

Geography Progression Summary
Knowledge Progression:

Geography National Curriculum Strands			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Year 1			
Autumn: Local Area: 'Our School'	Spring: UK (informed by 'Our County' Planit Geography Scheme Unit)	Summer: Weather Patterns	
<ul style="list-style-type: none"> Children learn that every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street. ** They learn that an address has the name of the street, the number or name of the house; the village, town or city of location and a postcode and that this is how the postal workers knows where to deliver letters. Children learn that an aerial photograph is a photograph taken from above and enables the viewing of lots of roads at once, like on a map. They learn that maps have symbols on them which show important buildings and other features of the area. Children learn that Human features are characteristics of a place that were made by humans, for example shops and roads and that physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). 	<ul style="list-style-type: none"> London learn that London is the capital city of England and that England is one of four countries in the U.K. They find out that the four countries in the U.K are: England, Scotland, Wales and Northern Ireland and that the capital cities of each country are: London, Edinburgh, Cardiff and Belfast. Children learn that the seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean. They learn about and name some key physical features of the U.K using subject specific vocabulary, including and relating to the coast, rivers, valleys, sea, mountains, hills, forests, cliffs, beaches Children learn about and name key human features of the U.K. using subject specific vocabulary including and relating to villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops. They understand and are able to identify similarities and differences between town and countryside. 	<ul style="list-style-type: none"> Children learn to explain what the weather is like in the UK and name 4 types of weather that happen in the UK. They learn that weather changes throughout the year and relate this to the seasons. Children learn about how the weather can affect people and learn some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings. Children learn and can explain some ways the weather affects choices such as the clothes we wear, how we travel and the things we do. They learn about what weather forecasts show and learn 3 or more weather symbols, being able to explain what they show. Children learn what hot and countries might look like and how they might differ according to the weather They also learn about the climate of the arctic. 	
Year 2			
Autumn 1: Seven Continents and 5 Oceans	Autumn 2: Fieldwork on a Local Area - A study of Stoke Newington'	Spring: Fieldwork on a local area involving comparison of a small area in a European country and a small area in a non-European country	
<ul style="list-style-type: none"> Children learn about the continents and oceans and that the majority of the Earth's surface is water. They learn that climate is different across continents and are able to give examples of contrast. Children learn that the equator is the hottest part of the world and that it relates to the Earth's orbit around the sun They learn about the comparative size of the oceans and continents and where they are located. 	<ul style="list-style-type: none"> Children learn the four-point compass directions They build on prior knowledge of map symbols and use these on their own map keys, as well as identifying them on others. Children learn that their local area is part of a city and develop their understanding that the countryside has different geographical features. They learn that Stoke Newington is in Hackney and that Hackney is a borough in London. To learn the term 'land use' and find out some of the ways that land use is different in the countryside than in their local area. 	<ul style="list-style-type: none"> Children develop their knowledge, learning that Stoke Newington is in the north west of Hackney and that that Hackney is one of 33 boroughs in London. They learn that most countries have a capital city and that London is the capital city of the UK. Children learn that there are human and physical features within an area. They learn how to follow a route on an aerial map and describe the features on a map, referring to the compass points Children learn that Uganda is a country in Africa and how to locate it on a world map using the equator as a point of reference. Children learn that the equator affects weather. They learn what life is like for people living in Jinja and what school and family life is like in Walukuba West and Kyomya (pronounced 'chomya'). 	
KS1 End Points			
Locational Knowledge: <ul style="list-style-type: none"> Can name and locate the world's seven continents and five oceans Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	Knowledge: <ul style="list-style-type: none"> Understands 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 countr. 	Human and Physical Geography: <ul style="list-style-type: none"> Can 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 Can 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 and; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	KS1 Skills and Fieldwork End Points: Children will be able to: <ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos and construct simple maps Undertake simple fieldwork within school locality.

Year 3		
Autuumn: UK	Spring: Europe	Summer: South America and Rio De Janeiro
<ul style="list-style-type: none"> Children learn the locations of the capital cities of the countries within the UK They find out what defines a city as opposed to a town (i.e. cities must have a cathedral) * * Children learn about the roman settlement of Londinium, which natural features remain and how the city of London developed over time Children learn about how the UK population has changed and the reasons for immigration and emigration. Children learn about more of the UK's significant rivers and are able to identify and name the seas that some of the run into. Children learn how to use an atlas (page numbers and compass rose and index) They learn that an eight-point compass can help them locate places and use this to give directions 	<ul style="list-style-type: none"> Children learn that Europe is in the northern hemisphere and are able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia Children learn the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity. Children learn about significant environmental regions and their physical characteristics (eg of rivers : Volga, Danube, Ural, Rhine, Thames, Don and Seine) (eg of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucous) They learn the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral). Children learn about know some of the major cities in Europe and their locations, including: Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid and Milan. Children learn about location of the meridian line and develop an understanding of the extent to which times vary across the continent. Children learn that the single market makes trade between European countries easier (https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states) and that trade within the single market can involve countries beyond Europe (for example, Canada). 	<p>Children learn that :</p> <ul style="list-style-type: none"> There are 12 countries in South America and almost 400 million people live there. Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world. The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world. Sao Paulo is the largest city with more than 20 million people living there. Spanish is the most popular language in South America even though Brazilians speak Portuguese. The Incas were the largest group of indigenous people in South America when the Europeans arrived. Rio De Janeiro was discovered by the Portuguese on 22nd April 1500 The statue of Christ the Redeemer is a religious monument which can be found at the top of Corcovado Mountain Sugarloaf Mountain is one of the most famous natural landmarks. The top can be reached by cable car. Copacabana Beach is one of the most famous and beautiful beaches in the world. It is 4km long. Maracana Stadium was named after the Rio Marcana, a river in Rio de Janeiro. Many famous football players have played there. Rio de Janeiro is famous for its three day carnival. During that time, Rio is filled with dancing, music, singing and lots of street parades showcasing colourful costumed dancers performing the samba.

Year 4		
Autumn: Counties	Spring: Settlements - Spain	Summer: North America
<ul style="list-style-type: none"> Children learn that the United Kingdom is divided into regions called counties (there are 48 in England). Children learn the home counties and identify Kent as the location of the Y6 residential. Children learn about the population and topographical features for Suffolk (natural formations: hills and mountains, rivers, lakes, valleys and coastline and manmade features: roads, dams and cities). <i>children will know the meanings of these words and learn where and how these are measured so that they can research them for their chosen county</i> Children know and use county specific knowledge (as above) Children learn that the human and physical features of Suffolk vary and correlate with other geographical features (such as population/topography) to <i>inform focus of own research.</i> 	<ul style="list-style-type: none"> Children learn that Spain has land borders with three other countries: Portugal, France, and Andorra. It also borders the British overseas territory of Gibraltar. They learn that the two main rivers are the Tagus and the Ebro and that the Pyrenees are a mountain range which runs along the border of Spain and France. Children learn that Spain is divided into regions. In the UK they are called counties, but in Spain they are called 'autonomous communities'. Autonomous communities have their own regional government, flag and capital city. There are 17 altogether. Children learn that Spain has three climates and that different crops are grown in each one. They learn that Spain's cities contain important architectural buildings, such as the narrow ancient streets of Toledo, Gaudi's Park Guell in Barcelona, La Sagrada Familia cathedral. They develop intercultural understanding, for example, that Traditional dance is called flamenco and a traditional meal to be shared is paella. Children learn that the Madrid is the capital city of Spain, as well as its autonomous community. Its geographical location is in the centre of Spain. <i>Madrid has a Mediterranean climate which transitions to a cold semi-arid climate with warm summers and relatively cold winters</i> Children learn some of the significant places in Madrid and where these are in relation to each other using 8 point compass directions (including - the Royal palace, Parque del retiro, Josep Tarradellas (Madrid partner school) and Museo Nacional Centro de Arte Reina Sofia, which is a modern art museum housing famous works by Pablo Picasso) They find out (in collaboration with the partner school) about the features Madrid's Manzanares river and how these compare to the features of the Thames. 	<ul style="list-style-type: none"> Children learn that there are 23 countries in North America, with Canada being the biggest, and that some geographical areas in North America belong to European countries. Children learn about and are able to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America Children learn that there are 50 states in the USA Children learn that Mexico City is the largest city with more than 9 million people living there. Children learn that before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans. Children learn that Greenland is not only the biggest island in North America but also in the world (it is an autonomous territory of the Kingdom of Denmark). Children learn that the Missouri River is the longest in North America and flows through seven US states. Children learn that the Grand Canyon is a unique geographical feature in the USA and hosts more than one biome. Children learn that Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake. Children learn that Montserrat is a British Overseas Territory in the Caribbean. It hosts many volcanoes and following a volcanic eruption, many islanders migrated to Stoke Newington. Children learn that Panama is a country in Central America. Its canal is an important trade route that links Atlantic and Pacific Oceans.

Year 5		
Autumn: Locational Knowledge and Map Reading (Informed by Marvellous Maps Planit Geography Unit Scheme)	Spring: Climate Zones	Summer: Trade and Economics (Informed by Planit Geography Unit Scheme)
<ul style="list-style-type: none"> Children learn the location of cities of the UK, beyond the capitals, comparing human and physical characteristics. They learn about landmarks in the context of human characteristics and physical features of the UK (including Clifton suspension Bridge, the Forest of Dene and Mountains, including Ben Nevis) Children find the location of countries in Europe (Lyon and Kiev) and North and South America identifying human and physical characteristics (Stavanger, Norway on the coast of the North Sea) They develop knowledge on how to find information in an atlas, using the index and simple coordinates Children develop knowledge of the symbols of a map key for more complex geographical features on a Ordnance Survey map (place of worship, parking, golf course, nature reserve, cycle trail, train station, campsite, footpath, motorway, main road) They learn how to use 4 and 6 figure grid references on a map Children consider the advantages and disadvantages of digital navigation comparative to use of compass and maps. They know and can use the terms; lines of longitude/latitude, including the Tropic of Cancer, Tropic of Capricorn, as well as previously learnt terms (Equator and Prime Meridian) and can use these to support explanation of geographical locations Children find out and understand that there are different time zones around the world and that this is caused by the earth's rotation on its axis. 	<ul style="list-style-type: none"> Children build on previous knowledge of Madrid's different climates and learn that there are different climate zones around the world - the polar zones, the temperate zones and the tropical zones. They learn about the different nature of these climate zones. Children extend knowledge that climates become more varied in locations further from the equator and consider wider factors, such as elevation. Children learn about the different factors affecting climate, such as elevation. Children learn that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities. They find out about the Greenhouse effect and which gases are involved (cross-curricular: science). They also learn more about the impact of climate change on the different climate zones worldwide Children learn that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water and gain knowledge of the main biomes - desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. Children learn that as elevation increases, the type of vegetation found on land will change from deciduous forest to grassland to ice and snow. Children learn that earthquakes are caused by different types of movement in the earth's tectonic plates and are most likely to happen in the Ring of Fire around the edge of the Pacific plate. Children develop their knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation. 	<ul style="list-style-type: none"> Children develop their understanding of the concept of worldwide trading and can explain the difference between imports and exports. They find out about and are able to list some goods exported from the UK and some that are imported to the UK. Children learn about some of the countries that the UK exports goods to and imports from. Children know the location of El Salvador and can name some goods exported from El Salvador to the UK. They find out about and can list some products that are fairly traded. Children find out about and can describe how goods can be the product of more than one country; They learn about how trade has evolved over time and how it takes place today, comparative to how trade took place in Tudor and Victorian times.

Year 6	
Rivers	India (Case Study)
<ul style="list-style-type: none"> To relate the formation and continuum of rivers to their knowledge of the water cycle. To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges That middle course river features include wider, shallower valleys, meanders, and oxbow lakes. That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth. To know that rivers erode in four ways: Abrasion - when large pieces of bedload material wear away the river banks and bed; Attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes softer rock; Solution or Corrosion – when acidic water erodes rock. That the River Lea is a canalised river that runs through Hackney and is a tributary of the Thames That the Regents Canal crosses 5 boroughs, including Hackney, and has the busiest London towpath allowing access to central London and the city for cyclists and pedestrians and was historically significant in the context of transporting goods The New River is a man-made river that runs from Ware in Hertfordshire to Stoke Newington, originally with the purpose of transferring fresh drinking water from the River Lea To know major rivers around the world and where they are located (including a focus on the Amazon River and Mississippi). 	<ul style="list-style-type: none"> India borders the Himalayan mountain range, the highest mountain range in the world. That Himalayan mountains spread across five countries, including India (as well as Bhutan, China, Nepal and Pakistan) The Himalayas were caused by the collision of the Indian and Eurasian plates about 40 to 50 million years ago Barren Island is the only confirmed active volcano in India and South Asia (it is situated on the Indian-Australian plate and Eurasian plate boundary) India has a large desert called the Thar Desert. The River Ganges is the longest river in India and has religious significance to India's Hindu community Like the United States, India is divided into states. India has 29 states. It also has seven union territories. India is divided into five different regions: 1. Great Northern mountains 2. Great Northern plains 3. Great Indian plateaus 4. coastal plains and islands India's official language is Hindi. Many people also speak English because India was once a British colony. Reasons for Britain's colonisation of India included access to raw materials/wealth and this impacted India's culture and economics India's location has historical significance, as it was located along the silk road India became independent from British rule in 1947 Mahatma Gandhi was a leader of India's independence movement

KS2 End Points			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Can 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 Can name and locate countries 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 Can 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"> Understands 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"> Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Can describe and understands key aspects of 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"> Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Is able 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

Skills Progression:

Year 1		
Autumn: Local Area: 'Our School'	Spring: UK (informed by 'Our County' Planit Geography Scheme Unit)	Summer: Weather Patterns
<ul style="list-style-type: none"> Use observational skills to sort physical and human features using aerial photographs. Construct a map of the classroom using fieldwork observations. Use and recognise some basic map symbols, and begin to understand how these can be used in a key. 	<ul style="list-style-type: none"> Use globes, maps and atlases to locate the countries and capital cities of the U.K. Use a growing range of subject specific vocabulary. Compare geographical features of towns and the countryside using their existing observations, maps and photographs. Use basic geographical vocabulary to refer to human and physical features. 	<ul style="list-style-type: none"> Observe the weather. Record observations in a weather diary. Describe what weather forecasts show. Work cooperatively (together) with a partner to present a weather forecast for parts of the UK. Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner. Use ICT to design a poster campaign to help people look after themselves in very hot weather. Begin to locate a hot and cold county on a world map. Can research the Arctic with my partner and present facts to class friends. Use map skills to locate hot and cold places. Locate (find) the Arctic on a world map or a globe. Begin to locate other places such as the North Pole, South Pole and Antarctic.

Year 2		
Autumn 1: Seven Continents and 5 Oceans	Autumn 2: Fieldwork on a Local Area - A study of Stoke Newington'	Spring: Fieldwork on a local area involving comparison of a small area in a European country and a small area in a non-European country
<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans of the world Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses) * * Use basic geographical vocabulary e.g. north, south, east and west Research and write facts about a country, continent and ocean* * 	<ul style="list-style-type: none"> Use simple compass directions Plot and navigate a simple route on a map (around Stoke Newington). Recognise basic map symbols and use these in a key Compare the land use of Stoke Newington to more agricultural places * * Express views about the environment and begin to suggest improvements with reasoning * * Use a growing range of subject specific vocabulary Use presentation skills with growing confidence 	<ul style="list-style-type: none"> To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images). To use simple fieldwork and observational skills to study their local environment by drawing symbols on an ordinance survey map, plotting a route from one local destination to another and identifying human and physical features of Stoke Newington. To be able to use a compass to navigate To be able to locate Uganda on a world map and relate the concept of north, south, east and west to a map of the world and a globe. To be able to recognise geographical similarities and differences between their local area and a non-European small area through the analysis of photographs, maps, aerial photographs and film clips. To be able to compare their lives to those of children in Walukuba West and Kyomya through observations of film clips, reviews of children's work/textbooks and consideration of geographical features. To be able to use basic geographical vocabulary to refer to human and physical features.

KS1 Skills and Fieldwork End Points			
Children can:			
<ul style="list-style-type: none"> Use world maps, atlases and globes 	<ul style="list-style-type: none"> Use simple compass directions 	<ul style="list-style-type: none"> Use aerial photos and construct simple maps 	<ul style="list-style-type: none"> Undertake simple fieldwork within school locality

Year 3		
Autumn: UK	Spring: Europe	Summer: South America
<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass Interpret symbols and keys to develop knowledge of the United Kingdom 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"> Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. Use an atlas to identify national flags and support understanding what each flag represents. Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts 	<ul style="list-style-type: none"> Use an atlas to identify countries, states and regions of geographical interest. understand the necessity of a key and use this to help read maps of increasing complexity. Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied. Understands how aspects of the human and physical features of Rio are similar and different to London and the wider UK.

Year 4		
Autumn: Counties	Spring: Settlements - Spain	Summer: North America
<ul style="list-style-type: none"> Research, find and organise facts about a county into an information leaflet, including headings, sub-headings, planning layout to include graphics; prioritising facts on information value Self-directed research on ipads to examine layout of leaflets and using websites including Local tourism for Suffolk, National Geographic, Suffolk County Council website cross referenced with atlases and encyclopaedias Presentation skills - based on research, delivering a persuasive presentation on visiting Suffolk (Cross curricular IT skills using Powerpoint) 	<ul style="list-style-type: none"> Distinguish between physical and human geography in Madrid and London using photographs, short films (from Madrid school) and maps Used geographical vocabulary to describe the physical attributes of an area. Use atlases and Google Maps to identify and label capital city, mountain ranges, significant rivers and regions. Populate a comparison table to show differences and similarities between the UK and Spain 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon). Use a map scale to understand the significance of Britain in comparison to the size of the USA. Identify the flags of countries in North America using an atlas. To locate the Panama Canal on a map and identify its significance to the trade to the rest of the world.

Year 5		
Autumn: Locational Knowledge and Map Reading (Informed by Marvellous Maps Planit Geography Unit Scheme)	Spring: Climate Zones	Summer: Trade and Economics (Informed by Planit Geography Unit Scheme)
<ul style="list-style-type: none"> Locate and name key lines of latitude and longitude on a map Use the eight points of a compass to build knowledge of the UK and the wider world on a map. * Use four and six figure grid references to build knowledge of the UK and wider world Use atlas to locate places using latitude and longitude references. ** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Develop an understanding of the concept of different time zones through interpretation of time zone maps.. Use an atlas and a time zone map to identify the time in certain cities in relation to the UK. 	<ul style="list-style-type: none"> Use ordnance survey resources https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate/page-eight to support predications what the climate will be in a specific location according to its geographical location and then checked their answer. label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes. Use atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be Compare and contrast the two ways of measuring earthquakes - the Richter and Mercalli scales Identify and describe which countries are most likely to experience earthquakes based on their geographical knowledge made connections between their geographical understanding and their knowledge of scientific changes of state To give the location of places of geographical interest (including those represented by maps with symbols) using four and six-figure grid references 	<ul style="list-style-type: none"> Use an atlas to find countries and locate El Salvador on a world map; analyse evidence and draw conclusions, considering the impact and influence on people/ everyday life Describe route and direction, location linking 8 points of compass to degrees on compass Reflect on the impact trade has on an area and generate ideas for cause and effect.

Year 6	
Rivers	India (Case Study)
<ul style="list-style-type: none"> • Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude • 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 • Use a compass correctly to map the direction/location of our local canals and the direction water flows in • Locate local canals on a range of maps, including ordnance survey 	<ul style="list-style-type: none"> • Analyse an historic map of the British Empire and compare to a present day map of the world • Compare maps with different scales • analyse and draw conclusion from data about India's weather conditions • Present comparative data about India's climate alongside that of the UK • analyse historical trade maps of the silk road and draw conclusion about the significance of India's location. • Use key to make deductions about landscape/ industry/ features etc. • Locate information/ place from sources with speed and accuracy

Ks2 Skills End Points	
Children can:	
<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • 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