



The Pennine Trust: Geography Curriculum

Our Year 1 Geography curriculum builds upon the learning undertaken in the EYFS Understanding The World early learning goal. During their time in Early Years, children will have observed and described their immediate environment including the natural world around them, comparing this with different environments encountered through texts. They will have drawn on their knowledge from stories, non-fiction texts and maps to explain similarities and differences between life in this country and life in other countries.

| CLASS 2 YEAR A | AUTUMN TERM <i>Local</i> | SPRING TERM <i>National</i> | SUMMER TERM <i>Global</i> |
|---------------------------------|---|--|---|
| Concepts | Blacko Investigate Places - Locational Knowledge, Place Knowledge Communicate Geographically - Geographical Skills & Fieldwork | Weather Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork | Our World Investigate Places - Locational Knowledge, Place Knowledge Communicate Geographically - Geographical Skills & Fieldwork |
| Enquiry | <i>Where is my school within the UK?</i> | <i>What is the weather like in the UK?</i> | <i>How is our world connected?</i> |
| N.C Skills | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | 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 | Name and locate the world's seven continents and five oceans . |
| Vocabulary | <i>Physical features, hill, forest, river, soil, vegetation</i> <i>Human features, village, town, farm, house, shop</i> Capital city, compass directions: North, East, South, West, route | <i>Physical features, hill, river, season, weather</i> Weather: Seasonal/daily, shadows | <i>Physical features, sea, ocean</i> <i>Human features, city</i> Continent, ocean, Equator, North Pole, South Pole |
| Links | <i>History Link: Changes in Living Memory: Yr Aut</i> | <i>History Link: Alan Turing Institute– Yr1 Spr</i> <i>Science Link: Water and Seasonal Changes</i> | <i>History Link: Changes in flight: Yr 1 Sum</i> |
| Key Knowledge and Skills | <ul style="list-style-type: none"> Geographical enquiry: What are Human and Physical Features? Start local with a field trip into the area around school/school grounds - use observational skills to identify important physical and human features <i>p. 18 in fieldwork handbook</i> Zoom in to look at the physical & human features in Blacko. Discuss & explore why they are a human or physical feature Zoom in and discuss places which are special to children in the school grounds and why. Zoom out - compass directions North East South West - discuss features which can be seen in school grounds facing in each direction. Children create own maps to represent special places in the UK, with simple key Zoom out to look at where Blacko is within the UK and in relation to the special places identified by the children. | <ul style="list-style-type: none"> Start Local by observing local daily weather patterns (link to ongoing seasonal observations in science). <i>p. 14 in fieldwork handbook</i> Windy days and wind direction – which are the windiest places in the school grounds and why? Rainy days - observe puddles and evaporation – where and why do puddles form? Sunny days – find sunny and shady places in school grounds. Observe movement of shadows. Snowy days – if possible, collect and observe snow and snowflakes. Vocabulary session. Summarise and define key vocabulary. Frayer model Zoom out and discuss seasons of the year in the UK (link to science). Zoom out and locate hot and cold places on the globe and identify North and South Poles and Equator (link into summer term global geography). | <ul style="list-style-type: none"> Start local to investigate where Blacko is, what country are we in and where is this within the wider world? Geographical enquiry: What is a Continent and an Ocean? Zoom out and use atlases and globes to name and locate seven continents and five oceans of the world. Zoom in to look at the continents in more detail and their connecting oceans, Asia and Europe Zoom in to look at the continents in more detail and their connecting oceans, Australia and Africa Zoom in to look at the continents in more detail and their connecting oceans, North America, South America, Antarctica Zoom out to look at What shape is the earth? How could people journey across the world? Investigate journey lines between the continents (Link to Year 1 Autumn Term compass directions) |



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| CLASS 2 YEAR B | AUTUMN TERM <i>Local</i> | SPRING TERM <i>National</i> | SUMMER TERM <i>Global</i> |
|--------------------------|--|--|---|
| Concepts | <p><i>Barrowford</i> Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork</p> | <p><i>The UK</i> Investigate Places - Locational Knowledge, Place Knowledge Communicate Geographically - Geographical Skills & Fieldwork</p> | <p><i>Comparison Study – Barrowford and India, New Delhi</i> Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork</p> |
| Enquiry | <p><i>What makes my local area special?</i></p> | <p><i>Where are other people in the UK?</i></p> | <p><i>What are the similarities and differences between Barrowford and India, New Delhi?</i></p> |
| N.C Skills | <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> | <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country: Blacko/Barrowford (North West England) India, New Delhi</p> |
| Vocabulary | <p><i>Physical features, hill, forest, river, soil, vegetation</i> <i>Human features, village, town, farm, house, shop</i></p> | <p><i>Physical features, hill, forest, river, soil, vegetation</i> <i>Human features, village, town, farm, house, shop, factory, office</i></p> | <p><i>Physical features, hill, river, beach, cliff, coast, ocean, sea</i> <i>Human features, village/town, farm, shop, port, harbour</i></p> |
| Links | <p><i>History Link: Cotton Industry: Yr 2 Aut</i></p> | <p><i>History Link: Queen Victoria's Reign: Yr 2 Spr</i></p> | <p><i>History Link: Cotton trade, industry, Queen Victoria</i></p> |
| Key Knowledge and Skills | <ul style="list-style-type: none"> • Bridge back to recall and recount Year 1 summer term to locate school by zooming in from worldmap to Europe, UK, Lancashire, looking at maps. • Start local and navigate around school play areas using printed map. Children mark best and worst thing about the play areas on map. • Vocabulary: human and physical features sorting – Frayer Model • Zoom in and plan a walk to Barrowford Park using maps. • Field trip to Barrowford Park, taking photos and making notes of journey and features of park. <i>p.16 in fieldwork handbook</i> • Create maps to represent Barrowford Park with a key – noting the human and physical features. • Zoom in and discuss how their play area could be improved and why this is important. | <ul style="list-style-type: none"> • Start local and bridge back to recount and recall autumnY2 by looking at location and features of Barrowford (link to history of Barrowford Cotton Industry) • Research, understand and identify human features in the UK: houses, roads and bridges are things that have been built by people. • Research, understand and identify physical features in the UK: seas, mountains and rivers are natural and have not been put there by people. • Zoom in to locate and look at London – Largest urban area in the UK • Zoom in to locate and look at Cardiff – very flat but surrounded by hills. • Zoom in to locate and look at Belfast – This is both a city and town • Zoom in to locate and look at Edinburgh – Built on an extinct volcano | <ul style="list-style-type: none"> • Start local with fieldwork to observe Lancashire from school grounds. • Bridge back to Yr1 Sum Term, recount and recall seven continents and five oceans, focusing on N. America. • Zoom out to look at human and physical features of Barrowford on map and aerial photos. • Zoom out and explore locational knowledge of the UK and world geography to plot locations of Barrowford/Lancashire and India, New Delhi on the world map. • Zoom in and investigate the North and South Poles and Equator. Discuss geographical differences in location e.g. proximity to Equator. • Zoom in and look at human and physical features of India, New Delhi on map and aerial photos. • Compare human and physical features of India, New Delhi with Barrowford. |



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|---------------------------------|---|---|--|
| Concepts | <p><i>Lancashire</i> Investigate Places - Locational Knowledge, Place Knowledge Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork</p> | <p><i>Agriculture</i> Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork</p> | <p><i>Transport, Travel, Tourism and Global Trade</i> Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork</p> |
| Enquiry | <p><i>How has Lancashire changed over time?</i></p> | <p><i>What does UK farming look like and is it sustainable?</i></p> | <p><i>What is global travel, tourism and trade, how is our world connected?</i></p> |
| N.C Skills | <p>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</p> | <p>Describe and understand key aspects of human geography, including: types of settlement and land use</p> | <p>Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water: China</p> |
| Vocabulary | <p>Describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>land use survey/patterns, settlement, grid reference</p> | <p>Agriculture, arable, pastoral, mixed farming, subsistence farming, land use survey/patterns, settlement</p> | <p>Trade links economy/economic</p> |
| Links | <p><i>History Link: Local Study: Yr 3 Aut</i></p> | <p><i>History Link: Stone Age First Farmers: Yr 3 Spr</i> <i>Science Link: Food – animals incl humans</i> <i>DT Link: Food tech</i></p> | <p><i>History Link: Shang Dynasty: Yr 3 Sum</i> <i>Science Link: Food - animals incl humans</i></p> |
| Key Knowledge and Skills | <ul style="list-style-type: none"> • Bridge back to recount and recall map reading skills from Yr 1 and 2. Look at 4 figure grid references on OS maps of local area. • Start local and link to local history by looking for clues of change over time in the local area. • Zoom out and use 8 points of compass to use maps on fieldwork trip into Lancashire. (Link to Year 1 Autumn Term compass directions) p. 30 in fieldwork handbook • Compare old maps to OS map, noting any changes. Look for old buildings and changes inland use and plot on a map with key. • Vocabulary session. Summarise and define key vocabulary. Frayer model • Zoom out to look at the city of Lancashire and change over longer historical period (bridge forwards to Roman history topic Year 4 spring). • Collate findings to create an information leaflet comparing Lancashire now and from the past. | <ul style="list-style-type: none"> • Start local by observing farming through fieldwork at a local farm (Gaze Gill?), with a focus on sustainability. What are the challenges for the future? • Create maps of the farm with keys • Build on and bridge back to recount and recall locational geography by locating and discussing human and physical features of the UK. • Zoom into farming in Lancashire. What are the challenges? • Zoom out to look at locational geography of the world by locating human and physical features of farming in Florida • Compare findings of local fieldwork with studies of farming in Florida. What are the differences? Which is the most sustainable? • Sustainable rooftop city farming initiative in USA e.g. NYC – pros and cons. Could this work in the UK? | <ul style="list-style-type: none"> • Start local by using OS maps to complete a land use survey of the local area, looking for clues as to where people might work. p.26 in fieldwork handbook • Request a workplace visit to Rolls Royce by writing to businesses in the local area and investigate the range of jobs available. • Zoom out to look at China’s tourism, trade and travel, link to Rolls Royce business within China • Compare land use in local area to land use and trade links in the UK (link to geography – bridge back to Year 3 agriculture). • Compare land use in UK to land use more widely in China. • Investigate how dependent the UK is on travel, tourism and global trade. • What are the future job opportunities for pupils? What are the pros and cons of choosing to work in the local area or moving elsewhere? |



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|--------------------------|--|--|---|
| Concepts | <p><i>The Water Cycle and Local Rivers</i> Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork</p> | <p><i>The UK and Time Zones, Longitude, Latitude & Hemispheres</i> Investigate Places - Locational Knowledge, Place Knowledge Communicate Geographically - Geographical Skills & Fieldwork</p> | <p><i>Comparison Study: UK and Greece</i> Investigate Places - Locational Knowledge, Place Knowledge Communicate Geographically - Geographical Skills & Fieldwork</p> |
| Enquiry | <p><i>Why is the River Calder & Pendle Water important?</i></p> | <p><i>Where are we, how is our world categorised?</i></p> | <p><i>What are the similarities and differences between the UK and Greece?</i></p> |
| N.C Skills | <p>Describe and understand key aspects of physical geography, including rivers and the water cycle</p> | <p>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>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> |
| Vocabulary | <p>River – depth, flow, velocity, width, course, erosion, banks</p> | <p>Time zone Climate/ climate zone Latitude Longitude Polar Tropics,</p> | <p>Population, language, currency, civilisation, landmark,</p> |
| Links | <p><i>Science Link: Evaporation – water/seasonal changes</i></p> | <p><i>History Link: Roman Invasion: Yr 4 Spr</i></p> | <p><i>History Link: Ancient Greece: Yr 4 Sum</i></p> |
| Key Knowledge and Skills | <ul style="list-style-type: none"> Start local by discussing signs of water use in and around school (taps, drains etc). Zoom in to look at the water cycle and represent using a simple diagram. Zoom out to locate the River Calder in the local area on OS maps and follow the course of the River Calder to the coast. Create a map of the River Calder with a key (link to history Year 3 autumn term – Cotton Mills) Zoom in to look at the features of a river. Fieldwork trip to the River Calder or the Pendle Water Meetings to investigate the features of the river (direction of flow, depth, velocity, width) p. 32 in fieldwork handbook Vocabulary session. Summarise and define key vocabulary. Frayer model Zoom in to look at erosion and deposition within rivers. | <ul style="list-style-type: none"> Start local by locating the UK and our location on a globe. Focus on the equator and how this divides the world in to the Northern and Southern Hemispheres. Zoom in to look at lines of longitude and latitude on a globe. Use map co-ordinate to locate places around the world. Zoom in to look at the Arctic and Antarctic Circles. Fact find information regarding the features, climate and environmental factors of these locations. Investigate and compare the Tropics of Cancer and Capricorn, what is it like in these regions, how does this compare to the UK? Zoom in to discuss and consider what the Prime Meridian is, why we need it and where is it located Discuss and investigate the different Time Zones around the world. | <ul style="list-style-type: none"> Start local by revising human and physical features of the local area – bridge back to aut & spr term Zoom out to revise continents and oceans. Bridge back to Year 1 Summer Term. Revise Equator and learn location of Northern and Southern Hemispheres, latitude and longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Bridge back to Year 4 Spring Term. Zoom into Europe, locational knowledge and name some countries and capital cities. Zoom into mainland Greece, locational knowledge – locate in relation to the UK. Look at human and physical features of Greece on maps & aerial photos. Discuss and explore climate, population, language, currency, famous landmarks (link to history – Ancient Greece) Zoom out to compare Greece to North West England – what is the same and what is different? How is each area changing as a result of human forces such as climate change and tourism? |



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|--------------------------|---|--|---|
| Concepts | <p><i>Environmental Change and Care</i></p> <p>Investigate Places - Locational Knowledge, Place Knowledge Communicate Geographically - Geographical Skills & Fieldwork</p> | <p>Mountains, Volcanoes and Earthquakes</p> <p>Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork</p> | <p>Rivers of the World</p> <p>Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork</p> |
| Enquiry | <p><i>What is our impact on our world and local area?</i></p> | <p><i>What physical features make our world unique?</i></p> | <p><i>How does water (rivers) shape our landscape across the world?</i></p> |
| N.C Skills | <p>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>Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes</p> | <p>Describe and understand key aspects of physical geography, including rivers</p> |
| Vocabulary | <p>Energy Renewable/non-renewable Carbon footprint Conservation Fossil fuels Global citizens</p> | <p>Mountain range Hill Coast Peaks/plain Volcano Earthquake Tectonic Plate</p> | <p>River – depth, flow, velocity, width, course, erosion, banks</p> |
| Links | <p><i>Science Link: Animals, Living Things and their Habitats</i></p> | <p><i>Science Link: Rocks</i></p> | |
| Key Knowledge and Skills | <ul style="list-style-type: none"> Start local by thinking about environmental issues that are important to the children. Use news items as a starting point. p. 24 in fieldwork handbook Discuss the ways in which countries or groups of countries can or have worked together to tackle issues e.g. geopolitical groups (UN, EU), trade links, migration, climate change, deforestation or other issues. Children investigate the role of different countries including the UK in these issues and reflect on global citizenship (link to Children's Rights) Children use their geographical knowledge from autumn and spring term to identify an issue which concerns the future of the local area (e.g. sustainable travel or carbon footprint). Children use a range of fieldwork methods to observe and collect data in the local area. Children take action by using their findings to create a plan and make recommendations to local leaders or headteacher. Children reflect on their role as local and global citizens (link to RRSA). p. 34 in fieldwork handbook | <ul style="list-style-type: none"> Start local by linking back to topographical observations of local area in autumn term. Zoom in to look at the Earth, explore what it is made of and draw and label a cross section diagram. Zoom out to build on world locational knowledge by linking to major mountain ranges and rivers on each continent with a focus on Europe and N and S America). Discuss why the earth's surface is shaped like it is – tectonic plate movement, earthquakes, volcanoes. Link structure of Earth back to sciencerocks topic spring term Zoom in to look at structure of a volcano - link to science – rocks Explore the meaning of Active, Dormant and Extinct Zoom in on Mont Blanc – Western Europe's highest peak. Identify key features and locational knowledge Zoom in to look at Earthquakes, why do they happen, how do we measure them – Richter and Mercalli scales Plot major volcanoes and earthquake zones on world map – the Ring of Fire | <ul style="list-style-type: none"> Bridge back to Year 4 Autumn Term to recount and recall the water cycle and river formation/features. Zoom in to use an index and atlas to locate at the main rivers in the UK: Trent, Severn, Thames, Ouse, Clyde, Wye, Tay look at facts, features, location and plot on a map of the UK. Zoom out to use an index and atlas to locate Europe's five largest rivers, the Volga, the Danube, the Rhine, Rhona & the Oder - look at facts, features, location & plot on a World map. Zoom out again to use an index and atlas to locate the five largest rivers in the world, The Nile, Amazon, Mississippi, Yangtze, Ganges and Yenisei - look at facts, features, location and add to the map of the World. Vocabulary session. Summarise and define key vocabulary. Frayer model Zoom in to look how we use rivers across the world. Human and physical features and uses. Zoom in to look at flooding and the use of dams. Should we use dams? Look at and discuss hydroelectric power. |



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|--------------------------|---|--|--|
| Concepts | <p>Coastal Regions Investigate Patterns – Human and Physical Features Investigate Places - Locational Knowledge, Place Knowledge Communicate Geographically - Geographical Skills & Fieldwork</p> | <p>Weather and Climate Zones Investigate Patterns – Human and Physical Features Communicate Geographically - Geographical Skills & Fieldwork</p> | <p>North and South America Study Investigate Places - Locational Knowledge, Place Knowledge Communicate Geographically - Geographical Skills & Fieldwork</p> |
| Enquiry | <p><i>What is special about North-West England?</i></p> | <p><i>What is the impact of weather and climate zones on the environmental factors in our world?</i></p> | <p><i>How is our world diverse are areas in North and South America the same?</i></p> |
| N.C Skills | <p>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>Describe and understand key aspects of human geography, including: types of settlement and land use</i></p> | <p><i>Describe and understand key aspects of physical geography, including climate zones, biomes, vegetation belts</i></p> | <p>Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, & major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> |
| Vocabulary | <p>Coast, weathering erosion, topography, coastline</p> | <p>Evergreen Deciduous Woodland Biodiversity Biomes Temperate Tropical Subtropical Vegetation Climate zone</p> | <p>Country, state, characteristics, region</p> |
| Links | <p><i>History Link: WWI Migration and Impact on the NW: Yr6</i></p> | <p><i>History Link: Vikings and Anglo Saxon Invasion, why did they come to the UK? Yr 6 Spr</i> <i>Science Link: Water and Seasonal Changes</i></p> | <p><i>History Link: Mayans: Yr 6 Sum</i></p> |
| Key Knowledge and Skills | <ul style="list-style-type: none"> Zoom out to explore how water, weathering and erosion can change the landscape – bridge back to Yr4 Water Cycle and Rivers unit. Zoom in to look at the Coastal regions in the North-West of England. Identify and map the main coastal features in the UK. Research and describe how coastal features change through weathering and erosion Zoom out to look how coastlines in the North-West and UK have changed over time. Zoom in to look at Blackpool and Flyde, where is it and what is it like there? Field trip to Blackpool and Flyde Sand Dunes Use fieldwork and map work to observe the topography of the local land (peaks and plain) from viewpoint near school according to 8points of the compass. How does this compare to the topographical map of the UK and Blackpool Compare the physical geography of Blackpool with that of my own area. Compare land use in Blackpool with my own area. | <ul style="list-style-type: none"> Start local by observing and measuring weather patterns in the UK and linking to seasons. p. 20 in fieldwork handbook Zoom out and build on world locational geography to learn about climate zones Zoom in to look at polar, temperate, tropical, subtropical Zoom out to look at the main world Biomes: Marine and Freshwater: vegetation, plant and animals Desert and Savannah: vegetation, plant and animals Deciduous Forest and Rainforest: vegetation, plant and animals p. 28 in fieldwork handbook Tundra and Taiga: vegetation, plant and animals Vocabulary session. Summarise and define key vocabulary. Frayer model Children look at the impact of environmental change on these areas - bridge back to summer term Year 5 recount and recall rivers of the world. | <ul style="list-style-type: none"> Bridge back to Year 1 and recount and recall the continents and oceans of the world, including any countries and capital cities of importance. Zoom in to look at the Americas, what do you know? Compare the boundary lines of North and South America Locational study of a significant place within North America, human and physical features Locational study of a significant place within South America, human and physical features. Comparative Study, compare the locations studied from North and South America. Physical features, human features, weather, climate. Look local by comparing our area to the Death Valley US. Bridge back to Yr 6 Spring Term to recount and recall biomes and discuss the climate regions across the countries/boundary lines of North America. |



Geographical skills and fieldwork: Key Stage 1

- 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.

Geographical skills and fieldwork: Key Stage 2

- 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.