



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn



## Geography Knowledge and Skills Progression

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

### National Curriculum Subject Content

EYFS (ELG)	<ul style="list-style-type: none"><li>- Describe their immediate environment using knowledge from observation, observation, discussion, stories, non-fiction texts and maps</li><li>- Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps</li><li>- 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.</li><li>- Understand some important processes and changes in the natural world around them, including the seasons.</li></ul>
KS1	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, to enhance their locational awareness.
KS2	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.



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Content	<ul style="list-style-type: none"> <li>Identify seasonal and <b>daily weather patterns in the UK</b> and the <b>location of hot and cold areas of the world in relation to the equator and the North and South Poles</b></li> <li><b>Name, locate</b> and identify characteristics of <b>the four countries and capital cities of the United Kingdom</b> and its surrounding seas</li> <li>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</li> <li>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</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Use simple compass directions and locational and directional language to describe location of features and routes on a map-</li> <li>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- Australia</li> <li>Name and locate the world's seven continents and five oceans</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, <b>continents and oceans studied at this key stage</b></li> <li>Use aerial photographs and plan perspectives to recognise landmarks and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li><b>Use basic geographical vocabulary to refer to:</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, <b>volcanoes and earthquakes</b>, and the water cycle</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and <b>the distribution of natural resources including energy, food, minerals and water.</b></li> <li>use fieldwork to observe, measure, record and present the human and physical features in the</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: <b>climate zones, biomes and vegetation belts, rivers</b>, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: human geography, including: types of <b>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li><b>use the eight points of a compass</b>, 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</li> <li>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</li> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and <b>South America</b>,</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: human geography, including: <b>types of settlement and land use, economic activity including trade links</b>, and the distribution of natural resources including energy, food, minerals and water.</li> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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</li> <li>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, <b>coasts</b> and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and the water cycle</li> <li>locate the world's countries, using maps to <b>focus on Europe (including the location of Russia) and North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, <b>economic</b></li> </ul>



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the <b>countries, continents</b> and oceans studied at this key stage-</li> <li>Name and locate the world's seven continents and five oceans</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</li> <li>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</li> </ul>	<p>features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> <li>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</li> <li>Use aerial photographs and plan perspectives to <b>recognise landmarks and basic human and physical features</b>; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>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 and <b>South America</b></li> <li>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</li> </ul>		<p><b>activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b></p> <ul style="list-style-type: none"> <li>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 <b>North and South America</b></li> </ul>
<p>Study Units Autumn Spring Summer</p>	<p>The Gunpowder Plot Arctic Explorers Brilliant Barford Amazing Africa Oh I do like to be beside the Seaside</p>	<p>Fire, Fire Go, Go, Go- fieldwork opportunities Australia Dungeons and Dragons</p>	<p>Natural Disasters China Ancient Greece- locational knowledge opportunities Bee Kind</p>	<p>Ancient Egyptians HS2 Rotten Romans Rainforests</p>	<p>The Mayans The Anglo Saxons and Vikings Letters from the Lighthouse- Coastal Areas Britain at Sea</p>	<p>Tudor Warwickshire- The River Avon WWII 1960s USA</p>



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Vocabulary	Country Continent UK Polar Hot Cold Africa Similarity Difference Human Physical	Local area Antarctica The Arctic Weather Seasons	Country Continent UK Ocean Similarity Difference Human Physical Weather	Transport Survey Fieldwork	Settlement Climate Volcano Earthquake Lava Magma Eruption Tectonic plate Plate boundary Ring of Fire	Continent Asia Trade Natural resources Human features Physical features	Settlement River Nile Trade Agriculture HS2 Environmental	Rainforest Deforestation Threat Canopy Emergent Forest floor Impact Amazon Brazil Human features Physical features Favelas	Trade links Settlement Land use Colonisation Development		Trade links River Source Mouth Journey Human features Physical features Comparisons Political systems	
Key Questions	<p>What is the weather like at the North and South Pole?</p> <p>What is it like to live in Africa? How is it similar or different to Barford?</p> <p>What human and physical features are there in Barford?</p>		<p>Where is London?</p> <p>What are the main features of the countries of the UK?</p> <p>How can we find out what transport is in our local area?</p> <p>Where is Australia?</p> <p>What is it like to live in Australia? How is it similar or different to the UK and Barford?</p>		<p>How do volcanoes work?</p> <p>Where are volcanoes?</p> <p>What causes an earthquake?</p> <p>What are the benefits to living near a volcano?</p> <p>What are the disadvantages?</p> <p>Where is China?</p> <p>Why are rivers important to China?</p> <p>Where is Greece?</p>		<p>Where is Egypt?</p> <p>Where are the rainforests?</p> <p>Why is the rainforest so important?</p> <p>Is HS2 a good idea? What are the benefits? What are the disadvantages?</p>		<p>Where did the Mayans come from?</p> <p>Why was trade important to the Mayans?</p>		<p>Where is the River Avon?</p> <p>Which countries were involved in WWII?</p> <p>Where is the USA?</p> <p>How is the USA similar or different to the UK?</p>	



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> <li>- To name and locate the 4 countries and the capital cities of the UK</li> <li>- To name and locate the world's seven continents</li> </ul>	<ul style="list-style-type: none"> <li>- To name, locate and identify characteristics of the 4 countries and the capital cities of the UK and its surrounding seas</li> <li>- To name and locate the world's seven continents and five oceans</li> <li>- Begin to use positional language and compass points to describe where the continents are in relation to each other</li> <li>- Locate Warwick and Kenilworth Castle on a map of the UK and Warwickshire</li> </ul>	<p style="background-color: #00FF00; padding: 2px;">These objectives need to be taught as stand alone lessons as they do not fit in with the topics being taught</p>			
			<ul style="list-style-type: none"> <li>- Locate the county of Warwickshire on the map and some of the surrounding counties</li> <li>- Identify the equator, northern hemisphere and southern hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to name and locate some counties and cities in the UK</li> <li>- Revisit locating the equator, northern hemisphere and southern hemisphere plus locate Tropics of Cancer and Capricorn</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate some counties and cities in the UK</li> <li>- Revisit locating the equator, northern hemisphere and southern hemisphere, Tropics of Cancer and Capricorn plus locate the Arctic and Antarctic Circles</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate a growing number of the counties and cities in the UK</li> <li>- Revisit locating the equator, northern hemisphere and southern hemisphere, Tropics of Cancer and Capricorn plus introduce time zones and Greenwich Mean Time</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>- Identify where I live on a map</li> <li>- Identify similarities and differences between my local area and an area of an African country</li> </ul>	<ul style="list-style-type: none"> <li>- Identify similarities and differences and make comparisons between my local area and an area of Australia</li> </ul>	<ul style="list-style-type: none"> <li>- Locate the countries in Europe including Russia</li> <li>- Locate famous volcanoes around the world on a map</li> <li>- Locate Greece on a map of Europe</li> <li>- Locate some of its surrounding seas and oceans</li> </ul>	<ul style="list-style-type: none"> <li>- Locate the River Nile</li> <li>- Locate countries and cities in the UK that HS2 will pass through</li> <li>- Locate biomes and climate zones</li> <li>- Locate countries in South America</li> <li>- Locate Brazil on a map and it's main cities and physical features</li> <li>- Locate the Amazon river and rainforest on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Locate the countries in North and South America with a focus on countries linked to the Mayans</li> <li>- Locate the countries in Europe that were involved in the movement of chocolate to Europe</li> <li>- Locate coastal towns in the UK</li> </ul>	<ul style="list-style-type: none"> <li>- Locate the River Avon on a map of Warwickshire and a map of the UK</li> <li>- Locate the countries in Europe that were involved in WWII</li> <li>- Locate the USA on a map of the world and a map of North America</li> <li>- Locate some major states and cities</li> <li>- Locate some key physical features including rivers and mountain ranges</li> </ul>
			<ul style="list-style-type: none"> <li>- Make comparisons between Barford and the area of Italy surrounding Mount Vesuvius</li> </ul>	<ul style="list-style-type: none"> <li>- Make comparisons between Barford and the favelas of Brazil</li> <li>- Explain how the landscape of Brazil is similar and different to the landscape of the UK</li> <li>- Explain similarities in the human and</li> </ul>	<ul style="list-style-type: none"> <li>- Make comparisons between Barford and a coastal town in the UK</li> <li>- Explore similarities and differences between their human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>- Make comparisons between the UK and the USA in terms of their human and physical geography e.g. weather and climate, landscape political systems,</li> </ul>



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

				physical geography of the UK and Brazil		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Knowledge	<ul style="list-style-type: none"> <li>- Identify some human and physical features in my local area</li> <li>- Identify human and physical features in an African country</li> <li>- Locate hot and cold areas of the world</li> <li>- Name the 4 seasons and describe typical weather patterns for those seasons</li> <li>- Use basic vocabulary to describe human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>- Identify human and physical features in Australia and explain how these are different to the UK and where we live</li> <li>- Explain similarities and differences in the weather between Australia and the UK</li> <li>- Revisit seasonal weather patterns</li> <li>- Use an increasing range of vocabulary to describe human and physical features</li> <li>- Begin to explain why castles were built on hills</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand the key aspects of volcanoes and earthquakes</li> <li>- Know what a volcano is and how it is formed</li> <li>- Locate major volcanoes around the world</li> <li>- Explain what tectonic plates are and how earthquakes happen</li> <li>- Explain why rivers are important to China and how they help with the distribution of resources</li> <li>- Explain the importance of bees to the environment, the impact humans have on the bee population and how we can help</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the importance of the River Nile to Egyptian society and how it was used for trade and in agriculture</li> <li>- Explain both positives and negatives to HS2 and discuss the impact in terms of both human and physical geography</li> <li>- Describe and understand the types of settlements used in the Roman period</li> <li>- Explain why the Romans chose to settle in certain locations</li> <li>- Describe and understand the key aspects of biomes and climate zones</li> <li>- Describe the layers of the rainforest</li> <li>- Explain the impact deforestation is having on the rainforest</li> <li>- Explain why the Amazon river is important to the rainforest</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand how the Mayans used trade as part of their society</li> <li>- Describe and understand the types of settlements used in the Anglo Saxon and Viking periods</li> <li>- Explain why they chose to settle in certain locations and refer to both human and physical features</li> <li>- Explain the different land use in coastal areas and the importance of economic activity</li> <li>- Explain how coastal areas have changed in recent years and the challenges they are facing on both their human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the parts of the River Avon from source to mouth</li> <li>- Explain how the disruption of trade links led to rationing in the UK</li> </ul>
Geographical Fieldwork	<ul style="list-style-type: none"> <li>- Use locational and directional language</li> <li>- Begin to use the 4 compass points</li> <li>- Use simple fieldwork to observe, measure and record human</li> </ul>	<ul style="list-style-type: none"> <li>- Use the 4 compass points confidently</li> <li>- Use directional and locational language</li> <li>- Use basic fieldwork skills to carry out a</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

	<p>and physical features in the school and the local area</p> <ul style="list-style-type: none"> <li>- Use maps, atlases and globes to locate the UK, its countries and Africa</li> </ul>	<p>simple traffic survey in the local area</p> <ul style="list-style-type: none"> <li>- Use maps, atlases and globes to locate the UK, its countries and Australia</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>
<p><b>Geographical skills</b></p>	<ul style="list-style-type: none"> <li>- Ask and respond to simple geographical questions</li> <li>- Collect information from fieldwork</li> <li>- Begin to present their findings in an age appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and respond in more depth to simple geographical questions</li> <li>- Collect and begin to interpret information from different sources e.g. fieldwork, maps, photographs</li> <li>- Present their findings in an age appropriate way</li> <li>- Begin to express their own views about people and places studied</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and respond to geographical questions and begin to use evidence to answer them</li> <li>- Begin to observe, collect and interpret information from a growing range of age appropriate sources</li> <li>- Begin to choose an appropriate method for recording their findings and use some geographical language in their writing</li> <li>- Express their own views about people, places and environments studied and give reasons for their opinions</li> <li>- Begin to compare their opinions with others</li> <li>- Begin to reach geographical conclusions about the impact of humans and geographical processes on the environment/world</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and respond to geographical questions and use evidence to answer them</li> <li>- Observe, collect and interpret information from a growing range of age appropriate sources</li> <li>- Choose an appropriate method for recording their findings and use geographical language in their writing</li> <li>- Express their own views about people, places and environments studied and give reasons for their opinions</li> <li>- Compare their opinions with others</li> <li>- Begin to reach geographical conclusions and start to debate about the impact of humans and geographical processes on the environment/world</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and investigate geographical questions</li> <li>- Observe, collect and interpret information from a range of age appropriate sources</li> <li>- Choose an appropriate method for recording their findings and begin to explain why they have chosen that method</li> <li>- Analyse, communicate and explain geographical information in a range of ways and be able to write about their findings using appropriate geographical language with others</li> <li>- Express their own views about people, places and environments studied and give reasons for their opinions</li> <li>- Compare their opinions with others and understand that some geographical knowledge is open to debate</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and investigate geographical questions</li> <li>- Observe, collect and interpret information from a range of age appropriate sources</li> <li>- Choose an appropriate method for recording their findings and explain why they have chosen that method</li> <li>- Analyse, communicate and explain geographical information in a range of ways and be able to write about their findings using appropriate geographical language</li> <li>- Express their own views about people, places and environments studied and give reasons for their opinions</li> <li>- Compare their opinions with others and understand that some geographical</li> </ul>



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

					<ul style="list-style-type: none"><li>- Reach geographical conclusions and debate about the impact of humans and geographical processes on the environment/world</li></ul>	<p>knowledge is open to debate</p> <ul style="list-style-type: none"><li>- Reach geographical conclusions and debate about the impact of humans and geographical processes on the environment/world</li></ul>
--	--	--	--	--	--	---



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

## Map work progression:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Direction/ Location</b>	<ul style="list-style-type: none"> <li>- Follow simple directions such as up, down, left, right, forwards, backwards etc on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Follow simple directions</li> <li>- Use simple compass directions (North, East, South, West)</li> </ul>	<ul style="list-style-type: none"> <li>- Use the 4 compass points to give and follow directions</li> <li>- Use letter/number co-ordinates to locate features on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Use the 4 compass points with growing confidence</li> <li>- Begin to use 8 compass points</li> <li>- Use letter/number co-ordinates to locate features on a map confidently</li> </ul>	<ul style="list-style-type: none"> <li>- Use the 8 compass points</li> <li>- Begin to use 4 figure co-ordinates to locate features on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Use the 8 compass points confidently and accurately</li> <li>- Use 4 figure co-ordinates to locate features on a map</li> <li>- Begin to use 6 figure grid references</li> </ul>
<b>Scale/ Distance and perspective</b>	<ul style="list-style-type: none"> <li>- Use relative vocabulary such as bigger/smaller and like/dislike</li> <li>- Draw around objects to make a plan</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to match places e.g. recognise the UK on small and larger scale maps</li> <li>- Look down on objects to make a plan view map</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to match boundaries e.g. find the same country boundary on different scale maps</li> <li>- Begin to draw a sketch map</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to match boundaries e.g. find the same county boundary on different scale maps</li> <li>- Draw a sketch map</li> </ul>	<ul style="list-style-type: none"> <li>- Measure straight line distance on a plan or map</li> <li>- Find and recognise the same place/feature on maps of different scale</li> <li>- Draw a plan view map with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- Use a scale to measure distance</li> <li>- Use maps and plans at a range of scales for the same place e.g. Warwickshire</li> <li>- Draw a plan view map accurately</li> </ul>
<b>Using maps</b>	<ul style="list-style-type: none"> <li>- Use a simple picture map to move around the school</li> <li>- Recognise that maps tell us information about a place</li> </ul>	<ul style="list-style-type: none"> <li>- Follow a route on a map</li> <li>- Use a plan view</li> <li>- Use aerial photos and atlases to locate places and landmarks</li> <li>- With support, begin to identify an Ordnance survey symbol</li> </ul>	<ul style="list-style-type: none"> <li>- Follow a route on a larger scale map with some accuracy e.g. whilst orienteering</li> <li>- Locate places on larger scale maps including OS Maps and digital maps</li> </ul>	<ul style="list-style-type: none"> <li>- Follow a route on a larger scale map with increased accuracy</li> <li>- Locate places on larger scale maps including OS Maps and digital maps</li> </ul>	<ul style="list-style-type: none"> <li>- Select a map for a specific purpose</li> <li>- Compare maps with aerial photographs</li> <li>- Begin to use atlases to find out about other features of places e.g. temperature</li> </ul>	<ul style="list-style-type: none"> <li>- Follow a short route on an OS map and describe features shown</li> <li>- Use atlases to find out about other features of places e.g. weather patterns</li> </ul>
<b>Making maps</b>	<ul style="list-style-type: none"> <li>- Create a simple map of a real or imaginary place</li> <li>- Use their own symbols on maps and understand that symbols mean something on maps</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a map of a real or imaginary place</li> <li>- Construct a key using agreed symbols</li> <li>- Begin to understand why maps need a key</li> <li>- Look down on objects to make a plan view map</li> </ul>	<ul style="list-style-type: none"> <li>- Make a map of a short route with features in the correct order</li> <li>- Begin to make a simple scale drawing</li> <li>- Know why a key is needed</li> <li>- Use standard symbols when making a map</li> </ul>	<ul style="list-style-type: none"> <li>- Make a map of a small area with features in the correct places</li> <li>- Continue to make simple scaled drawings with increased accuracy</li> <li>- Know why a key is needed</li> <li>- Begin to recognise symbols on an OS map</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to draw thematic maps based on their own data e.g. showing population or climate zones</li> <li>- Draw a sketch map using symbols and a key</li> <li>- Use and recognise OS map symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to draw thematic maps based on their own data</li> <li>- Use and recognise OS map symbols</li> <li>- Use atlas symbols</li> </ul>



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

## EYFS into Year 1:

	EYFS	Year 1
<b>Locational knowledge</b>	<b>3 and 4 year olds:</b> <ul style="list-style-type: none"> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> </ul>
<b>Place knowledge</b>	<b>Reception:</b> <ul style="list-style-type: none"> <li>- Recognise some similarities and differences between life in this country and life in other countries</li> <li>- Recognise some environments that are different to the one in which they live</li> </ul> <b>ELG:</b> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Contrasting location: Africa- how are the physical and human features similar/different to Barford?</li> </ul>
<b>Human and physical geography</b>	<b>ELG:</b> <ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>	<ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the UK</li> </ul>
<b>Skills and fieldwork</b>	<b>ELG:</b> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied</li> <li>- Use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> <li>- Use aerial photos 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</li> <li>- 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</li> </ul>
<b>Direction/location</b>	<b>3 and 4 year olds:</b> <p>Discuss locations using words like 'in front of' and 'behind'</p>	<ul style="list-style-type: none"> <li>- Follow simple directions such as up, down, left, right, forwards, backwards etc on a map</li> </ul>



## Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

<b>Scale/distance and perspective</b>		<ul style="list-style-type: none"><li>- Use relative vocabulary such as bigger/smaller and like/dislike</li><li>- Draw around objects to make a plan</li></ul>
<b>Using maps</b>	<p><b>3 and 4 year olds:</b></p> <ul style="list-style-type: none"><li>- Describe a familiar route</li></ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"><li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts <b>and (when appropriate) maps</b></li></ul>	<ul style="list-style-type: none"><li>- Use a simple picture map to move around the school</li><li>- Recognise that maps tell us information about a place</li></ul>
<b>Making maps</b>	<p>Reception: Draw information from a simple map</p>	<ul style="list-style-type: none"><li>- Create a simple map of a real or imaginary place</li><li>- Use their own symbols on maps and understand that symbols mean something on maps</li></ul>