

# OBS GEOGRAPHY PROGRESSION (KNOWLEDGE AND SKILLS)



**KEY SKILLS:**  
**GEOGRAPHICAL ENQUIRY**  
**DIRECTION AND LOCATION**  
**MAPWORK**  
**FIELDWORK**

## EARLY LEARNING GOALS

### People, Culture and Communities.

Pupils should be taught to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

At Old Basford School we use Development Matters, Birth to Five Matters and the Early Learning Goals as guidance to support the carefully planned curriculum we have designed and created especially for the children in our school community. These documents provide an overview of how children learn and develop and they guide our team to make informed decisions based on what each individual child needs to learn and be able to do next.

### Understanding the World (Summary of Statutory Educational Programme)

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.

### Continuous Provision

In continuous provision, children will: have the opportunity to explore different environments and habitats through small world play and looking at a range of books. They will have access to atlas’s and a globe. They will be given opportunities to explore their immediate environment both inside and outdoors. They will be encouraged to make maps for both information use and for role play and storytelling.

### Focused Learning

Understanding the World						
Science / Geography / History / RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills N1			To talk about what they see in the world around them.			
N2			To use senses to explore the world around them.  To understand the need to respect and care for the natural world.  To explore different countries in the world and explore the differences and similarities to our own environment.	Make comparisons between habitats of farm animals and domestic animals.		To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment.
Reception Skills		To observe the effect of changing seasons.	To describe what they feel, hear and see outside linked to environmental changes.  To recognise the changing seasons.	To recognise that some environments are different to the one we live in.  To recognise the changing seasons.	To draw information on a simple map.	To take responsibility for the importance of looking after our environment and all living things.  To recognise the changing seasons.

Nursery Knowledge				To understand the layout and workings of new environments and adapt to these changes.	To understand the different environments around them, inside and out and show respect to both.		
N1							
N2				To understand the changes in the weather and seasons and the impact this has on us.  To understand the need to respect and care for the natural world.  To know there are different countries in the world and explore the differences and similarities.	To understand the differences between the habitats of animals.		To understand different forms of travel.
Reception Knowledge					To know that some environments re different to the one we live in.	To understand the key information to be included on a simple map.	To begin to understand the importance of looking after our environment and all living things.
Key Vocabulary	Tier 1: G: Geographical	G: same, different, old, new, home, school, church	G: quiet, loud, busy, noisy	G: quiet, loud, same, different	G: quiet, loud, busy, noisy, same, different	G: same, different	G: same, different, old, new, school
	Tier 2: G: Geographical	G: map, place, environment, left, right, under, besides, house, bungalow, flats, street, road, pavement	G: environment	G: map, place, environment, left, right, under, besides, forwards, backwards	G: map, place, environment, noisy, similar	G: map, place, house, bungalow, flats, street, road	
	Tier 3: G: Geographical	G: community, safety, bridge, tunnel, roundabout, direction, landmark, symbols, journey, city, country, county	G: symbols, journey, country, atlas, globe, travel	G: journey, globe, travel	G: continent, city, country, atlas, globe, travel	G: community, safety, bridge, direction, compass, landmark, symbols, journey, continent, city, country	

### OBS Achievement Aspirations- 'Adventure'

#### **N1: To create a map with friends for a role-play adventure.**

Milestone 1: To explore simple maps with adult support.

Milestone 2: To make a 3D map using small world equipment.

#### **N2: To follow a simple map for a hide and seek adventure.**

Milestone 1: To create simple maps to use within their play.

Milestone 2: To locate areas on a map of familiar surroundings with adult support.

#### **F2: To use a map to complete a treasure hunt.**

Milestone 1: To make own maps and use them within their play.

Milestone 2: To look at real maps and identify key features with adult support.

Milestone 3: To follow a map in a group activity with adult support.

#### **TRIPS AND EXPERIENCES:**

Farm Visit

YEAR 1					
AUT 1: SUPER ME	AUT 2: THE NIGHT ADVENTURE	SPR 1: TOY STORY	SPR 2: KNIGHTS OF BASFORD	SUM 1: GROW YOUR OWN	SUMMER 2: AROUND THE WORLD
<p>*identify seasonal and daily weather patterns in the United Kingdom (throughout the year)</p>	<p>*identify seasonal and daily weather patterns in the United Kingdom (throughout the year)</p> <p>*devise a simple map</p> <p>*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>*identify seasonal and daily weather patterns in the United Kingdom (throughout the year)</p>	<p>*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>*devise a simple map</p>	<p>*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>*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><b>Locational knowledge</b> *name and locate the world's seven continents *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography</b> 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 *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</p> <p><b>Geographical skills and fieldwork</b> *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 *use simple compass directions (North, South, East and West)</p>
<p>*Simple fieldwork and observational skills (throughout the year)</p>	<p>*Simple fieldwork and observational skills (throughout the year)</p> <p>*Draw picture maps of imaginary places and from stories.</p> <p>* Use on symbols on imaginary map.</p>	<p>*Simple fieldwork and observational skills (throughout the year)</p>	<p>*Teacher led enquiries, to ask and respond to simple closed questions. *Use information books/ pictures as sources of information. *Make observations about where things are e.g. within school or local area. *Investigate their surroundings. *Draw picture maps of imaginary places and from stories. * Use on symbols on imaginary map. <b>(DIGIMAPS)</b> *Find information on an aerial photograph. *Follow a route on a prepared map *Recognise simple features on a map *Know that maps need title. *Use maps to talk about everyday life, e.g. where I live, journey to school</p>	<p>*Teacher led enquiries, to ask and respond to simple closed questions. *Use information books/ pictures as sources of information. *Make observations about where things are e.g. within school or local area. *Follow directions (Up/ down, left/right, forwards/ backwards) *Investigate their surroundings. <b>(DIGIMAPS)</b> *Find info on an aerial photograph *Follow a route on a prepared map *Recognise simple features on a map *Know that maps need title. *Use maps to talk about everyday life, e.g. where I live, journey to school *Add simple info to maps (e.g. label a tree I like in the school grounds).</p>	<p>*Teacher led enquiries, to ask and respond to simple closed questions. *Use information books/ pictures as sources of information. *Follow directions (Up/ down, left/right, forwards/ backwards) <b>(DIGIMAPS)</b> *Know maps give information about the world. *Know maps need a title *Know how to zoom in and out of a map</p>
	<p><b>TRIPS AND EXPERIENCES:</b> Vernon Park visit</p>		<p><b>TRIPS AND EXPERIENCES:</b> Nottingham Castle visit</p>		<p><b>TRIPS AND EXPERIENCES:</b> Drama wow days- aeroplane flight and 'visit' countries</p>

YEAR 2					
AUT 1: INTO THE WOODS	AUT 2: BLAST OFF!	SPR 1: ON SAFARI	SPR 2: MARVELLOUS MEDICINE	SUM 1: LIGHTHOUSE KEEPER	SUMMER 2: FUN OUTDOORS
<p><i>Geographical skills and fieldwork (trip to Sherwood Pines)</i></p> <ul style="list-style-type: none"> <li>*use simple compass directions (North, South, East and West) 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>* devise a simple map; and use and construct basic symbols in a key</li> <li>*use simple fieldwork and observational skills</li> </ul>		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>*name and locate the world's seven continents and five oceans</li> <li>*understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (<b>Kenya</b>)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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>*use basic geographical vocabulary to refer to: key physical features, including: forest, mountain, river, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>*use world maps, atlases and globes to identify the countries, continents and oceans studied</li> <li>* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>		<ul style="list-style-type: none"> <li>*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>*use basic geog vocab to refer to: key physical features, including: <b>beach, cliff, coast, sea, ocean, river</b></li> <li>key human features, including: <b>city, town, village, factory, farm, house, office, port, harbour and shop</b></li> </ul> <ul style="list-style-type: none"> <li>* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<p><i>Geographical skills and fieldwork (trip to Vernon Park)</i></p> <ul style="list-style-type: none"> <li>*use simple compass directions (North, South, East and West) 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>*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>*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.</li> </ul>
<ul style="list-style-type: none"> <li>*Children encouraged to ask simple geographical questions; where is it? What is it like?</li> <li>*Use non-fiction books, stories, maps, pictures/photos and internet as sources of information.</li> <li>*Make appropriate observations about why things happen.</li> <li>*Investigate their surroundings</li> <li>*Follow directions (as Y1) incl NSEW.</li> <li>*Draw a map of a real imaginary place &amp; understand need for a key</li> <li>*Follow a route on a map (<b>DIGIMAPS</b>)-</li> <li>*Find places using a postcode</li> </ul>		<ul style="list-style-type: none"> <li>*Children encouraged to ask simple geographical questions; where is it? What is it like?</li> <li>*Use non-fiction books, stories, maps, pictures/photos and internet as sources of information.</li> <li>*Make appropriate observations about why things happen.</li> <li>*Make simple comparisons between features of different places.</li> <li>*Investigate their surroundings</li> <li>*Follow directions (as Y1) incl NSEW.</li> <li>*Use an infant atlas to locate places. (<b>DIGIMAPS</b>)-</li> <li>*Find places using a postcode</li> </ul>		<ul style="list-style-type: none"> <li>*Children encouraged to ask simple geographical questions; where is it? What is it like?</li> <li>*Make appropriate observations about why things happen.</li> <li>*Make simple comparisons between features of different places</li> <li>*Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph)</li> <li>*Locate and name on UK map major features e.g. Nottingham, River Trent</li> </ul>	<ul style="list-style-type: none"> <li>*Make appropriate observations about why things happen.</li> <li>*Investigate their surroundings</li> <li>*Follow directions (as Y1) incl NSEW.</li> <li>*Look down on objects to make a plan view map. Children encouraged to ask simple geographical questions; where is it? What is it like?</li> <li>*Follow a route on a map (<b>DIGIMAPS</b>)</li> <li>*Use symbols on maps and know that symbols mean something</li> <li>*Find places using a postcode</li> </ul>
<p><b>TRIPS AND EXPERIENCES:</b></p> <p>Sherwood Pines visit</p>		<p><b>TRIPS AND EXPERIENCES:</b></p> <p>'Visit' Nairobi wow day</p>			<p><b>TRIPS AND EXPERIENCES:</b></p> <p>Where is Hoppity orienteering –wow day</p>
YEAR 3					
AUT 1: STONE AGE TO IRON AGE	AUT 2: EXTREME EARTH	SPR 1: SUPER SCIENCE	SPR 2: WHAT MAKES BRITIAN GREAT	SUM 1: IT'S A WONDERFUL LIFE	SUMMER 2: ANCIENT EGYPT
<ul style="list-style-type: none"> <li>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (<b>STONEHENGE</b>)</li> </ul>	<ul style="list-style-type: none"> <li>*describe and understand key aspects of: physical geography, including: volcanoes and earthquakes</li> </ul> <p>USE A WORLD MAP TO LOCATE</p>		<ul style="list-style-type: none"> <li>*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</li> <li>*understand geographical similarities and differences through the study of human and physical</li> </ul>	<ul style="list-style-type: none"> <li>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (<b>KEW GARDENS</b>)</li> </ul>	<ul style="list-style-type: none"> <li>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (<b>EGYPT</b>)</li> </ul>

			<p>geography of a region of the United Kingdom, (<b>Cornwall</b>)</p> <ul style="list-style-type: none"> <li>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>*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</li> </ul>		
<p><b>(DIGIMAPS)</b></p> <ul style="list-style-type: none"> <li>*Use atlases, maps and globes (zoom into stonehenge)</li> <li>*Use maps and aerial views to help talk about views from high places</li> <li>*Use Zoom function to explore places at different scales</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to ask/ initiate geographical questions.</li> <li>*Use non-fiction books, stories, atlases, pictures/ photos and internet as sources of information</li> <li>*Investigate places and themes at more than one scale</li> <li>*Locate places on larger scale maps, e.g.map of Europe</li> </ul>		<ul style="list-style-type: none"> <li>*Use non-fiction books, stories, atlases, pictures/ photos and internet as sources of information</li> <li>*Use 4 compass points to follow/give directions</li> <li>*Use letter/ no. co-ordinates to locate features on a map. (<b>What makes Basford Great?</b>- walk around the school grounds)</li> <li>*Locate places on larger scale maps e.g. map of Europe</li> <li>*Investigate places and themes at more than one scale</li> <li>*Make a map of a short route experienced with the features in the correct order</li> <li>*Make a simple scaled drawing</li> <li>*Know why a key is needed</li> <li><b>(DIGIMAPS)</b></li> <li>*add a range of annotation labels and texts to help explain features and places</li> </ul>	<p><b>(DIGIMAPS)</b></p> <ul style="list-style-type: none"> <li>*Use atlases, maps and globes (zoom into Kew Gardens)</li> <li>*Use maps and aerial views to help talk about views from high places</li> <li>*Use Zoom function to explore places at different scales</li> </ul>	<p><b>(DIGIMAPS)</b></p> <ul style="list-style-type: none"> <li>*Use atlases, maps and globes (zoom into Egypt)</li> <li>*Use maps and aerial views to help talk about views from high places</li> <li>*Use Zoom function to explore places at different scales</li> </ul>
<p><b>TRIPS AND EXPERIENCES:</b></p> <p>Visit to Cresswell Craggs</p>	<p><b>TRIPS AND EXPERIENCES:</b></p> <p>Fact finding orienteering activity-wow day</p>		<p><b>TRIPS AND EXPERIENCES:</b></p> <p>Virtual trips to UK landmarks</p>		
<b>YEAR 4</b>					
<b>AUT 1: FLASHES AND BANGS</b>	<b>AUT 2: RAMPAGING ROMANS</b>	<b>SPR 1: TEETH TO THE TOILET</b>	<b>SPR 2: INVADERS &amp; SETTLERS</b>	<b>SUMMER 2: RUMBLE IN THE JUNGLE</b>	<b>SUM 1: VIVA ESPAGNA</b>
	<ul style="list-style-type: none"> <li>*describe and understand key aspects of: human geography, including: types of settlement and land use,</li> </ul>		<ul style="list-style-type: none"> <li>*describe and understand key aspects of: human geography, including: types of settlement and land use,</li> </ul>	<ul style="list-style-type: none"> <li>*understand geographical similarities and differences through the study of human and physical geography of a region within South America (<b>The Amazon</b>)</li> <li>*describe and understand key aspects of: physical geography, including: the water cycle</li> <li>*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> </ul>	<ul style="list-style-type: none"> <li>*understand geographical similarities and differences through the study of human and physical geography of a region in a European country (<b>Spain</b>)</li> <li>*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> </ul> <p><b>RESIDENTIAL:</b></p>

					<p>*digital/computer mapping describe features studied</p> <p>*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>* 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.</p>
	<p>*Ask and respond to questions and offer their own ideas.</p> <p>*Collect and record evidence with some aid</p> <p>*Analyse evidence and draw conclusions e.g. make comparisons between locations, photos/ pictures/ maps</p> <p>*Locate places on large scale maps (e.g. find UK or Italy on globe) <b>(DIGIMAPS)</b></p> <p>*use grid references in the search function to (find) record a location.</p> <p>*Can use Zoom function to explore places at different scales</p>		<p>*Ask and respond to questions and offer their own ideas.</p> <p>*Collect and record evidence with some aid</p> <p>*Analyse evidence and draw conclusions e.g. make comparisons between locations, photos/ pictures/ maps</p> <p>*Locate places on large scale maps (e.g. find UK or Norway on globe) <b>(DIGIMAPS)</b></p> <p>*use grid references in the search function to (find) record a location.</p> <p>*Can use Zoom function to explore places at different scales</p>	<p>*Ask and respond to questions and offer their own ideas.</p> <p>*Collect and record evidence with some aid</p> <p>*Analyse evidence and draw conclusions e.g. make comparisons between locations, photos/ pictures/ maps (e.g. <b>show evidence of deforestation over time</b>)</p> <p>*Extend to satellite images, aerial photographs</p> <p>*Investigate places and themes at more than one scale</p> <p>*Locate places on large scale maps (e.g. find UK or Brazil on globe)</p> <p>*Follow a route on a large scale map</p> <p>*Use junior atlases</p> <p>*Identify features on aerial/oblique photographs</p> <p>*Begin to identify significant places and environments</p> <p>*Use map sites on internet</p> <p>*Begin to identify significant places and environments</p> <p>* highlight an area on a map and measure using area measurement tool.</p>	<p>*Ask and respond to questions and offer their own ideas.</p> <p>*Collect and record evidence with some aid</p> <p>*Analyse evidence and draw conclusions e.g. make comparisons between locations, photos/ pictures/ maps</p> <p><b>*Use 8 compass points; use letter/ no coordinates to locate features on a map confidently</b></p> <p>*Investigate places and themes at more than one scale</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 junior atlases</p> <p>*Identify features on aerial/oblique photographs</p> <p>*Begin to identify significant places and environments</p> <p><b>RESIDENTIAL:</b></p> <p><b>*Make a map of a short route experienced with features in correct order</b></p> <p><b>*Make a simple scale drawing</b></p> <p>* Know why a key is needed</p> <p>*Begin to recognise symbols on an OS map.</p> <p>*Follow a route on a large scale map <b>(DIGIMAPS)</b></p>
			<p><b>TRIPS AND EXPERIENCES:</b> Yorvik centre visit</p>		<p><b>TRIPS AND EXPERIENCES:</b> 'Spain' wow day Mapwork linked to Walesby residential</p>

**YEAR 5**

<b>AUT 1: BASFORD&amp; BULWELL BYGONES</b>	<b>AUT 2: SPACE</b>	<b>SPR 1: SAVE OUR PLANET</b>	<b>SPR 2: ANCIENT GREECE</b>	<b>SUM 1: CURIOUS ABOUT CLIMATE</b>	<b>SUMMER 2: CIRCLE OF LIFE</b>
<p>* use fieldwork to observe, record and present the human and physical features in the local area</p>	<p>*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>	<p>*describe and understand key aspects of: human geography, including: the distribution of natural resources including energy</p>	<p>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>	<p><b>Residential</b></p> <p>*digital/computer mapping describe features studied</p> <p>*use the eight points of a compass, four and six-figure grid references,</p>

	Prime/Greenwich Meridian and time zones (including day and night)			Prime/Greenwich Meridian and time zones (including day and night) *describe and understand key aspects of: physical geography, including: climate zones, biomes	symbols and key (including the use of Ordnance Survey maps) * 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.
*Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations- influence on people/ everyday life *Draw a plan view map with some accuracy (design own fairground and plan it) *Draw a sketch map using symbols and a key (DIGIMAPS) *use maps to research factual info about locations and features (land use 100 years ago)	*Select a map for a specific purpose (e.g. pick atlas to find the Arctic circle, OS for smaller scale) *Use index and contents page within atlases.	*Begin to suggest questions for investigating *Begin to use primary and secondary sources of evidence in their investigations.	*Begin to use atlases to find out about other features of places. e.g. find where the mountains are	*Begin to suggest questions for investigating *Begin to use primary and secondary sources of evidence in their investigations. <b>(Why are the ice caps melting?)</b> *Identify significant places and environments *Select a map for a specific purpose (e.g. pick atlas to find the Arctic circle, OS for smaller scale) *Use index and contents page within atlases. *investigate places with more emphasis on the larger scale; contrasting and distant places	*Use 8 compass points *Draw a sketch map using symbols and a key *Use recognise OS map symbols (DIGIMAPS) *Use linear and area measuring tools accurately *use 6 fig references
<b>TRIPS AND EXPERIENCES:</b> Visit Goose Fair Visit Nottingham Theatres			<b>TRIPS AND EXPERIENCES:</b> Ancient Greece wow day		<b>TRIPS AND EXPERIENCES:</b> Mapwork linked to Walesby residential
YEAR 6					
AUT 1: CASTAWAY	AUT 2: BEATS AND BREATH	SPRING 1: WORLD WAR II	SPRING 2: MAYAN MYSTERIES	SUMMER 1: SURVIVAL OF THE FITTEST	SUMMER 2: TASTE OF THE CARIBBEAN
describe and understand key aspects of: physical geography, including: rivers, mountains,		*locate the world's countries, using maps to focus on Europe	*locate the world's countries		*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>KEY VOCAB: <b>Course, Current, Delta, Discharge, Floodplain, Interlocking Spurs, Meander, mouth, Oxbow Lake, River Bank, River Bed,</b></p> <p>*Suggest questions for investigating          *Use primary and secondary sources of evidence in their investigations.          * Investigate places with more emphasis on the larger scale; contrasting and distant places          * Collect and record evidence unaided          * 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  <b>. *Use 4 figure co-ordinates confidently to locate features on a map.</b>  <b>*Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</b>          ; Use/recognise OS map symbols;          *Use atlas symbols          *Locate places on a world map.          * Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)          *Use maps and plans at a range of scales.          *Confidently identify significant places and environments          *Confidently use an atlas.  <u><b>(DIGIMAPS)</b></u>          *Use maps at different scales to illustrate a story or issue  <b>(River Leen trip)</b>          *Draw a plan view map accurately  <b>(DIGIMAPS)</b>          *Follow routes on maps, saying what I see          *Make sketch maps of an area, using symbols and a key</p>		<p>*Suggest questions for investigating          *Use primary and secondary sources of evidence in their investigations.          *Locate places on a world map.          *Confidently use an atlas.          *Recognise world map as a flattened globe.</p>	<p>*Suggest questions for investigating          *Use primary and secondary sources of evidence in their investigations.          *Locate places on a world map.          *Confidently use an atlas.          *Recognise world map as a flattened globe.</p>		<p>*Suggest questions for investigating          *Use primary and secondary sources of evidence in their investigations.          * 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          * Collect and record evidence unaided  <b>*Use 4 figure co-ordinates confidently to locate features on a map.</b>  <b>*Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</b>          * Investigate places with more emphasis on the larger scale; contrasting and distant places          ; Use/recognise OS map symbols;          *Use atlas symbols          *Locate places on a world map.          * Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)          *Use maps and plans at a range of scales.          *Confidently identify significant places and environments          *Confidently use an atlas.  <u><b>(DIGIMAPS)</b></u>          *Use maps at different scales to illustrate a story or issue</p>
	<p><b><u>TRIPS AND EXPERIENCES:</u></b>          River Leen trip</p>	<p><b><u>TRIPS AND EXPERIENCES:</u></b>          Visit to Synagogue</p>	<p><b><u>TRIPS AND EXPERIENCES:</u></b>          Mayan explorer wow day</p>		<p><b><u>TRIPS AND EXPERIENCES:</u></b>          Kingswood residential</p>