

	Knowledge, Skills and Vocabulary Progression (KSV):							
Teaching and Learning area	What should an age-related pupil <u>know</u> and be able to do in each year group?							
	Lower Foundation	Upper Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Nursery (Cycle A and B) When I grow up! Into the woods Winter/Space Winter/Superheroes Lifecycles/At the Zoo Lifecycles/Down at the farm Once Upon a Time Teddy Bears We're going to the seaside. X marks the spot.	Reception All about me!/Autumn Celebrations Winter New life/Growing/Spring Traditional Tales Summer/ In the jungle.	Me on the Map Weather and Seasons (Super Senses) Poles Apart	Horbury is Home Safari adventures Yorkshire or Kenya?	Tour de Yorkshire Lava and Linguine Eco Warriors	Only We can Save the World Colourful California H2OHHH!	How is our country changing? Destination-Planet Earth On top of the world!	Refugees A Pollution Solution Chocoholics
Location Knowledge	Begin to say their school is located in Horbury, Wakefield. Begin to locate United Kingdom on a map. Begin to know that we live on planet Earth and know that Earth is made up of land and water. I can begin to describe my home, my family and comment on where I live. I can name some countries in the world. I can say that Chester Zoo is located in Chester and that it's far away and can say that Farmer Copley's is near Horbury. I can name some countries where bears can be found e.g. Brown Bear is located in North America.	To know that they attend Horbury St Peter's and Clifton Primary School and that it is located in Wakefield. Confidently talk about their home, the place where they live and their immediate family. To know that there are different countries around the world and understand that other countries have different cultures to ours. Be exposed to some famous landmarks from around the world. (History) I can say that Arctic and Antarctica are cold locations. I know where China is on the world map.	Begin to name and locate Horbury and understand that it is a town in Wakefield. To begin to know that Wakefield is a city in West Yorkshire and that is a county in England. To begin to name and locate England, Scotland, Wales and Northern Ireland on a map and know the capital cities. To recognise the flags of the four countries that make up the United Kingdom and understand the importance of the Union Jack flag. To compare and contrast between Horbury and another region in England, for example compare with London.	To confidently name and locate Horbury and understand that it is a town in Wakefield. To know that Wakefield is a city in West Yorkshire and that is a county in England. To know how to locate Yorkshire on a map of the United Kingdom. To name, label and locate England, Scotland, Wales and Northern Ireland on a map and know the capital cities. Learn the names, label and locate the world's seven continents and five oceans and seas surrounding the UK, including the English Channel. Name the flags that make up the United Kingdom and discuss the importance of the Union Jack flag.	Name and locate countries and cities in the United Kingdom on a world map and on a map of Europe and describe their locality in relation to N, S, W, E. Name and locate the world's seven continents and five oceans and seas surrounding the UK, including the English Channel. Confidently locate Horbury and say is a town and is located in West Yorkshire. Learn that West Yorkshire is one of four counties in Yorkshire and be able to name North, South and East Yorkshire. To know where Yorkshire is and be able to locate Yorkshire on a map i.e. coloured map of the UK. Locate Italy on a map, name the capital city	Name and locate the world's countries using a map, focusing on Europe, North and South America and locating Russia. Confidently name and locate the world's seven continents and five oceans and seas surrounding the UK, including the English Channel. Name and locate countries and cities in the United Kingdom on a world map and on a map of Europe and describe their locality in relation to N, S, W, E. Name and locate some countries in Europe and their cities. Identify the position and importance of	Locate and name capital cities and countries in the UK and British Isles and describe their position in relation to the 8 compass points on a map e.g. York is located in the North East. Understand the difference between the UK, British Isles and Great Britain. Locate the main countries in Europe and North or South America. Locate and name principal cities. Name and locate the world's seven continents, five oceans and Russia. Identify latitude/longitude and the Greenwich Meridian. Linking with time zones, night and day.	Name and locate the world's seven continents, five oceans and Russia. Locate and compare, major countries in Europe and North or South America. Locate and name principal cities. Look at hills, mountains, coasts within the UK and the changes over time. Locate the main countries in Europe and North or South

	I can begin to find land and sea on a map/globe/atlas. I can say that Eid al-Fitr is celebrated mainly in Africa. Begin to recognise the United Kingdom flag.	I know what the capital city of China is: Beijing I know what the China flag looks like. I know that it is warm and rainy in the jungle. I know that animals live in the trees, on the ground and in the water in the jungle.	Begin to learn the names and locate the world's seven continents and five oceans and seas surrounding the UK. Investigate their surroundings and discuss and natural world around them. Discuss the weather in the UK and the weather where they live. To explain how seasons have an effect on their environment. Be able to locate and know that cold areas are found near the North and South Pole and that warmer areas are found near the equator.	Investigate their surroundings and discuss and natural world around them. To compare and contrast between Horbury and another region outside of the EU. To know that Kenya is a country in Africa and begin to locate on a pre-planned map. Know that Nairobi is the capital city of Kenya. Understand what a country is and what a continent is and how these are shown on a map in relation to the Equator, North and South pole.	and name which continent it is located in. Know the Italian flag. Locate volcanic regions in Italy. Name countries and sea that border/surround Italy. Identify cities, towns, rivers, national parks, landmarks, coastlines, fields, roads, hills within the Yorkshire boundary. To learn the names of some locations in Yorkshire, for example, Leeds and Ilkley. Begin to name and locate some countries in Europe. Locate some tropical rainforests. Begin to identify the position of the Equator, Tropic of Cancer, Tropic of Capricorn on a map.	the Equator, the Tropic of Cancer and the Tropic of Capricorn on a map. Locate major biomes and climate zones around the world. Locate hot deserts and cold deserts in the world for example, Mojave Desert based in the Joshua Tree National Park. Locate some significant mountain peaks around the world. To locate California and locate states that share a border with it Locate countries in which food such as fruit, vegetables, nuts and coffee grow well in relation to their climate zone. Learn the names and locate significant rivers in the UK and main rivers in the world.	Name and locate significant coastlines in the UK and of the world. Name and locate key mountain/hill ranges in the UK within their respective countries on an OS Map e.g. Scafell Pike. To locate Sheffield and develop an understanding of how its land has changed over time. Locate Birmingham and Blackpool on a map and explain how these cities have grown over time. Locate some tectonic plates on a world map. Know and name significant volcanoes in the world.	America. Locate and name principal cities. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with time zones, night and day. Locate significant rivers in the UK and the Amazon river. Locate countries in which refugees flee from. For example, Syria, Somalia, Afghanistan. Locate the Middle East and some countries and bodies of water for example, Red Sea, Black Sea, Arabian Sea. Locate and name the 3 main climate zones in the Middle East. Name and locate Amazon rainforest on various maps. Begin to identify Nigeria,
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								Ecuador and Ghana Name and locate countries that produce large volumes of plastic pollution for example, China, Russia, Brazil, United Kingdom.
Vocabulary	Horbury, journey, shop, library, park, road, school, bakery, map. Zoo, Chester. Farm, Pontefract, Africa, country, land, sea United Kingdom, flag. Earth.	Horbury, journey, shop, church, library, park, school, map, Allotment Jungle, asia, Africa, amazon China, Beijing, flag, great wall of china, temple Antarctica, arctic, south, north pole, Earth	Wakefield, Horbury, Countries, Capital cities, UK, sea, oceans, Continents, world	Countries, Capitals, UK, sea, oceans, Continents, world	Countries, Europe, Cities, world, continents, oceans, Environment, Equator, north, south	Countries, Europe, cities, world, locate, capital, equator, comparison, north, south, rainforest	Countries, counties, cities, America, river, Amazon, latitude, longitude, Greenwich Meridian, time zones.	Counties, mountains, hills, erosion, coasts, latitude, longitude, Greenwich Meridian, time zones.
Place Knowledge	I know that Horbury is located in United Kingdom. I can talk about some buildings in Horbury, such as, St Peter’s Church, Boulby’s, Co-op, Post Office, Horbury St Peter’s and Clifton Primary School. Talk about people who help us in Horbury e.g. postal worker, doctor, teachers, florist etc. (Visit from local community) I can begin to talk about the weather and discuss the effect of changing seasons on the outside environment. I can make simple observations about the natural features in my outdoor environment using my senses.	I know that Horbury has some key buildings and natural features such as, St Peter’s Church, Boulby’s, Co-op, Post Office, St Peter’s and Clifton Primary School, Carr Lodge Park, Green Park and the Allotment. Allotment visit- To know foods that are grown in Horbury. I can say where the Church is in Horbury. To comment on the effect of changing seasons on their outside environment. To name natural found objects through hands on exploration. To discuss ways of looking after our natural environment	Begin to ask simple geographical questions about a given place studied. Understand we live in the area of Wakefield in the town Horbury in West Yorkshire. Identify and make early observations about where things are within their school or local environment To explain how changing seasons have an effect on their outside environment. To identify natural and physical features within high quality texts/photographs/IT. To be able to name and make observations of key buildings in	Understand human and physical geographical similarities and differences between somewhere in the UK (Yorkshire) and a contrasting non- EU country (Kenya). Begin to ask simple geographical questions e.g. What is Kenya like? What do you know about Kenya already? What do we know already about the county of Yorkshire? Identify, name and make observations about where things are within their school or local environment such as St Peters Church, Co-op, Post Office, library, field, car park, Carr Lodge Park. School. Make simple comparisons between features of different places. To recognise and locate key	To compare and contrast the geographical differences and similarities between the geographical features found in a region in the UK e.g. Leeds and Ilkley. Name places to visit within Yorkshire. To name some road/street names and areas near our school and say where they live. To learn why Leeds is a city and that it is one of the largest cities in England. To know why Ilkley is a town and where it is located in Yorkshire. Begin to recognise and name some major rivers and cities within Yorkshire.	To develop an understanding of the similarities and differences through human and physical geography of a region of the UK and a region in North America, California. Compare Sacramento to London Compare physical geography to that in Yorkshire – coastal ranges/mountains/pop ulation Learn where California is located and learn the names of states that border it. Recognise and locate some areas, mountain ranges, cities, rivers and oceans of California	Recognise and name significant landmarks in the UK. Know how and why the land in a city has changed over time e.g. Sheffield. To know towns and cities that have grown during the industrial revolution. Compare and contrast two locations within the UK and describe how they are similar or different. Understand geographical similarities and differences through human and physical geography of UK and a region of North America. Recognise and locate some mountain ranges in the world e.g North	Describe the Middle East and describe counties and bodies of water found there. Describe how some climate zones in the Middle East can have an impact on refugees fleeing the country. Know the names of some rivers, deserts and mountains found in the Middle East. Compare and contrast a location within the UK and with a country in the Middle East and briefly describe how

	I can talk about my familiar route to school. I know that our country has its own flag. Begin to name natural and physical features within high quality texts/photographs/IT.	and living organisms found there. (Science) I can describe a familiar journey. (Maths) Name natural and physical features within high quality texts/photographs/IT. I can talk about a holiday or day trip I have been on.	Horbury such as St Peters Church, Co-op, Post Office. Name some places of interest in Horbury, such as, Carr Lodge Park. To name and identify some key landmarks in London. Explore and comment on the weather patterns within the UK and with a hot and cold area in the world in relation to the equator, North and South Pole e.g. Compare weather in Arctic and that with Jamaica.	landmarks/building/places of interest with a place outside of Europe for example, Kenya, including physical and human features. To locate National and safari parks in Kenya. To identify the weather in Kenya and how it differs to Yorkshire. UK, in relation to the Equator, North and South Pole.	Understand geographical similarities and differences through human and physical geography of a region of the UK and a region in Europe country e.g Italy vs Yorkshire, UK. Recognise key landmarks in the UK and a European country, making comparisons. Compare a region of the UK with a region of Italy and identify similarities and differences. Describe the structure of a rainforest.	To name some physical features that grow in particular areas of the planet (biomes) i.e. grassland, woodlands, Savannah, rainforest, desert, tundra. To learn that ecosystems and biomes has its own distinctive weather, habitat and wildlife. Know that the River Calder flows through Wakefield, West Yorkshire. Name some cities in the UK that are located by a river for example, River Aire, River Ouse, River Thames, River Sheaf and why the impact of flooding within a given region.	America, Alaska Range. Know that Nepal is a Country in South Asia located between India and China. To know that the tallest mountain in the United Kingdom is Ben Nevis and located in Scotland. Notice a pattern that earthquakes usually take place on or near the fault line.	they are similar or different. Understand geographical similarities and differences through human and physical geography of a region of the UK South America To know that chocolate beans and sugar cane grows in another country and why, particularly in relation to the climate. To know that York is a city in North Yorkshire and has global connections with trade links. To know that the River Ouse flows through York and its significance in providing transport links. To know that York was once known as ‘The Chocolate City’
Vocabulary	Horbury, journey, shop, church, bakery, library, park, school, map.	Horbury, journey, shop, church, library, park, school, map, Allotment	Wakefield, West Yorkshire, Hepworth, Sandal castle,	Landmarks, Similarities, differences, Europe, Country, features, near, far,	Landmarks, Europe, UK, volcano, region, compare, Italy, sea, land, compare, Country.	Landmarks, UK, America, locate, country, mountain, river, ocean, North,	Landmarks, UK, America, locate, country, mountain, river, ocean, North, south, rivers, mountains, oceans.	Landmarks, UK, America, locate, country, mountain, river,

	Teacher, Shop assistant, police officer, vet, dentist, doctor. House, home, place. Africa, United Kingdom. Spring, Summer, Autumn, Winter, season, weather Holidays, journey, park, sea, beach, farm, animals. Bethlehem, stable, Jerusalem	House, flat, bungalow, home, garden Jungle, asia, Africa, amazon China, Beijing, flag, great wall of china, temple Antarctica, arctic, south, north pole Spring, Summer, Autumn, Winter, season, weather Holidays, trip, journey, park, sea, beach, farm Bethlehem, stable, Jerusalem	landmarks, address, features, near, far	address, land, sea, Kenya, Yorkshire, place.		South, rivers, mountains, oceans.		ocean, North, south, rivers, mountains, oceans, change, erosion.
Human and Physical Knowledge	Begin to understand how seasonal changes have an effect on the natural world. I know that people live in a different home to my own. I can talk about how families are different to my own. I can talk about people who help us in our local and wider community e.g. shop assistant, teacher, doctor, florist, postal worker, police, astronaut, farmer etc. I can talk about animals that live in the woodland and begin to understand that animals have different homes. Recognise some key features in Horbury on photographs e.g. church, Co-op, school, library etc. I can talk about my past and present experiences of visiting a farm, zoo, seaside, family days out and	To describe past and present events in my own life and in the life of family members. Explore people who help us in our community. To identify similarities and differences between themselves, others, and among families, communities and traditions for example, to know that Hindu's celebrate Diwali or to know that people who live in China celebrate Chinese New Year. At harvest time we know that, farmers collect the crops they have grown. To identify and comment on the weather in Horbury and how weather differs around the world. Recognise some key features in Horbury on photographs e.g. church, Co-op, school, library etc. Comment on how seasonal changes have	Begin to describe features as physical or human. For example, to know that a church is man- made and a tree is natural. To describe daily changes in local weather and weather in the UK and begin to describe the effects weather types may have on people and the area. To describe how the UK weather changes through the seasons. I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North/South pole. Ongoing discussions about the similarities and differences between myself and others, and among	Identify and make simple comparisons between different physical and human features of Yorkshire and Kenya. For example, compare and contrast the weather and seasons in Yorkshire and Kenya. Describe how the UK weather changes through the seasons. Understand key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Understand key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. I can compare and contrast the ways in which a Maasai tribe lives and how this may be similar or different in relation to our way of living. Ongoing discussions about the similarities and differences between myself and others, and among	Compare and describe the population within the regions of Yorkshire. Begin to comment on why they may be different or similar. To know what a city is. To know that Yorkshire is made up of four counties. Identify human features found in Yorkshire: city, sports recreation, religious buildings, castle, shop, house, mill, farm, library, museum, railway. Develop basic understanding of how volcanoes are formed. Be able to name parts of a volcano. Comment on the impact of a volcanic eruption. Identify some key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, vegetation.	Describe and understand key aspects of physical geography including: 'climate zones', biomes and vegetation belts, rivers and the water cycle. Explain the main features of the water cycle. To grow an understanding of some of the Physical features found in South America for example; - Mojave Desert - Yosemite Falls - Death Valley - California Redwoods To grow an understanding of some of the Human features found in California for example; - The Golden Gate Bridge - The Hollywood Sign To develop an understanding of the weather and climate in California particularly amongst different cities	Discuss significant coastlines in the UK and around the world. Identify human and physical landmarks found in the UK and be able to explain where these are located. Know that coastlines/beaches are tourist destinations. Explore how significant coastlines are changing. Compare what coastlines are like today and what they were like in the past e.g. discuss how Spur Point is changing. Describe what a mountain is and develop a simple understanding of how they are formed. Name and identify the features of mountains and volcanoes. Name at least 6 key mountain ranges in the UK and be able to describe where they are found and their height.	Begin to describe some the patterns of climate in the Middle East To know what a refugee is and why they flee from countries and where do they go. To know that majority of refugees flee to urban areas or refugee camps. Describe some countries where there is a high refugee population. Understand who lives in the Middle East and explore the population found here. Discuss and comment on ways in which the UK and the Middle East are linked i.e. trade gas an energy supplies.

	comment on how I got there. I know that Muslims celebrate Eid al-Fitr and I know that Christians celebrate Easter, Harvest and Christmas. Explore how other countries and their cultures celebrate Christmas and Easter. Name some natural and man-made features in their environment.	an effect on the natural world. Name natural and man-made features in their environment.	families, communities and traditions. Begin to use basic geographical vocab to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Begin to use basic geographical vocab to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	families, communities and traditions. Begin to use basic geographical vocab to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Begin to use basic geographical vocab to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Understand key aspects of human geography including - types of settlement and land use compare between the UK and a European Country. Develop an understanding of a rainforest and their importance. To understand some environmental threats to the rainforest e.g. palm oil. Describe and understand key aspects of physical geography including: ‘climate zones’, biomes	and how it compares with the UK. Learn how a river is formed. Identify, name and explain the physical features of a river. Know that rivers have three distinct sections- Upper, Middle and Lower course. Know what a stream and channel is. Know that rivers play a key part in the water cycle process. (They understand that only in severe weather conditions such as drought, river water can dry up).	Describe and explain how mountains have an impact on tourism. Describe how mountain climates are different to other climates across the globe. Describe how land use impacts on a place. To identify types of settlements in modern Britain: villages, towns, cities. Compare and contrast between two cities and their land use i.e. Blackpool and Birmingham. Explain what a city centre is and describe what current problems that cities are facing. To know the Earth’s structure and to understand that the Earth’s crust is split into tectonic plates. Define an earthquake and know what causes them.	Begin to understand biomes and vegetation belts in relation to rainforests. Define ‘fairtrade’. Know what foods are traded between the UK, Europe and rest of the World and why. Describe the climate in regions that are able to grow Cocoa beans and sugar cane and how they differ to the climate in the UK and another region in the world. Describe the effects of climate change (unpredictable weather patterns and new crop-threatening diseases and pests) on the production and harvesting of cocoa beans and how it has an effect on cocoa farmers and major supply companies.
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Vocabulary	Family, different, same, Weather, season, hot, cold, warm, sun, rain, wind, Autumn, Winter, Spring, summer, natural. Teacher, vet, police, postal worker, doctor, dentist, hairdresser etc.	Family, home, different, similar. China, Chinese new year, Chinese dragon, zodiac animals, lantern, harvest, farm.	Seasons, weather, change, UK, vocab, hot, cold, features (see above)	Seasons, equator, North, South, change, climate, weather, hot, cold, tide, mainland, harbour, hill, mountain, port, (see above)	Settlements, land use, UK, biomes, Europe, weather, seasons, changes, population, sea, ocean, equator,	Climate, change, biomes, vegetation, settlements, continent, tropic of Cancer, tropic of Capricorn, equator, , Rivers, sea, ocean, coasts, shore, erosion, deposition, sea, water cycle	Water cycle, Rivers, Source, transpiration, natural resources, minerals, energy, Climate, change, biomes, vegetation, trade	Biomes, climate zones, distribution, energy, measurements, human activity, environment, sustainability.

	Eid al-Fitr, celebrate, Muslim, festival, Christmas, Easter, Christian, holiday. Woodland, farm, zoo, country, cave, beach, grass, forest, outside, inside, river.	Diwali, Hindu, Rangoli patterns, festival of light, celebration. Weather, temperature, hot, cold, freezing, polar regions, jungle, rainforest.						
Geographic al skills and field work	Begin to comment on what they see, hear and feel in their environment using their senses. Observe the weather and seasonal changes. Show an interest in the globe, atlases, maps. Record and collect natural found objects in their local area. Draw simple maps to represent a journey. Follow and understand simple directional language for example, forwards, backward, side of, up, down. Sequence events from a story and begin to draw a simple story map. Use small world figures to play on large maps including making own marks (buildings, trees, roads).	Describe what they see, hear and feel in their environment. Begin to observe and comment on natural objects found in their immediate environment. Make observations on local trips/learning walks around school about what I see, naming features e.g cars, house, road, shop, Hobbit house, car park. Show an interest in globe, maps, Google Earth. Look at simple maps and follow simple forward and backwards instructions. Draw a story map and sequence events. Draw simple shapes to represent identified features in their school environment. Use small world figures to play on large maps including making own marks (buildings, trees, roads). Record and collect findings through	To begin to understand what an aerial map/photograph is. Devise a very simple map from an aerial view e.g. my route to school. To use and draw very basic symbols in a key to represent some human and physical features. Develop positional language and follow set instructions. Use an aerial map to identify four countries within the UK. Collect information from sources including maps, atlases and globes. Use their senses to make observations about their immediate environment Begin to use simple technology to observe and record the weather and environment. Begin to learn the names of the following compass directions North,	Develop understanding of what an aerial map/photograph is and devise a simple aerial map of their own plot features with increasing accuracy. Develop their understanding of simple compass directions- North, South, East and West. Follow directions – north, south, east, west to describe location and routes on a map. To describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas comparing with its surrounding environment. Use a map to follow a route in the local area. Using simple agreed symbols and to make a	Can follow a route on a large scale map with some support. Use a range of sources to develop and build on their knowledge of the United Kingdom and the wider world Use 4 compass points to give and follow directions North, South, West and East. Use letter and number co-ordinates to locate features on a map. Use world maps, atlases and digital technology to locate and describe features of each country studied. Attempt to make simple scale drawings. Use fieldwork to measure, record and present their findings. Use google maps to locate places on a map. Create their own ‘visual’ map and create their own simple drawings of an image/photograph. Use Ipads/computer and research locations on a map and record information.	Can follow a route on a large scale map. I can select a map for a specific purpose for example a map within an Atlas to find South America, or use an OS map to locate a river. 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. Draw an annotated sketch from observation including labels and description Add titles and labels and location information, i.e. draw a mountain sketch. Position major UK and world coastal tourist destinations on a map. Develop observational skills by exploring a range of various including satellite images, aerial photographs, IT,	I can select a map for a specific purpose for example, pick an Atlas to find mountain ranges or volcanoes or use an OS map to locate Ben Nevis. 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. Draw an annotated sketch from observation including labels and description Add titles and labels and location information, i.e. draw a mountain sketch. Position major UK and world coastal tourist destinations on a map. Develop observational skills by exploring a range of various including satellite images, aerial photographs, IT,	Draw in scale – accuracy of scale. I can select a map for a specific purpose for example, pick an Atlas to locate Brazil on a map and the Amazon rainforest. I can locate and use significant features on an OS map for example, river, school, farm, train station, church. 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.

		scavenger hunts/nature walks.	South, East and West. Collect and record weather data across all seasons. To collect weather data from a different country using website sources and draw weather symbols.	simple key and drawing these on a map. Recognise that maps need a title. To understand the purpose of a key. To examine source material from world maps, photographs, infant atlases and globes.	Discuss their views and debate their opinions.	Take part in some fieldwork findings. Collect, record findings from IT and other research methods. Develop observational skills by exploring a range of various including satellite images, aerial photographs, IT, photographs, maps, atlases. Read and interpret a range of graphs such as bar graphs with some support. Label an annotated version of a river. Discuss their views and debate their opinions.	photographs, maps, atlases. Use the eight points of a compass, four figure grid references, symbols and key. Use world maps, atlases and digital technology to locate and describe features of rivers.	Describe route, direction of location linking the 8 points of the compass to degrees on compass. I can follow a short route on an OS map. Use more detailed field sketches showing understanding of pattern, movement, change. Choose methods, create tables, graphs and charts, maps and plans to present my findings. Use world maps, atlases and digital technology to locate and describe features of countries studied. Develop observational skills by exploring a range of various including satellite images, aerial photographs, IT, photographs, maps, atlases.
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Vocabulary	Roads, pavement, journey, shops, house, car, bus, aeroplane, helicopter, map, atlas, globe, forwards, backwards, in front of, behind, inside outside, up, down, side.	Roads, route, shops, house, car, bus, map, atlas, globe, forwards, backwards, in front of, behind, past, below, above, inside, between, outside, along, up, down, around, left, right, church, village, allotment.	Map, direction, follow, observe, landmark, photographs, atlas, globe, journey, route, buildings, roads, church, city.	Map, navigate, direction, follow, locate, observe, human, physical, geography, world map, globe, atlas, diagram, aerial, compass, key.	Map, navigate, coordinate, symbol, direction, follow, locate, orienteering, human, physical, map, key, compass, atlas, OS, globe, hemisphere, precipitation	Map, navigate, direction, follow, locate, orienteering, human, physical, map, key, compass, atlas, OS, globe, graph, rainfall, measure, links, features, ariel	Map, navigate, direction, follow, locate, human, physical, map, key, compass, atlas, OS, globe, graph, grid reference, graph, symbols	Map, navigate, direction, follow, locate, human, physical, map, key, compass, atlas, OS, globe, graph, grid reference, graph, symbols, 6 figure grid