li>-Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul> <p><b><u>Weather and climate</u></b></p> <ul style="list-style-type: none"> <li>-Use world maps to identify warm climates and cold climate regions</li> <li>-Locate and label where polar climates are found</li> <li>-Locate and label where equatorial climates are found.</li> <li>-Locate and label where desert climates are found.</li> <li>-can understand there are hot and cold areas of the</li> </ul>	<p>about what a place is like and what features I may find there.</p> <ul style="list-style-type: none"> <li>-Locate the Daintree rainforest and the climate type</li> <li>-Name some species that survive in the Daintree rainforest</li> <li>-List some endangered species in the rainforest</li> <li>-Summarise information about the Great Barrier Reef and pollution killing coral</li> <li>-Use aerial images and plan perspectives to recognise landmarks and basic physical features</li> </ul> <p><b><u>Mapping and Oceans</u></b></p> <ul style="list-style-type: none"> <li>- can name and locate the world's continents.</li> <li>-can name and locate the world's oceans.</li> <li>-Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> </ul>	<ul style="list-style-type: none"> <li>some of these aspects have changed over time.</li> <li>- Detailed identification of the human and physical features of UK regions, cities and counties.</li> <li>-Name and locate the major mountains and hills in the UK, including the highest peaks.</li> <li>-Use a range of resources to identify the key physical and human features of a location.</li> <li>- Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features</li> </ul> <p><b><u>Settlements</u></b></p> <ul style="list-style-type: none"> <li>-Use a range of resources to identify the key physical and human features of a location.</li> <li>-Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>-can ask and answer questions</li> </ul>	<p><b><u>Castleton</u></b></p> <ul style="list-style-type: none"> <li>-Locate the Peak District and find Castleton on an OS map.</li> <li>- Locate other National Parks in an atlas and mark on a map.</li> <li>- Explain how tourism influences Castleton.</li> <li>-Define Castleton and its geographical distinctiveness</li> <li>-Find out about houses, shops, leisure facilities, places of worship and traffic in Castleton, through fieldwork and research</li> <li>-Describe and discuss which amenities would be use by residents and which by visitors.</li> </ul> <p><b><u>Volcanoes and Earthquakes</u></b></p> <ul style="list-style-type: none"> <li>-can describe the physical processes that cause earthquakes and volcanoes.</li> <li>-Explain what a tectonic plate is</li> <li>-Locate and label the main plate tectonic boundaries on a map.</li> <li>-Categorise the Earth's main</li> </ul>	<ul style="list-style-type: none"> <li>-can give my views on the effectiveness of different representations of an area, such as the difference between aerial images and topographical maps.</li> <li>-can describe how physical features affect the human activity in a location</li> <li>-name and locate biome regions across South America</li> <li>-Describe differences between the geographical features of different biome areas and map their locations</li> <li>- use a range of geographical resources to help give a detailed description and opinion about a location in South America</li> <li>-Explain populous regions of South America and provide detailed statistics to compare city population density</li> <li>- Locate and mark on a map the five most populous cities in South America.</li> <li>-Define the term 'population density'.</li> <li>-Describe some of the problems</li> </ul>	<p>between Jamaica and North America</p> <ul style="list-style-type: none"> <li>-Use your knowledge of longitude to explain the concept of time zones.</li> <li>-Explain what the international date line is and how it is linked to the prime meridian.</li> <li>-Collect and analyse statistics and other information in order to draw clear conclusions about locations linked to rivers and North America</li> </ul> <p><b><u>Rivers</u></b></p> <ul style="list-style-type: none"> <li>-Name and locate significant rivers of the world and the UK</li> <li>-identify key physical features along a river course</li> <li>-Explain how rivers were fundamental to the industrialisation of Manchester</li> <li>-Understand the physical processes or erosion and deposition along a river bank</li> <li>-Understand how pollution can impact a river biome</li> <li>-Locate and identify key characteristics of human and physical features of the River Bollin and</li> </ul>
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			<p>world in relation to the equator.</p> <p>-Identify seasonal weather patterns in the UK</p>	<p>-define the term continent</p> <p>-define the term ocean</p> <p>- Organise information about the physical features of the five oceans.</p>	<p>about what a place is like and what features I may find there around Manchester and the local area</p> <p>-can recognise landmarks and physical features of a place in the UK from aerial images.</p> <p>- can carry out fieldwork to observe and record the human and physical features in the local area.</p> <p>-Investigate the major transport routes in the UK including motorway routes.</p> <p>- Name different physical features found in different settlements</p>	<p>tectonic plates in terms of how they are moving.</p> <p>-Explain the tectonic process that would lead to an earthquake.</p> <p>-Explain the physical process that would result in a mountain range being formed.</p>	<p>countries are facing as areas become more densely populated.</p> <p>-Research features of the Andes Mountain range and map the location and topography of this region in South America</p>	<p>River Mersey in the local area</p> <p>-Identify why Boscastle was vulnerable to flash flooding and the economic and human impact of the flooding</p>
<p><b>Investigating patterns</b></p>	<p>-Knows there are different places in the world and is able to talk about them through experience or from what they have seen in books or films.</p> <p>-Can start to identify a sense of place and areas that are less familiar</p> <p>-Can follow a simple map, e.g. by placing objects on the table in the correct position shown on the map and show</p>	<p>-Is able to talk about some similarities and differences in the countries around the world.</p> <p>-Is able to see where their country is in the world and in relation to others.</p> <p>-can understand some important process and changes in the natural world around them, including the seasons</p> <p>-Begin to understand rural</p>	<p><b>The UK</b></p> <p>-can understand geographical similarities and differences between areas of the UK</p> <p>-Make simple comparisons between capital cities of the UK</p> <p>-Understand the UK is an island and relative location</p> <p>-Know where they are in relation to the UK and know that</p>	<p><b>Southport</b></p> <p>-can understand geographical similarities and differences between local area and Southport</p> <p>-Compare and contrast the location of Southport with that of our local area.</p> <p>-Compare and contrast the physical features of Southport with those in our local area.</p>	<p><b>Local Area</b></p> <p>-can describe how our school's local area has changed over time.</p> <p>-Describe how the locality of the school has changed over time.</p> <p>-List some reasons why people may move from another place to Hale Barns.</p> <p>• Compare and contrast the population of our local area to other places.</p>	<p><b>Castleton</b></p> <p>- Contrast how Castleton is different to Hale/Altrincham Compare shops, leisure facilities, places of worship, schools, traffic etc.</p> <p>- Use fieldwork to decide how Castleton and Hale/Altrincham are similar and different.</p> <p>-Compare and contrast rural and urban environments in Castleton and Hale Barns</p>	<p><b>Resources</b></p> <p>-can begin to use fieldwork to observe and measure the human/physical features in the local area in relation to water resources and record results.</p> <p>-Identify patterns in distribution of resources and trade links-</p> <p>-Make links with human processes affecting biomes and pollution and contamination impacts</p>	<p><b>North America</b></p> <p>-Describe geographical diversity across the world with a focus on North America.</p> <p>-Describe how countries and geographical regions are interconnected and interdependent across North America</p> <p>-Describe changes to population and settlement of North America with the formation of states</p>



	<p>relationships between places and 'journeys'</p>	<p>and urban with 'Town mouse and Country Mouse' tale to support discussions and observations about land use.</p> <p>-begin to understand the concept of Migration- Look at contrasting environments and animals in the world</p> <p>-'Coming To England' by Floella Benjamin. To compare the countries weather and packing suitable clothes</p>	<p>they are in the north of England.</p> <p><b><u>Weather and climate</u></b></p> <p>-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>-can understand and talk about seasonal and weather patterns.</p> <p>-Compare and contrast life in different climate zones</p> <p>-Identify the similarities and differences in the physical features of polar, equatorial and desert climates</p> <p><b><u>Mapping the local area</u></b></p> <p>-Identify land use around the school.</p> <p>-Location the school in relation to the world map</p> <p>-Use simple locational language to describe routes around classroom and school grounds</p> <p>- observe my school and the surrounding areas and identify human and physical features.</p>	<p>-Identify seasonal and daily weather patterns in Southport.</p> <p>-Compare and contrast the human features of Southport with those in our local area.</p> <p>-Explain how Southport has changed over the years</p> <p><b><u>Mapping oceans</u></b></p> <p>Explain the difference between:</p> <ul style="list-style-type: none"> <li>• a continent and a country</li> <li>• an ocean and a sea.</li> </ul> <p>-Rank the relative sizes and location of the oceans and continents</p> <p>- Describe how pollution is harming marine species in the Pacific Ocean</p> <p>-recognise how drift net fishing is causing problems in oceans</p> <p>-Explain why Antarctica is not inhabited</p> <p><b><u>Australia</u></b></p> <p>-can understand geographical similarities and differences between an area of the UK and another country (Australia)</p>	<p>Describe the similarities and differences between local settlements</p> <p>-To identify changes to settlements over time and understand how and why these have changed over time.</p> <p>-To recognise impacts of changes in land use (specifically the Trafford Centre</p> <p><b><u>Settlements</u></b></p> <p>Describe the similarities and differences between local settlements</p> <p>-To identify changes to settlements over time and understand how and why these have changed over time.</p> <p>-Contrast different types of settlement and their relative features</p> <p><b><u>The UK</u></b></p> <p>-Describe geographical similarities and differences between countries in the UK.</p> <p>-Organise information about UK mountains and identify patterns in location.</p> <p>- Compare and contrast the populations of the</p>	<p>-Note patterns of land elevation using contour lines for the Peak District and Castleton</p> <p>-Describe the changing role of the market square and village hall</p> <p>-Contrast housing styles in Hale Barns and Castleton</p> <p><b><u>Earthquakes and Volcanoes</u></b></p> <p>-Explain why 90% of the world's volcanoes happen around the Pacific Ring of Fire.</p> <p>-Explain the difference between magma and lava.</p> <p>-Explain the difference between active, dormant and extinct volcanoes.</p> <p>-Investigate one of the Pacific Ring's most explosive volcanoes and give reasons for it.</p> <p>- Categorise the Earth's main tectonic plates in terms of how they are moving</p> <p><b><u>Europe</u></b></p> <p>-can describe similarities and differences between countries in Europe</p> <p>-use facts to compare Hungary and Germany and</p>	<p>- Identify foods are the most traded goods in the UK- globally and in Europe.</p> <p>-Explore diversity of resources across the world</p> <p>- Explain why the diversity in physical features across the world give rise to the import and export of natural resources.</p> <p><b><u>South America</u></b></p> <p>-can give my views on the effectiveness of different representations of an area, such as the difference between aerial images and topographical maps to show biomes, vegetation belts and the natural resources in South America.</p> <p>-Compare and contrast biomes across South America and the human settlement</p> <p>-Describe geographical diversity across South America and give reasons for this in relation to population statistics</p> <p>-can describe how physical features affect the human activity in South America in relation</p>	<p>and the historical links</p> <p>-Describe geographical diversity across North America and give reasons for this in specific relation to population, climate, trade and topography</p> <p>-Understand some of the reasons for geographical similarities and differences between countries in North America</p> <p>-Describe how locations around North America are changing and explain some of the reasons for change.</p> <p>-Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>-create maps of locations and identify patterns land use, climate zones and population densities.</p> <p><b><u>Rivers</u></b></p> <p>-Describe patterns between settlement</p>
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			<p>-Recognise 'bird's eye view' is different to how things look</p>	<ul style="list-style-type: none"> <li>- Compare and contrast the location of Australia and the United Kingdom.</li> <li>- Compare and contrast the weather in Darwin and Hobart. Explain why weather is different even though they are both in Australia?</li> <li>-Identify ways the indigenous Aboriginal people have different lifestyles from the European settlers in Australia</li> <li>- Explain why wildlife in Australia is different from that of the United Kingdom because the countries have different climates.</li> </ul>	<p>countries of the United Kingdom.</p> <ul style="list-style-type: none"> <li>-Notice the pattern of major transport links between cities in the UK</li> <li>- Describe the similarities and differences between settlements in different parts of the UK</li> <li>-To recognise impacts of changes in land use (specifically the Trafford Centre</li> </ul>	<p>their features and distinctiveness</p> <ul style="list-style-type: none"> <li>- Investigate some of the cultural differences in one eastern and one western European country by looking at the types of: languages spoken; food eaten.</li> <li>- Find out why so many tourists visit the Mediterranean region.</li> </ul> <p>Graph the populations of the countries of Europe.</p>	<p>to city populations and the Andes.</p> <ul style="list-style-type: none"> <li>-Explain the link between colonisation and the diversity of languages spoken in a geographical region.</li> <li>-Contrast the human and physical features of the Andes Moutnain range</li> <li>- Relate your knowledge of mountainous areas to your knowledge of the population in South America.</li> <li>-Describe how human processes affect biomes.</li> <li>-Relate your knowledge of the location of biomes to the location of climate zones.</li> <li>- Explain how different biomes are challenging to for human to survive in</li> <li>-Compare and contrast the features of a topographic map and those of a political map, using examples from South America.</li> <li>-Explain why a geographer may use a</li> </ul>	<p>and rivers and how this changed over time</p> <ul style="list-style-type: none"> <li>-Describe specific relationships between river flow rate and erosion linked the the River Bollin meander at Styal</li> <li>-Identify patterns in the relationship between the stages of a river and the amount of erosion and deposition that takes place.</li> <li>-Know and define features of rivers including erosion, deposition and meanders</li> <li>-Explain how the River Mersey has changed over time and give specific reasons for this evolution</li> <li>-Compare and contrast river discharge rates for significant rivers to evaluate their relative size</li> <li>-Compare the topography of the River Thames along the course and the land use patterns</li> <li>-Understand how humans affect the River Bollin environment over time.</li> <li>-Know about changes to river</li> </ul>
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							variety of map types while navigating.	environments over time.  -Understand why people seek to manage and sustain their environment for economic and environmental impact
<b>Communicating geographically</b>	<p>-Can follow a simple map, e.g. by placing objects on the table in the correct position shown on the map.</p> <p>-Can talk about the prominent geographical features in their area, e.g. hill on the field, the shops at the bottom of the road, Halecroft Park</p> <p>-Use key vocab globe, map, river introduce 'farm'</p>	<p>-Can interpret a simple map of the classroom.</p> <p>-Can interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads.</p> <p>-Can draw a simple map of the classroom, indicating different interest areas.</p> <p>-Uses some specific geographical vocabulary to describe locations.</p> <p>-Uses some geographical vocabulary to describe their local environment.</p>	<p>-Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>-Identify key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>-Start to use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>-Devise a simple map; and use and construct basic symbols</p>	<p>-can use world maps, atlases and globes to locate the countries studied</p> <p>-can confidently use compass directions: North, South, East and West to describe locations.</p> <p>-can devise a simple map and use basic symbols in a key</p> <p>-Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>-Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p>-Describe key aspects of: • physical geography, including: rivers, mountains. -human geography, including: settlements and land use.</p> <p>-Use the eight points of a compass, four - figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>• Offer explanations for features seen on maps and from personal experience.</p> <p>• Use symbols to find features in the key and on maps to build knowledge of settlements.</p> <p>• Recognise Ordnance symbols and use these to identify features of different settlements</p> <p>• Create a village map including OS symbols and a key</p>	<p>-Draw maps and plans of Castleton following fieldwork using OS symbols. Understand and use 4 digit grid references. Use the 8 points of a compass.</p> <p>- Understand contour lines on an OS map. Identify OS symbols. Describe the landscape of Castleton and how it differs to Hale/Altrincham.</p> <p>- Debate the positives and negatives of growing up in Castleton and Hale/Altrincham.</p>	<p>-Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and topography across South Maerica with particular focus on the rainforest and mountain biomes</p> <p>-Understand some of the reasons for geographical similarities and differences between countries across South America</p> <p>-Describe how locations around South America are changing and explain some of the reasons for change.</p> <p>-Describe geographical diversity across South America</p> <p>-Describe how countries and geographical regions are interconnected and</p>	<p>-can use all 8 compass points to describe a location. N, S, E, W N-E, N-W, S-E and S-W.</p> <p>-can use 6 figure grid references, symbols, keys to navigate a map and communicate knowledge.</p> <p>-Make links with the historical context of the River Bollin and River Mersey to offer detailed analysis of changes over time linked to river use, pollution and industrialization</p> <p>-can create maps of locations and identify patterns land use, climate zones and population densities.</p> <p>-Interpret and create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>-Map the features of the River Thames and use the Os Maps to contrast the river along its course</p>



				<p>-Create a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<ul style="list-style-type: none"> <li>• Name and locate local settlements on a map.</li> <li>• Begin to understand the idea of size of features and distance shown by different maps.</li> </ul> <p>-Use the eight points of a compass to describe the location our local area.</p>		<p>interdependent in South America</p> <p>- Apply your knowledge of six-figure grid references to name and locate at least ten places on urban and rural maps.</p>	<p>-Produce a field report of the River Bollin to provide statistics collected to describe specific features of the river environment</p>
<p><b>Fieldwork techniques</b></p>	<p><b>Halecroft Park</b></p> <p>-Can talk about the prominent geographical features in their area, e.g. hill on the field, the shops at the bottom of the road, Halecroft Park</p>	<p><b>Local area walk</b></p> <p>-Learn location of activities, e.g. hall, field, library</p> <p>- Where does my family come from/ live?</p> <p>-Features en route to and from school.</p> <p>- Recognise School address.</p> <p>-Observe school building and grounds features. Create 3D map of classroom</p> <p>- With adult support, create a large scale map of the indoor classroom</p> <p>- Discuss aerial view of school and local areas</p> <p>- Local Area walk-point out local landmarks. Look at Google Maps. Create 2D map and</p>	<p><b>School grounds</b></p> <p>-Use a large-scale map of their classroom, school grounds and the area around the school to identify features and talk about what is where</p> <p>-Be introduced to the use of symbols in a key to make simple maps of routes or places they knows</p> <p>-Begin to use alpha-numeric co-ordinates to give grid references on picture maps and plans of familiar places</p> <p>-Use world maps, atlases and globes to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><b>Southport</b></p> <p>-Use a large-scale map of the school building and grounds or the area immediately around the school to lead the way around and point out features on the map and in the area</p> <p>-Use and construct basic symbols in a key, which might be a grey colour for a road and a building shape for a house, to make their own maps of routes or places that they know</p> <p>-Use alpha-numeric co-ordinates to give grid references on picture maps and</p>	<p><b>Local Area Hale Barns</b></p> <p>-Use 8 points of a compass</p> <p>-Use map symbols and use them with appropriate maps to find features in the key and on the map to build up knowledge of the United Kingdom</p> <p>-Draw maps of familiar places, or routes</p> <p>-Name and locate counties and major cities of the UK and its surrounding seas</p> <p>-Follow a route using a plan or map</p> <p>-Introduce the idea of size of features and distance shown by different maps</p> <p>-Name and locate regions studied and identify physical and human features</p>	<p><b>Castleton</b></p> <p>-Use letter/number co-ordinates and 8 compass points</p> <p>-Begin to use 4 figure co-ordinates to give grid references on maps. Make a treasure island</p> <p>-Develop use of keys and standard symbols e.g. roads, railways, houses and buildings</p> <p>-Make a simple scale drawing of an object then a room</p> <p>-Estimate the straight line distance on a map using a simple scale</p> <p>-Use relief maps with colour to show height of land</p> <p>- Use large scale maps and maps of the locality.</p>	<p><b>Rainwater Collection</b></p> <p>-Draw plans and sketch maps and use symbols with a key to show features on maps</p> <p>-Use a variety of maps to locate features and places studied</p> <p>-Name and locate geographical regions and biomes studied</p> <p>-Use maps to follow routes from the description of features, direction and distance</p> <p>-Begin to use OS standard symbols</p> <p>-Use 4 figure grid references to locate features</p> <p>-Use a variety of maps to locate features and places and to describe directions from place to place</p>	<p><b>River Bollin</b></p> <p>Use OS standard symbols</p> <p>-Use 8 points of the compass</p> <p>-Develop the use of atlases, maps and globes</p> <p>-Use of time zones maps</p> <p>-Use 6 figure coordinates to locate features on maps</p> <p>-Identify the position and significance of the Tropics, the Prime/Greenwich Meridian and time zones</p> <p>-Draw maps to different scales of familiar places and routes.</p> <p>-Compare different scales of maps. Use scale bar to help measure distances between places</p>



		<p>add building block places of interest</p>	<p>-Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify seasonal and daily patterns in the UK and hot and cold places.</p> <p>-Look at a large scale vertical aerial photograph to recognise landmarks and basic human and physical features</p> <p>-Make or use a model to walk a person or navigate a vehicle around talking about the directions faced and turned</p> <p>-Begin to draw picture maps of places with which they are familiar and of places they come across in stories or make up from their imagination</p> <p>-Talk about the use of maps for finding the way and showing the world</p> <p>-Use directional language, to describe the location of features on routes or maps</p> <p>-Undertake a survey of building use surrounding school and mark the use on a street map</p>	<p>plans of familiar places</p> <p>-Use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>-Draw picture maps of places or routes with which they are familiar and of places they come across in stories or make up from their imagination</p> <p>-Use observational skills to find out about the features in the local environment and in other environments they know</p> <p>-Look at a large scale vertical aerial photograph and similar scale outline map of the main features to find the same features on the photograph and map</p>	<p>using atlases, maps and globes</p> <p>-Look down on objects to make a plan</p> <p>-To use maps and photographs of the local area to describe some of the activities which are undertaken in the locality and make a land use map. look at aspects over time</p> <p>-Use plans as a record of an investigation</p>	<p>-Find the location of their local area and the contrasting locality</p> <p>-Draw maps of familiar places, or routes, such as the way to the shops from home</p> <p>-Name and locate mountains, hills and rivers</p> <p>-Locate continents, countries, and cities of European countries and the location of Russia</p> <p>-Name and locate geographical regions and identify human and physical characteristics</p> <p>-Use sketch maps as a record of an investigation</p>	<p>-Use a map index with its map to identify locations</p> <p>-Measure straight line distances on a plan or map</p> <p>-Use relief maps showing high and low ground</p> <p>-Identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic</p> <p>-Locate points of reference – rivers, mountains, desert, capitals and other major cities</p>	<p>-Use of models to introduce contours and relief maps</p> <p>-Follow routes on small and large scale OS maps and describe features seen</p> <p>-Use sketch maps as a record of an investigation</p> <p>-Identify features on a range of map. Use features to identify things about what the region might be like</p> <p>-Name and locate key topographical features (coasts and rivers) and land use patterns</p>
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				<p>-Use simple compass directions ( N, E, S and W) to describe the location of features and routes on a map</p> <p>-Name and locate the world's seven continents and five oceans</p> <p>-</p>				
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