



## St Herbert's C of E Primary and Nursery School

### Geography Progression of Knowledge and Skills



EYFS Framework- Development Matters	Language	Locality	Care	Information	Maps	Mark-making
Nursery	Names objects and well-known places.	Starts to recognise where they live and places they visit regularly.	Engages in simple activities to look after the local area with adult support, such as planting bulbs.	Listens to stories based in different places.	Starts to follow a simple one-part instruction which includes positional language.	May use marks to represent home. e.g. drawing simple representation of own house.
Reception	Uses some geographical vocabulary when talking about places, the world and the environment. Can identify key features and share their knowledge.	Can talk about key places in their local area and simple regular routes such as their journey from home to school.	Expresses views about how to look after our planet and local environment. Contributes to school led projects in the local area/ school grounds.	Engages with information books and IT to find information linked to geographical themes they are interested in.	Follows instructions which include positional and directional language and simple maps to find hidden items and locations.	Draws, writes and creates in response to what they see and learn out about

National Curriculum	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 1 / 2	<ul style="list-style-type: none"> <li>Know, name and locate the world's seven continents and five oceans</li> <li>Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Know and 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.</li> <li>Know and use basic geographical vocabulary to refer to</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>Know how to use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>Know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Know how to use simple fieldwork and observational skills to study the geography of their school and its</li> </ul>

			key physical and human features.	grounds and the key human and physical features of its surrounding environment. <ul style="list-style-type: none"> <li>• Know how to use simple observational skills to study key human and physical features of environments.</li> </ul>
Year 3 / 4	<p>Know and locate the world's countries, using maps to focus on Europe and North and South America.</p> <ul style="list-style-type: none"> <li>· Know, 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 these aspects have changed over time.</li> <li>· Know and identify the position 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>	<ul style="list-style-type: none"> <li>· Know and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul>	<p>Recognise and begin to describe key aspects of: Physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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</p>	<ul style="list-style-type: none"> <li>• Know how to use maps, atlases, globes and begin to use digital/computer mapping to locate countries and features studied.</li> <li>• Begin to know how to use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• Know how to use fieldwork to observe, measure 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> </ul>
Year 5 / 6	<p>Know and locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<ul style="list-style-type: none"> <li>· Know, understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or</li> </ul>	<ul style="list-style-type: none"> <li>· Know, understand and explain key aspects of: Physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Know how to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• Know how to use fieldwork to observe, measure, record, present and explain the human and physical features in the local area using a range of methods,</li> </ul>

	<ul style="list-style-type: none"> <li>· Know, name, locate and describe 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.</li> <li>· Know, identify and explain 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.</li> </ul>	South America at a deeper level.	<p>earthquakes, and the water cycle.</p> <p>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.</p>	including sketch maps, plans and graphs, and digital technologies.
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### Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Long Term Plan	All about me- local area and mapping	Seasons-autumn Local area- Whinlatter	Seasons- winter	Seasons- spring Local area- Lake District wildlife park visit	Local area- Derwent water	Seasons- Summer
Reception Long Term Plan	<p><b><u>UTW: People, culture and communities -</u></b> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate</p>	<p><b><u>UTW: People, culture and communities -</u></b> Draw information from a simple map <b><u>Geography Links</u></b> Local environment</p>	<p><b><u>UTW: People, culture and communities -</u></b> Recognise some similarities and differences between life in this country and life in other countries. <b><u>Geography Links</u></b></p>			<p><b><u>People, culture and communities -</u></b> Recognise some similarities and differences between life in this country and life in other countries. <b><u>Geography Links</u></b></p>

	special times in different ways. <b><u>Geography Links</u></b> School Environment.		Similarities between life in this country and other countries.			Contrasting environments – seaside and countryside.
EY Geography Links	<ul style="list-style-type: none"> <li>o Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>o Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>o To know that there are many countries around the world.</li> <li>o To know that people in other countries may speak different languages.</li> <li>To identify members of the community who help us.</li> <li>o To be able to say how members of the community help them.</li> <li>o To identify and talk about a time when someone has helped them.</li> <li>o To be able to say what the reasons and results are of people helping us.</li> </ul>	<ul style="list-style-type: none"> <li>o Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>o Share different cultures versions of famous fairy tales.</li> <li>o I can talk about some features of the areas where I live.</li> <li>o To know that people around the world have different religions.</li> <li>o To know that adults do a variety of jobs.</li> <li>o Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>o To know that the emergency services exist and what they do.</li> </ul>	<ul style="list-style-type: none"> <li>o To talk about features of their own immediate environment and how environments may vary from one another.</li> <li>o To make observations and express their views of the environment.</li> <li>o To know that there are many countries around the world.</li> </ul>	<ul style="list-style-type: none"> <li>o To explain why geographic changes occur.</li> <li>o To begin to understand that things change over time.</li> <li>o To begin to understand that things happened a really long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>o Use Maasai and I book to explore a different country.</li> <li>o Discuss how they got to school and what mode of transport they used.</li> <li>Introduce the children to a range of transport and where they can be found.</li> <li>o Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>o Can children talk about their homes and what there is to do near their homes?</li> <li>o Look out for children drawing/painting or constructing their homes.</li> <li>o Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>o Environments – Features of local environment Maps of local area</li> <li>o Comparing places on Google Earth – how are they similar/different?</li> <li>o Making treasure maps to direct friends to a 'goal'.</li> <li>o Exploring maps of the world.</li> <li>o Introduce the children to NASA and America.</li> <li>o Introduce children to significant figures who</li> </ul>	<ul style="list-style-type: none"> <li>o Share non-fiction texts that offer an insight into contrasting environments.</li> <li>o Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>o I can explain why geographic changes occur.</li> <li>o To ask questions about their familiar world (where they live or the natural world).</li> </ul>

					<p>have been to space and begin to understand that these events happened before they were born.</p> <ul style="list-style-type: none"> <li>o Can children differentiate between land and water.</li> <li>o Take children to places of worship and places of local importance to the community.</li> </ul>	
<p>Year 1 / 2</p>	<p>Continents and Oceans, UK countries, capitals and seas</p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To name, locate and identify the four countries and capital cities of the United Kingdom.</p> <p>To identify the characteristics of the four countries and capital cities of the United Kingdom.</p> <p>To know and name the oceans and seas surrounding the United Kingdom.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans.</p>		<p>Hot and cold locations</p> <p>To know and explain seasonal and daily weather patterns.</p> <p>To locate the Equator, North and South Poles.</p> <p>To locate and name hot and cold places in the world.</p> <p>To use geographical vocabulary to refer to physical features.</p> <p>To use geographical vocabulary to refer to human features.</p> <p>Revisit: Continents, Oceans, UK countries and capital cities.</p>		<p>Fieldwork and map skills</p> <p>To know and use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>To make a simple map using basic symbols in a key.</p> <p>To 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.</p>	

<p>Year 3 / 4</p>	<p>Human and Physical Features Fieldwork and OS Map Skills</p> <p>To know and describe key physical geography features: topography, climate zones, vegetation belts, mountains, rivers, and the water cycle.</p> <p>To know and describe key human geography features: region, county, capital city, city, settlement.</p> <p>To make choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied.</p> <p>To skilfully use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p>UK study</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.</p> <p>To identify land-use patterns and know how some of these aspects have changed over time.</p> <p>To explain what regions, counties and cities are like in the United Kingdom.</p> <p>To know and explain how places are shaped by human and physical features.</p> <p>To know and explain how physical features shape a place and the reason that human features are there.</p>	<p>UK study</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.</p> <p>To identify land-use patterns and know how some of these aspects have changed over time.</p> <p>To explain what regions, counties and cities are like in the United Kingdom.</p> <p>To know and explain how places are shaped by human and physical features.</p> <p>To know and explain how physical features shape a place and the reason that human features are there.</p>		<p>Revisit human and physical features</p> <p>Revisit:</p> <p>To know and describe key physical geography features: topography, climate zones, vegetation belts, mountains, rivers, and the water cycle.</p> <p>To know and describe key human geography features: region, county, capital city, city, settlement.</p>
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	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</p>					
<p>Year 5 / 6</p>	<p>UK, Europe and North America comparison study.</p> <p>To know and locate countries and cities of the world.</p> <p>To know, explain and understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America.</p> <p>To use maps, atlases, globes and</p>	<p>Physical Processes: earthquakes, mountains and volcanoes.</p> <p>To know and describe key physical geographical features and processes: climate zones, vegetation belts, earthquakes, mountains and volcanoes.</p>			<p>Economic, settlement and trade links (human and physical geography).</p> <p>To know and explain that places are shaped by their location, physical and human features.</p> <p>To know and explain why the features of places are defined by their human and physical features, such as trade or tourism.</p> <p>To know and describe key human geography features: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>OS Maps and Fieldwork (orienteering)</p> <p>To use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world.</p>

	<p>digital/computer mapping through Digimap for Schools to locate countries and describe features studied.</p> <p>Revisit: Human and physical features.</p>				<p>including energy, food, minerals and water.</p> <p>To use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the local area as well as the United Kingdom and the wider world. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</p>	
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**St Herbert's C of E Primary and Nursery School**

Geography Progression of Knowledge and Skills

**Cycle B**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All about me- local area and mapping	Seasons-autumn Local area- Whinlatter	Seasons- winter	Seasons- spring	Local area- Derwent water	Seasons- Summer



				Local area- Lake District wildlife park visit		
Reception	<p><b><u>UTW: People, culture and communities -</u></b> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. <b><u>Geography Links</u></b> School Environment.</p>	<p><b><u>UTW: People, culture and communities -</u></b> Draw information from a simple map <b><u>Geography Links</u></b> Local environment</p>	<p><b><u>UTW: People, culture and communities -</u></b> Recognise some similarities and differences between life in this country and life in other countries. <b><u>Geography Links</u></b> Similarities between life in this country and other countries.</p>			<p><b><u>People, culture and communities -</u></b> Recognise some similarities and differences between life in this country and life in other countries. <b><u>Geography Links</u></b> Contrasting environments – seaside and countryside.</p>
EY Geography Links	<ul style="list-style-type: none"> <li>o Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>o Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>o To know that there are many countries around the world.</li> <li>o To know that people in other countries may speak different languages.</li> <li>To identify members of the community who help us.</li> <li>o To be able to say how members of the community help them.</li> <li>o To identify and talk about a time when someone has helped them.</li> </ul>	<ul style="list-style-type: none"> <li>o Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>o Share different cultures versions of famous fairy tales.</li> <li>o I can talk about some features of the areas where I live.</li> <li>o To know that people around the world have different religions.</li> <li>o To know that adults do a variety of jobs.</li> <li>o Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> </ul>	<ul style="list-style-type: none"> <li>o To talk about features of their own immediate environment and how environments may vary from one another.</li> <li>o To make observations and express their views of the environment.</li> <li>o To know that there are many countries around the world.</li> </ul>	<ul style="list-style-type: none"> <li>o To explain why geographic changes occur.</li> <li>o To begin to understand that things change over time.</li> <li>o To begin to understand that things happened a really long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>o Use Maasai and I book to explore a different country.</li> <li>o Discuss how they got to school and what mode of transport they used.</li> <li>Introduce the children to a range of transport and where they can be found.</li> <li>o Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>o Can children talk about their homes and what there is to do near their homes?</li> <li>o Look out for children drawing/painting or constructing their homes.</li> <li>o Encourage them to comment on what their home is like. Show photos of the children's homes</li> </ul>	<ul style="list-style-type: none"> <li>o Share non-fiction texts that offer an insight into contrasting environments.</li> <li>o Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>o I can explain why geographic changes occur.</li> <li>o To ask questions about their familiar world (where they live or the natural world).</li> </ul>

	<ul style="list-style-type: none"> <li>o To be able to say what the reasons and results are of people helping us.</li> </ul>	<ul style="list-style-type: none"> <li>o To know that the emergency services exist and what they do.</li> </ul>			<ul style="list-style-type: none"> <li>and encourage them to draw comparisons.</li> <li>o Environments – Features of local environment Maps of local area</li> <li>o Comparing places on Google Earth – how are they similar/different?</li> <li>o Making treasure maps to direct friends to a ‘goal’.</li> <li>o Exploring maps of the world.</li> <li>o Introduce the children to NASA and America.</li> <li>o Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>o Can children differentiate between land and water.</li> <li>o Take children to places of worship and places of local importance to the community.</li> </ul>	
Year 1 / 2		<p>Human and Physical Features</p> <p>To identify and locate their school and locality.</p> <p>To use geographical vocabulary to refer to physical features: <i>forest, hill, landmark, mountain, river, sea, soil, valley, vegetation, season, weather, urban, rural.</i></p> <p>To use geographical vocabulary to refer to human features: <i>town, village, landmark, factory, farm, house, office, shop,</i></p>		<p>London and Nairobi comparison study</p> <p>To identify and locate the location of non-European countries.</p> <p>To know where England and London are located.</p> <p>To know and explain the main human and physical features of London.</p> <p>To know and explain where Kenya and Nairobi are located.</p>	<p>Mapping and Fieldwork skills</p> <p>To know and using simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks</p>	<p>Amazon comparison Study (Yanomani)</p> <p>To identify and locate the location of non-European countries.</p> <p>To know and explain the similarities and differences of UK and The Amazon</p> <p>Revisit: Continents, Oceans, Physical and human features.</p>

		<p>To know and use simple compass directions (North, South, East and West)</p>		<p>To know and explain the main human and physical features of Nairobi.          To know and explain the similarities and differences of these two places.</p> <p>Revisit:          Continents, Oceans, UK countries and capital cities.          Physical and human features.          Hot and cold climates.          Map and fieldwork skills.</p>	<p>as well as basic human and physical features.          To make a simple map using basic symbols in a key.          To know and explain larger and smaller scale maps, including OS maps.          To 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.</p> <p>Revisit:          To use geographical vocabulary to refer to physical features:          To use geographical vocabulary to refer to human features.</p>	<p>Hot and cold climates.          Map and fieldwork skills.</p>
<p>Year 3 / 4</p>	<p>Rivers          (Features of a river and local rivers)</p> <p>To know and explain about places that are built around rivers.          To know and describe key physical geography features: topography, climate</p>	<p>Map skills and Environmental Regions of Europe, Russia, North &amp; South America</p> <p>To locate and know about the world's countries, using maps to focus on Europe (including the</p>			<p>The Water Cycle</p> <p>To know and describe key physical geography features: topography, climate zones, vegetation belts, mountains, rivers, and the water cycle.</p>	

	<p>zones, vegetation belts, mountains, rivers, and the water cycle.</p> <p>To know and describe key human geography features: region, county, capital city, city, settlement.</p> <p>To know and explain how places are shaped by human and physical features.</p> <p>To know and explain how physical features shape a place and the reason that human features are there.</p> <p>Revisit: Human and physical features UK Study OS maps and scale</p> <p>Map skills and Environmental Regions of Europe, Russia, North &amp; South America (see next column)</p>	<p>location of Russia) and North and South America.</p> <p>To know and locate environmental regions, key physical and human characteristics, countries and major cities</p> <p>To explain the similarities and differences between places across the world.</p> <p>To know and explain the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar.</p> <p>To make choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied.</p> <p>To skilfully use the eight points of a compass and Ordnance Survey maps) to build their</p>			<p>To make choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied.</p> <p>To skilfully use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</p> <p>Latitude and Longitude</p>	
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knowledge of the United Kingdom and the wider world.

To identify and explain 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.)

To make choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied.

To skilfully use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

To use fieldwork to observe, measure, record and present

					<p>the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</p>	
<p>Year 5 / 6</p>		<p><b>World Countries- Biomes and Environmental Regions</b></p> <p>To identify and explain world biomes by building on prior knowledge of environmental regions.</p> <p>To know and locate the world's countries (focus on Europe (including the location of Russia) and North and South America, using maps to explain how the key physical and human characteristics define countries and major cities.</p> <p>To know and describe key physical geography features and processes: climate zones, biomes, vegetation belts, earthquakes,</p>	<p><b>Map Skills: Four and 6 figure grid references</b></p> <p>To identify and explain 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.</p> <p>To use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>			<p><b>OS Maps and Fieldwork</b></p> <p>To use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the local area as well as the United Kingdom and the wider world.</p>

		<p><b>mountains and volcanoes.</b></p> <p>To use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the local area as well as the United Kingdom and the wider world.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</p>	<p>to build their knowledge of the local area as well as the United Kingdom and the wider world.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</p>			
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