

Geography Progression Map

Curriculum overview

Geography forms part of Downsell Primary's Creative Curriculum. The learning in Geography is linked, as much as possible, to the key text / topic for that half term, supporting our thematic curriculum approach.

Geography at Downsell Primary School	
Intent	At Downsell Primary School, we follow the National Curriculum Programme of Study for Geography. Our aim at Downsell is to develop children's curiosity about the world and equip them with knowledge of the world, including knowledge of different places and locational information, as well as the development of essential geography skills. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. In doing so, children will be equipped with knowledge and experiences that are appropriate to their individual needs. Lessons are planned to ensure that current learning is linked to previous learning as set out in the Geography skills progression. Our teaching builds upon pupils' prior knowledge and develops a range of skills using observation, research, questioning, identifying and investigating. Our intent in geography is that our children become natural inquisitive learners and develop an understanding of what it means to be a geographer. We want them to know that: • A geographer is someone with good locational knowledge and can name continents, countries, seas and oceans • A geographer is someone who can describe different places in the world and compare them using key geographical vocabulary • A geographer is someone who can describe and understand key aspects of physical and human geography • A geographer is someone who can using their geographical skills and knowledge and apply it to a range of fieldwork We break Geography down into four key skill requirements: location and place knowledge, human and physical geography and map skills and fieldwork.

Implementation	We offer a creative curriculum, in which Geography is embedded within a bigger picture, linked to a core text. This supports our pupils with being able to showcase their skills in a range of ways across the curriculum as well as encouraging the viewpoint that subjects are not taught in isolation. We ensure that pupils have ample opportunity to engage in discussion, debate and oral presentation, rather than just writing about the geography they are doing (so that it is geographical knowledge and understanding, not literacy, that is being assessed). End of unit goals are shared with the children so that they know where there learning is heading within each topic studied. This also supports them with making links across Geography.
Impact	Using our termly planning and curriculum overviews, our lessons are planned to enable children to have every opportunity to build upon their prior knowledge and consolidate their understanding in the four geographical areas. Assessment for Geography is completed through formative and summative assessments. Formative assessment includes in class questioning, pupil conferencing, marking books, quizzes, assessing children's prior learning and through the use of plenaries. End of unit assessments are our summative assessments. We use this, along with teacher assessment, to have an understanding of what the pupil has understood in relation to the skills within Geography. Misconceptions found in the pupil's assessments are addressed through a whole class discussion.

As part of our aim for a broad and balanced curriculum, we ensure that our children are taught Geography and History equally across Years 1 – 6. Children cover 18 units of Geography and 18 units of History.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Geography	History	Geography	Geography	History	History
Year 2	Geography	History	Geography	History	Geography	History
Year 3	History	History	Geography	History	History	Geography
Year 4	Geography	Geography	History	Geography	Geography	History
Year 5	History	Geography	History	Geography	History	Geography
Year 6	History	Geography	History	Geography	History	Geography

Units of work linked to the four key skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Where do I live? Around the World Let's go to the Arctic	Life in the city Let's go on a safari	Volcanoes Investigating India	Countries of the World Our European Neighbours The Rainforest Settlements	Our local area The Grand Canyon	Extreme Earth The United Kingdom Japan
Place knowledge	Let's go to the Arctic	Life in the city Let's go on a safari	Volcanoes Investigating India	Countries of the World Our European Neighbours The Rainforest Settlements		
Human and physical knowledge	Where do I live? Around the World Let's go to the Arctic	Life in the city Let's go on a safari	Volcanoes Investigating India	Countries of the World Our European Neighbours The Rainforest Settlements	Our local area The Grand Canyon Investigating Rivers	Extreme Earth The United Kingdom Japan
Geographical skills and fieldwork	Where do I live? Around the World Let's go to the Arctic	Life in the city Let's go on a safari Map makers	Volcanoes Investigating India	Countries of the World Our European Neighbours The Rainforest Settlements	Our local area The Grand Canyon Investigating Rivers	Japan

Curriculum learning intentions overview			
Year 1	Autumn 1 <u>Where do I live?</u> - To be able to name the seven continents of the world and locate the UK on a world map. - To be able to identify the countries and capital cities of the UK. - To be able to identify features and characteristics of the countries of the UK. - To explore the town we live in. - To be able to describe where you live.	Spring 1 <u>Around the World</u> - To be able to locate Europe on a world map and identify some of its countries and features. - To be able to locate Asia on a world map and explore the features and characteristics of China. - To be able to locate Australia on a world map and identify some of its features and characteristics. - To be able to locate Africa on a world map and explore the features and characteristics of Kenya. - To be able to identify North America on a world map and explore the characteristics and features of the USA. - To be able to locate South America on a world map and explore the features and characteristics of Brazil. - To be able to locate Antarctica on a world map and identify some of its features and characteristics.	Spring 2 <u>Let's go to the Arctic</u> - To explore the Arctic Circle. - To explore the climate in the Arctic. - To explore the Arctic's physical features. - To explore the animals living in the Arctic. - To explore cities and towns in the Arctic Circle. - To compare an Arctic town to a city in the United Kingdom.
Year 2	Autumn 1 <u>Life in the City</u> - To learn what a city is and identify some major capital cities around the world. - To explore the features of a city.	Spring 1 <u>Let's go on a Safari</u> - To locate Africa on a world map and identify the country of Kenya. - To explore the climate and weather of Kenya. - To explore the animals of Kenya.	Summer 1 <u>Map Makers</u> - To be able to use compass points to navigate around a map. - To use aerial photographs and plan perspectives to recognise and create landmarks.

	- To explore the physical features of Edinburgh and Cape Town. - To explore the human features of Edinburgh and Cape Town. - To explore symbols and patterns used to create maps.	- To be able to use compass points to navigate around a map. - To explore the landscapes of Kenya. - To find out about the people and culture of Kenya. - To identify similarities and differences between Kenya and the UK.	- Use simple fieldwork and observational skills to study the geography of their school and surroundings. - To devise a simple map and use and construct basic symbols in a key. - To design a map, referring to key human features. - To create a 3D map using their town designs.
Year 3	Spring 1 <u>Volcanoes</u> - To understand what a volcano is and where they are in the world. - To explore what happens when a volcano erupts. - To explore the features of volcanoes. - To understand what tectonic plates are and what the 'ring of fire' is. - To explore life in volcanic areas. - To compare a volcanic area to a non-volcanic area.	Summer 2 <u>Investigating India</u> - To explore India and where it is in the world. - To explore the mountain ranges found in India. - To explore some of the major rivers in India. - To explore the human and physical features of cities in India. - To explore India's culture and its influence on other countries. - To be able to compare India to the United Kingdom.	
Year 4	Autumn 1 <u>Countries of the World</u> - To be able to identify the continents of the world. - To be able to locate countries on a world map. - To find out about some of the key geographical features of each continent. - To be able to locate major capital cities of the world. - To be able to use a variety of sources to identify human and physical features in a particular country.	Autumn 2 <u>Our European Neighbours</u> - To be able to locate Europe on a world map and find out about its features. - To be able to identify and locate countries in Europe. - To be able to identify European countries according to their features. - To be able to identify the major capital cities of Europe. - To be able to compare two European capital cities.	Spring 2 <u>The Rainforest</u> - To find out what a rainforest is and where they are found. - To explore the layers of vegetation in a rainforest. - To investigate the climate of the rainforest - To find out about the people and settlements of the rainforest. - To explore why the rainforest is under threat and the measures taken to protect it. Summer 1 <u>Settlements</u> - To find out about the needs of early settlers and explore the origins of place names. - To find out about different settlements and how settlements change over time. - To be able to use maps and map symbols to explore settlements. - To be able to use grid references to investigate settlements. - To be able to plan a new settlement. - To be able to create an aerial map of a settlement.

	To be able to find similarities and differences between different countries.	To find out about the human and physical features of a European country.	
Year 5	Autumn 2 <u>Our Local Area</u> - To explore economic activity as part of a local area study. - To explore settlements as part of a local area study. - To explore settlements as part of a local area study. - To explore climate zones as part of a local area study. - To explore rivers as part of a local area study. - To explore mountains and hills as part of a local area study.	Spring 2: <u>The Grand Canyon</u> - To locate the Grand Canyon and identify key features. - To understand how the Grand Canyon was formed. - To learn about the environment at the bottom of the Grand Canyon. - To find out about different biomes in the Grand Canyon. - To consider ways in which the Grand Canyon is used by humans, and how human behaviour has changed it. - To consider the types of settlement and land use in and around the Grand Canyon. - To describe the human and physical geographic features of the Grand Canyon.	Summer 2: <u>Investigating Rivers</u> - To understand and explain the water cycle. - To find out about rivers and how they erode, transport and deposit materials. - To find out why rivers are important. - To find out about the causes of river pollution and the effect it has on the environment. - To investigate a river in detail including the effects on the environment and landscape. - To be able to conduct a geographical enquiry.
Year 6	Autumn 2 <u>Extreme Earth</u> - To find out about the Earth's climate and areas of extreme temperatures. - To find out about the water cycle and the distribution of water across the world. - To find out about extreme weather conditions across the world. - To find out about earthquakes and what causes them.	Spring 2 <u>The UK</u> - To be able to identify and describe key geographical features of the United Kingdom. - To be able to identify and locate the counties of the United Kingdom. - To be able to locate and identify towns and cities in the UK. - To find out about the hills and mountains of the UK. - To find out about the seas and coasts of the UK.	Summer 2 <u>Japan (bespoke unit)</u> - To find out how earthquakes are formed. - To be able to explain why Japan is prone to earthquakes. - To be able to understand how movement of tectonic plates contribute to catastrophic earthquakes. - To be able to explain the terrain of Japan. - To be able to understand the impact of Japan being an archipelago on its land use.



- To find out about tsunamis and how they are caused.
- To find out what volcanoes are and how they are formed.

- To be able to identify and explore the major rivers of the UK.

- To find out how Japan contributes to world innovation.

National Curriculum Expectations: Locational Knowledge					
By the end of Key Stage 1 pupils should be taught to:					
- 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		- 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 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 - 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)			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where do I live? - I know that the world is split into seven land masses called continents. - I know that there are oceans between the continents. - I know the difference between a continent and a country. - I can name the four countries of the UK. - I can name the four capital cities of the UK and match them to their country. Around the World - I know that France is a country in Europe. - I know that China is a country in Asia. - I know that Australia is the name of both a country	Life in the City - I know that London is the capital city of the UK. - I can match some capital cities with their country. - I know that Edinburgh is the capital city of Scotland. - I know that Cape Town is one of the capital cities of South Africa. Let's go on a safari - I know that Nairobi is the capital city of Kenya.	Volcanoes - I know that the equator separates the Northern and Southern Hemispheres. - I know that the capital of Hawaii is Honolulu. Investigating India - I know that India is a country in Asia. - I know that New Delhi is the capital of India. - I know that India is in the Northern Hemisphere.	Countries of the world - I can name the seven continents of the world independently. - I can compare the seven continents by size, number of countries and population. - I can name several different countries in each continent. - I can name some major capital cities of the world. - I know where the North and South Poles are. Our European neighbours	The Grand Canyon - I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. - I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons. - I know that the Grand Canyon is located in the USA, North America. - I know that the USA is made up of 50 states.	Extreme Earth - I know where some places of extreme temperature are located. The United Kingdom - I can describe key geographical features of the UK and its countries. - I know that the UK can be split into regions and that each region contains several counties. Japan - I know how Kobe was affected by the earthquake.

and a continent. • I know that Kenya is a country in Africa. • I know that the USA is a country in North America. • I know that Brazil is a country in South America. • I know that there are no countries in Antarctica. Let's go to the Arctic • I know the names of the countries in the Arctic Circle.			• I can name different countries in Europe. • I can name the seas and oceans surrounding Europe. The Rainforest • I know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. • I can name continents and countries that have areas of rainforest. Settlements • I can identify modern settlements that have developed from an early settlement. • I can explain how settlements have developed over time.	• I know that the Grand Canyon is in the state of Arizona. • I know what lines of longitude and latitude are	• I can identify the impact on human and physical geography in Kobe. • I know that Japan contributes to world innovation. • I can find Japan on the world map and locate the neighbouring countries and seas. • I can find Japan on the world map and locate the neighbouring countries and seas. • I can find Japan on the world map and locate the neighbouring countries and seas. • I know that Japan is in the continent of Asia • I can compare achievements between Japan and other countries.
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National Curriculum Expectations: Place knowledge					
By the end of Key Stage 1 pupils should be taught to: 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					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Let's go to the Arctic I can identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland.	Life in the city - I can identify similarities and differences in the human and physical features of Edinburgh and Cape Town Let's go on a safari - I can describe how the climate is different in Kenya to the UK. - I can compare and contrast the landscapes and settlements of Kenya and the UK.	Volcanoes - I can identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area). Investigating India - I can identify similarities and differences in the human and physical geography of the UK and India.	Countries of the world - I can compare two different countries and state their similarities and differences Our European Neighbours - I can compare the human and physical geography of London and Paris. - I can ask and answer questions to help me compare and contrast London and Paris. Settlements - I can identify and discuss the features of different settlements. - I can use my local knowledge when exploring maps		

National Curriculum Expectations: Human and physical geography					
By the end of Key Stage 1 pupils should be taught to:					
- 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	Year 2 Life in the City - I know that a city is larger than a town or village. - I know that each country has a capital city. - I know that a capital city is where the government runs the country from. - I can list some human and physical features you might find in a city Let's go on a safari - I know that countries near the equator are hot countries and	Year 3 Volcanoes - I can describe what a volcano is. - I know some facts, such as the height and age of some of the world's most famous volcanoes. - I can explain why a volcano erupts. - I know that ash, gas, lava and rocks are released when a volcano erupts. - I can explain how a volcano eruption affects the local people and environment. - I know some of the	Year 4 Countries of the World - I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. - I can describe what some of the climate zones of the world are like. - I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. - I can describe the	Year 5 Our local area - I know the difference between high-order and low-order services in a settlement. - I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. - I can name many of the natural resources that are found in the UK. - I can identify UK commodities that are made or produced in my local area.	Year 6 Extreme Earth - I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. - I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. - I can explain what a drought is and some of the causes and effects. - I can explain why some areas get more rain
- describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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					

city, beach, mountain and lake to describe features of a place.	countries near the poles are cold countries.	strategies put in place to help people survive when they are near a volcano eruption.	difference between human and physical geography.	I can describe land use around my school, explaining how I feel about different areas and what I would change.	than others in relation to the water cycle.
I know that some countries are hot countries and some countries are cold countries.	- I know that Kenya is near the equator so it is a hot country. - I can describe the physical features of Kenya, using vocabulary such as beach, volcano, mountains, savannah and valley.	I can explain the difference between a composite, shield and dome volcano.	I can use a variety of sources to find out about the physical and human geography of a particular country.	I can compare local climate data with climate data for other parts of the UK.	I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards.
Let's go to the Arctic I can use photos to identify geographical features of towns in the Arctic Circle.	I know that there are lots of different groups of people in Kenya and that some live in traditional tribes and some live in modern cities.	- I know what tectonic plates are. - I know that most world's volcanoes are found at the boundaries of tectonic plates.	Our European Neighbours I can identify European countries based on human features, such as language, flag and currency.	I know how different winds can affect the climate of different parts of the UK.	I can describe the effects of extreme weather phenomena on the environment and people affected.
I can describe what the weather is like in the Arctic.	I know that the seasons in the Arctic are different to the seasons we have.	I know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur.	- I can identify the capital cities of Europe. - I can compare two European capital cities according to their human and physical features.	The Grand Canyon I can know what the Colorado Plateau is and can describe some of its features.	- I can use plate tectonics to describe what earthquakes are and why they happen. - I know what the Richter scale is.
I know that winter lasts longer in the Arctic than in other parts of the world.	I can describe some of the cultural features of Kenya.	I know that the minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to	I can use independent research to explore the human and physical features of a particular European country.	I know that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain.	- I can describe the effects of earthquakes on the environment and people affected. - I know that tsunamis occur when there are earthquakes on the ocean floor.
- I can sort photographs to compare Arctic summer and winter. - I can describe the physical features of the				I can use appropriate geographical vocabulary to describe how the Grand Canyon	I can describe what

Arctic, including glaciers, sea ice and icebergs. • I can name some animals that have adapted to live in the Arctic environment. • I can describe the human features of cities in the Arctic Circle. • I know that Inuits are native people of the Arctic Circle. • I can describe some features of the Inuit way of life		live near volcanoes. • I can identify some of the animals and plants that live in volcanic areas. • I can describe some of the human and physical features of Hawaii, a volcanic area. • I can carry out my own research about a particular volcano. Investigating India • I know that India is one of the most populated countries in the world. • I know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and tropical wet climates, and I can explain what each of these climates is like. • I know what a monsoon is. • I can explain how a mountain is formed. • I know that there are	The Rainforest • I can define what a rainforest is. • I can locate areas of rainforest on a world map. • I know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth. • I can describe the four layers of the rainforest and name some animals that live in each layer. • I know what the water cycle is. • I can explain the basic steps of the water cycle using appropriate vocabulary. • I can explain why rain falls more often in rainforests than in other parts of the world.	was formed. • I know that the environment is very different at the top of the Grand Canyon to the bottom. • I can describe what a biome is. • I can use data to explore the differences in biomes at the rim and the canyon of the Grand Canyon. • I can describe what a desert scrub biome is and explore some of its features. • I can name some of the animals and plants that live in the desert scrub biome of the Grand Canyon. • I can identify the pros and cons of tourism at the Grand Canyon. • I know that native American tribes have lived around the Grand Canyon for hundreds of	happens when a volcano erupts. The United Kingdom • I can explore the human and physical features of a particular town or city in the UK. • I know the difference between a hill and a mountain. • I can describe how different mountains are formed. • I can name and locate mountain ranges of the UK. • I know the difference between a sea and an ocean. • I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs. • I can name and locate the major rivers of the UK. • I know that rivers start
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		- five different types of mountain formations. - I can name and locate some of the major mountain ranges in India, and explore facts about each one. - I know that the Ganges River and Narmada River are two of the major rivers in India. - I can explain some of the features of the Ganges and Narmada rivers. - I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai. - I can explore and describe some features of Indian culture and how this has influenced the wider world.	- I can use line graphs and bar charts to explore the climate of rainforests. - I know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. - I can compare daily life for people living in rainforest tribes with that of people living in modern society. - I know what deforestation is and why it is happening. - I can describe the impact deforestation has on local wildlife and the environment. - I can describe ways in which steps are being taken to protect rainforests from deforestation. Settlements - I can suggest land	years. - I can describe some of the features of the way of life of the traditional Havasupai tribe. - I can describe how the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon. - I know that a National Park is an area that is looked after by the American government. - I can explain why it is important to look after and protect the Grand Canyon Investigating Rivers - I can explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration. - I can describe the role	their journey at the source and end their journey at the mouth Japan - I know that Japanese landscape is rugged, with a more than four-fifths of the land surface consisting of mountains. - I know that Japanese buildings have been built to withstand earthquakes. - I know the way buildings in Japan are designed. - I know the physical and human features of Japan. - I can explain the physical and human impact of an earthquake.
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			features early settlers would need to consider when choosing a settlement location. • I can design a settlement incorporating necessary human and physical features.	ivers play in the water cycle. • I can explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander. • I can explain the processes of erosion, transportation and deposition in relation to rivers. • I can describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure. • I can describe the causes of river pollution and its effect on the environment. • I can generate geographical questions about a particular river and use a variety of sources to find the answers	
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National Curriculum Expectations: Geographical skills and fieldwork					
By the end of Key Stage 1 pupils should be taught to: • 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.		By the end of Key Stage 2 pupils should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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.			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where do I live? • I can locate the United Kingdom on a world map. • I can locate the four countries of the UK on a map. • I know where the capital cities of the UK are on a map. • I can explore my local area, identifying basic human and physical features.	Life in the city • I can use aerial photos to identify human and physical features in capital cities. • I can locate Edinburgh and Cape Town on a world map. • I can identify human and physical features on a map of a city. • I can create a key for a map. • I can use simple	Volcanoes • I can locate volcanoes on a world map. • I can use a key to label the world's tectonic plates on a map. • I can name countries and continents that sit on different tectonic plates. • I can locate volcanoes on a world map. • I can use a key to label the world's tectonic	Countries of the world • I can label each of the seven continents on a world map. • I can locate countries in a particular continent on a world map. • I can use given clues to help me locate a country on a world map. • I know that I can use an atlas and the internet to find where countries	Our local area • I can use fieldwork to observe where some of the UK's natural resources can be found. • I can use fieldwork to identify different examples of land use in my local area. • I can use fieldwork to take photos and make notes about my local area, then use this information to make a	The United Kingdom • I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands. • I can use given clues to locate the counties of England on a map. • I can use a map to answer true or false questions about the

- I can explore a map of my local area and identify basic features, such as roads and rivers. Around the world - I can identify the UK and France on a map of Europe. - I know that the lines within a map denote country borders. - I can locate the seven continents on a world map. Let's go to the Arctic - I can identify the Arctic Circle on a world map and a globe. - I can identify the countries of the Arctic Circle on a world map. - I can mark a map of the Arctic to show where different Arctic animals live.	compass directions and directional language to move around a map Let's go on a safari - I can describe which oceans surround the continent of Africa. - I can navigate around a map using a grid and compass directions. Map makers - I know that there are lots of different types of maps and that they can be used for different purposes. - I can use simple compass directions and directional language to move around a map. - I can use aerial photographs and perspectives to recognise landmarks. - I can create an aerial view of our classroom. - I know that maps use keys to help identify features.	plates on a map. - I can name countries and continents that sit on different tectonic plates. Investigating India - I can locate India on a world map. - I can use a climate map with a key to identify different climates in India. - I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India. - I can use the street view function on Google maps to explore the human and physical features of cities in India. - I can use population density maps to compare the populations of India and the UK.	are located in the world. - I can use a climate zone map to identify what a country's climate is like. - I can locate major capital cities of the world on a map Our European neighbours - I can locate the countries of Europe, including Russia, on a map of Europe. - I can locate the capital cities of Europe on a map. The Rainforest - I can use a world map to find out the names of some countries that have rainforests in them. - I can sort countries into those that do and those that don't have areas of rainforest. Settlements - I can identify map	corresponding map or model. - I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. - I can use fieldwork to gather information about the vegetation and wildlife of a local river. - I can use fieldwork to gather weather data about my local area. - I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. - I can use a topographical map The Grand Canyon - I can use a map of the USA to identify where Arizona is.	location of a county. - I can locate the major towns and cities of the UK on a map. Japan - I can find Japan on the world map and locate the neighbouring countries. - I can locate Kobe on the map.
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	- I can use a map of our local area to identify features. - I can use fieldwork and observational skills to study my school and its surroundings. - I can draw a map of my school, including a key. - I can use Google maps to explore my school and local area. - I can follow a map plan to make a 3D map.		symbols and abbreviations on an Ordnance Survey map. - I can use online mapping software and Ordnance Survey maps to identify different features. - I can use online mapping software and Ordnance Survey maps to describe the areas between settlements. - I can create a plan of a fictional settlement.	Investigating Rivers I can use a world map to identify major rivers around the world.	
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