## Big Geographical Ideas (Motorways of conceptual understanding)

## South Kilworth Geography Curriculum Framework



<u>Key/Threshold</u>

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

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

### Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality. Impact

Children will:

Intent

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

	1	2	3	4	5	6	7
	Place	Space	Environment	Inter-connection	Sustainability	Scale	Change
	<ul> <li>Places are specific parts of the earth's surface</li> <li>Places range in size from home and local area to states, nations, regions and continents</li> <li>Geography describes places and explains characteristics</li> <li>Personal experience gives us perceptions and viewpoints, leading to a sense of place</li> </ul>	<ul> <li>Geographic space is the 3D surface of the earth</li> <li>Geographers look at patterns over the earth's surface (geographic space)</li> <li>Geography recognises that people use space differently and that patterns change over time</li> </ul>	<ul> <li>The environment is all our living and non-living surroundings</li> <li>Environment contains natural and humanbuilt features</li> <li>People use, alter and manage environments</li> <li>Geography looks at the interactions between people and environments</li> </ul>	<ul> <li>No object in geography can be viewed alone – they are always interconnected</li> <li>Interconnections may be through physical processes, such as weather, erosion, the water cycle</li> <li>Interconnections may be through human movements of people, ideas, money and trade</li> <li>Geography investigates systems of interconnections</li> </ul>	<ul> <li>Sustainability is about something remaining indefinitely into the future</li> <li>Examples that geography focuses on include ecosystems, resources, communities, ways of life</li> <li>Geography emphasises the values of sustainability</li> </ul>	<ul> <li>Scale in geography ranges from personal through local, national, regional, to global</li> <li>Geography looks at places, space, interconnections, environments at all these different scales</li> <li>Maps at different scales are a key resource in geography</li> </ul>	<ul> <li>Awareness of change over time and space is essential in geography</li> <li>Geographers investigate the physical and human reasons for change</li> <li>Geography uses understanding of change to predict into the future and plan for the future</li> </ul>
Years 5 and 6	How did trade get global? What is the global supply chain? What does the UK export to other countries? How can we make sure trade is fair? What is each country's most profitable export? What countries make up the Americas? Why do people choose to live near volcanoes?	What is the global supply chain? What is each country's most profitable export? Why do some people want to migrate from South to North America? Where are mountains and volcanoes on the Earth?	What is a natural resource? Where do the food products we buy come from? What is the global supply chain? What does the UK export to other countries? What environmental regions make up the Americas?	What are renewable natural resources? How did trade get global? Where do the food products we buy come from? What is the global supply chain? How can we make sure trade is fair? What does the UK export to other countries?	What are renewable natural resources? What is a natural resource? Where do the food products we buy come from? How can we make sure trade is fair? How have South American countries benefitted from environmental tourism?	How did trade get global? Where do the food products we buy come from? What is the global supply chain? What does the UK export to other countries? How big are the Americas? How far is x from x?	What are renewable natural resources? How did trade get global? What does the UK export to other countries? How will climate change affect the Americas? What impact is climate change having in Europe?

Years 2, 3 and 4	Why do some places experience earthquakes? What do you know about where you live? What is the River Welland/Avon like in our village? How is our river different in our village and x town? What is the mouth of our river like? Is there a city on every continent on Earth?	How are mountains and volcanoes similar and different? What is a river? What is the mouth of our river like? What are continents and oceans? Why is it hot at the equator but cold at the poles?	How have South American countries benefitted from environmental tourism? What do you know about where you live? What is a river? What is the River Welland/Avon like in our village? How is our river different in our village and x town? How have people affected the River Welland/Avon? What is the mouth of our	Why do some people want to migrate from South to North America? How do geologists predict earthquakes and volcanic eruptions? What is the water cycle? What is the River Welland/Avon like in our village?	How have people adapted to living in earthquake-prone areas in x and x? (Compare two contrasting locations.) How have people affected the River Welland/Avon?	How were the Himalayas formed? What do you know about where you live? Where is the source of our river? How is our river different in our village and x town?	What is the River Welland/Avon like in our village? How is our river different in our village and x town? How have people affected the River Welland/Avon? What is the mouth of our river like?
			river like? What is it like at the North and South Poles? What is it like at the Equator?				What effect is climate change having on the South Pole?
EYFS and Year 1	Where is your favourite place in school? What is our church called? What could we do in our village? Who works in our village? What things can we see on an aerial view? What kind of buildings are there in Leicester?	What could we do in our village? Who works in our village? What things can we see on an aerial view? What jobs do people do in Leicester?	What is our church called? Who works in our village? What things can we see on an aerial view?	Who works in our village? How do people travel to our village? How many ways can you travel to Leicester? What is the weather like in each of the seasons?	How can we look after our village environment?	Where is your favourite place in school? Who works in our village? What things can we see on an aerial view? Is Leicester bigger or smaller than our village?	Who works in our village? What things can we see on an aerial view?
			EYF	S			
Geographical Big Ideas and Threshold Concepts							

#### Geographical Big Ideas and Threshold Concepts

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

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

Pupils should be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

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

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. **EYFS Development Matters: Understanding the world** involves guiding children to make sense of their physical world and their community. The frequency and range

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

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

Children at the expected level of development will:

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

# **Reception and Year 1**

**Geographical Big Ideas and Threshold Concepts** 

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Disciplinary Knowledge		Procedural knowledge and
		Six Cs:
		Provide opportunities for pupils t
		problems, develop creativity, co
		understanding of citizenship, bu
Know about		Know how to:
Human and Physical Geography:	Theme 3A	Ask and respond to simple clos
<ul> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>		Use information books/pictures
	Our Wonderful Weather	Investigate their surroundings
Use basic geographical vocabulary to refer to key physical features, including	Geographical Area: UK	<ul> <li>Use relative vocabulary (e.g. bit</li> <li>Follow directions (Up, down, left)</li> </ul>
beach, cliff, coast, forest, hill, mountain, sea, season and weather.	•	<ul> <li>Draw picture maps of imaginar</li> </ul>
ELGs: Understand some important processes and changes in the natural world	Contrasting localities	<ul> <li>Use a simple picture map to ma</li> </ul>
around them, including the seasons; Explore the natural world around them.		<ul> <li>Recognise that maps give infor</li> </ul>
		Draw around objects to make
		Use picture maps and globes
Place knowledge:	Theme 6A	Ask and respond to simple clos
Understand geographical similarities and differences through studying		Use information books/pictures
the human and physical geography of a small area of the United	Our Busy Towns	Investigate their surroundings
Kingdom.	Geographical Area: Local and UK	<ul> <li>Make observations about when</li> <li>Recognise that maps give infor</li> </ul>
Use basic geographical vocabulary to refer to key human features, including		<ul> <li>Use relative vocabulary (e.g. b)</li> </ul>
city, town, factory, office, port and harbour.	An in-depth study of the local urban area and towns, with a look at	<ul> <li>Learn names of some places w</li> </ul>
	a contrasting port city	countries e.g., England, countr
ELGs: Describe their immediate environment using knowledge from observation,		boats from port city
discussion, stories, non-fiction texts and maps; Explain some similarities and		• Use picture maps and globes
differences between life in this country and life in other countries, drawing on		
knowledge from stories, non-fiction texts and – when appropriate – maps. Place knowledge:	Theme 2D	Ask and respond to simple clos
Understand geographical similarities and differences through studying	Theme 3B	Use pictures as sources of inform
the human and physical geography of a small area of the United	Our Village Environment	<ul> <li>Investigate their surroundings</li> </ul>
Kingdom.	Geographical Area: Local and UK	Make observations about when
	ocographical Arca: Local and ok	Follow directions (Up, down, lef
<b>Use basic geographical vocabulary</b> to refer to key human features, including village, farm, house and shop.		Use a simple picture map to ma     Percentise that maps give infor
village, failit, house and shop.	A local study of the rural area and village	<ul> <li>Recognise that maps give infor</li> <li>Use relative vocabulary (e.g. bit)</li> </ul>
<b>ELGs</b> : Describe their immediate environment using knowledge from observation,		<ul> <li>Use locational and directional</li> </ul>
discussion, stories, non-fiction texts and maps. Explain some similarities and		the location of features and ro
differences between life in this country and life in other countries, drawing on		Draw around objects to make
knowledge from stories, non-fiction texts and – when appropriate – maps.		
Human and Physical Geography:	Theme 6B	Ask and respond to simple clos
<ul> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	Our Special Country	<ul> <li>Use information books/pictures</li> <li>Investigate their surroundings</li> </ul>
Location knowledge:		<ul> <li>Use relative vocabulary (e.g. b)</li> </ul>
Name, locate and identify characteristics of the 4 countries and capital	Geographical Area: UK	Use locational and directional
cities of the United Kingdom and its surrounding seas.		the location of features and ro
	(Identifying seasonal weather patterns repeated in both cycles to	Learn names of some places w
ELGs: Understand some important processes and changes in the natural world	enable study of different seasons)	Use picture maps and globes
around them, including the seasons; Know some similarities and differences		
between the natural world around them and contrasting environments, drawing		

nd domain specific skills and concepts

to: collaborate, think critically and solve communicate, develop their uild character.

osed questions within teacher-led enquiries es as sources of information

bigger/smaller, hotter/colder, like/dislike) eft/right, forwards/ backwards) ary places and from stories move around the school ormation about a place e a plan

osed questions within teacher-led enquiries es as sources of information

- here things are e.g., within school or local area. ormation about a place.
- bigger/smaller, hotter/colder, like/dislike).
- within/around the UK e.g., hometown, nearest city, try of port city; destination town and country of

osed questions within teacher-led enquiries ormation

here things are e.g., within school or local area. eft/right, forwards/ backwards).

- nove around the school
- ormation about a place
- bigger/smaller, hotter/colder, like/dislike).
- al language (e.g next to, straight on) to describe routes on a map
- e a plan

osed questions within teacher-led enquiries es as sources of information

bigger/smaller, hotter/colder, like/dislike). al language (e.g next to, straight on) to describe routes on a map within/around the UK

# Years 2, 3 and 4

	Geographical Big Ideas and Threshold	Concepts
	threshold concepts to plan a coherent, 'spiral' understanding and builds knowledge from 'nd	curriculum for geography which secure ovice' to 'expert'.
Teachers take account of big ideas and related threshold con         Disciplinary Knowledge         Know about         Location knowledge:         Name and locate counties and cities of the United Kingdom, geographical	Theme 3A	Procedural knowledge and Six Cs: Provide opportunities for pupils to problems, develop creativity, co understanding of citizenship, buiKnow how to:Year 2 • Ask simple geographical question
regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), land- use patterns and understand how some of these patterns have changed over time.	Explore the UK         Geographical Area: UK	<ul> <li>Use NF books, stories, maps, pict information</li> <li>Investigate their surroundings</li> <li>Make appropriate observations</li> <li>Make simple compass directions location of features on a map</li> <li>Draw a map of a real or imagin aerial photograph)</li> <li>Follow a route on a map</li> <li>Use an infant atlas to locate plate</li> <li>Begin to spatially match places scale map)</li> <li>Locate and name on UK map relocation, seas</li> <li>Year 3 <ul> <li>Begin to ask/initiate geographic</li> <li>Use NF books, stories, atlases, platinformation</li> <li>Investigate places and themes</li> <li>Begin to collect and record evi</li> <li>Analyse evidence and begin to between two locations using plators in spons to follow,</li> <li>Use letter and number co-ordin</li> <li>Follow a route on a map with scales on larger scale relations</li> <li>Use letter and number co-ordin</li> <li>Follow a route on a map with scales on larger scale relations</li> <li>Use letter and number conditions</li> <li>Use letter and plates on larger scale relations</li> <li>Use large scale OS maps</li> <li>Begin to use map sites on intermed begin to use junior atlases</li> </ul> </li> </ul>

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t knowledge, year on year and over time. A domain specific skills and concepts

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stions; Where is it? What's it like? victures/photos and internet as sources of

ons about why things happen tween features of different places is (North, South, East and West) to describe the p ginary place, (e.g., add detail to a sketch map from

places es (e.g., recognise UK on a small scale and larger

o major features e.g., London, River Thames, home

hical questions pictures/photos and internet as sources of

es at more than one scale evidence (e.g. from Met Office rainfall data.) to draw conclusions e.g., make comparisons photos/pictures, study temperatures in different

w/give directions dinates to locate features on a map a some accuracy. (e.g., whilst orienteering) route experienced, with features in correct order e maps e.g., map of Europe. e.g., find same boundary of a country on a

aps (e.g. Leicestershire; Manchester, the Lake

ernet

aerial/oblique photographs

Place knowledge:	Theme 6A	Year 2
<ul> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of a</li> </ul>	Amazing Australia	<ul> <li>Ask simple geographical ques</li> <li>Use NF books, stories, maps, p</li> </ul>
non-European country – could alternate with Asia/Africa	Geographical Area: The World	information
Use basic geographical vocabulary to refer to key physical features, including river, soil, valley, vegetation.	Geographical Area. me wona	<ul> <li>Make appropriate observation</li> <li>Make simple comparisons being a comparison being and a map of a real or image aerial photograph)</li> <li>Begin to understand the needs</li> <li>Use class agreed symbols to reduce a plan view</li> <li>Use a plan view</li> <li>Use an infant atlas to locate provide the second symbol state of the second symbol symbol state of the second symbol state of the second symbol state of the second symbol symbol state of the second symbol symbol state of the second symbol state of the second symbol state of the second symbol symbol state of the second symbol symbol state of the second symbol sy</li></ul>
		<ul> <li>Begin to collect and record e</li> <li>Analyse evidence and begin between two locations using</li> <li>Try to make a simple scale dra</li> <li>Know why a key is needed</li> <li>Use standard symbols</li> <li>Locate places on larger scale</li> <li>Begin to draw a sketch map</li> <li>Begin to use map sites on inte</li> <li>Begin to identify features on a</li> </ul>
Location knowledge:	Theme 3B	Year 2     Ask simple geographical ques
<ul> <li>Name and locate the world's seven continents and 5 oceans.</li> </ul>	All Around the World	<ul> <li>Ask simple geographical que:</li> <li>Use NF books, stories, maps, p</li> </ul>
Human and Physical Geography:	Geographical Area: The World	information
<ul> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (NB Don't cover content in Y4/5/6 Theme 3A in depth)</li> <li>Use basic geographical vocabulary to refer to key physical features, including ocean.</li> </ul>		<ul> <li>Make appropriate observation</li> <li>Make simple comparisons being use simple compass direction</li> <li>Use simple compass direction</li> <li>Use an infant atlas to locate provide the segin to spatially match place scale map)</li> <li>Find continents and oceans of the segin to spatial state of the second segments and oceans of the second segments and segments are segments as a segment a</li></ul>
		Year 3
		<ul> <li>Begin to ask/initiate geograph</li> <li>Use NF books, stories, atlases, information</li> <li>Investigate places and theme</li> <li>Analyse evidence and begin between two locations using</li> <li>Locate places on larger scale</li> </ul>
		Begin to match boundaries (e     different scale map)
		<ul><li>different scale map)</li><li>Begin to identify points on ma</li></ul>
		<ul> <li>Begin to use map sites on inte</li> <li>Begin to use junior atlases</li> <li>Begin to identify features on c</li> </ul>

stions; Where is it? What's it like? victures/photos and internet as sources of

ons about why things happen tween features of different places ginary place, (e.g., add detail to a sketch map from

d for a key nake a simple key

places es (e.g., recognise Australia on a small scale and

OS

hical questions pictures/photos and internet as sources of

es at more than one scale

evidence

to draw conclusions e.g., make comparisons

photos/pictures, temperatures in different locations awing

e maps e.g., map of southern hemisphere from a high viewpoint (or aerial photo) ernet

aerial/oblique photographs

stions; Where is it? What's it like? victures/photos and internet as sources of

ons about why things happen of different places as (North, South, East and West) to describe the p places

es (e.g., recognise UK on a small scale and larger

on a globe

hical questions pictures/photos and internet as sources of

es at more than one scale

to draw conclusions e.g., make comparisons photos/pictures, temperatures in different locations e maps e.g., map of Africa e.g., find same boundary of a country on a

aps (e.g. Equator, Africa, Pacific Ocean) ernet

aerial/oblique photographs

<ul> <li>Place Knowledge:</li> <li>Understand geographical similarities and differences through the</li> </ul>	Theme 6B	<ul> <li>Year 2</li> <li>Ask simple geographical question</li> </ul>
study of human and physical geography of a region of the United	From Source to Sea	<ul> <li>Investigate their surroundings</li> </ul>
Kingdom	Geographical Area: UK	Draw a map of a real or imagin aerial photograph)
Physical Geography:	A study of the River Welland/River Avon, including mapwork and	Begin to understand the need
• Describe and understand key aspects of physical geography including rivers and the water cycle.	fieldwork at the river	<ul> <li>Use class agreed symbols to ma</li> <li>Follow a route on a map</li> <li>Use a plan view</li> <li>Use an infant atlas to locate plant use simple compass directions location of features and routes</li> <li>Look down on objects to make</li> <li>Locate and name on UK map location, seas</li> <li>Use teacher drawn base maps</li> </ul>
		Use large scale OS maps Year 3
		<ul> <li>Begin to ask/initiate geographi</li> <li>Begin to collect and record ev</li> <li>Use 4 compass points to follow</li> <li>Use letter/no. Co-ordinates to b</li> <li>Try to make a map of a short re</li> <li>Try to make a simple scale draw</li> <li>Know why a key is needed</li> <li>Use standard symbols</li> <li>Follow a route on a map with s</li> <li>Begin to draw a sketch map fre</li> <li>Use large scale OS maps</li> </ul>

stions; Where is it? What's it like? ginary place, (e.g., add detail to a sketch map from d for a key make a simple key places ns (North, South, East and West) to describe the es on a map ke a plan / view map o major features e.g., London, River Thames, home ps hical questions evidence w/give directions. locate features on a map. route experienced, with features in correct order awing some accuracy. (e.g., whilst orienteering)

from a high viewpoint

# Years 5 and 6

Curriculum designers take account of big ideas and pertin	Geographical Big Ideas and Threshold C ent threshold concepts to plan a coherent, 'spiral' o	
	understanding and builds knowledge from 'nov	ice' to 'expert'.
<ul> <li>Curriculum designers take account of big ideas and perfine</li> <li>Teachers take account of big ideas and related threshold</li> <li>Disciplinary Knowledge</li> <li>Know about</li> <li>Location knowledge:         <ul> <li>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> </li> <li>Map skills:         <ul> <li>Understand and use OS maps (see skills section – this could be done as a one-off maps session within this unit).</li> </ul> </li> </ul>	understanding and builds knowledge from 'nov	ice' to 'expert'. y lessons to secure mastery of subject Procedural knowledge and Six Cs: Provide opportunities for pupils to problems, develop creativity, co of citizenship, build character. Know how to: Year 4 Ask and respond to questions a Use satellite images and aerial p atlases, pictures/photos and int Analyse evidence and draw co locations using photos/pictures, Locate places on large scale m Begin to match boundaries (e.g. scale map) Begin to identify significant place Use junior atlases. Use map sites on internet Use 4 compass points well Begin to use 8 compass points
		<ul> <li>Use letter/no. co-ordinates to la Make a map of a short route ex Know why a key is needed</li> <li>Begin to recognise symbols on a Use large and medium scale OS</li> <li>Year 5 <ul> <li>Investigate places with more er distant places</li> <li>Analyse evidence and draw co scales e.g., temperature of vari</li> <li>Use 8 compass points</li> <li>Begin to use 4 figure co-ordinat</li> <li>Draw a sketch map using symbols</li> <li>Use /recognise OS map symbols</li> <li>Use medium scale land ranger</li> <li>Select a map for a specific purp find local village)</li> <li>Begin to use atlases to find out of part of the world)</li> <li>Identify significant places and e</li> <li>Use index and contents page w</li> </ul> </li> <li>Year 6 <ul> <li>Investigate places with more er distant places</li> <li>Use 8 compass points confident</li> <li>Use 4 figure co-ordinates confid</li> <li>Begin to use 6 figure grid refs; us</li> <li>Use /recognise OS map symbols</li> </ul> </li> </ul>

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t knowledge, year on year and over time. d domain specific skills and concepts

o: collaborate, think critically and solve ommunicate, develop their understanding

and offer their own ideas. photographs in addition to NF books, stories, iternet as sources of information.

onclusions e.g. make comparisons between s/maps

naps (e.g. find UK or India on globe)

g., find same boundary of a county on a different

ces and environments.

cate features on a map confidently xperienced, with features in correct order

an OS map S maps

mphasis on the larger scale; contrasting near and

onclusions e.g., compare historical maps of varying ious locations – influence on people/everyday life

tes to locate features on a map ools and a key s OS maps pose. (e.g., pick atlas to find Equator, OS map to

about other features of places e.g., find wettest

environments within atlases

mphasis on the larger scale; contrasting near and

tly and accurately dently to locate features on a map use latitude and longitude on atlas maps s

		<ul> <li>Follow a short route on an OS m</li> <li>Use a scale to measure distance</li> <li>Locate places on a world map</li> <li>Draw/use maps and plans at a</li> <li>Draw a plan view map accurat</li> <li>Confidently use an atlas</li> <li>Recognise world map as a flatt</li> </ul>
<ul> <li>Place knowledge:</li> <li>Understand geographical similarities and differences through the study of a region in North or South America.</li> <li>Location knowledge: <ul> <li>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (recap continents and oceans from Y2/3)</li> </ul> </li> </ul>	<b>Theme 6A</b> <b>Brilliant Brazil</b> <b>Geographical Area: South America</b> An in-depth look at a South American country	Year 4 Ask and respond to questions of Use satellite images and aerial atlases, pictures/photos and int Investigate places and themes Collect and record evidence w Begin to use 8 compass points Use letter/no. co-ordinates to lo Make a simple scale drawing Locate places on large scale m Follow a route on a largescale Begin to match boundaries (e.g scale map) Draw a sketch map from a high Begin to identify significant place
		<ul> <li>Year 5</li> <li>Begin to suggest questions for in Begin to use primary and secon</li> <li>Collect and record evidence us</li> <li>Analyse evidence and draw con influence on people/everyday</li> <li>Begin to draw a variety of them</li> <li>Compare maps with aerial photon</li> <li>Measure straight line distance of Draw a plan view map with som</li> <li>Find/recognise places on a moton</li> </ul>
		<ul> <li>Year 6</li> <li>Suggest questions for investigate</li> <li>Use primary and secondary soute</li> <li>Investigate places with more endistant places</li> <li>Collect and record evidence of Analyse evidence and draw concomparing land use/temperate</li> <li>Draw a variety of thematic material</li> <li>Begin to draw plans of increasing</li> <li>Draw a plan view map accurate</li> <li>Locate places on a world mape</li> <li>Use atlases to find out about or weather patterns.</li> <li>Confidently identify significant</li> </ul>
<ul> <li>Place knowledge:</li> <li>Understand geographical similarities and differences through the study of a region in North or South America.</li> </ul>	Theme 3B Californian Climate Geographical Area: North America	<ul> <li>Year 4</li> <li>Ask and respond to questions and aerial atlases, pictures/photos and in</li> </ul>
Location knowledge:		<ul> <li>Investigate places and themes</li> <li>Collect and record evidence v</li> </ul>

nap. Describe features shown on OS map ces a range of scales tely

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and offer their own ideas photographs in addition to NF books, stories, ternet as sources of information at more than one scale vith some aid ocate features on a map confidently naps (e.g. find UK or Brazil on globe). map g., find same boundary of a county on a different h viewpoint (viewpoint can be virtual) ces and environments que photographs nvestigating ndary sources of evidence in their investigations unaided onclusions e.g., temperature at various locations – life natic maps based on their own data otographs on a plan me accuracy ap of different scales (e.g. Amazon River) ting urces of evidence in their investigations. mphasis on the larger scale, contrasting and unaided onclusions e.g., from field work data on land use ure, look at patterns and explain reasons behind it ips based on their own data

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ther features of places. (e.g., mountain regions,

places and environments

and offer their own ideas photographs in addition to NF books, stories, ternet as sources of information s at more than one scale. with some aid

<ul> <li>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (recap continents and oceans from Y2/3)</li> </ul>	An in-depth look at a North American country	<ul> <li>Analyse evidence and draw con locations using photos/pictures/n</li> <li>Locate places on large scale ma</li> <li>Begin to match boundaries (e.g., scale map)</li> <li>Draw a sketch map from a high v</li> <li>Begin to identify significant place</li> <li>Use junior atlases</li> <li>Use map sites on internet</li> </ul>
		<ul> <li>Year 5 <ul> <li>Begin to suggest questions for inv</li> <li>Begin to use primary and second</li> <li>Investigate places with more emplicitant places</li> <li>Analyse evidence and draw conscales e.g., temperature of various</li> <li>Select a map for a specific purport find local village)</li> <li>Begin to use atlases to find out at part of the world)</li> <li>Measure straight line distance on</li> <li>Find/recognise places on a map</li> <li>Identify significant places and en</li> </ul></li></ul>
		<ul> <li>Year 6</li> <li>Suggest questions for investigatin</li> <li>Use primary and secondary source</li> <li>Investigate places with more emplicitant places</li> <li>Analyse evidence and draw comparing land use/temperature</li> <li>Use latitude and longitude on atl</li> <li>Draw a variety of thematic maps</li> <li>Locate places on a world map</li> <li>Use atlases to find out about other weather patterns)</li> <li>Use a scale to measure distances</li> <li>Draw/use maps and plans at a residuent of the second second</li></ul>
<ul> <li>Human Geography:         <ul> <li>Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul>	Theme 6B Trade, Resources and Economy Geographical Area: The World	<ul> <li>Year 4 <ul> <li>Ask and respond to questions and</li> <li>Use satellite images and aerial phatlases, pictures/photos and inte</li> <li>Analyse evidence and draw con locations using photos/pictures/n</li> <li>Use 4 compass points well</li> <li>Begin to use 8 compass points</li> <li>Use letter/no. Co-ordinates to loc</li> <li>Make a map of a short route exp</li> <li>Make a simple scale drawing</li> <li>Know why a key is needed</li> <li>Begin to recognise symbols on ar</li> <li>Follow a route on a largescale m consumer)</li> <li>Use large and medium scale OS</li> </ul> </li> </ul>

onclusions e.g. make comparisons between /maps aps (e.g. find Canada or Argentina on globe) g., find same boundary of a county on a different viewpoint (viewpoint can be virtual) ces and environments nvestigating ndary sources of evidence in their investigations mphasis on the larger scale; contrasting near and onclusions e.g., compare historical maps of varying ious locations – influence on people/everyday life pose. (e.g., pick atlas to find Taiwan, OS map to about other features of places e.g., find wettest on a plan ap of different scales. (e.g. Brazil) environments within atlases ing urces of evidence in their investigations mphasis on the larger scale; contrasting near and onclusions e.g., from field work data on land use ure, look at patterns and explain reasons behind it atlas maps ps based on their own data ther features of places. (e.g., mountain regions, es. range of scales and offer their own ideas photographs in addition to NF books, stories,

ternet as sources of information

onclusions e.g. make comparisons between s/maps

ocate features on a map confidently xperienced, with features in correct order

an OS map map (e.g. the route of a product from producer to

OS maps

		<ul><li>Use junior atlase</li><li>Use map sites or</li><li>Identify features</li></ul>	n internet
		<ul> <li>Vear 5</li> <li>Begin to suggest</li> <li>Begin to use print</li> <li>Investigate place distant places</li> <li>Collect and rece</li> <li>Use 8 compass present</li> <li>Begin to use 4 fig</li> <li>Begin to use 4 fig</li> <li>Begin to draw a</li> <li>Draw a sketch m</li> <li>Use/recognise C</li> <li>Compare maps</li> <li>Select a map for find local village</li> <li>Draw a plan viet</li> <li>Use medium scot</li> </ul>	t questions for in nary and secor es with more en ord evidence u points gure co-ordinat variety of them nap using symbols with aerial pho or a specific pur e) w map with sor ale land ranger
		<ul> <li>Use primary and</li> <li>Investigate place</li> <li>distant places</li> <li>Collect and record</li> <li>Use 8 compass primary and</li> <li>Use 4 figure co-ord</li> <li>Begin to use 6 figure</li> <li>Draw a variety of</li> <li>Begin to draw primary and variety of</li> <li>Begin to draw primary and variety of</li> <li>Use/recognise Critical symbol</li> <li>Follow a short ro</li> <li>Locate places of</li> <li>Use atlases to firrive weather pattern</li> <li>Draw a plan viet</li> <li>Confidently iden</li> <li>Use OS maps</li> <li>Confidently use</li> </ul>	es with more er ord evidence u points confident ordinates confic gure grid refs; us of thematic map lans of increasir OS map symbols ls oute on an OS m on a world map nd out about ot ns) w map accurat
Physical Geography: <ul> <li>Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes.</li> </ul>	Theme 3C Mountains, Volcanoes and Earthquakes Geographical Area: The World	<ul> <li>Recognise world</li> <li>Year 4 <ul> <li>Ask and respond</li> <li>Use satellite ima atlases, pictures,</li> <li>Investigate place</li> <li>Collect and reco</li> <li>Locate places of</li> <li>Draw a sketch m</li> <li>Begin to identify</li> <li>Use junior atlase</li> <li>Use map sites or</li> <li>Identify features</li> </ul> </li> </ul>	d to questions c iges and aerial /photos and ini- ces and themes ord evidence w on large scale m nap from a high s significant places n internet
		<ul><li>Year 5</li><li>Begin to suggest</li></ul>	t questions for in

que photographs nvestigating ndary sources of evidence in their investigations mphasis on the larger scale; contrasting near and unaided tes to locate features on a map natic maps based on their own data ols and a key otographs rpose. (e.g., pick atlas to find Taiwan, OS map to me accuracy OS maps ting urces of evidence in their investigations mphasis on the larger scale, contrasting and unaided itly and accurately dently to locate features on a map use latitude and longitude on atlas maps. ips based on their own data. ng complexity nap. Describe features shown on OS map. ther features of places. (e.g., mountain regions, tely places and environments tened globe

and offer their own ideas. photographs in addition to NF books, stories, ternet as sources of information s at more than one scale with some aid naps (e.g. Find Everest or New Zealand on globe). h viewpoint (viewpoint can be virtual) ces and environments.

que photographs

nvestigating

		<ul> <li>Investigate places with more endistant places</li> <li>Analyse evidence and draw compares and the evidence and draw compares and the evidence and draw compares and the select a map for a specific purpoint find local village)</li> <li>Find/recognise places on a model of the evidence of the select and record evidence and the select and record evidence of the compares and the select and record evidence of the evidence and draw compares behind them</li> <li>Use atlas symbols</li> <li>Locate places on a world map</li> <li>Use a scale to measure distance</li> <li>Confidently identify significant</li> <li>Confidently use an atlas</li> <li>Recognise world map as a flat</li> </ul>
<ul> <li>Location knowledge:</li> <li>Locate the world's countries, using maps to focus on Europe, including the location of Russia.</li> <li>Place knowledge:</li> <li>Understand geographical similarities and differences through the study of a human and physical geography of a region in a European country.</li> </ul>	<section-header><section-header><section-header></section-header></section-header></section-header>	<ul> <li>Year 4 <ul> <li>Ask and respond to questions of</li> <li>Use satellite images and aerial atlases, pictures/photos and in</li> <li>Investigate places and themes</li> <li>Analyse evidence and draw condications using photos/pictures</li> <li>Use 4 compass points well</li> <li>Begin to use 8 compass points</li> <li>Use letter/no. Co-ordinates to I</li> <li>Make a map of a short route e</li> <li>Make a simple scale drawing</li> <li>Know why a key is needed</li> <li>Use large and medium scale C</li> <li>Begin to recognise symbols on</li> <li>Follow a route on a largescale</li> <li>Begin to use primary and second</li> <li>Collect and record evidence of</li> <li>Begin to use 4 figure co-ordina</li> <li>Begin to draw a variety of them</li> <li>Draw a sketch map using symbol</li> <li>Use/recognise OS map symbol</li> <li>Use medium scale land ranger</li> <li>Begin to use atlases to find out part of the world</li> <li>Use index and contents page of the world</li> <li>Draw a plan view map with some</li> </ul> </li> </ul>

mphasis on the larger scale; contrasting near and onclusions otographs rpose. (e.g., pick atlas to find Taiwan, OS map to ap of different scales. (e.g. Mount Etna) environments ting urces of evidence in their investigations unaided onclusions e.g., look at patterns and explain itly and accurately ther features of places. (e.g., mountain regions, ces places and environments tened globe and offer their own ideas. photographs in addition to NF books, stories, ternet as sources of information at more than one scale onclusions e.g. make comparisons between s/maps ocate features on a map confidently xperienced, with features in correct order )S maps an OS map map .g., find same boundary of a county on a different nvestigating ndary sources of evidence in their investigations unaided tes to locate features on a map natic maps based on their own data ols and a key s OS maps about other features of places e.g., find wettest within atlases on a plan

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<ul> <li>Identify significant places and en</li> </ul>
<ul> <li>Year 6</li> <li>Suggest questions for investigating</li> <li>Use primary and secondary source</li> <li>Investigate places with more emploits and places</li> <li>Use 4 figure co-ordinates confide</li> <li>Begin to use 6 figure grid refs; use</li> <li>Draw a variety of thematic maps</li> <li>Begin to draw plans of increasing</li> <li>Use OS maps</li> <li>Use/recognise OS map symbols</li> <li>Follow a short route on an OS map</li> <li>Use atlases to find out about other weather patterns)</li> <li>Use a scale to measure distances</li> <li>Draw a plan view map accurated</li> <li>Confidently identify significant place</li> <li>Recognise world map as a flatter</li> </ul>

### environments

ting urces of evidence in their investigations emphasis on the larger scale, contrasting near and dently to locate features on a map use latitude and longitude on atlas maps aps based on their own data ng complexity s map. Describe features shown on OS map o ther features of places. (e.g., mountain regions, ces a range of scales tely places and environments

tened globe

			pecific skills Year 2	
Geographical Enquiry	<ul> <li>Year 1</li> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information.</li> <li>Investigate their surroundings.</li> <li>Make observations about where things are e.g., within school or local area.</li> </ul>		<ul> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of</li> </ul>	
Direction/Location	<ul> <li>Use a simple picture map to move around the school;</li> <li>Recognise that it is about a place.</li> </ul>		<ul> <li>Follow a route on a map.</li> <li>Use a plan view.</li> <li>Use an infant atlas to locate places.</li> </ul>	
Drawing maps	Use relative v ocabulary (e.g. bigger/smaller, like/dislike).		• Begin to spatially match places (e.g., recognise UK on a small scale and larger scale map).	
Representation	Draw around objects to make a plan.		Look down on objects to make a plan / view map.	
Using maps	• Learn names of some places within/around the UK e.g., Hometown, cities, countries e.g., Wales, France		<ul> <li>Locate and name on UK map major features e.g., London, River Thames home location, seas.</li> </ul>	
Scale/Distance	Picture maps and globes		<ul> <li>Find land/sea on globe.</li> <li>Use Teacher drawn base maps.</li> <li>Use large scale OS maps.</li> <li>Use an infant atlas</li> </ul>	
Perspective	<ul> <li>Use a simple picture map to move around the school;</li> <li>Recognise that it is about a place</li> </ul>		<ul> <li>Follow a route on a map.</li> <li>Use a plan view.</li> <li>Use an infant atlas to locate places.</li> </ul>	
Map Knowledge	Use relative vocabulary (e.g. bigger/smaller, like/dislike).		<ul> <li>Begin to spatially match places (e.g., recognise UK on a small scale and larger scale map).</li> </ul>	
Style of Map	Draw around objects to make a plan.		<ul> <li>Look down on objects to make a plan / view map.</li> </ul>	
Geographical Enquiry	<ul> <li>Year 3</li> <li>Begin to ask/initiate geographical questions.</li> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Investigate places and themes at more than one scale.</li> <li>Begin to collect and record evidence.</li> <li>Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos/pictures, temperatures in different locations.</li> </ul>	<ul> <li>Year 4</li> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale.</li> <li>Collect and record evidence with some aid.</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos/pictures/maps.</li> </ul>	<ul> <li>Year 5</li> <li>Begin to suggest questions for investigating.</li> <li>Begin to use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places.</li> <li>Collect and record evidence unaided.</li> <li>Analyse evidence and draw conclusions e.g., compare historical maps of varying scales e.g., temperature of various locations – influence on people/everyday life.</li> </ul>	<ul> <li>Year 6</li> <li>Suggest questions for investigating.</li> <li>Use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale, contrasting and distant places</li> <li>Collect and record evidence unaided.</li> <li>Analyse evidence and draw conclusions e.g., from field wo data on land use comparing land use/temperature, look at patterns and explain reasons</li> </ul>
Direction/Location	<ul> <li>Use 4 compass points to follow/give directions.</li> <li>Use letter/no. Co-ordinates to locate features on a map.</li> </ul>	<ul> <li>Use 4 compass points well.</li> <li>Begin to use 8 compass points.</li> <li>Use letter/no. Co-ordinates to locate features on a map confidently.</li> </ul>	<ul> <li>Use 8 compass points;</li> <li>Begin to use 4 figure co- ordinates to locate features on a map.</li> </ul>	<ul> <li>behind it.</li> <li>Use 8 compass points confider and accurately.</li> <li>Use 4 figure co-ordinates confidently to locate features a map.</li> <li>Begin to use 6 figure grid refs; latitude and longitude on atla maps.</li> </ul>

Drawing maps	<ul> <li>Try to make a map of a short route experienced, with features in correct order.</li> <li>Try to make a simple scale drawing.</li> </ul>	<ul> <li>Make a map of a short route experienced, with features in correct order.</li> <li>Make a simple scale drawing.</li> </ul>	<ul> <li>Begin to draw a variety of thematic maps based on their own data.</li> </ul>	<ul> <li>Draw a variety of thematic maps based on their own data.</li> <li>Begin to draw plans of increasing complexity.</li> </ul>
Representation	<ul> <li>Know why a key is needed.</li> <li>Use standard symbols.</li> </ul>	<ul> <li>Know why a key is needed.</li> <li>Begin to recognise symbols on an OS map.</li> </ul>	<ul> <li>Draw a sketch map using symbols and a key.</li> <li>Use/recognise OS map symbols.</li> </ul>	<ul><li>Use/recognise OS map symbols.</li><li>Use atlas symbols.</li></ul>
Using maps	<ul> <li>Locate places on larger scale maps e.g., map of Europe.</li> <li>Follow a route on a map with some accuracy. (e.g., whilst orienteering).</li> </ul>	<ul> <li>Locate places on large scale maps (e.g. Find UK or India on globe).</li> <li>Follow a route on a largescale map.</li> </ul>	<ul> <li>Compare maps with aerial photographs.</li> <li>Select a map for a specific purpose. (e.g., pick atlas to find Taiwan, OS map to find local village).</li> <li>Begin to use atlases to find out about other features of places e.g., find wettest part of the world).</li> </ul>	<ul> <li>Follow a short route on an OS map. Describe features shown on OS map.</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places. (e.g., mountain regions, weather patterns).</li> </ul>
Scale/Distance	Begin to match boundaries     (e.g., find same boundary of a     country on a different scale     map).	<ul> <li>Begin to match boundaries (e.g., find same boundary of a county on a different scale map).</li> </ul>	<ul> <li>Measure straight line distance on a plan.</li> <li>Find/recognise places on a map of different scales. (eg., River Nile).</li> </ul>	<ul> <li>Use a scale to measure distances.</li> <li>Draw/use maps and plans at a range of scales.</li> </ul>
Perspective	<ul> <li>Begin to draw a sketch map from a high viewpoint.</li> </ul>	<ul> <li>Draw a sketch map from a high viewpoint.</li> </ul>	<ul> <li>Draw a plan view map with some accuracy.</li> </ul>	<ul> <li>Draw a plan view map accurately.</li> </ul>
Map Knowledge	<ul> <li>Begin to identify points on maps A ,B and C.</li> </ul>	<ul> <li>Begin to identify significant places and environments.</li> </ul>	<ul> <li>Identify significant places and environments.</li> </ul>	<ul> <li>Confidently identify significant places and environments.</li> </ul>
Style of Map	<ul> <li>Use large scale OS maps.</li> <li>Begin to use map sites on internet.</li> <li>Begin to use junior atlases.</li> <li>Begin to identify features on aerial/oblique photographs.</li> </ul>	<ul> <li>Use large and medium scale OS maps.</li> <li>Use junior atlases.</li> <li>Use map sites on internet.</li> <li>Identify features on aerial/oblique photographs.</li> </ul>	<ul> <li>Use index and contents page within atlases.</li> <li>Use medium scale land ranger OS maps.</li> </ul>	<ul> <li>Use OS maps.</li> <li>Confidently use an atlas.</li> <li>Recognise world map as a flattened globe.</li> </ul>