

## Progression of Skills In Geography

	<u>Reception/EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>Topics</u>	Autumn term – Kenya Spring term – Directions Summer term – Around me	Autumn term – Where we live Spring Term – The United Kingdom Summer term – Home and away	Autumn Term – Capital cities and landmarks Spring Term – Continents and oceans Summer term - Coasts	Autumn term- Ancient UK settlements Spring Term – Rivers Summer term – Mapping Mile Cross in WWII
Geographical enquiry	<ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world.</li> </ul> <p>Seasons – watch in time laps.</p> <p>Looking at real life objects from clothes and similarities and differences between life here and there (clothes, food – fruit tasting, animals, weather).</p> <p>Made Andy Goldsworthy – autumn leaf art. Autumn objects hunt.</p> <p>Looking at signs of spring, observational drawing daffodils, life cycles of tadpoles.</p> <ul style="list-style-type: none"> <li>Show care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions. <i>Discuss weather each morning, make observations of the views, through pic collage and sustained writing – senses. –</i></li> </ul> <p style="text-align: center;">The United Kingdom - All lessons</p> <p>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.</p> <p><i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify through labelling maps, using a key to show features, creating a globe.</i></p> <ul style="list-style-type: none"> <li>Use information books/pictures as sources of information. compare the land use from now and then of school. Site and local area. What's the same? What has changed? Use a map of the school and local area</li> <li>Investigate their surroundings. - Use a map of the school and local area</li> </ul> <p>Make observations about where things are e.g. within school or local area. Use a map of the school and local area Looking at animals around the world and weather differences. (comparing countries)</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like? .</p> <ul style="list-style-type: none"> <li>Where are the capital cities of The United Kingdom? What are they like? How are they similar? How are they different?</li> </ul> <p>What is the purpose of key landmarks of the capital cities within The United Kingdom?</p> <p>Can you compare cities, towns and villages? Advantages and disadvantages of living in a city or village.</p> <p>Animals and habitats – Where do specific animals live? Relate to the equator, continents and hot and cold parts of the world. Why are animals and habitats related to climate?</p> <p>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. Look at weather in Cromer, create a weather graph. Compare weather in England to weather in North and South Pole</p> <ul style="list-style-type: none"> <li>Use Non Fiction books, stories, maps, pictures/photos and internet as sources of information. Investigating explorers and different habitats on earth. Where did they explore? Locate on map. Which continents did they visit?</li> <li>Investigate their surroundings. Talk about journeys they have been on.</li> <li>Make appropriate observations about why things happen. Which animals live where and why?</li> <li>Make simple comparisons between features of different places. Which animals live where and why?</li> </ul>	<p>Begin to ask/initiate geographical questions.</p> <p>Plans of stone -age settlement. Use compass directions and coordinates to navigate.</p> <p>Stone-Age types of structures (cave vs wood). When did Stone Age people move from hunting to gathering and why?</p> <p>Find out about the settlement of Skara Brae Find out where the best places to build Iron Age settlements were and why.</p> <p style="text-align: center;">Begin to identify significant places</p> <p>Explore the geography of Iron-age hill forts. Where in the UK were they located? Look at blitz – map of cities bombed. Why were they important? Look at beach defences – Why would cliffs be hard to attack? Cloudy nights and bombing. How did weather patterns help in leading the Allies to victory?</p> <p>Did Geographic barriers create diversions? Look at blitz – map of cities bombed. Why were they important?</p> <p style="text-align: center;">Rivers - All lessons</p> <ul style="list-style-type: none"> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information. Rivers - All lessons</li> <li>Investigate places and themes at more than one scale Comparing the Wensum and the Danube</li> <li>Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Comparing the Wensum and the Danube</li> </ul>

<p>Direction Location</p>	<ul style="list-style-type: none"> <li>Name and locate different parts of the local community.</li> <li>Follows simple directions.</li> </ul> <p>Left and right Maths Mastery, PE song and describing walk to forest school.</p>	<ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> <li>Explore and use compass directions to navigate around a map of a familiar location.</li> </ul> <p>Explore and use compass directions to navigate around a map of The United Kingdom.</p>	<ul style="list-style-type: none"> <li>Follow directions (as yr 1 and inc'. NSEW)</li> <li>Talk about journeys they have been on.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions</li> <li>In relation to explaining locations of geographical features from maps.</li> <li>Use letter/no. co-ordinates to locate features on a map.</li> <li>Directions used in relation to explaining locations of geographical features from map</li> </ul>
<p>Drawing maps</p>	<ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, photographs, magnifiers and visiting local places.</li> </ul> <p>Describing walk to forest school.</p> <p>Pirate maps</p>	<ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> </ul> <p>Make map of local area</p> <p>Make maps of school – use a little figure and ask the children to show us how to get somewhere</p>	<ul style="list-style-type: none"> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul> <p>Create simple maps of capital cities including landmarks and key geographical features.</p> <p>Talk about journeys they have been on &amp; make a map of a place visited or the journey.</p>	<ul style="list-style-type: none"> <li>Try to make a map of a short route experienced, with features in correct order.–</li> <li>Local study of the River Wensum (from walk/trip)</li> </ul> <p>Try to make a simple scale drawing.</p> <p>Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages</p> <p>Make a visitor's guide to Stonehenge</p> <p>Explore the geography of Iron-age hill forts.</p> <p>Where in the UK were they located?</p> <p>Local study of the River Wensum (from walk/trip). Locate and add key sites from river walk on to map- New Mills / Brewery / Cow Tower / Riverside.</p> <p>Chn to plot allies onto map.</p> <p>Local area walk – Plot route on map. Mark where bombs fell</p>
<p>Representation</p>	<ul style="list-style-type: none"> <li>Draw and create their own maps using real objects, and/or pictures and symbols.</li> </ul> <p>Pirate maps</p> <p>Maps in stories (What the Ladybird Heard).</p>	<ul style="list-style-type: none"> <li>Use own symbols on imaginary map.</li> </ul> <p>Make a map of the school. Include key features.</p> <p>Making their own map of a location of their own.</p> <p>Create a map of the United Kingdom adding country names and key human and physical features (river, ocean, beach, hills, mountains)</p> <p>Add Key to map to help identify key physical features.</p> <p>-</p> <p>Find and locate countries and oceans of The United Kingdom</p>	<ul style="list-style-type: none"> <li>Begin to understand the need for a key.</li> </ul> <p>Create simple maps of capital cities including landmarks and key geographical features. Add key for key features.</p> <p>Talk about journeys they have been on &amp; make a map of a place visited.</p> <ul style="list-style-type: none"> <li>Use class agreed symbols to make a simple key. –</li> <li>Talk about journeys they have been on and make a map of a place visited.</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Local study of the River Wensum (from walk/trip)</li> <li>Use standard symbols.</li> <li>Study of the Wensum (walk/trip)</li> </ul>
<p>Using maps</p>	<ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, photographs, magnifiers and visiting local places.</li> </ul> <p>Handa's Surprise (PWP). Talking about the world and looking at different types of maps. Looking at where Handa lives (Kenya).</p>	<ul style="list-style-type: none"> <li>Use a simple picture map to move around the school; Recognise that it is about a place.</li> <li>Use a simple picture map to move around the school; Recognise that it is about a place.</li> </ul> <p>Explore and use compass directions to navigate around a map.</p> <p>Locate and name countries and seas/oceans on The United Kingdom.</p>	<ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Link to History visit to Cathedral – Map of where they are going to visit.</li> <li>Use a plan view.</li> <li>Link to History visit to the Cathedral – Map of where they are going to visit.</li> </ul> <p>Use an infant atlas to locate places.</p> <p>Look at centre of London on a map and identify these key features, look at Norwich on a map and identify</p>	<ul style="list-style-type: none"> <li>Locate Iron-age hill forts on map on The United Kingdom</li> <li>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) – Spr - Rivers – Comparing the Wensum and the Danube</li> <li>Map of Europe – Which countries were invaded? Plot</li> </ul>

	<p>'About me' looking at maps and where people's parents are from.</p> <p>What I want to be when I grow up looked at Astronaut and world, Google Earth and local maps.</p> <p>Globe, local maps, maps in stories (What the Ladybird Heard).</p>	<p>Locate places the children have visited on map of The United Kingdom.</p>	<p>key features - Locate Countries and capital cities of The United Kingdom</p> <p>Name and locate key countries in Europe on map.</p> <p>Use a range of sources such as simple maps and photographs</p> <p>Identify landmarks of capital cities of countries of The United Kingdom</p> <p>Talk about journeys they have been on. Look at atlas to identify and label continents, talk about countries and oceans – links to Pacific Ocean when Captain Cook discovered Australia.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map. include key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>onto map.</p> <p>Look at blitz – map of cities bombed. Locate allies and axis on world map. Look at map of cities bombed. Why were they important?</p>
Scale Distance	<ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike) – Use a map of the school and local area.</li> <li>Compare Norwich to London in terms of size and location. Where are they in relation to England and The United Kingdom?</li> <li>Use websites and traditional maps to locate where we live and other key places. Link to where famous individuals lived who we study.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> <li>Identify landmarks in London and identify landmarks in Norwich – talk about similarities and differences, label capital cities on a world map. <ul style="list-style-type: none"> <li>Identify capital cities of The United Kingdom and label on. Map. Look at similarities and differences.</li> </ul> </li> <li>Elements in Yr1 Geography – Expand in Yr 2 to include recognising the UK in relation to the world.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) – Comparing the Wensum and the Danube (Use many different sources and map styles for children to identify features and places.</li> </ul>
Perspective	<ul style="list-style-type: none"> <li>Draw around objects to make a plan.</li> </ul> <p>Globe, local maps, maps in stories (What the Ladybird Heard).</p> <p>Pirate maps</p>	<ul style="list-style-type: none"> <li>Draw around objects to make a plan. Make their own map of a location of their own.</li> </ul>	<ul style="list-style-type: none"> <li>Look down on objects to make a plan view map. Make own 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, include key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul>	<p>Begin to draw a sketch map from a high view point. Drawing of rivers and waterfalls using a variety of techniques.</p>
Map knowledge	<ul style="list-style-type: none"> <li>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</li> </ul>	<ul style="list-style-type: none"> <li>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. Use a map of the school and local area</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name on UK map major features e.g. London, River Thames, home location, seas. Add capital cities of The United Kingdom to map and add key landmarks.</li> <li>Elements in Yr1 Geography – Expand in Yr 2 to include recognising the UK in relation to the world.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify points on maps A,B and C Comparing the Wensum and the Danube</li> </ul>

		Name and locate countries and oceans of the united Kingdom.	Name and locate countries, capital cities and a range of other Cities on map of The United Kingdom.  Locate and ad names of countries to map of Europe.	
Style of map	<ul style="list-style-type: none"> <li>Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.</li> </ul> <p>Pirate maps</p> <p>What the Ladybird Heard (linking with Farm topic) looking at map in story and recreated their walk to school. Including 'chat cat challenge' home learning. Talked about birds-eye view of maps</p> <p>Postman and postal routes</p> <p>Globe, local maps, maps in stories (What the Ladybird Heard).</p>	<ul style="list-style-type: none"> <li>Picture maps and globes</li> </ul> <p>Use a map of the school and local area. Use websites and traditional maps to locate where we live and other key places. Link to where famous individuals lived who we are studying.</p> <p>Forest school - using compasses to navigate to find specific points/locations.</p> <p><i>Name and locate the world 7 continents and the 5 oceans.</i></p> <p><i>Looking at Norwich as a city and comparing it to Sydney – comparing weather to Australia's location</i></p> <p><i>Comparing Alaska to Mexico (weather and location) – in relation to the equator and north/ south pole</i></p>	<ul style="list-style-type: none"> <li>Find land/sea on globe.</li> <li>Use teacher drawn base maps.</li> <li>Use large scale OS maps.</li> <li>Use an infant atlas</li> </ul> <p>Different map types used throughout the unit.</p>	<ul style="list-style-type: none"> <li>Use large scale OS maps.</li> <li>Begin to use map sites on internet.</li> <li>Begin to use junior atlases.</li> <li>Begin to identify features on aerial/oblique photographs.</li> </ul> <p>Different map types used throughout the unit.</p>

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Topics</u>	Autumn – The birth of Britain Spring Term – The River Nile Summer Term – Rainforests	Autumn Term- Greek cities Spring Term- Maps Summer Term – Greece	Autumn Term – Central America Spring term – Rural to urban Summer Term – Coastlines
Geographical enquiry	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas. – Human geography - Sewerage systems invented by Romans</li> <li>Sum – Rainforests – Throughout the unit</li> <li>Extend to satellite images, aerial photographs – Spr – Egyptians (History) – Finding the River Nile</li> <li>Sum - Locating rainforests on different maps</li> <li>Investigate places and themes at more than one scale – Spr – Egyptians (History) – Why is/was the River Nile so important? – Sum – Rainforests – Comparing and contrasting between UK forests and rainforests</li> <li>Collect and record evidence with some aid – Spr – Egyptians (History) – Why is/was the River Nile so important? – Sum – Rainforests – Comparing and contrasting between UK forests and rainforests</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps – Autum Types of settlements - Celtic choosing to build their settlements on hills and Celtic roundhouses Look Celts use of barges for transport compared to Roman's using roads. Roman clothing suitable for climate – comparing Britain and Italy (Rome)</li> <li>Sum – Rainforests – Comparing and contrasting between UK forests and rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. – Sum – Greece – Throughout the unit</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places -Aut- Compare Athens vs Sparta including geographical features, Spr- label countries in Europe where AS and V came from and how they got to the UK – Sum – Greece – Compare physical features of Greece/UK, compare features of Greece/UK. What would life be like in an area where natural disasters have occurred?</li> <li>Collect and record evidence unaided – Sum – Greece – Compare physical features of Greece/UK, compare features of Greece/UK. What would life be like in an area where natural disasters have occurred? Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life Aut- Comparing Athens and Sparta including geographical features, – Sum – Greece – Compare physical features of Greece/UK, comparing geographical features of Greece and the UK, using thematic maps to compare climate across Europe and elevation range across the world,</li> </ul>	<ul style="list-style-type: none"> <li>Suggest questions for investigating – All units</li> <li>Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places – Aut – Aztecs and Maya – Where in the world did they live? – Aut – Aztecs and Maya – Geographical features of Central America – Sum – Coastlines - What is a Blue Flag beach?</li> <li>Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it -- Aut – Aztecs and Maya – Comparing climate of Central America to the UK – Sum – Coastlines - What is a Blue Flag beach? – Sum – Coastlines - The social and economic benefits that the coastline provides Norfolk.</li> </ul>
Direction Location	<ul style="list-style-type: none"> <li>Use 4 compass points well: – Sum –Linked to Forest School visits throughout the year</li> <li>Begin to use 8 compass points; – Sum –Linked to visits to Forest School throughout the year</li> <li>Use letter/no. co-ordinates to locate features on a map confidently. – Sum – Rainforests – Comparing and contrasting between UK forests and rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points; – Sum – Greece – use thematic maps to compare climate across Europe and elevation range across the world,</li> <li>Begin to use 4 figure co- ordinates to locate features on a map. – Sum – Linked to Maths, translation and coordinates- visit to Cromer.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately; – Aut – Aztecs and Maya – Language used in lessons discussing map work – Sum – Coastlines – Wells trip</li> <li>Use 4 figure co-ordinates confidently to locate features on a map. – Sum – Coastlines - Use maps to name and locate cities across the UK.</li> <li>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. – Aut – Aztecs and Maya – Identify places using longitude and latitude -Sum – Coastlines - Use maps to name and locate counties in East Anglia and places within Norfolk.</li> </ul>
Drawing maps	<ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order; – Spr – Egyptians (History) – Finding the River Nile</li> <li>Make a simple scale drawing. – Spr – Egyptians (History) – Finding the River Nile</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a variety of thematic maps based on their own data. – Sum – Greece – drawing thematic maps to compare climate across Europe and elevation range across the world.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data.– Sum – Coastlines – Plan their own seaside resort</li> <li>Begin to draw plans of increasing complexity – Sum – Coastlines – Plan their own seaside resort</li> </ul>
Representation	<ul style="list-style-type: none"> <li>Know why a key is needed. – Forest School work</li> <li>Begin to recognise symbols on an OS map. – Forest School work</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key; – Sum – Greece – draw thematic maps to compare climate across Europe and elevation range across the world, draw maps of Greek mountain range and rivers.</li> <li>Use/recognise OS map symbols. – Sum – Greece – draw thematic maps to compare climate across Europe and elevation range across the world, draw maps of Greek mountain ranges and rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Use/recognise OS map symbols; – Sum – Coastlines – Plan their own seaside resort - – Sum – Coastlines – Note symbols from Wells field trip</li> <li>Use atlas symbols. – Aut – Aztecs and Maya – Where in the world did they live?</li> </ul>
Using maps	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe) – Roman Empire - map of expansion (world's countries)</li> </ul>	<ul style="list-style-type: none"> <li>Compare maps with aerial photographs. – Sum – Greece – draw thematic maps comparing climate across Europe and elevation range across the world, draw maps of Greek mountain ranges &amp; rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. – Sum – Coastlines – Note symbols from Wells field trip</li> </ul>

	<p>Battle of Watling street, locating places Boudica burned down on a map. Colchester, London and St Albans and comparing using compass points. Forest school - using compasses to navigate to find specific points/locations. Spr – Egyptians (History) – Finding the River Nile and comparing to the UK.</p> <ul style="list-style-type: none"> <li>Follow a route on a large scale map. – Spr – Egyptians (History) – Finding the River Nile and comparing to the UK. – Sum – Look at routes of visits and trips (inc Forest School)</li> </ul>	<ul style="list-style-type: none"> <li>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Aut- Finding and labelling AS and Viking settlements – Sum – Greece – labelling and learning oceans, continents, countries in Europe, find mountain ranges across world.</li> <li>Begin to use atlases to find out about other features of places. Aut- Comparing Athens and Sparta including geographical features, – Sum – Greece – labelling and learning oceans, continents, countries in Europe, finding mountain ranges across the world.</li> </ul>	<ul style="list-style-type: none"> <li>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) – Aut – Aztecs and Maya – Where in the world did they live? What are the differences between Central America and the UK?</li> </ul>
Scale Distance	<ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) – Spr – Egyptians (History) – Finding the River Nile and comparing to the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Measure straight line distance on a plan. – Sum – Greece – Cromer trip- maths coordinates and translations.</li> <li>Find/recognise places on maps of different scales. (E.g. river Nile.)- Spr- labelling counties in Europe where AS and V came from and how they got to the UK – Sum – Greece – labelling and learning oceans, continents, countries in Europe, finding mountain ranges across the world.</li> </ul>	<ul style="list-style-type: none"> <li>Use a scale to measure distances. Draw/use maps and plans at a range of scales. – Aut – Aztecs and Maya – Where in the world did they live – Sum – Coastlines – Describe key features of the Norfolk coastline. – Sum – Coastlines – Compare Norfolk coast to other coastlines around the world.</li> </ul>
Perspective	<ul style="list-style-type: none"> <li>Draw a sketch map from a high view point. – Sum – Create a map of Forest School</li> </ul>	<ul style="list-style-type: none"> <li>Draw a plan view map with some accuracy. – Sum – Greece – drawing thematic maps to compare climate across Europe and elevation range across the world, drawing maps of Greece mountain range and rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a plan view map accurately. – Sum – Coastlines – Plan their own seaside resort - – Sum – Coastlines – Note symbols from Wells field trip</li> </ul>
Map knowledge	<p>Begin to identify significant places and environments Aut - Roman roads around UK Spr – Egyptians (History) Aut- Find the River Nile and comparing to the UK. – Sum – Rainforests – Locating rainforests on different maps</p>	<ul style="list-style-type: none"> <li>Identify significant places and environments- Aut- Comparing Athens and Sparta including geographical features, Spr- labelling counties in Europe where AS and V came from and how they got to the UK – Sum – Greece – Compare physical features of Greece and the UK, compare geographical features of Greece and UK, using thematic maps to compare climate across Europe and elevation range across the world, labelling and learning oceans, continents, countries in Europe, finding mountain ranges across the world.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently identify significant places and environments – Aut – Aztecs and Maya – Where in the world did they live and how is it different to the UK – Sum – Coastlines – Describe key features of the Norfolk coastline. – Sum – Coastlines – Compare Norfolk coast to other coastlines around the world.</li> </ul>
Style of map	<ul style="list-style-type: none"> <li>Use large and medium scale OS maps.</li> <li>Use junior atlases.</li> <li>Use map sites on internet.</li> <li>Identify features on aerial/oblique photographs. – Spr – Egyptians – Find the Nile and compare to UK. – Sum – Rainforests – Locating rainforests on maps</li> </ul>	<ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> <li>Use medium scale land ranger OS maps. – Sum – Greece – labelling and learning oceans, continents, countries in Europe, finding mountain ranges across the world, Cromer trip- maths coordinates and translations.</li> </ul>	<ul style="list-style-type: none"> <li>Use OS maps.</li> <li>Confidently use an atlas.</li> <li>Recognise world map as a flattened globe. – Aut – Aztecs and Maya – Where in the world did they live – Sum – Coastlines – Compare Norfolk coast to other coastlines around the world.</li> </ul>