

## KNOWLEDGE



Talk about their own and other environments

**Locations** e.g., name & locate continents, countries, cities & oceans, and their characteristics UK & global regions, counties and cities, topography & land-use

**Places** e.g., similarities & differences between the UK & other countries tries and regions

**Human and Physical geography** e.g., differences in climate, biomes, processes, settlements, land use, economies, and resource around the world

**Geographical skills & fieldwork** e.g., maps, atlases & globes, compass work, measuring and recording

## GEOGRAPHY CURRICULUM INTENT



## SKILLS



**Recognise and describe** landmarks and basic geographical features (both human and physical)

**Use** maps, atlases and globes to locate countries, symbols and keys/legends **create** our own

**Understand and use** directions in all 8 points of a compass & four and six-figure grid references

**Understand** the impact of human activity on the climate

**Suggest & Evaluate** the different ways in which we can have sustainable for the planet

**Investigate** different places through **research or observations, measurements, records and analyse** during fieldwork

## CULTURAL CAPITAL



Studying geography give us a knowledge of **our local environment** which in turn allows us to **understand the wider world around us**.

Geography provides the children with **a sense of awe and wonder** as they learn about the contrasting human and physical features around the world. Geography can provide us with **insight into our society** as well as cultures with which we might be less familiar, thereby **increasing cross-cultural awareness** and understanding. Geography will **inspire curious pupils** with a fascination about the world and its people that will remain with them for the rest of their lives.

## EXPERIENCES



### Global & National Events:

Fairtrade Fortnight, Refugee Week,  
Shoebbox Appeal

### 50 Things to do:

World landmarks, World Capitals,  
Eco friendly, Treasure Hunt,

### Trips:

Standlake Walk, River studies, Geocaching

## CHARACTER



**Roots that Strengthen:** Knowledge gained through exploration and discovery of the immediate world around us

**Branches that Reach:** Understanding our place in the wider world through physical and human geographical enquiry and field skills

**Fruit that Flourishes:** Comparing and contrasting our locality and the country to the rest of the world and the impact physical and human actions can have.

## IMPACT



**We see & measure the impact by:**

Pupil Conferencing  
Baseline Questions  
Staff Reflective Practice  
Planning and Book Monitoring  
Summative and Formative Assessments

## Progression in General Geographical Knowledge, Skills, Concepts & Vocabulary

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Standlake/Witney/Oxford/England/Country  Village/Town/City  Map  Seasons/Spring/Summer/Autumn/Winter	United Kingdom/ County/Capital/ Scotland/Wales/Northern Ireland London/Cardiff/Edinburgh/Belfast  World map/Atlas/Aerial Plan/Globe/ Symbols/'Birds eye' view/Location/ Route/ Human/Physical/Key/Symbols/Feature/Direction/North/South/ East/West/Compass  Tally chart/Bar graph/Compare/Changes/ Observe/Find  Local/Regional/National/International/Continent/Europe/ Asia/Africa/North America/ South America/Australasia/Antarctica/Ocean/ Atlantic/Pacific/Arctic/Indian/Southern  Environment/Pollution	Northern hemisphere/Southern hemisphere/Equator  Sketch map/ Satellite images, Legend/Landform/Feature/Aerial photographs/ Scale/4 compass points, Coordinates/X axis/Y axis  Source/Collect/Record/Analyse/Data  Arctic Circle/Tropic of Cancer/Tropic of Capricorn/Antarctic Circle/Vegetation belt/Biomes/Climate zones/Time zones/ Greenwich meridian  Resources/Energy/Renewable/Non-renewable/	Grid reference/Longitude/Latitude/Digital mapping/Contour line/ Relief/Topography/Physical landforms  Primary source/Secondary source/Suggest/Analyse/Conduct/ Research, Evaluate/Conclusion/Fieldwork,  Land use/Agriculture/Farming/Food/Residential/Industry/ Retail/Housing/Business/Transport/Population/ Urban/ Rural/Human/Physical/Location/Settlement/Settler/Site/Push factors/Pull factors  Electricity/Generation/Solar power/Hydro power/Wind power/Biomass/Carbon footprint/Conservation/ Sustainable/

At the end of Reception, children will be able to:	At the end of Year 2 children will be able to:	At the end of Year 6 children will be able to:
<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>Use names and places within and around the UK</li> </ul>	<ul style="list-style-type: none"> <li>Confidently locate countries, continents, regions across the world</li> </ul>
<ul style="list-style-type: none"> <li>Use some simple geographical words to describe the School and Standlake area</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to describe some physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography</li> </ul>
<ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts. Know some of the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>Begin to gain an understanding of the differences between places locally and globally and the changes that are starting to take place because of environmental pollution</li> </ul>	<ul style="list-style-type: none"> <li>Confidently compare and contrast different environments around the world and have an understanding of the negative impact humans are having on the environment because of pollution</li> </ul>
<ul style="list-style-type: none"> <li>Begin to look at and draw simple maps</li> </ul>	<ul style="list-style-type: none"> <li>Draw and use a map of a real or imaginary place with simple keys</li> </ul>	<ul style="list-style-type: none"> <li>Use/draw maps, images and photographs of varying scales and features (including legends/keys) with confidence</li> </ul>
<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of locations, animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork skills to study the geography of our school and grounds</li> </ul>	<ul style="list-style-type: none"> <li>Plan, collect, record, interpret and draw conclusions about evidence/data unaided (field work)</li> </ul>
<ul style="list-style-type: none"> <li>Understand some important process and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and start to understand that these are beginning to change because of environmental pollution</li> </ul>	<ul style="list-style-type: none"> <li>Know the causes of environmental pollution and suggest ways to protect the planet and have a sustainable future</li> </ul>

# UNDERSTANDING OUR PLACE IN THE WORLD

(The following maps should be used when the children are learning about a location)



**EYFS: Ongoing Knowledge and Skills development:**

Human & Physical Geography	Geographical Inquiry & Investigation	Organisation & Communication	Location & Direction	Scale, Distance & Mapwork
<p>Use the local area for exploring both the built and the natural environment.</p> <p>Express their opinions on natural and built environments</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.</p> <p>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.</p>	<p>Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.</p>	<p>Name and locate different parts of the local community.</p>	<p>Follow simple directions.</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Look at signs and symbols on different types of maps for example in school, and the local community.</p> <p>Use a simple map with symbols to spot features in the school grounds or in the local community.</p> <p>Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.</p>

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>National Curriculum objectives</b>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use basic geographical vocabulary to refer to: - key physical features, including: forest, mountain, hill</p>			<p>Name and locate the world's seven continents and five oceans</p> <p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, sea, ocean, season and weather - key human features, including: port and harbour</p>
<b>Key Themes to Cover</b>	<p>To know and locate the 4 countries and capital cities of the UK on a Map</p> <p>To recognise and describe key features and landmarks of the 4 countries</p> <p>To use the 4 compass points to describe locations and give directions</p> <p>To use key physical and human features to describe pros and cons to different areas</p>		<p>To know how to name and recognise a variety of different trees</p> <p>To know the different animals that live in a forest</p> <p>To know how we can protect and help forests thrive</p>			<p>See 'Ongoing Knowledge and Skills Development' (Below)</p>

**Ongoing knowledge and skills development:**

Human & Physical Geography	Geographical Inquiry & Investigation	Organisation & Communication	Location & Direction	Scale, Distance & Mapwork
<p>Describe places and features using simple geographical vocabulary.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p> <p>Make observations about features that give places their character.</p>	<p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p> <p>Identify seasonal and daily weather patterns.</p> <p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p> <p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>Use simple compass directions as well as locational and directional language when describing features and routes.</p>	<p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p> <p>Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>Create their own simple maps and symbols.</p>	<p>Name and locate significant places in their locality, the UK and wider world.</p> <p>Follow directions (Up, down, left/right, forwards/backwards, NSEW)</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key.</p> <p>Use a simple picture map to move around the school;</p> <p>Use class agreed symbols to make a simple key.</p> <p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p>

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>National Curriculum objectives</b>	Use basic geographical vocabulary to refer to: Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		Identify seasonal and daily weather patterns in the United Kingdom  Use basic geographical vocabulary to refer to: - Key physical features, including soil, vegetation, season and weather Key human features, including factory, farm, shop		
<b>Key Themes to Cover</b>	(Recap) To know and locate the 4 countries and capital cities of the UK on a Map  (Recap) To recognise and describe key features and landmarks of the 4 countries  (Recap) To use the 4 compass points to describe locations and give directions  (Recap) To use key physical and human features to describe pros and cons to different areas	See 'Ongoing Knowledge and Skills Development' (Below)		See 'Ongoing Knowledge and Skills Development' (Below)  To know weather types in the UK  To know seasonal changes across the year  To know symbols used to represent the weather  To know some of the dangers of weather		

**Ongoing knowledge and skills development:**

Human & Physical Geography	Geographical Inquiry & Investigation	Organisation & Communication	Location & Direction	Scale, Distance & Mapwork
Describe places and features using simple geographical vocabulary.  Express their views on some features of their environment e.g. what they do or do not like.  Make observations about features that give places their character.	Ask and answer simple geographical questions when investigating different places and environments.  Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.  Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.  Identify seasonal and daily weather patterns.  Develop simple fieldwork and observational skills when studying the geography of their school and local environment.  Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.  Use simple compass directions as well as locational and directional language when describing features and routes.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.  Draw, speak or write about simple geographical concepts such as what they can see where.  Express views about the environment and can recognise how people sometimes affect the environment.  Create their own simple maps and symbols.	Name and locate significant places in their locality, the UK and wider world.  Follow directions (Up, down, left/right, forwards/backwards,NSEW)	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)  Begin to understand the need for a key.  Use a simple picture map to move around the school;  Use class agreed symbols to make a simple key.  Follow a route on a map. Use a plan view. Use an infant atlas to locate places.

## Cycle A

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>National Curriculum objectives</b>		Describe and understand key aspects of: physical geography, including: climate zones and volcanoes	Describe and understand key aspects of: physical geography, including: climate zones and human geography, including: types of settlement and land use, economic activity including trade links,  Identify the position and importance of Arctic and Antarctic Circle,			Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
<b>Key Themes to Cover</b>		To know that volcanoes are formed when the plates, which make up the crust of the Earth, shift  To know where active volcanoes are located in the world  To know how eruptions affect the world and the people who live nearby  To know about the eruption of Mount Vesuvius and its impact on the City of Pompeii  To know the locations of some of the <i>extinct</i> volcanoes in the UK	To know where the North and South Poles, Arctic and Antarctic Circles, Northern and Southern Hemispheres are located  To know which animals live in the polar regions and how they are adapted to do so  To know the impact of the ice melting on the temperature of our planet and to weather conditions in the future			To know the names and locations of Standlake, counties, cities and rivers in the UK  To know the locations of geographical regions and their identifying human and physical characteristics  To know how land-use has changed over time in Standlake  To know different facilities Standlake has had over time  To make suggestions for how to improve the land use in Standlake

### Ongoing knowledge and skills development:

Human & Physical Geography	Geographical Inquiry & Investigation	Organisation & Communication	Location & Direction	Scale, Distance & Mapwork
<p>Make observations about places and features that change over time.</p> <p>Use geographical language to identify and explain some aspects of human and physical features and patterns</p> <p>Describe how features and places change and the links between people and environments.</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Observe, record, and explain physical and human features of the environment.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p>	<p>Express their opinions on environmental issues and recognise that other people may think differently.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</p> <p>Use 4 compass points well</p> <p>Begin to use 8 compass points</p> <p>Use letter/no. coordinates to locate features on a map confidently.</p>	<p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map.</p> <p>Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet. Identify features on aerial/oblique photographs.</p>

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>National Curriculum objectives</b>	Describe and understand key aspects of: physical geography, including: earthquakes and the water cycle  Identify the position and significance the equator, Northern Hemisphere and Southern Hemisphere			Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.		Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts  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
<b>Key Themes to Cover</b>	See 'Ongoing Knowledge and Skills Development' (Below)  To know the significance of the Northern and Southern Hemispheres and equator  To know how to use longitude, latitude and 4-figure grid references  To know the tropics of Cancer and Capricorn and how the climate is different  To Know the Prime Meridian and how time zones are calculated from it			See 'Ongoing Knowledge and Skills Development' (Below)		See 'Ongoing Knowledge and Skills Development' (Below)

**Ongoing knowledge and skills development:**

Human & Physical Geography	Geographical Inquiry & Investigation	Organisation & Communication	Location & Direction	Scale, Distance & Mapwork
<p>Make observations about places and features that change over time.</p> <p>Use geographical language to identify and explain some aspects of human and physical features and patterns</p> <p>Describe how features and places change and the links between people and environments.</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Observe, record, and explain physical and human features of the environment.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p>	<p>Express their opinions on environmental issues and recognise that other people may think differently.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</p> <p>Use 4 compass points well</p> <p>Begin to use 8 compass points</p> <p>Use letter/no. coordinates to locate features on a map confidently.</p>	<p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map.</p> <p>Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet. Identify features on aerial/oblique photographs.</p>



Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>National Curriculum objectives</b>		Locate the world's countries, using maps to focus on Europe (including the location of Russia)		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns; and understand how some of these aspects have changed over time  Describe and understand key aspects of: physical geography, including: rivers, mountains	Identify the position and significance of the latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.  Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region within North or South America  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns; and understand how some of these aspects have changed over time
<b>Key themes to cover</b>		Which countries were involved in WWII?  Where are they located in Europe?		To know that mountains are over 600m high, grouped together in ranges and include the Alps, Rockies, Andes and Himalayas  To know that mountains are formed when tectonic plates push against each other  To know the processes and features of rivers including erosion, flooding, tributaries, confluences  To know that there are both human and environmental factors that cause flooding, which has huge impacts on communities  To know how humans impact rivers and mountains	Location of the Mayans  Climate of Central American.  Impact of climate on Mayan life	To know where the major cities, counties and regions of the UK are found, and characteristics, such as population, jobs and physical features.  To know where the rivers, mountains and coasts of the UK are located, and their impact on the people living there  To know how land has been used in the UK, such as for agriculture, residential, commercial and wild and how this has changed over time.  To know how to use 8 points of a compass and the key of an OS map  To know how to use scale to draw maps To know how to use a key to create and follow a route on an OS map

**Ongoing knowledge and skills development:**

Human & Physical Geography	Geographical Inquiry & Investigation	Organisation & Communication	Location & Direction	Scale, Distance & Mapwork
Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.  Demonstrate understanding of how and why some features or places are similar or different and how and why they change.  Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.  Explain some links and interactions between people, places and	Recognise geographical issues affecting people in different places and environments.  Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Why is that happening in that place? Could it happen here?  Make predictions and test simple hypotheses about people, places and geographical issues  Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.  Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.  Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.  Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.  Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.  Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.  Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.  Communicate geographical information using a wide range of methods including writing at increasing length.	Name and locate an extensive range of places in the world including globally and topically significant features and events.  Use 8 compass points confidently and accurately  Use 4 figure co-ordinates confidently to locate features on a map.  Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.	Draw a variety of thematic maps based on their own data.  Begin to draw plans of increasing complexity.  Use/recognise OS map symbols  Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)  Use atlas symbols.  Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map.  Recognise world map as a flattened globe.

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>National Curriculum objectives</b>			Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links		Describe and understand key aspects of human geography, including:  Types of settlement and land use and the distribution of natural resources including energy, food, minerals and water	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America
<b>Key themes to cover</b>			See 'Ongoing Knowledge and Skills Development' (Below)		See 'Ongoing Knowledge and Skills Development' (Below)	To know and understand the Sustainable Development Goals  To know a number of issues affecting our world and its people today  To know some of the things we can do to have a local impact on global issues  To know what legacy is  See 'Ongoing Knowledge and Skills Development' (Below)

**Ongoing knowledge and skills development:**

Human & Physical Geography	Geographical Inquiry & Investigation	Organisation & Communication	Location & Direction	Scale, Distance & Mapwork
<p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and</p>	<p>Recognise geographical issues affecting people in different places and environments.</p> <p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Why is that happening in that place? Could it happen here?</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues</p> <p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p> <p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p> <p>Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</p> <p>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p>	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p> <p>Use 8 compass points confidently and accurately</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS map symbols</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use atlas symbols.</p> <p>Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map.</p> <p>Recognise world map as a flattened globe.</p>