

Reffley Geography Curriculum

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Overview

At Reffley Academy, children:

- have mixed experiences of the world, people and places.
- have experience of countries through summer holidays to popular tourist destinations e.g Spain.
- more typically, are familiar with modern apps to find places and have less experience of using traditional maps such as Ordnance Survey maps.
- have little prior exposure/ understanding of communities and people who live in places beyond our county and country.
- are growing in confidence when using technical vocabulary associated with the teaching of Geography.

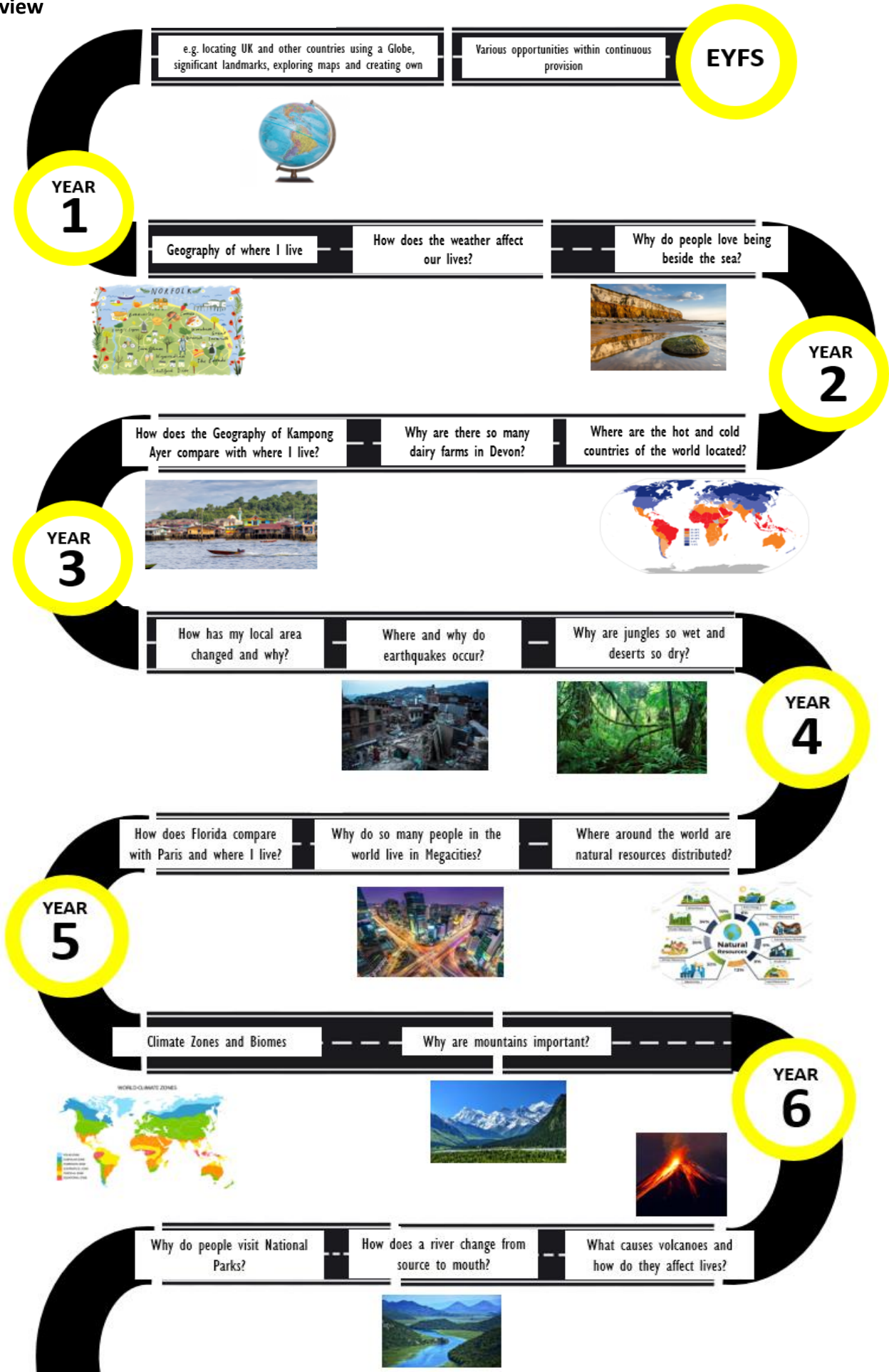
Therefore, the Geography curriculum, at Reffley Academy, has been planned as follows:

- a range of locations from around the world have been used.
- sequences of learning are designed to ask big questions to broaden children's understanding of the wider world.
- knowledge, skills and vocabulary are explicitly taught.
- a wide range of resources are used including: globes, atlases, traditional Ordnance Survey maps alongside apps such as Google Earth and other digital resources.

Intent, Implementation and Impact

Intent	Implementation	Impact
<p>The intention of the geography curriculum is to ensure all children:</p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: <ol style="list-style-type: none"> 1. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. 2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). 3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<ul style="list-style-type: none"> • Knowledge and skills are taught through the four main areas – locational knowledge, place knowledge, human and physical geography and Geographical skills and fieldwork. • Sequences of learning are planned using a whole academy curriculum, with sequences taught within discrete blocks of two weeks. • Objectives have been explicitly broken down into key teaching points to ensure progression and precise content. • Sequences are planned progressively with reference made to the learning that has already taken place as well as future learning. • Explicitly taught vocabulary relevant to the area of study helps children to articulate their learning. All key vocabulary is recorded on knowledge organisers which are used in every sequence of learning. These are used within lessons and sent home as a learning aid. • Assessment takes place at the end of every sequence of learning. This is recorded as a list of children working at age related, those working below and those at greater depth. 	<p>Know more</p> <ul style="list-style-type: none"> • Children are taught age-related content and skills. • Children are introduced to key knowledge and vocabulary relevant to the concept that they are learning. • Vocabulary relevant to the sequence of learning is explicitly taught. • Knowledge Organisers set out the knowledge, skills and vocabulary for a unit of work. <p>Do more</p> <ul style="list-style-type: none"> • Children are given opportunities to apply the skills they have been taught within lessons. • Where possible, enrichment activities are planned to link with the sequences of learning e.g. National Parks residential trip. • Opportunities are given at the end of each sequence of learning for children to apply the knowledge they have been taught. <p>Remember more</p> <ul style="list-style-type: none"> • Children build upon knowledge and skills from Reception to Year 6 (see progression document). • At the beginning of each unit, teachers make explicit reference to previous learning including vocabulary. • Lessons are practical wherever possible as active engagement/involvement is more likely to be committed to long term memory. • Children are taught to use their knowledge organisers to aid their memory. These are used within children’s individual project books as well as being sent home at the beginning of a sequence of learning. • End of unit quizzes are used as a way of assessing what children know and remember.

Overview



Curriculum Coverage

NC Objective	Year 1			Year 2		
	How does the weather affect our lives?	What is the Geography of where I live?	Why do people like being beside the seaside?	Where are the hot and cold countries of the world?	How does Kampong Ayer compare with where I live?	Why are there so many dairy farms in Devon?
<i>Locational Knowledge:</i>						
name and locate the world's seven continents and five oceans						
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						
<i>Place Knowledge:</i>						
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						
<i>Human and physical geography:</i>						
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						
<i>Geographical skills and fieldwork:</i>						
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) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map						
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						
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.						

NC Objective	Year 3			Year 4			Year 5		Year 6		
	Local area	Jungles	Earthquakes	Florida	Natural Resources	Megacities	Climate Zones	Mountains	Volcanoes	National Parks	Rivers
<i>Locational Knowledge:</i>											
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		Yellow		Blue		Purple	Orange	Light Blue		Magenta	
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	Red					Purple		Light Blue		Magenta	Green
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		Yellow					Orange			Magenta	
<i>Place Knowledge:</i>											
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				Blue							
<i>Human and physical geography:</i>											
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Yellow	Green				Orange	Light Blue	Grey		Green
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	Red				Green	Purple				Magenta	
<i>Geographical skills and fieldwork:</i>											
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Yellow	Green			Purple	Orange				Green
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		Yellow						Light Blue			
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.	Red			Blue							

Progression of Knowledge and Skills

Geography Progression – Locational Knowledge			
	EYFS	Year 1	Year 2
name and locate the world's seven continents and five oceans		<ul style="list-style-type: none"> A continent is a large continuous mass of land. An ocean is a very large expanse of salt water. Water covers $\frac{3}{4}$ of the Earth's surface and is grouped into seas and oceans. The seven continents are: North America, South America, Africa, Europe, Asia, Antarctica and Australia. The five oceans are: Pacific, Southern, Arctic, Atlantic and Indian. 	<ul style="list-style-type: none"> Consolidation of the seven continents and five oceans. The Pacific Ocean is the largest and Asia is the largest continent. Know the location of each of the continents and oceans.
		Key vocabulary: continent, ocean, sea, names of each continent and ocean	Key vocabulary: consolidation of vocabulary learnt in Y1
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> Locate UK on a Globe and World map. 	<ul style="list-style-type: none"> The four countries that make up the UK are: England, Scotland, Wales and Northern Ireland. Locate the four countries on a map of the UK. The capital cities: Wales – Cardiff England – London Scotland – Edinburgh Northern Ireland – Belfast 	<ul style="list-style-type: none"> The UK is surrounded by water – English Channel to the South, North Sea to the East and the Irish Sea and Atlantic Ocean to the West. England is made up of many different counties. The countries making up the UK are very different e.g. Scotland is home to many mountains, Northern Ireland is home to the largest lake in Britain and Cornwall in England has vast sandy beaches.
	Key vocabulary: globe, world, land, island	Key vocabulary: country, United Kingdom, capital city	Key vocabulary: county, surrounded, mountain, English Channel, North Sea, Irish Sea

	Year 3	Year 4	Year 5	Year 6
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	<ul style="list-style-type: none"> Rainforests are located near to the Equator and have a very hot and wet climate. There are rainforests located in Brazil within South America. 	<ul style="list-style-type: none"> Florida is located within North America. There are 50 states that make up the United States of America. Florida is an example of a peninsula which is a piece of land almost entirely surrounded by water but connected to land on one side. Paris is the capital city of France which is located in the continent of Europe. 	<ul style="list-style-type: none"> Nepal is located in the continent Asia. Kathmandu is the capital city of Nepal. 	<ul style="list-style-type: none"> There are many National Parks located in America such as the Yosemite National Park and Death Valley National Park in California.

		<ul style="list-style-type: none"> • Nine out of the ten major cities of the world are located within Asia. 		
	Key vocabulary: rainforest,	Key vocabulary: state, peninsula, coastline, inland, land locked, megacity	Key vocabulary:	Key vocabulary: national park,
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	<ul style="list-style-type: none"> • King's Lynn is located in the county of Norfolk on the East Coast. • Norfolk has a significant coastline due to its location. • The town of King's Lynn has changed over the years due to people moving to the area. • The land on which the school is now built used to be a farm but was changed due to the increase in houses being built. This is an example of a human change. 	<ul style="list-style-type: none"> • The largest cities in the UK by population are: <ol style="list-style-type: none"> 1. London 2. Manchester 3. Birmingham 4. Leeds 5. Glasgow 6. Southampton 7. Liverpool 8. Newcastle 9. Sheffield 10. Belfast • Know the location of these cities and plot them on a map of the UK. 	<ul style="list-style-type: none"> • The Cambrian Mountains are a mountain range running through the middle of Wales. 	<ul style="list-style-type: none"> • There are many rivers in the UK including: The Tyne, Ouse, Trent, Thames, Severn and Wye. • Know the location of these rivers and some of the counties they flow through e.g. the River Thames flows through Wiltshire, Gloucestershire, Oxfordshire, Berkshire, Buckinghamshire, Surrey and through the Chilterns.
	Key vocabulary: develop, redevelop, land use, residential	Key vocabulary: population,	Key vocabulary: mountain range, landscape	Key vocabulary:
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<ul style="list-style-type: none"> • The Equator is an imaginary line that runs through the middle of the world. • The Northern Hemisphere lies to the North of the Equator and the Southern Hemisphere to the South. • The tropics of Capricorn and Cancer are the only points on Earth where the sun shines straight down. They are located either side of the Equator. 		<ul style="list-style-type: none"> • Latitude and longitude are imaginary lines which help us identify the location of a place using co-ordinates. • Latitude lines circle the globe in East-West directions and measure how far North or South a point lies from the Equator. • Longitudinal lines run from the North pole to the South pole and measure how far East or West a point lies from the Prime Meridian. 	<ul style="list-style-type: none"> • Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole. • There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich. • The Prime Meridian splits the world into eastern and western hemispheres. • Time in countries to the east of the Prime Meridian is always in front of that in the UK. • Time in countries to the west of the Prime Meridian is always behind that of the UK. • Some large countries such as Russia have different time zones.
	Key vocabulary: Equator, Northern Hemisphere, Southern Hemisphere,	Key vocabulary:	Key vocabulary: latitude, longitude, co-ordinates	Key vocabulary: time zones, meridians, Eastern

	Tropic of Capricorn, Tropic of Cancer			Hemisphere, Western Hemisphere
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Geography Progression – Place Knowledge			
	EYFS	Year 1	Year 2
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			<ul style="list-style-type: none"> • Kampong Ayer is located within the continent Asia. • It is a water village, located in the middle of a tidal river. • It is very hot and wet in Kampong Ayer compared to the UK. This is because it is very close to the Equator. • The physical geography of Kampong Ayer affects daily lives e.g. people travel by boat rather than cars/bikes and all the houses have to be built on stilts to stop flooding. • Schools, houses, shops and other aspects of human geography are similar in Kampong Ayer as in the UK. • Kampong Ayer is surrounded by a large rainforest.
	Key vocabulary:	Key vocabulary:	Key vocabulary: village, temperature, transport,

	Year 3	Year 4	Year 5	Year 6
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		<ul style="list-style-type: none"> • Comparison of Norfolk, Paris and Florida. • Florida and Norfolk both have a coastline whereas Paris is landlocked. • All areas are relatively flat although Paris and Florida both have some hills/mountains. • The climate in Florida is very different due to its location near to the Equator. They have very hot and dry weather in comparison to Norfolk and Paris's temperate climate. • Florida has a long coastline made up of sandy beaches making it a popular tourist destination. • Paris is also popular as a tourist destination due to its impressive galleries, buildings and monuments. 		

		<ul style="list-style-type: none"> ● People visit Norfolk for its coastline and the Norfolk Broads – human made waterways. 		
	Key vocabulary:	Key vocabulary: peninsula, tourists, landlocked	Key vocabulary:	Key vocabulary:

Geography Progression – Human and Physical Geography			
	EYFS	Year 1	Year 2
<p>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</p>	<ul style="list-style-type: none"> • There are many different types of weather within the UK including rain, wind, sun, snow. • The weather changes at different points in the year and this affects our lives e.g. what we wear. 	<ul style="list-style-type: none"> • The weather is different across the world with some countries being hot and others cold. • In the UK, the weather changes with the seasons e.g. it is hot in the Summer and colder in Winter. 	<ul style="list-style-type: none"> • How hot or cold a country is, is determined by how close it is to the Equator. • Countries that are close to the Equator are hot such as Brazil and Egypt. • Countries that are far away from the Equator are cold such as Russia and Canada. • Antarctica is one of the coldest places on Earth as it located in the South Pole. It is a desert because it has very little/no rainfall. • The Sahara Desert is an example of a very hot desert because it is located very close to the Equator. • Although the Sahara and Antarctica are both deserts – they are very different, One is covered in ice and the other sand, one is very hot and the other cold. • There are lots of farms within Devon due to it having a high rainfall and many hours of sunshine. This means that plants and grass can grow which can be used to sell and feed animals.
	Key vocabulary: rain, wind, snow, sun	Key vocabulary: season, Autumn, Summer, Spring, Winter	Key vocabulary: Antarctica, Sahara Desert, desert
<p>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>	<ul style="list-style-type: none"> • The key human and physical features within the local area e.g. shop, park, woods, school and houses. 	<ul style="list-style-type: none"> • A season is one of four main parts of the year – Spring, Summer, Autumn and Winter. • The weather is the state of the atmosphere at a particular place and time. • Know the terms: beach, cliff, coast, sea, ocean, town, house, port and harbour. • Be able to identify the above on pictures of different areas. • Physical features are those that occur naturally whereas human features are ones that have been built by humans. 	<ul style="list-style-type: none"> • Know the terms: forest, hill, mountain, river, soil, valley, vegetation, city, village, factory, farm, office and shop. • Be able to identify the above on pictures of different areas.

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	Key vocabulary: park, school, woods, house, shop	Key vocabulary: season, weather, beach, cliff, coast, sea, ocean, town, port, harbour, human feature, physical feature	Key vocabulary: forest, hill, mountain, river, soil, valley, vegetation, city, village, factory, farm, office

	Year 3	Year 4	Year 5	Year 6
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<ul style="list-style-type: none"> • Climate is the average pattern of weather that a place receives over 30 years. • The UK has a temperate climate meaning it is never too hot or too cold. • There are different climate zones across the world and not all countries have the same climate. • Earthquakes and volcanoes occur along plate boundaries. This is because of the constant movement of tectonic plates below the Earth's surface. • New Zealand has experienced many earthquakes over the years because of its location on a tectonic plate boundary. • The largest earthquakes do not always cause the most damage. Other factors such as the wealth of the country and the time of day also affects the damage caused and the lives lost. 		<ul style="list-style-type: none"> • Climate zones are areas around the world with a certain pattern of weather. • The main climate zones are: Tropical, Arid, Temperate, Polar, Continental and Mediterranean. • Vegetation belts are regions of the world that are home to certain plant species determined by the climate. • A biome is an area classified by the species that live in that location e.g. a desert biome is suited to camels and cactus due to them requiring very little water. • There are five major types of biomes including: aquatic, grassland, forest, tundra and desert. • The water cycle is the continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again. • Mountains are formed when the Earth's crust is pushed up in folds. • The size and appearance of a mountain range is largely affected by how old it is – older mountains have had more time to erode and therefore are rounder and more worn down. 	<ul style="list-style-type: none"> • Almost every river in the world flows from the land to the sea – from an area of higher land to lower. • The source of the river is where it starts and the mouth where it meets the sea. • A river changes along its course with areas that are wider and narrower. The water also changes speed and direction. • Bangladesh suffers from flooding every year due to its high rainfall and flat terrain. There are also three major rivers which meet in one area meaning the volume of water is just too great. • Volcanoes are caused by a gap in the Earth's surface that allows molten magma to flow through. When the lava cools, it hardens to create a mound around the gap. Over many years and eruptions, this can form layers of rock leading to a volcano. • Volcanoes can impact the physical geography of an area and affect the lives of those that live there. • Volcanoes can be either active, dormant or extinct. • The area surrounding volcanoes is often very barren meaning nothing can grow there. • There are many volcanoes in Iceland because it sits directly above where two plates

				meet. These plates are very slowly moving apart from each other, meaning there is space for magma to push through the Earth's surface.
	Key vocabulary: climate, temperate, climate zone, tectonic plate, earthquake, volcano, magnitude, epicentre	Key vocabulary:	Key vocabulary: vegetation belt, biome, water cycle, condense, evaporate, precipitation, run off, erosion, summit, fold mountain, peak	Key vocabulary: source, mouth, meander, erode, gorge, sediment, stream, brook, creak, spring, active, dormant, extinct
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	<ul style="list-style-type: none"> • Land use means what an area of land is used for e.g. the area of Reffley Estate is mainly used as a settlement where people live. • King's Lynn is an example of a town whereas London is a city. • Sometimes an area of land changes use e.g. disused land in London was redeveloped and the Olympic Park was built in its place. This meant that money could be made by using the land. 	<ul style="list-style-type: none"> • Natural resources are materials or substances that are produced by the local environment. • They include: crops, livestock, minerals, metals, fossil fuels and water. • Natural resources are located all around the world e.g. metals such as copper can be found in Peru, US and Australia. • Countries don't have access to all the natural resources they need to survive meaning it is important to trade. Certain foods for example cannot grow in the UK's climate so we import them in (buy from another country). • Fairtrade products mean that a fair price is paid to the farmers that produce the products. There is a Fairtrade logo which helps people products. • Fairtrade products often cost a little more but mean that people who often live in poorer countries have a better standard of living. 		<ul style="list-style-type: none"> • National Parks protect areas of beauty and the animals and plants that live there. • National Parks also encourage people to visit which increases the economic activity within an area. • Many areas in the UK rely on tourists visiting during the summer months in order to earn a living.
	Key vocabulary: land use, settlement	Key vocabulary: import, export, trade, natural resources, Fairtrade,	Key vocabulary:	Key vocabulary: National Park, economic activity, tourism

Geography Progression – Geographical Skills and Fieldwork

	EYFS	Year 1	Year 2
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	<ul style="list-style-type: none"> • Use a globe to locate UK. 	<ul style="list-style-type: none"> • Locate the UK on a map of the world. • Draw the location of England, Scotland, Wales and Northern Ireland on a map of the UK. • Use a world map to identify and locate the seven continents and five oceans. 	<ul style="list-style-type: none"> • Use an atlas to look at a variety of different maps e.g. maps showing hot and cold countries, maps of different continents. • Use a key to identify key features of different maps. • Understand that a map is a smaller version of an area.
	Key vocabulary: globe, UK	Key vocabulary: England, Scotland, Wales, Northern Ireland, world map, continent, ocean	Key vocabulary: atlas, key, scale
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		<ul style="list-style-type: none"> • Use simple vocabulary to describe where places are in relation to each other e.g. the school is near to the church, the shop is to the right of the church. 	<ul style="list-style-type: none"> • Use compass directions to describe the location of counties e.g. Suffolk is to the South of Norfolk.
	Key vocabulary:	Key vocabulary: near, far, left, right	Key vocabulary: North, East, South, West
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	<ul style="list-style-type: none"> • Drawing map of immediate locality e.g. outdoor environment showing key areas. 	<ul style="list-style-type: none"> • Draw a map of the local area and use a simple key to show human and physical features e.g. shop, park, school, houses. • Locate the school on an aerial photograph. 	<ul style="list-style-type: none"> • Use aerial photographs and satellite images to compare the physical and human features of Kampong Ayer with King's Lynn.
	Key vocabulary: map	Key vocabulary: location, key, symbol	Key vocabulary: aerial, satellite, landmark
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.		<ul style="list-style-type: none"> • Carry out a walk around the local area taking photographs of key areas. • Record human and physical features in a table and create a tally chart of findings. 	
	Key vocabulary:	Key vocabulary: photograph, table, tally chart	Key vocabulary:

	Year 3	Year 4	Year 5	Year 6
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> • Use maps and atlases to compare climate across the world. • Locate countries using maps of the world and maps of each continent. • Use Google Earth to locate and explore. 	<ul style="list-style-type: none"> • Locate the top 10 megacities using maps of the world and atlases. • Compare the distribution of natural resources using maps of the world. • Use Google Earth to identify features within megacities. 	<ul style="list-style-type: none"> • Use maps and atlases to compare climate across the world. 	<ul style="list-style-type: none"> • Locate Iceland on map of the world and look at the distribution of volcanoes using map of Iceland.
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	<ul style="list-style-type: none"> • Use key on a world map to identify different climate zones. • Use compass directions to describe the weather pattern 	<ul style="list-style-type: none"> • Identify the Norfolk Broads on an Ordnance Survey Map. • Use four figure grid references to identify locations. 	<ul style="list-style-type: none"> • Use Ordnance Survey Maps (physical copies) and online to identify six figure grid references. • Use symbols from Ordnance Survey Maps 	<ul style="list-style-type: none"> • Use online maps to identify which counties the rivers of the UK flow through. • Read Ordnance Survey maps and use them to

United Kingdom and the wider world	within the UK e.g. the South is the warmest area and the West is the wettest.		to identify features such as churches, camp sites, youth hostels etc.	navigate routes (National Park residential).
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.	<ul style="list-style-type: none"> • Walk around the local area comparing street attractiveness. Collect evidence in a table and convert to a bar chart. • Sketch maps drawn of the local area to show the key places of interest and their location in relation to each other. • Comparing photographs and Ordnance Survey maps with those from the past to identify changes that have occurred. • Construct a climate graph for King's Lynn and use it to compare with another area. 			