

	Geographical study and fieldwork	Maps	Knowledge and understanding
N	Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people.	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things
R	Explore the natural world around them. Recognise some environments that are different from the one in which they live.	Draw information from a simple map. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them. Understand that some places are special to members of their community.
Y1	Show interest in what they see in field work Record what they have seen, in simple ways, including pictures and diagrams with labels Remember and talk about what was seen Use cameras/iPad to record what they see Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart.	Use simple blocked maps and plans Make simple plans and talk about them Mark the location of the school on a simple local map Identify where they have been on holiday, using a map	Describe places using their characteristics and simple vocabulary – e.g. house, street, wood Make lists of places with similar characteristics – e.g. the seaside, towns Talk about places seen in books, videos, internet Describe different types of buildings Understand the concept of close and far away
Y2	Ask simple geographical questions. Take and use digital photographs Make detailed sketches whilst on field work and/or draw labelled diagrams Discuss changes in weather and seasons from a chart Use tally charts and simple tables to collect information	Identify features on a map Know the main aspects of the British Isles using maps Draw simple maps and plans, sometimes with keys Make a plan of the classroom Mark some locations on a map of UK – our town, our school visit, my holiday Identify the main regions of the world – continents, equator, tropics Begin to use concepts of NSEW	Recognise characteristic physical and human features of places - built up, noisy, busy. Identify parts of some physical features – e.g. coast Understand similarities and differences in places Use aerial photographs to identify land use and other geographical features Know that places are linked by paths or roads Express views about local area and environment Use vocabulary of size to classify –hamlet, town, city

Y3	<p>Use prediction and prior knowledge to find out about unknown places, and combine this with observation</p> <p>Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</p> <p>Suggest own ways of presenting information, including graphically and in writing</p> <p>Make detailed and labelled field sketches</p> <p>Make field measurements over time</p> <p>Collect statistics and present them appropriately</p> <p>Record information on charts, graphs and tables</p> <p>Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate</p> <p>Begin to use the computer to draw graphs</p>	<p>Recognise symbols on weather maps</p> <p>Use symbols on an atlas and map</p> <p>Use a simple compass to follow direction</p> <p>Draw places (e.g. playground) to scale</p> <p>Use a tape measure or paces to measure distance</p> <p>Draw a map of routes to school, with features in correct order</p> <p>Give title and key to drawn map</p> <p>Use a range of atlases, maps and globes to find out information</p> <p>Locate pictures on a map of the area</p>	<p>Work out a location using a range of information</p> <p>Understand the different uses of different places</p> <p>Understand that different places may have similar / different characteristics and give reasons for these</p> <p>Understand and use the concept of reciprocal link between physical and human features</p> <p>Describe and identify how a place has changed</p> <p>Explain the process of erosion and deposition, and its effects on people</p> <p>Consider the future of some physical and human features, based on an understanding of change</p> <p>Understand how economic development can change a place e.g. canals. Identify the parts of a river, and land use around and how these can change people's lives</p> <p>Express views and recognise how people affect the environment, summarising the issues.</p> <p>Begin to understand geographical pattern – e.g. industry by a river</p> <p>Suggest ways of improving local environment</p>
Y4	<p>Draw on own knowledge and understanding when setting up a field work investigation</p> <p>Examine, question, analyse what is discovered, using a range of evidence</p> <p>Discriminate between different sources of information</p> <p>Test conclusions for accuracy</p> <p>Measure wind speed, rainfall and noise levels</p> <p>Make good use of ICT in charts and graphs</p> <p>Use a database to find out information</p> <p>Make a database to record information</p> <p>Prepare questionnaires to investigate people's views on an environmental issue</p> <p>Offer explanations for some features seen in field work, underlying reasons for</p>	<p>Introduce to OS symbols on maps</p> <p>Use grids easily</p> <p>Introduce OS maps with 4-figure co-ordinates</p> <p>Understand view points from high places</p> <p>Recognise representation of buildings and a range of features on maps</p> <p>Introduce scale bar on maps/in atlases</p> <p>Draw map of the local area and label it</p> <p>Recognise thematic maps</p> <p>Locate pictures on a map of the area</p> <p>Follow routes and check location of features</p> <p>Give basic instructions to others using a simple map</p>	<p>Begin to recognise geographical patterns, and identify through aerial photographs</p> <p>Understand why people choose to live in contrasting areas</p> <p>Compares the lives of people in two different environments or places</p> <p>Understand how people can both improve and damage the environment</p> <p>Understand how weather changes an environment</p> <p>Know the difference between weather and climate</p> <p>Suggest ways towards a reduction in climate change</p> <p>Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each</p>

	observations, giving own views and judgements		
Y5	<p>Suggest suitable questions for a field work study</p> <p>Rank information found into order of importance</p> <p>Come to accurate conclusions, using information</p> <p>Make careful measurements - e.g. rainfall, noise level, distance</p> <p>Collect statistics about people and places</p> <p>Begin to use a range of graphs, including pie charts</p>	<p>Understand symbols on a range of OS maps</p> <p>Give directions to another person</p> <p>Align and follow route on a map</p> <p>Understand simple models which show contours</p> <p>Relate these to contours on maps</p> <p>Use different scales</p> <p>Measure distance between places on maps with some accuracy</p> <p>'Guesstimate' distances easily</p> <p>Identify different maps for different purposes</p> <p>Understand the usefulness of a map in getting to know a new place</p> <p>Follow routes on OS maps and describe features shown</p> <p>Give directions on a map</p>	<p>Describe and begin to explain patterns and physical and human changes</p> <p>Describe how change can lead to similarities between different places</p> <p>Justify own viewpoint or decision, and use new information to adapt their own viewpoint</p>
Y6	<p>Suggest relevant issues for further study</p> <p>Carefully select sources of evidence, and sift information</p> <p>Collect statistics about people and places, and set up a database from fieldwork or research</p> <p>Analyse data – e.g. population data - using similarity and difference</p> <p>Speculate and hypothesise about what is found</p> <p>Suggest plausible conclusions, and back up with evidence</p>	<p>Recognise some symbols are international and can be found in many countries</p> <p>Introduce 6-figure grid references</p> <p>Recognise views of the world from satellite maps</p> <p>Recognise different maps</p> <p>Draw sketch maps with symbols and a key</p> <p>Create maps to show designs for places, e.g. a pedestrianised town centre</p> <p>Selects most useful map for a specific purpose</p> <p>Link aerial images to locations on a map</p>	<p>Suggest how human activities can cause changes to environment and to the different views people hold</p> <p>Recognise dependent links and relationships in both human and physical geography</p> <p>Make a plausible case for environmental change</p> <p>Interpret other people's arguments for change, analysing and evaluating their viewpoints</p>