

Nun Monkton Foundation Primary School

"Be curious, be brave and believe"



GEOGRAPHY AT NUN MONKTON

Our Geography curriculum cover three historical themes each year, with teachers selecting one unit of work from each and with one unit being taught in a block once a term. Whilst each theme has a particular geographical focus, at Nun Monkton Foundation Primary School, we recognise there are six intertwined areas of Geography which underpin all Geographical learning, namely:

1. Locational Knowledge
2. Place Knowledge
3. Human and Physical Geography
4. Geographical skills
5. Fieldwork
6. Geographical enquiry running through as a strand

Teaching and learning of those areas in our school will be supported by the themes of study of another country to compare with our own locality, environmental impact, interdependence, sustainable development, cultural awareness and diversity.

Method of teaching geography here:

Our methodology of teaching and learning (to facilitate progression of skills and knowledge with varying Cohort classes) is that Geographical skills will be 'blocked' rather than taught throughout the year every week. A concentrated focus in part of a term is better for the learning of the pupils and the focused teaching to take place.

There are opportunities for geographical skills to be applied across the curriculum through Forest School sessions, during our bi-annual Residential for KS2 pupils and in curriculum areas such as reading, writing and maths (where finding out information, reporting information and handling data will be covered).

Our curriculum will cover the National Curriculum Requirements (and EYFS ELG)

EYFS	KS1	KS2
<p><u>Understanding the World ELG:</u> <u>People, Culture and Communities</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p><u>ELG: The Natural World</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, hence their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge 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</p> <p>Place knowledge 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</p> <p>Human and physical geography 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge 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</p> <p>Place knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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)</p> <p>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 Human and physical geography</p>

<p>observations and drawing pictures of animals and plants</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>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</p> <p>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</p>	<p>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</p> <p>Field work</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p>
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GEOGRAPHY THEMES and UNITS (content/question)

CLASS	THEME 1 GEOGRAPHICAL SKILLS & ENQUIRY /FIELDWORK (incl map making/ settlement) <i>Suggest use Forest Sessions for mapping</i>	THEME 2 Locational knowledge and study of particular places around the world (Must incl Europe and America)	THEME 3 Physical and Human geographical features Specific features (but could be incl in Theme2)
Class 1 (Year 1)	<p style="text-align: center;">What is it like to live in Nun Monkton and the UK?</p> <p>Compass directions Making maps Study of our very local settlements Understanding differences between a drawing and a map, making simple mappings Expand to include UK Our homes Our village Where we live</p>	<p style="text-align: center;">Where do different animals live?</p> <p>Locational and place knowledge of UK 7 continents and 5 seas What is a coastline – including terminology of cliffs, beach</p> <p>Animals around the World (Y1/2) Where do I live (Y1/2)</p>	<p style="text-align: center;">How hot is it here?</p> <p>Weather – types and patterns Hot and cold parts of the world Seasons The Four Seasons (Y1/2) Let's go to The Arctic Weather Patterns Let's go to the Jungle Let's go on Safari</p>
Class 2 Year A	<p style="text-align: center;">Why would someone live here?</p> <p>Settlements – reasons for and types of. (Could include Study of particular places in UK/ Europe in relation to this) Fieldwork in another area during residential <i>(For 25/26 only add in coastlines for Year2)</i></p> <p>OS map study of Nun Monkton and nearby villages, towns and city of Ripon and York Settlements (Y3/4)</p>	<p style="text-align: center;">Would I like to live somewhere else in Europe?</p> <p>Study of a particular European country to include physical features (as in UK) and human geography Exploring Paris (Y3/4 – short) Italy Today (Y3/4) Spain and Catalonia (Y3/4) Let's Explore London (Y1/2) Extension is to study overview of European countries My European Neighbours (Y3 / 4)</p>	<p style="text-align: center;">What is our amazing plant like?</p> <p>Volcanoes and Earthquakes Rivers and Mountains</p> <p>Volcanoes (Y3/4) The River Nile (Y3/4) Exploring Madagascar ((Y3/4)</p>
Year B	<p style="text-align: center;">How are maps made?</p> <p>Using and understanding maps (incl symbols, grid refs, locating places on maps and in atlases, compass directions. Increase knowledge of the UK through use of maps to identify key places and features Fieldwork to study the local area (to observe, measure and record) Map makers (Y2) Mapping of Nun Monkton Investigating our local area (Y3) Grammarsaurus (Y3 mapping places in the UK)</p>	<p style="text-align: center;">What is it like to live on another continent?</p> <p>Embedded knowledge of 7 continents, 5 seas and detailed Locational knowledge of the UK, incl countries, capital cities, rivers and mountains Understanding each continent of world Around the World (Y2/1 unit) Countries of the World (Y3/4)</p>	<p style="text-align: center;">How much water is there here?</p> <p>The water cycle – rivers and coasts (could be done in Science) Investigating Climate around the world (including dry and wetter areas) Let's Go to the Jungle (Y1/2) In the Desert (Y3/4) The Rainforest Topic (Y3/4) Investigating Coasts (Y3/4) – What's it like at the coast? Seas and coasts (Y1/2) Coasts (3/4)</p>
Class 3 Year A	<p style="text-align: center;">Why might someone settle here?</p> <p>Settlements – reasons for and types of. (Could include Study of particular places in UK/ Europe/Wider world in relation to this) Fieldwork in another area during <u>residential</u></p> <p>The Silk Road (Y6 – some trickier mapping of Baghdad!)</p>	<p style="text-align: center;">What is it like to live in America?</p> <p>Embedded and extended knowledge of places and locations around the world, including increasing knowledge of counties, cities, locational knowledge of equator, tropics, latitude and longitude, hemispheres and time zones Study a region of America Exploring Brazil (Y5/6) The Caribbean South America</p>	<p style="text-align: center;">How are resources used here?</p> <p>Economic activity in the UK and another part of the world Distribution of resources Natural Resources What is China Like (economy) The Grand Canyon Water World Earthquakes, Volcanoes) Investigating Rivers</p>

		North America Yosemite (Y5/6)	Grammarsaurus (Y6 economic activity in the UK)
Year B	Can we map our local areas? Using and understanding maps (incl symbols, 6 fig grid refs, locating places on maps and in atlases, compass directions Fieldwork to study the local area (to observe, measure and record). Creating detailed maps and evaluating facilities and features of the locality Our Local Area (Y6) Grammarsaurus	How is life different in another country? Embedded and extended knowledge of places and locations around the world, including increasing knowledge of counties, cities, locational knowledge of equator, tropics, latitude and longitude, hemispheres and time zones Study a region of Europe Exploring Scandinavia (Y5/6)	Investigating our wonderful world! Vegetation belts and land use Understanding Biomes and Climate zones Exploring Brazil (Y5/6) – links rainforest The Rainforest Biome (Y3/4) Yosemite National Park – (Y5/6 biomes) Caribbean Extreme Earth (floods)
Possible Educational visits	Local community / village to map Residential (Bewerley Park / East Barnby) Contrasting locality of a city – York. London) Bewerley Park/East Barnby) Bigger settlement to study amenities / features of larger settlement	Virtual tour of Paris/ London	Coast/ river (Whitby estuary & beach) Recycling centre St. Nicholas Fields Centre (York)

GEOGRAPHY UNIT THEMES and QUESTIONS

CLASS	THEME 1 GEOGRAPHICAL SKILLS & ENQUIRY /FIELDWORK (incl map making/ settlement) <i>Suggest use Forest Sessions for mapping</i>	THEME 2 Locational knowledge and study of particular places around the world (Must incl Europe and America)	THEME 3 Physical and Human geographical features Specific features (but could be incl in Theme2)
Class 1 (Year 1)	What is it like to live in Nun Monkton and the UK? 4 compass directions Making maps Study of our very local settlements Understanding differences between a drawing and a map, making simple mappings	Continents and oceans - where do different animals live? Locational and place knowledge of UK 7 continents and 5 seas What is a coastline – including terminology of cliffs, beach	How hot is it here? Weather – types and patterns Hot and cold parts of the world Seasons
Class 2 Year A	Why would someone live here? Settlements – reasons for and types of. (Could include Study of particular places in UK/ Europe in relation to this) Fieldwork in another area during residential <i>(For 25/26 only add in coastlines for Year2)</i>	What is our amazing planet like? Volcanoes and Earthquakes Rivers and Mountains <i>*could link with History unit on Ancient Egypt & study the Nile (Grammarsaurus has good physical and human feature resources on this</i>	Would I like to live somewhere else in Europe? Study of a particular European country to include physical features (as in UK) and human geography Extension is to study overview of European countries
Year B	How are maps made? Using and understanding maps (incl symbols, grid refs, locating places on maps and in atlases, compass directions Increase knowledge of the UK through use of maps to identify key places and features Fieldwork to study the local area (to observe, measure and record)	What is it like to live on another continent? Embedded knowledge of 7 continents, 5 seas and detailed Locational knowledge of the UK, incl countries, capital cities, rivers and mountains Understanding each continent of world	Coastal curiosities – what would I find there? How much water is there here? The water cycle – rivers and coasts (could be done in Science) Investigating Climate around the world (including dry and wetter areas)
Class 3 Year A	Why might someone settle here? Settlements – reasons for and types of. (Could include Study of particular places in UK/ Europe/Wider world in relation to this) Fieldwork in another area during <u>residential</u> The Silk Road (Y6 – some trickier mapping of Baghdad!)	How are resources used here? Economic activity in UK and another part of the world Distribution of resources Natural Resources What is China Like (economy) The Grand Canyon Water World Earthquakes, Volcanoes) Investigating Rivers Grammarsaurus (Y6 economic activity in the UK)	What is it like to live in America? Embedded and extended knowledge of places and locations around the world, including increasing knowledge of counties, cities, locational knowledge of equator, tropics, latitude and longitude, hemispheres and time zones Study a region of America Exploring Brazil (Y5/6) The Caribbean South America North America Yosemite (Y5/6)
Year B	Can we map our local areas? Using and understanding maps (incl symbols, 6 fig grid refs, locating places on maps and in atlases, compass directions Fieldwork to study the local area (to observe, measure and record). Creating detailed maps and evaluating facilities and features of the locality Our Local Area (Y6)	How is life different in another country? Embedded and extended knowledge of places and locations around the world, including increasing knowledge of counties, cities, locational knowledge of equator, tropics, latitude and longitude, hemispheres and time zones Study a region of Europe Exploring Scandinavia (Y5/6)	Investigating our wonderful world! Vegetation belts and land use Understanding Biomes and Climate zones Exploring Brazil (Y5/6) – links rainforest The Rainforest Biome (Y3/4) Yosemite National Park – (Y5/6 biomes) Caribbean Extreme Earth (floods)

GEOGRPAHY UNITS – useful resources

Purple: Plan Bee Green: Grammarsaurus	THEME 1 GEOGRAPHICAL SKILLS & ENQUIRY /FIELDWORK (incl map making/ settlement) Suggest use Forest Sessions for mapping	THEME 2 Locational knowledge and study of particular places around the world (Must incl Europe and America)	THEME 3 Physical and Human geographical features Specific features (but could be incl in Theme 2)
Class 1 (Year 1)	What is it like to live in Nun Monkton and the UK? Our homes Our village Where we live	Animals around the World (Y1/2) Where do I live (Y1/2)	The Four Seasons (Y1/2) Let's go to The Arctic Weather Patterns Let's go to the Jungle Let's go on Safari
Class 2 Year A	Why would someone live here? OS map study of Nun Monkton and nearby villages, towns and city of Ripon and York Settlements (Y3/4)	What is our amazing planet like? Volcanoes (Y3/4) The River Nile (Y3/4) Exploring Madagascar ((Y3/4) *could link with History unit on Ancient Egypt & study the Nile (Grammarsaurus has good physical and human feature resources on this (Y2 My local area & Luxor)	Would I like to live somewhere else in Europe? Exploring Paris (Y3/4 – short) Italy Today (Y3/4) Spain and Catalonia (Y3/4) Let's Explore London (Y1/2) Extension is to study overview of European countries My European Neighbours (Y3 / 4)
Year B	How are maps made? Map makers (Y2) Mapping of Nun Monkton Investigating our local area (Y3) Grammarsaurus (Y3 mapping places in the UK)	What is it like to live on another continent? Around the World (Y2/1 unit) Countries of the World (Y3/4)	Coastal curiosities – what would I find there? How much water is there here? Let's Go to the Jungle (Y1/2) In the Desert (Y3/4) The Rainforest Topic (Y3/4) Investigating Coasts (Y3/4) – What's it like at the coast? Seas and coasts (Y1/2) Coasts (3/4)
Class 3 Year A	Why might someone settle here? The Silk Road (Y6 – some trickier mapping of Baghdad!)	How are resources used here? Natural Resources What is China Like (economy) The Grand Canyon Water World Earthquakes, Volcanoes) Investigating Rivers Grammarsaurus (Y6 economic activity in the UK)	What is it like to live in America? Exploring Brazil (Y5/6) The Caribbean South America North America Yosemite (Y5/6)
Year B	Can we map our local areas? Our Local Area (Y6)	How is life different in another country? Exploring Scandinavia (Y5/6)	Investigating our wonderful world! Exploring Brazil (Y5/6) – links rainforest The Rainforest Biome (Y3/4) Yosemite National Park – (Y5/6 biomes) Caribbean Extreme Earth (floods)

GEOGRAPHICAL SKILLS PROGRESSION

EYFS	EYFS Progression Steps					
	Nursery 1		Nursery 2		Reception	
Early Years Development Journal Steps	Developmental Steps linked to Geography: <ul style="list-style-type: none"> • Explores immediate environment • Notices features of the setting (inside/outside) • Shows curiosity about weather (rain, wind, sun) • Recognises familiar places • Begins to use simple positional language (in, on, under) • Talks about where they live (with support) 		Developmental Steps linked to Geography: <ul style="list-style-type: none"> • Talks about their home and community • Recognises similarities and differences between places • Begins to understand different environments • Uses positional language more confidently • Talks about different countries (linked to celebrations/stories) • Engages with simple maps or globes 		Developmental Steps linked to Geography: <ul style="list-style-type: none"> • Describes their immediate environment • Knows some similarities and differences between life in this country and life in other countries • Understands that environments vary • Uses simple maps with support • Talks about features such as sea, forest, city, village • Observes and talks about seasonal changes 	
	What this looks like in provision: <ul style="list-style-type: none"> • Exploring outdoor area • Talking about the weather • Simple treasure hunts using positional language • Walks around the local area 		What this looks like in provision: <ul style="list-style-type: none"> • Drawing simple maps of classroom • Weather charts • Discussing homes around the world • Learning about places linked to cultural celebrations 		What this looks like in provision: <ul style="list-style-type: none"> • Comparing UK with another country • Using a simple world map • Talking about seasonal change • Identifying physical features in stories 	
	Focus: Awareness of immediate environment		Focus: Community and comparison		Focus: Beginning global awareness and environmental understanding	
Year:	1	2	3	4	5	6
Locational Knowledge	<ul style="list-style-type: none"> • Begin to learn the names of the four countries within the UK • Begin to learn the names of cities and the surrounding seas in the UK 	<ul style="list-style-type: none"> • I can locate and name the 7 continents of the world • I can locate and name the 5 oceans of the world 	<ul style="list-style-type: none"> • I can locate and name the major features of the UK e.g. capital of the UK countries, River Thames, seas around the UK 	<ul style="list-style-type: none"> • I can recognise the different shapes of the continents • I can locate and name the countries making up the British Isles, 	<ul style="list-style-type: none"> • I can name and locate key countries within Europe • Name and locate key volcanic regions and earthquake territories 	<ul style="list-style-type: none"> • I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and

	<ul style="list-style-type: none"> • Begin to match boundaries of the UK (i.e. recognise the boundaries of a country on a larger scale of map • Begin to recognise the UK on different scales of map • I can name the 7 continents and begin to locate them • I can name to identify the 5 oceans and begin to locate them. • I can understand how some places are linked to other places e.g. roads, trains 	<ul style="list-style-type: none"> • I can locate and name the four countries of the UK and name their capital cities • I can name and locate the seas around the UK • I can use world maps, atlases and globes to identify the United Kingdom and its countries • Begin to recognise the boundaries (shapes) of a country on smaller and larger scales of maps • I know that places are linked by paths and roads 	<ul style="list-style-type: none"> • I can begin to name and locate the rivers and mountains of the UK • I can locate places on larger scale maps (e.g. key countries, cities) • I can locate the main countries of Europe inc. Russia. • I can begin to locate some major cities in Europe • I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • I can identify the longest rivers in the world, largest deserts, highest mountains. Compare with UK. 	<p>with their capital cities.</p> <ul style="list-style-type: none"> • I can confidently identify where countries are within Europe, including Russia • I can confidently identify capital cities of Europe. • I can name some counties and capital cities in continents beyond Europe • I can confidently identify where the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn are in relation to the UK / Egypt (& other countries they study). I can identify countries that lie along the equator and Tropics of cancer and Capricorn • I can demonstrate knowledge of features about places around me and beyond the UK • I can recognise that people have differing qualities of life living in different locations and environments • I know how the locality is set within a wider geographical context • I can locate areas of similar environmental regions, either desert, rainforest or temperate regions. 	<ul style="list-style-type: none"> • identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day • I can recognise the different shapes of countries • I know about the wider context of places e.g. county, region, country • I know the location of capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent • I can locate and name the main counties and cities in England • I can locate the main countries in Europe and North or South America. • I can locate and name principal cities in N or South America. • 	<p>human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • I can name and locate the key volcanic regions and earthquake territories • Know and understand where the key biome and vegetation belts are
<p>Place Knowledge</p>	<ul style="list-style-type: none"> • Identify and describe where places are in the UK . • Begin to make simple comparisons between features of different places. • Identify and describe where places are in the UK . • Begin to make simple comparisons between features of different places. 	<ul style="list-style-type: none"> • Identify and describe where places are in the UK . • Begin to make simple comparisons between features of different places. 	<ul style="list-style-type: none"> • Identify and describe where places are in the UK . • Begin to make simple comparisons between features of different places. 	<ul style="list-style-type: none"> • Identify significant places and environments. • Identify and describe where places are around the world. 	<ul style="list-style-type: none"> • Identify significant places and environments. • Continue to identify and describe where places are around the world. E.g. in Americas and Europe 	<ul style="list-style-type: none"> • Confidently identify significant places and environments. • Confidently Identify and describe where places are around the world. • 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

					<ul style="list-style-type: none"> Compare and contrast areas 	Meridian and time zones (including day and night)
Human and Physical Geography	<ul style="list-style-type: none"> To be able to identify seasonal and daily weather patterns in the United Kingdom Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> to be able to use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, river, stream, mountain, hill to be able to use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> To begin to understand the different types of settlement and land-use To understand key aspect of physical features (mountains and rivers) 	<ul style="list-style-type: none"> Describe and understand key aspects of physical and human geography, including rivers, mountains, volcanoes and earthquakes and the water cycle 	<ul style="list-style-type: none"> 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 Human and physical geography 	<ul style="list-style-type: none"> To know and understand the types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographic Skills and Fieldwork	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the continents and oceans studied at this key stage use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map Use photographs to recognize landmarks and basic human and physical features; devise simple picture maps <p>use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries use simple compass directions (North, South, East and West), 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 key human and physical features of the schools surrounding environment 	<ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. I know the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic 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. 	<ul style="list-style-type: none"> I can use maps, (including the use of Ordnance Survey maps), atlases, globes and digital/computer mapping (e.g. Google Earth) to locate countries and describe features studied 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 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. 	<ul style="list-style-type: none"> use maps including the use of ordinance survey maps), atlases, globes and digital/computer mapping to locate countries and describe features studied <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 and the wider world</p> <p>use fieldwork to observe, measure, record, present and explain the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<ul style="list-style-type: none"> I can use the eight points of a compass, extend to six-figure grid references with teaching of latitude and longitude in depth, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. I can expand map skills to include non-UK countries. use fieldwork to observe, measure and record, present and explain the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies