

Castle Academy Geography Curriculum Overview



Locational Knowledge



Place Knowledge



Human and Physical Geography



Skills and Fieldwork



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
nit	Spring Term	Autumn Term	Spring Term	Spring Term	Spring Term	Summer Term
Main U	The Local Area and United Kingdom	The Wider World	Earthquakes and Volcanoes	Climate Zones, Biomes and Vegetation Belts	Rivers and Settlements	Trade and Natural Resources

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
essons	United Kingdom		United Kingdom	United Kingdom		
ly Les		United Kingdom	Europe	Europe		
erm		Europe				
If-T			Asia and Oceania		North and South America	Africa
Half				Tropic of Cancer, Tropic		
		-		of		
		7 Continents		Capricorn, Arctic Circle	the	
		5 Oceans	Equator, Northern and	and Antarctic Circle	Prime/Greenwich	The Wider World – Significant Places
			Southern Hemispheres		Meridian	Internationally
		The Equator, North and		Climate Zones		meernationally
		South Poles		December and Definite meets	Mountains and Rivers	
				Deserts and Rainforests		

Map Skills and Fieldwork Locational	Map Skills and Fieldwork 4 Points on a Compass	Map Skills and Fieldwork	Map Skills and Fieldwork 8 Points on a Compass	Map Skills and Fieldwork	Map Skills and Fieldwork
Language - -		2 Figure Grid References	4 Figure Grid References		6 Figure Grid References
-		Map S Maps, Atlases, Globes and	ymbols Digital Mapping (Digiman	→	
			lwork		





۷۵	ar 1		Α	ut	Sp	or S	Sum	Key Vertical	Horizontal and
16	ai I		1	2	1	2	1 2		Diagonal Links
l l	To find o	ur school on a local map						The World	
Locational Knowledge United Kingdom	To recogn	nise local landmarks around our school on a map						To know about	
Knowled Kingdon	To find N	orthampton/Milton Keynes on a map of the United Kingdom						similarities and differences in relation to	Year 1 Autumn 1
Itional I	To name	the four countries and capital cities of the United Kingdom and locate them on a						places, objects, materials	History Personal and Local
catic		pe and atlas some of the main towns and cities in the United Kingdom and locate them on a map	-					and living things	History
2		d locate key topographical features of the UK including hills, mountains, coasts and				-		To talk about the	
	rivers	u locate key topographical leatures of the OK including fills, mountains, coasts and	1					features of their own immediate environment	
dge	Name, de	escribe and compare familiar places						and how environments	
owle	Understa	nd about changes to their local environment.						might vary from one another	
Place Knowledge	Describe place).	different landscapes and environments to explore feelings about places (sense o	f					another	
Pla	Develop different	contextual knowledge of constituent countries of the United Kingdom including physical and human landscapes; population characteristics, cultural features;						To make observations of animals and plants and explain why some things	
>		products; processes of industrial growth To keep a weather chart and answer questions about the weather.	-					occur, and talk about	
raph	Weather and Climate		-					changes	
seog	Ğ Ü	To explain how the weather changes throughout the year and name the seasons.							Year 1 Every Term Science
ical (To explain the differences between weather and climate						People and Communities	Caraca de Characa
Phys		geographical vocabulary to refer to key physical features including; forest, hill, a, soil, valley						To know about similarities and	
Human and Physical Geography		geographical vocabulary to refer to key human features including; city, town,						differences between	Year 1 Spring 2 Science
man		rm, house, shop						themselves and others,	Plants
	landmark	and understand key aspects of the physical and human geography by looking at s and land use across the country.						and among families, communities and traditions	
Work	Fieldwork	Explore, observe and discuss the school and grounds, noting weather, seasonal and other changes and suggesting improvements							
& Field	Fie	Visit a nearby area and observe the features along the route taken and at the site visited (park/playground/shops etc)	2					Shape, Space and measure To use	
skills		To make simple observations.						everyday language to talk about size, weight,	
ohical (To use a photo, video or audio taken by an adult as evidence of what they have seen.	9					capacity, position, distance, time and	
Geographical Skills & Field Work		To draw a simple sketch map showing key features of the school, its grounds and surrounding environments.						money to compare quantities and objects and to solve problems	
		To work in a group with an adult to ask questions about the school, its grounds and surrounding environment.						To recognise, create and describe patterns	
		To measure using simple words and frequency recording.				╗	İ	To explore characteristics	
		To reach a simple conclusion to the fieldwork question or prediction.				╗	İ	of everyday objects and shapes and use	
	gu	To know that maps give information about the world (where and what?)	T					mathematical language	
	pret	To use a simple map to move around the school						to describe them	
	Inte	To follow a route on a prepared map						- Understanding	
	and	To recognise local landmarks in photographs						To answer 'how' and	
	Using and Interpreting	To visit local landmarks in real life (where possible)						 'why' questions about their experiences and in 	
	_	To use aerial photographs to identify local landmarks						response to stories or	
		To identify local landmarks on a simple map	İ					. events	
	Position and Orientation	To describe simple features and routes on a basic map using locational and directional language starting with near and far, left and right.						Speaking To express themselves effectively, showing awareness of listeners'	Year 1 Autumn 2 Maths
	Drawing	To devise a simple map (real or imaginary) for example freehand route maps, playground layout, places in stories etc. and use and construct basic symbols in a key (own and class agreed)						needs To develop their own	Describe position, direction and movement, including whole, half, quarter
	pols	To use symbols on maps (own and class agreed)						narratives and	and three-quarter
	Symbols	To know that symbols have a specific meaning on a map						explanations by connecting ideas or	turns
		Recognise Ordnance Survey symbols on a map (see Map Symbol Progression)						events	

ective Scale	To draw around objects to make a plan					
erspec	To look down on objects and make a plan (e.g. n a desk or from a high window)					
Per	To use relative vocabulary (e.g. bigger/smaller, near/far)					
Лар В	To find places using a simple name search					
Digital Ma Making	To add simple information to maps for example, labels and markers					
Dig	To draw a simple route					
	To add an image to a map					





V ~	2r 2		Au	t S	pr	Sur	n Key Vertical	Horizontal and
re	ar 2	•	1 2	_	-	1	-,	Diagonal Links
Locational Knowledge	The United Kingdom	To name the seas surrounding England, Wales, Scotland and Ireland and locate					Year 1 United Kingdom - To find our school on a local map and recognise	
Locatio	Europe	them on a map, globe and atlas. To locate at least 5 European countries on a map and in an atlas and name their capital cities including Ireland (Dublin), France (Paris), Spain (Madrid), Italy (Rome) and Germany (Berlin)					local landmarks - To find Northampton/Milton	Year 2 Summer Tei History
	The World	To name the 7 continents of the world and locate them on a map To name the world's 5 To Identify the UK and the countries where members of					Keynes on a map of the United Kingdom	Explorers – Ibn Battı
	The	the class come from on a map of the world oceans and locate them on a map To describe a place outside Europe using geographical words (referring to physical and human geographical vocabulary) To identify the position and significance of the Equator					- To name the four countries and capital cities of the United Kingdom and locate them on a map, globe and atlas	
		To identify the position and significance of the North and South Poles						
Knowledge	physi	nderstand geographical similarities and differences through studying the human and ical geography of a Northampton/Milton Keynes and Kandy in Sri Lanka nderstand geographical similarities and differences between villages, towns and cities					Name, describe and compare familiar places Understand about changes	
	To av	To explain the services that a village, town and city may need and give reasons.					to their local environment.	Year 2 Summer 2
Geography	To Identify 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	Science Explore the Arctic a Antarctic habitat
Geo		asic geographical vocabulary to refer to key physical features, including beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and ner					including; forest, hill, mountain, soil, valley - key human features	Explore the rainford and its problems Understand deser
		easic geographical vocabulary to refer to key human features, including city, town, e, factory, farm, house, office, port, harbour and shop					including; city, town, village, farm, house, shop	underground and ocean habitats
Field Work	Fieldwork	Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather					Year 1 Fieldwork - Explore, observe and discuss the school and grounds, noting weather,	Year 2 Autumn 1
∞		To observe, name and discuss selected aspects of the local environment. To use a camera, video or audio to gather evidence of what they have seen.					seasonal and other changes and suggesting	Maths Ask-and-
Geographical Skills		To draw a sketch map with labels showing key features of the school, its grounds and surrounding environments.					improvements - Visit a nearby area and observe the features along	answer questions about totalling
Geogr		To ask trusted and familiar adults prepared questions about the school, its grounds and surrounding environments.					the route taken and at the site visited (park/	and comparing categor
		To measure using a guided tally and standard units such as minutes and metres. To reach a simply described conclusion to a fieldwork question or prediction.	dash				playground/ shops etc)	uata
	nd ting	To use aerial photographs and plan perspectives to recognise landmarks and basic	\dashv				Year 1 Using & Interpreting	
	Using and nterpreting	human and physical features To recognise simple features on maps such as buildings, roads and fields.	$\mid \mid$			+	- To recognise local landmarks in photographs	
	u Ir	To use maps to talk about everyday life (e.g. where they live, journey to school, where places are in a locality)					 To use aerial photographs to identify local landmarks To identify local landmarks 	
		To begin explaining why places are where they are					on a simple map	

:	Position and Orientation	To use simple compass points (North, South, East and West) to describe the location of features and routes on a map To know which direction N is on an Ordnance Survey map.			Year 1 Map Skills - To describe simple features and routes on a basic map using locational and	Year 2 Autumn 2 Maths Use mathematical vocabulary to describe position,
	Drawing	To draw a simple map and use agreed realistic (in line with Ordinance Survey) symbols to make a simple key			directional language starting with near and far, left and right.	direction and movement, including movement in a straight line and
	Symbols	To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)			- To use symbols on maps (own and class agreed)	distinguishing between rotation as a
	Syl	To understand why a map needs a key			- To know that symbols have a specific meaning on a	turn and in terms of
:	Perspective and Scale	To begin to spatially match places (e.g. recognise the UK on a small scale and larger scale map)			map - To look down on objects	right angles for
ú	Persp	To know that when you 'zoom in' you see a smaller area in more detail			and make a plan (e.g. n a desk or from a high window)	quarter, half and three-quarter turns (clockwise and anticlockwise)
	ing	To find places using a postcode or name search			Year 1 Digital Map Making	Year 2 Autumn 2
	ap Making	To draw around simple shapes and explain what they are on the map for example, houses			To find places using a simple name search To add simple information	Maths Choose and use appropriate
	Digital Map	To use the measuring tool with support to show distance for example, home to school, to the shops			to maps for example,	standard units to estimate and
	D	To zoom in and out of a map			assis and markers	measure length/height

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Year 3	



'e	ar 3		Aut 12	 _	Sum 1 2	-,	Horizontal and Diagonal Links
Locational Knowledge	Europe	To name at least 6 capital cities of major European countries and locate them on a map and in an atlas				Year 2 Europe To locate at least 5 European countries on a map and in an	
onal Kno	sia and ceania	To name a number of countries from Asia and Oceania and locate them on a world map and in an atlas				atlas and name their capital cities Year 2 The World	
ocat	Asi	To name and locate some of the principal cities in Asia and Oceania				Name the 7 Continents and 5	
֡֞֞֟֓֞֓֓֞֟֓֓֓֟֟֟ ֓	The World	To identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere				Oceans, Equator, North and South Poles	
Knowledge	To de	evelop contextual knowledge of the location of globally significant volcanic cions				Place and Locational Knowledge from Years 1 and	
Kno	To de	To develop contextual knowledge of the location of globally significant earthquakes				2	
rapny		To name the layers of the earths structure (Inner core, outer core, lower mantle, upper mantle, crust)					Year 3 Autumn 1 Scie
зеоб	To na	me and locate some of the world's most famous volcanoes					Rocks
Cal	To de	o describe how volcanoes are created.				1	 Describe homountains are forme
Pnys	To de	scribe the effects of a volcano erupting				Locational Knowledge from Years 1-3	- Recognise
Human and Pnysical Geography	To na	me and locate some of the world's most famous earthquakes				jiom reals 1 3	differences betw igneous, sedimen
nma	To de	scribe how earthquakes are created				1	and metamorphic ro - Identify common ro
	To de	scribe the effects of an earthquake				1	- identity common to
Geographical Skills & Fleid Work	-ieldwork	Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather				Year 2 Fieldwork - To draw a sketch map with	
Σ Σ	ш	To make links to different observations in the local area				labels showing key	V26
KIIIS		To use a camera, video or audio to gather appropriate data.				features of the school, its grounds and surrounding	Year 3 Summer 2 Maths
apnical		To draw a sketch map with simple annotations showing human and physical features of the local area.				environments. - To ask trusted and familiar	Interpret and prese data using bar char
eogr		To measure accurately using a tally and standard units.				adults prepared questions about the school, its	pictograms and tal
ŏ		To identify benefits and limitations of data collection methods.				grounds and surrounding	
		To present data and findings simply using maps, graphs and digital technologies.	\vdash	_		environments.	

	To reach a thoroughly described conclusion to the fieldwork question or prediction.		
eting	To compare maps with aerial photographs		Year 2 Using & Interpreting
Using and Interpreting	To locate photos of features on maps		- To use aerial photographs
id Int	To use oblique and aerial views		and plan perspectives to recognise landmarks and
ng ar	To make and use simple route maps		basic human and physical features
Usi	To follow a route on a map with some accuracy (e.g. whilst orienteering)		- To recognise simple
	To explain what places are like using maps at a local scale		features on maps such as buildings, roads and fields.
	To use index and contents page of atlas		bunumgs, roads and neids.
Position and Orientation	To use 2 figure grid references to locate features on a map		Year 2 Map Skills - To use simple compass points (North, South, East
Drawing	To make a map of a short route with features in the correct order		and West) to describe the location of features and
Drav	To give maps a key with encountered OS symbols		routes on a map
	To give maps a title to show their purpose		- To draw a simple map and use agreed realistic (in line
Symb ols	To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)		with Ordinance Survey) symbols to make a simple
ve and e	To begin to match boundaries (E.g. find same boundary of a country on different scale maps.)		key - To begin to spatially match
Perspective Scale	To use maps and aerial views to help me talk about for example, views from high places		places (e.g. recognise the UK on a small scale and
Pei	To draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on)		larger scale map)
Мар ЛВ	To use the zoom function to explore places at different scales		Year 2 Digital Map Making
Digital Map Making	To add a range of annotation labels and text to help explain features and places		- To zoom in and out of a
Dig N	To add photographs to specific locations		map





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Ye	ar 4		Au	ıt	Spr	S	um	Key Vertical	Horizontal and
			1	2	12	1	2	Geography Links	Diagonal Links
owledge	United Kingdom	To name at least 8 counties in England and locate them on a map						Year 1 United Kingdom - To find Northampton/ Milton Keynes on a map of	
Locational Knowledge	Europe	To name at least 10 capital cities of countries in Europe (including Russia) and locate them on a map and in an atlas						the United Kingdom Year 3 Europe - To name at least 6 capital	Year 4 Autumn History Ancient Greece
Poc	The World	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle						cities of major European countries and locate them on a map and in an atlas Year 3 The World	Year 4 Summer History
		To identify climate Zones; polar, temperate and tropical						 To identify the position and significance of the 	Roman Empire and the Impact on Britain
		To name and locate major deserts on a map of the world						Equator,	·
		To name and locate major rainforests on a map of the world						Northern Hemisphere and Southern Hemisphere	
Place Knowledge		nderstand geographical similarities and differences through the study of the physical raphy of Lake District and Northampton/Milton Keynes						Place and Locational	
Knc		nderstand geographical similarities and differences through the study of the climate environmental regions in Brazil						Knowledge from Years 1-3	
ıysical y		cate on a world map area of similar environmental region; including desert, orest and temperate						Year 2 Human and Physical Geography	Year 4 Spring Term Science
an and Phy Geography		ibe and understand key aspects of Physical geography, including climate zones, es and vegetation belts (link to locational knowledge of deserts and Rainforests)						- To Identify the location of hot and cold areas of the	Living Things and Their
Human and Physical Geography		gnise different Biomes including Equatorial Rainforests, Tropical Savannah, Hot t, Temperate Deciduous Forest, Tundra						world in relation to the Equator and the North and South Poles	Habitats Year 3 Science Explore the rainforest and its problems
	Fieldwork	Develop an understanding of the physical, human and environmental geography of the school's grounds and local area, including its weather. To make clear links between different observations in the local area.						Year 3 Fieldwork - Examine and investigate the school building,	Year 4 Spring 1 Maths Solve comparison,
		To draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.						grounds, local streets and aspects of the local area,	sum and difference problems using

Geographical Skills & Field Work	Using and Interpreting	To measure using simple instruments, digital technologies and can measure more than one aspect at once. To present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher-led question to child-led conclusion To reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction. Relate maps to each other and to vertical aerial photographs To use large scale maps outside Follow a route on a large-scale map To use maps at more than one scale				including its natural, managed and built environment, including its weather Year 3 Using & Interpreting To compare maps with aerial photographs To use oblique and aerial	information presented in bar charts, pictograms, tables and other graphs
	Using	To recognise some patterns on maps and begin to explain what they show To use thematic maps				views - To make and use simple route maps	
	Position and Orientation	To use the 8 compass points to describe the location of features and routes on a map To use 4-figure grid references to locate features on a map				Year 3 Map Skills - To use 2 figure grid references (letter and	
	Drawing (To make a map of small area with features in the correct places To give maps a key with encountered OS symbols				number) to locate features on a map - To make a map of a short route with features in the	Year 4 Summer 1
	Symbols	To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)				correct order - To begin to match boundaries (E.g. find same boundary of a country on	Maths Describe positions on a 2-D grid as coordinates in the first
	Perspective and Scale	To make a simple scale plan of room for example, 1 sq.cm = 1 square tile on the floor moving onto $1 \text{cm}^2 = 1 \text{m}^2$				different scale maps.) - To draw objects to scale	quadrant
	oective Scale	To use the scale bar to estimate distance				(for example, on table or tray using squared paper	
	Pers	To use the scale bar to calculate some distances				1:1 first, then 1:2 and so	
		To relate measurement on maps to outdoors (using paces or tape)				on)	
	Лар Ig	To highlight an area on a map and measure it using the Area Measurement Tool				Year 3 Digital map Making	
	Digital Map Making	To use grid references in the search function			\prod	- To add a range of annotation labels and text	
	Dig N	To use the grid reference tool to record a location			П	to help explain features	
		To highlight areas within a given radius				and places	

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i icai 3					Spr	_		Key Vertical	Horizontal and
			1	2	12	1	L 2	Geography Links	Diagonal Links
Locational Knowledge	North and South America	To name a number of countries from North and South America and locate hen on a map and in an atlas.						Year 4 The World To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle Year 5 Spring Geography - Rivers	Year 5 Summer History The Maya Year 5 Summer 2 Science Describe the movement of the Earth in Space
		Identify the main environmental regions in North and South America, key physical and human characteristics, and major cities							
Loca	The World	To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night.							
		To name and locate many of the world's most famous mountainous regions on a world map and in an atlas. (including; Himalayas, Andes, Alps, Rocky Mountains, Atlas Mountains, Great Dividing Range)							
		To name and locate many of the world's most famous rivers on a world map and in an atlas. (Including Amazon, Nile, Ganges, Mississippi, Danube, Yangtze, Mekong, Volga, Thames, Zambezi)							
Place Knowledge		To understand geographical similarities and differences through the study of the course of the Mississippi and Severn rivers						Place and Locational	
ace Kno	To explain how a location fits into its wider geographical location with reference to human and economical features							Knowledge from Years 1-4	
Pla	To descr	describe and compare different types of settlements and land use.							
	To descri	o describe and understand key aspects of the water cycle.						Year 4 locational	Year 4 Autumn 1 Science
	•	To explain the course of a river including geographical vocabulary such as; river basin, source, tributary, water shed, flood plains, confluence, estuary, delta, mouth						Knowledge - To name and locate the main counties and	States of Matter - The Water Cycle
	To explai	n why people are attracted to live by rivers.						cities/towns in/around	water cycle

North	hampton/Milton Keynes to show different land use over time including residential, ufacturing, green, commercial etc.						Keynes		
To ex	explain how a location fits into its wider geographical location with reference to an and economical features.								
To re	ecognise some of the causes and impact of migration								
Fieldwork	Investigate the physical, human and environmental geography of the school's grounds and local area, including its weather						Year 4 Fieldwork - Develop an		
Fie	To make clearly explained links between observations in the local area						understanding of the physical, human and		
-	To measure human and physical features in the local area using a range of appropriate instruments To devise and ask questions using geographical vocabulary to recognise that	f					school's grounds and local area, including its weather.	Year 5 Autumn 2 Maths	
	others may think differently							Solve comparison, sum	
	To simply justify data collection methods							and difference problen using information	
1	To independently present data and findings using maps, graphs and digital						described and simply	presented in a line grap	
	technologies to show a clear enquiry route from child-led question to child-led conclusion						explained conclusion to the fieldwork		
	To reach a described and explained conclusion to the fieldwork question or prediction that is backed up with evidence						question or prediction.		
d ng	To select a map for a specific purpose. (E.g. atlas to find Taiwan, OS map to find	T	H						
Using and Interpreting	local village.)						Year 4 Using &		
Usin	To begin to use atlases to find out about other features of places. (e.g. find						Interpreting - Relate maps to each		
_	wettest part of the world) To recognise that contour lines show height and slope		H				other and to vertical		
-	To follow a route on 1:50 000 Ordnance Survey map		H		+	-	aerial photographs		
and	To begin to understand contour lines							Year 5 Summer 1 Maths Solve problems involvin multiplication and division including scaling by simplems.	
Position and Orientation	To align a map with a route						Year 4 Map Skills - To use the 8 compass points to describe the location of features and routes on a map - To use 4-figure grid references to locate		
Drawing	To make a plan for example, garden, play park; with scale								
Symbols	To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)								
and	To use models and maps to talk about contours and slope		H				features on a map	fractions and proble	
	To use a scale bar on all maps		H				- To use the scale bar to	involving simple rates	
Perspective Scale	To use a linear scale to measure rivers						estimate distance		
Pers	To describe height and slope using maps, fieldwork and photographs	H	H			-			
lap g	To use maps at different scales to illustrate a story or issue						Year 4 Digital Map		
Digital Map Making	To use maps to research factual information about locations and features	-	\vdash				Making - To use grid references		
Digi	To use linear and area measuring tools accurately				-		in the search function		
ASTLE CADE N	Castle Academy - Geograp	hy	y (Cı	ır	ri	culum	East Midlands Academy Trus	
	_ <u> </u>	Αι	ut	Spr	· S	um	Key Vertical	Horizontal and	
ear 6)	1	-	1 2	+	2	Geography Links	Diagonal Links	
g	To name a number of countries from Africa and locate them on a map and in an		H		f	+	2000.00	2.350.131 211113	
Africa	atlas						Variates in i		
	Identify the main environmental regions in Africa, key physical and human characteristics, and major cities						Years 1-5 Locational Knowledge	Vear & Spring History	
World	To name and locate cities and key physical features of significant places internationally						Year 6 Summer Geography Trade and Natural	Year 6 Spring Histor Civil Rights	
The	To justify the value of their local to world locational knowledge, recognising the						Resources		

To compare the resources of different places and understand that different places

significance of key places and features

 $import\ and\ export\ different\ goods.$

To describe different types of settlements and land use. Including mapping of

Northampton/Milton

Place and Locational

owledge	To Le	earn about the conditions of places and populations practicing Fairtrade.			Knowledge from Years 1-5	
Place Knowledge	To recognise the impact of geography on what a country exports to other countries					
Physical phy	To describe and understand key aspects of human geography, including economic activity and trade links					
Human and Physical Geography	To describe and understand key aspects of the distribution of natural resources including energy, food minerals and water.				Years 1-5 Locational Knowledge	
Ĭ	To investigate and report on an environmentally significant issue from the 17 sustainable development goals, using a range of sources					
eld Work	Fieldwork	Examine in detail, as appropriate, aspects of the school's grounds, and develop further their investigations in the physical, human and environmental geography of the local areas, including gits weather and climate.			Year 5 Fieldwork - Investigate the physical, human and environmental geography of the school's grounds and local area, including its weather - To measure human and physical features in the local area using a range of appropriate instruments	Year 6 Spring 2 Maths Interpret and construct pie charts and line graphs and use these to solve problems
ills & Fi		To make clearly explained links between observations in the local area and the wider world to identify patterns				
Geographical Skills & Field Work		To devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view				
Geogra		To independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion				
		To reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence				
	Using and Interpreting	To know that purpose, scale, symbols and style are related			Year 5 Using & Interpreting - To select a map for a specific purpose To begin to use atlases to find out about other features of places	
		To appreciate different map projections.				
		To interpret distribution maps and use thematic maps for information				
		To describe and interpret relief features				
		To use thematic maps for specific purposes			=	
	on and tation	To use thematic maps for specific purposes To use 6-figure gird references to locate features on a map			features of places	
	Position and Orientation				=	
	ng	To use 6-figure gird references to locate features on a map			features of places Year 5 Locational Knowledge - To identify the position and significance of lines of longitude and the	
		To use 6-figure gird references to locate features on a map To use latitude and longitude in an atlas or globe			features of places Year 5 Locational Knowledge - To identify the position and significance of lines	Year 6 Maths
	ng	To use 6-figure gird references to locate features on a map To use latitude and longitude in an atlas or globe To draw thematic maps for example, local open spaces			Year 5 Locational Knowledge - To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night. Year 5 Map Skills	Year 6 Maths Describe positions on the full coordinate grid (all 4 quadrants)
	Symbols Drawing	To use 6-figure gird references to locate features on a map To use latitude and longitude in an atlas or globe To draw thematic maps for example, local open spaces Draw a variety of thematic maps based on own data. To recognise Ordnance Survey symbols and find them on a map (see Map Symbol)			Year 5 Locational Knowledge - To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night.	Describe positions on the full coordinate grid
	Symbols Drawing	To use 6-figure gird references to locate features on a map To use latitude and longitude in an atlas or globe To draw thematic maps for example, local open spaces Draw a variety of thematic maps based on own data. To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)			Year 5 Locational Knowledge - To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night. Year 5 Map Skills - To begin to understand contour lines - To make a plan for	Describe positions on the full coordinate grid
	Symbols Drawing	To use 6-figure gird references to locate features on a map To use latitude and longitude in an atlas or globe To draw thematic maps for example, local open spaces Draw a variety of thematic maps based on own data. To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) To use a scale to measure distances			Year 5 Locational Knowledge - To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night. Year 5 Map Skills - To begin to understand contour lines - To make a plan for example, garden, play	Describe positions on the full coordinate grid
	and Symbols Drawing	To use 6-figure gird references to locate features on a map To use latitude and longitude in an atlas or globe To draw thematic maps for example, local open spaces Draw a variety of thematic maps based on own data. To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) To use a scale to measure distances Draw/use maps and plans at a range of scales			Year 5 Locational Knowledge - To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night. Year 5 Map Skills - To begin to understand contour lines - To make a plan for	Describe positions on the full coordinate grid
	Symbols Drawing	To use 6-figure gird references to locate features on a map To use latitude and longitude in an atlas or globe To draw thematic maps for example, local open spaces Draw a variety of thematic maps based on own data. To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) To use a scale to measure distances Draw/use maps and plans at a range of scales To read and compare map scales			Year 5 Locational Knowledge - To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night. Year 5 Map Skills - To begin to understand contour lines - To make a plan for example, garden, play	Describe positions on the full coordinate grid (all 4 quadrants)