



## GEOGRAPHY PROGRESSION DOCUMENT



By the end of year 6 children at St Peters School should demonstrate the following essential characteristics of geographers:

- An excellent knowledge of where key cities are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques
- The ability to reach clear conclusions and develop a reasoned argument to explain findings
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Geographical skills and enquiry	EYFS	KS1		LOWER KS2		UPPER KS2	
	UW	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Know where places are in the school and immediate environment.	Teacher led enquiries: ask and respond to simple closed question.	Children encouraged to ask simple geographical questions- where is it, what is it like, what do people do in that place?	Begin to ask/ initiate more in depth geographical questions.	Ask and respond to questions and offer their own ideas.	Begin to suggest questions for investigation.	Suggest questions to be investigated.	
Look at simple maps and identify some features on a map.	Use information books/pictures as sources of information.	Use non-fiction books, stories, maps, pictures and photos as sources of information.	Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information.	Use non-fiction books, stories, atlases, pictures/photos, satellite images & aerial photographs and the internet as sources of information.	Begin to use primary and secondary sources of evidence in their investigations	Use primary and secondary sources of evidence in their investigations	
Look at globes to understand what our world looks like; land and sea.	Make observations about where things are e.g. within school or the local area.	Make appropriate observations about why things happen in the school grounds or the local area. Make simple comparisons	Begin to collect and record evidence.	Investigate places and themes at more than one scale. Collect and record evidence with some support. Analyse evidence and draw conclusions e.g. make comparisons between locations using pictures, photos & maps	Investigate places with more emphasis on the larger scale: contrasting different places. Analyse evidence and draw conclusions e.g. compare historical maps or compare temperatures of various locations	Investigate places with more emphasis on the larger scale: contrasting and different places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use vs temperature; look at patterns & explain reasons	
			Analyse evidence and begin to draw conclusions to make comparisons between two locations (not your school grounds, two different places) using photos/pictures, temperatures in different locations.				

	<p>Know where polar regions are and the equator.</p> <p>Look at Google Earth to work out where we live and notice contrasting regions.</p> <p>Make up own maps linked to stories.</p>	<p>Draw picture maps of imaginary places and from stories.</p> <p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>between features of different places.</p> <p>Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Follow directions (as yr 1 and inc'. NSEW) Use simple compass directions (NSEW) and locational and directional language (for example near &amp; far, left &amp; right), to describe the location of features and routes on a map.</p> <p>Use world maps, atlases, globes and begin to use digital/computer mapping (Google Earth) to build on their knowledge of identifying the United Kingdom, countries and its capital cities.</p>	<p>Try to make a map of a short route experienced, with features in the correct order. Try to make a simple scale drawing.</p> <p>Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Use the 8 points of a compass to build their knowledge of the UK</p> <p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.</p> <p>Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Use the 8 points of a compass to build their knowledge of the UK and the wider world..</p> <p>World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use a range of previous methods studied, specifically fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<b>Locational Knowledge</b>	<b>EYFS</b>	<b>KS1</b>		<b>LOWER KS2</b>		<b>UPPER KS2</b>	
	<b>UW</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
	<p><b>Be able to know the country and town they live in. Can name some landmarks in different countries.</b></p>	<p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p>	<p><b>Identify the features of the UK including previous learned knowledge and the key physical and human features.</b></p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as</p>	<p><b>Identify longest rivers in the world, largest deserts, and highest mountains. Compare with UK.</b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human</p>	<p><b>Begin to understand the similarities and differences of areas of the UK.</b></p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p><b>Name and locate the Arctic, Antarctic and date time zones. Describe some of the features of</b></p>	<p><b>Locate and name the main counties and cities in England. Compare 2 different regions in UK rural/urban.</b></p> <p><b>Locate the main countries in Europe and North or South America. Locate and name principal cities. Identify their main environmental regions.</b></p>	<p><b>Linking with local History, map how land use has changed in local area over time and compare this with other UK areas.</b></p> <p><b>Locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</b></p>

			the countries, continents and oceans studied at this key stage.	characteristics, countries and major cities.  <b>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</b>	<b>these geographical area</b>	<b>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science time zones, night and day</b>  <b>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</b>	<b>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</b>  <b>Understand how topographical features in the UK have changed over time.</b>
<b>Place Knowledge</b>	<b>EYFS</b>	<b>KS1</b>		<b>LOWER KS2</b>		<b>UPPER KS2</b>	
	<b>UW</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>Year 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
	Understand geographical similarities and differences through comparing familiar places, eg) home/ school/ holiday location Compare our school (semi-rural) to a city school (urban) ,. Locate and identify similarities and differences of a coastal region. Eg Southend, Jurassic coast Lyme Regis Locate and investigate cities through stories (Emma Jayne's	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	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 concentrating on islands and sea-sides.  Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.	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.  Describe how the locality of the school has changed over time	Compare a region in N or S America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	Compare a region in N or S America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences

	aeroplane)						
Human & Physical Geography	EYFS	KS1		LOWER KS2		UPPER KS2	
	UW	YEAR 1	YEAR 2	YEAR 3	Year 4	YEAR 5	YEAR 6
	<p>Make a simple weekly weather diary and use appropriate symbols. Learn the seasons and talk about changes.</p> <p>Use simple geographical vocabulary; hill, lake, river, Green spaces, buildings, roads, coastline etc</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: *Key physical features, including: forest, hill, mountain, soil, valley, vegetation. *Key human features, including: city, town, village, factory, farm, house, office.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <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>	<p>Describe and understand key aspects of:</p> <p>*Physical geography including mountains and the formation of mountains.</p> <p>*Human geography including trade links in the Pre-Viking and Viking era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Describe and understand key aspects of: *Physical geography including: climate zones, biomes and vegetation belts, rivers, volcanoes &amp; earthquakes.</p> <p>*Human geography including: types of settlements in modern Britain e.g. villages, towns, cities.</p>	<p>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and ROW</p> <p>Types of settlements in Viking, Saxon Britain linked to History</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>	<p>Describe and understand key aspects of Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&amp;T)</p>
Fieldwork skills	EYFS	KS1		LOWER KS2		UPPER KS2	
	UW	YEAR 1	YEAR 2	YEAR 3	Year 4	YEAR 5	YEAR 6
	<p>Begin to understand what a question is and how we can learn information from asking questions.</p>	<p>Listen to an adult asking another child or adult about familiar environments or activities E.g. About their home or holidays.</p>	<p>Ask a familiar person prepared questions E.g. 'What do you like best about our playground?'. Use a pro-forma and put ticks in boxes</p>	<p>Gain confidence in speaking to an unfamiliar person. Records some of what they found out E.g. talking to a builder about where materials come from. Use a simple database to present findings.</p>	<p>Suggest questions to ask as part of an investigation and use appropriate geographical vocabulary.</p> <p>Record the main points shortly after E.g. Asks questions to a police officer about road safety issues in a town.</p> <p>Use a database to present findings</p>	<p>Prepare questions for an interview. Use appropriate language. Ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points.</p> <p>Use a database to interrogate and amend information collected</p>	<p>Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected.</p>
Field Sketching	<p>Recognise simple features on a map of the classroom/ garden. Draw a route taken.</p>	<p>Draw simple features they observe in their familiar environment. Add colour and textures to prepared</p>	<p>Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features</p>	<p>Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help</p>	<p>Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch.</p>	<p>Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation</p>	<p>Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.</p>

	Draw a garden design to show where different parts are.	sketches.					
<b>Photography</b>	Understand that a photo can represent something that has been seen.	Recognise a photo taken by a teacher as a record of what they have seen	Use a camera in the field with help to record what they have seen. Label the photo with help	Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location.	Suggest how photos provide useful evidence for their investigations. Use a camera independently. Locate a photo on a map. Annotate the photo	Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations.	Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.
<b>Video/ audio recording</b>	Understand that a video can represent something that has been seen.	Recognise a video/recording taken by a teacher as a record of what they have seen/heard.	Recognise the features/activities/sounds on a recording taken by the teacher. Operate, with help, recording equipment.	Point out useful views/sounds to record for their investigation. Watch/listen carefully to recordings and write what they find out	Suggest what to record for their investigation. Commentate on the recording, describing and suggesting explanations of what they see.	Make a judgement about the best angle or viewpoint. Evaluate usefulness of their recordings. Use recordings for their investigations	Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.
<b>Measurement</b>	Begin to use everyday language to describe features E.g. bigger, smaller than.	Use everyday language to describe features E.g. bigger, smaller than.	Use everyday non-standard units E.g. hands for length. Counts the number of. E.g. children who come to school by car.	Use everyday standard and nonstandard units occasionally E.g. A trundle wheel for metres. Count up to 100 E.g. for a traffic survey they cross number on a hundred square for each vehicle. Begin to organise recordings.	Use easy to read instruments E.g. rain gauge or metre tape. Count and record different types at the same time using a tally E.g. counting types of shops. Organise results in a spreadsheet.	Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it	Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it
<b>Map skills</b>	<b>EYFS</b>	<b>KS1</b>		<b>LOWER KS2</b>		<b>UPPER KS2</b>	
	<b>UW</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>Year 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Direction/location</b>	Begin to understand and use positional language eg on top below under next to.	Follow directions (Up, down, left/right, forwards/backwards) Use simple compass directions (NSEW) and locational and directional language (for example near & far, left & right).	Follow directions (as yr 1 and inc'. NSEW) Use simple compass directions (NSEW) and locational and directional language (for example near & far, left & right), to describe the location of features and routes on a map.	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Use the 8 points of a compass to build their knowledge of the UK	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Use the 8 points of a compass to build their knowledge of the UK and the wider world.	Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. Use the 8 points of a compass, 4 figure grid references, symbols & key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Use the 8 points of a compass, 4 and 6 figure grid references, symbols & key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.
<b>Drawing maps</b>	Draw simple story maps. Draw routes on a given map. Use google	Draw picture maps of imaginary places and from stories. Use aerial photographs and plan perspectives	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.

	Earth to recognise immediate environment and surroundings and identify some features on a map.	to recognise land marks and basic human and physical features; devise a simple map	Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.				
<b>Representation</b>	Draw round shapes to represent different areas. Begin to label areas using words.	Use own symbols on imaginary map	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols	Use/recognise OS map symbols; Use atlas symbols.
<b>Using maps</b>	Use a simple picture map to move around the school. Begin to understand where we live in relation to other parts of the UK. Begin to understand that a globe shows land and areas of water.	Use a simple picture map to move around the school; Recognise that it is about a place. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage	Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Locate places on large scale maps, (e.g. Find UK or India on globe)  Follow a route on a large scale map.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<b>Scale/Distance</b>	Begin to understand if a place is close or far in relation to where they are.	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales
<b>Perspective</b>	Use Google earth to explore different viewpoints. Begin to understand aerial view/street view.	Draw around objects to make a plan. Use simple field work and observational skills to study the geography of their school and its grounds	Look down on objects to make a plan view map. Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical	Begin to draw a sketch map from a high view point. Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies,	Draw a sketch map from a high view point. Use field work 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.	Draw a plan view map with some accuracy. Use field work 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.	Draw a plan view map accurately. Use field work 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,

			features of its surrounding environment				
<b>Map Knowledge</b>	Learn where the UK is on a map. Begin to understand that the UK is split up into countries.	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.  Introduce the children to the worlds 7 continents and 5 oceans.  Name and locate the 4 countries and capital cities of the UK and its surrounding seas.	Locate and name on UK map major features e.g. London, River Thames, home location, seas. Name and locate the worlds 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.	Begin to identify points on maps A,B and C within the N.C document. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps ) Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Begin to identify significant places and environments stated within KS2 N.C. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps ) Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  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.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle, the prime/Greenwich Meridian and time zones (including day and night).	Identify significant places and environments as stated within KS2 N.C. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps ) 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. Name and locate counties and cities of the UK, geographical regions & their identifying human and physical characteristics, key topographical features, (including hills, mountains, coasts & rivers) and land use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle, the prime/Greenwich Meridian and time zones (including day and night).	Confidently identify significant places and environments stated within KS2 N.C Begin to identify places and environments on maps within Ks 3 N.C. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps ) 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. Name and locate counties and cities of the UK, geographical regions & their identifying human and physical characteristics, key topographical features, (including hills, mountains, coasts & rivers) and land use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle, the prime/Greenwich Meridian and time zones (including day and night).
<b>Style of map</b>	Story maps Globes Aerial view maps	Picture maps and globes World maps, atlases and globes.	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas World maps, atlases and globes.	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.	Use index and contents page within atlases. Use medium scale land ranger OS maps. World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.
<b>Place knowledge</b>	Understand similarities and differences of different environments.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK a region in a European country, and a region within North and South America.	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK a region in a European country, and a region within North and South America.

		United Kingdom, and of a small area in a contrasting non European country	contrasting nonEuropean country.				
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