

## Geography: Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

	Geographical Enquiry	Direction / Location	Drawing Maps	Representation	Using Maps	Scale/ Distance	Map Knowledge	Style of Maps
<b>Year 1</b>	<ul style="list-style-type: none"> <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>	<p>Follow directions (Up, down, left/right, forwards/backwards</p> <ul style="list-style-type: none"> <li>Start to learn the four compass points (NESW)</li> </ul>	<p>Draw picture maps of imaginary places and from stories.</p> <ul style="list-style-type: none"> <li>Create maps using objects (messy maps)</li> <li>Attempt simple maps of school with support.</li> </ul>	<ul style="list-style-type: none"> <li>Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>Use a simple picture map to move around the school;</li> <li>Recognise that it is about a place.</li> <li>Look at street maps of known places.</li> </ul>	<ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>Learn names of some places within/around the UK. E.g. Home town, cities</li> <li>Talk about places they have been on holiday</li> <li>begin to learn the 7 continents and 5 oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Picture maps and globes</li> <li>Google maps</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Investigate their surroundings</li> <li>Make appropriate observations about why things happen.</li> <li>Make simple comparisons between features of different places</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate Y1 directions.</li> <li>Consolidate cardinal directions.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need for a key.</li> <li>Use class agreed symbols to make a simple key.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a route on a map. (walking to library)</li> <li>Use a plan view.</li> <li>Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> <li>Name and locate the 4 countries and capital cities of the UK and surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <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> <li>Google maps</li> </ul>

## Geography: Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

	Geographical Enquiry	Direction / Location	Drawing Maps	Representation	Using Maps	Scale/ Distance	Map Knowledge	Style of Maps
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions.</li> <li>Use 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 style="list-style-type: none"> <li>Use 4 compass points to follow/give directions:</li> <li>Use letter/no. co-ordinates to locate features on a map</li> </ul>	<p>Try to make a map of a short route experienced, with features in correct order;</p> <ul style="list-style-type: none"> <li>Try to make a simple scale drawing</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify points on maps A,B and C</li> <li>Recognise and find places previously learnt.</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Year 4</b>	<ul style="list-style-type: none"> <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>	<p>Use 4 compass points well:</p> <ul style="list-style-type: none"> <li>Begin to use 8 compass points;</li> <li>Use letter/no. co-ordinates to locate features on a map confidently</li> </ul>	<ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order;</li> <li>Make a simple scale drawing.</li> </ul>	<p>Know why a key is needed.</p> <ul style="list-style-type: none"> <li>Begin to recognise symbols on an OS map</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>Follow a route on a large scale map</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant places and environments.</li> <li>Identify locations and discuss previously learnt.</li> </ul>	<ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> <li>Use medium scale land ranger OS maps.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Use 8 compass points;</li> <li>Begin to use 4 figure coordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a variety of thematic maps based on their own data.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key;</li> <li>Use/recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Measure straight line distance on a plan.</li> <li>Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant places and environments.</li> <li>Identify locations and discuss previously learnt.</li> </ul>	<ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> <li>Use medium scale land ranger OS maps.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <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 independently.</li> <li>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately;</li> <li>Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data.</li> <li>Begin to draw plans of increasing complexity.</li> </ul>	<ul style="list-style-type: none"> <li>Use/recognise OS map symbols;</li> <li>Use atlas symbols.</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Use a scale to measure distances</li> <li>Draw/use maps and plans at a range of scales.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently identify significant places and environments</li> <li>Identify and discuss locations previously learnt</li> </ul>	<ul style="list-style-type: none"> <li>Use OS maps.</li> <li>Confidently use an atlas.</li> <li>Recognise world map as a flattened globe.</li> </ul>