

# Progression Of Skills – Geography - Mile Cross Primary School



Term	Year Group					
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p style="text-align: center;"><b>Where we live</b></p> <p>Geographical enquiry</p> <ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Discuss weather each morning, make observations of the views, through pic collage and sustained writing – senses.</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> <li>Use a simple picture map to move around the school; Recognise that it is about a place.</li> <li>Use a range of sources such as simple maps, photographs, magnifiers and visiting local places</li> <li>compare the land use from now and then of school. Site and local area. What's the same? What has changed?</li> </ul> <p>Explore and use compass directions to navigate around a map.</p> <p>Drawing maps</p> <p>Make map of school. Add key features.</p> <p>Representation</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <ul style="list-style-type: none"> <li>Make maps – use a little figure and ask the children to show us how to get somewhere</li> </ul>	<p style="text-align: center;"><b>Capital cities and landmarks</b></p> <p>Geographical enquiry</p> <p>Begin to ask/initiate geographical questions. Where are the capital cities of The United Kingdom? What are they like? How are they similar? How are they different?</p> <p>Using maps</p> <ul style="list-style-type: none"> <li>Use an infant atlas to locate places. Look at centre of London on a map and identify these key features.</li> </ul> <p>Compare Norwich to London. Land use and density.</p> <p>Locate Countries and capital cities of The United Kingdom</p> <p>Representation</p> <ul style="list-style-type: none"> <li>Begin to understand the need for a key. look at Norwich on a map and identify key features</li> </ul> <p>Using maps</p> <ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)- Identify landmarks in London and identify landmarks in Norwich – talk about similarities and differences, label capital cities on a world map</li> </ul> <p>Use a range of sources such as simple maps and photographs.</p> <ul style="list-style-type: none"> <li>Identify landmarks of capital cities of countries of The United Kingdom</li> </ul>	<p style="text-align: center;"><b>Ancient settlements</b></p> <p>Geographical enquiry</p> <p>Begin to ask/initiate geographical questions. Plans of stone -age settlement. Use compass directions and coordinates to navigate. 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 Stone Henge (where did the Stone come from?)</p> <p>Find out where the best places to build Iron Age settlements were and why.</p> <p>Find out about Iron-Age hill forts – where were they commonly situated and why?</p> <p>Drawing maps</p> <ul style="list-style-type: none"> <li>Try to make a simple scale drawing</li> <li>Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages</li> <li>Make a visitor's guide to Stonehenge</li> </ul> <p>Using maps</p> <p>Begin to identify significant places and environments</p> <p>Explore the geography of Iron-age hill forts. Where in the UK were they located?</p> <p>Representation</p> <p>Add Iron age-hill forts to own map of The United Kingdom.</p>	<p style="text-align: center;"><b>The birth of Britain</b></p> <p>Geographical enquiry</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map</li> <li>Types of settlements - Celtic choosing to build their settlements on hills and Celtic roundhouses</li> <li>Look at Celts use of barges for transport compared to Roman's using roads</li> <li>Roman clothing suitable for climate – comparing Britain and Italy (Rome)</li> </ul> <p>Ask and respond to questions and offer their own ideas. – Human geography - Sewerage systems invented by Romans</p> <p>Using maps</p> <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> <li>Look at Colchester, London and St Albans and compare using compass points.</li> <li>Begin to identify significant places and environments</li> <li>Roman roads around UK</li> <li>Battle of Watling street, locating places</li> <li>Boudica burned down on a map.</li> </ul> <p>Geographical enquiry</p> <ul style="list-style-type: none"> <li>Use 4 compass points well: Forest school - using compasses to navigate to find specific points/locations.</li> </ul>	<p style="text-align: center;"><b>Greek cities</b></p> <p>Geographical enquiry</p> <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. Ancient Greeks- Comparing Greece and the UK, Locating where the Ancient Greeks lived, Can I research Greece?</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places t- Compare Athens vs Sparta including geographical features (in History books), label countries in Europe.</li> <li>Compare physical features of Greece/UK, compare features of Greece/UK.</li> <li>Collect and record evidence unaided – Greece – Compare physical features of Greece/UK, compare features of Greece/UK.</li> <li>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> <li>Comparing Athens and Sparta including geographical features (History Books), Comparing Greece and the UK - use thematic maps to compare elevation range across the world,</li> </ul> <p>Drawing maps</p> <p>Begin to draw a variety of thematic maps based on their own data. – using thematic maps to compare elevation range across the world,</p> <p>Using maps</p> <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.) - Finding and labelling countries in Europe, labelling Greece's major cities and rivers, comparing mountain ranges across the world.</li> <li>Begin to use atlases to find out about other features of places. - Finding and labelling countries in Europe, labelling Greece's major cities and rivers, comparing mountain ranges across the world.</li> </ul> <p>Scale Distance</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.) - Finding and labelling countries in Europe, labelling Greece's major cities and rivers, comparing mountain ranges across the world</p> <p>Perspective</p> <p>Draw a plan view map with some accuracy. - using thematic maps to compare elevation range across the world,</p> <p>Map knowledge</p> <p>Identify significant places and environments- Comparing Greece to the UK, comparing Athens to Sparta (History Books), labelling countries in Europe where AS and V came from and how they got to the UK . Using thematic maps to see elevation range across the world,</p> <p>Style of map</p> <ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> <li>Use medium scale land ranger OS maps. - countries in Europe, labelling major cities and rivers in Greece, comparing mountain ranges across the world.</li> </ul>	<p style="text-align: center;"><b>Central America</b></p> <p>Geographical enquiry</p> <ul style="list-style-type: none"> <li>Suggest questions for investigating – All units Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places - Aztecs and Maya – Where in the world did they live? – Aut – Aztecs and Maya – Geographical features of Central America –</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</li> </ul> <p>Direction location</p> <ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately; Aztecs and Maya – Language used in lessons discussing map work</li> <li>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Aztecs and Maya – Identify places using longitude and latitude –</li> </ul> <p>Representation</p> <p>Use atlas symbols. – Aztecs and Maya – Where in the world did they live?</p> <p>Using maps</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) – Aztecs and Maya – Where in the world did they live? What are the differences between Central America and the UK?</p> <p>Scale distance</p> <p>Use a scale to measure distances. Draw/use maps and plans at a range of scales. – Aztecs and Maya – Where in the world did they live</p> <p>Map knowledge</p> <p>Confidently identify significant places and environments – Aztecs and Maya – Where in the world did they live and how is it different to the UK</p> <p>Style of map</p> <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. – Aztecs and Maya – Where in the world did they live</li> </ul>

# Progression Of Skills – Geography - Mile Cross Primary School



Spring	The United Kingdom	Continents and oceans	Rivers	The River Nile	Maps	Rural to Urban
	<p><b>Geographical enquiry</b></p> <ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions. <ul style="list-style-type: none"> <li>All lessons</li> </ul> </li> <li>Use information books/pictures as sources of information.</li> <li>Use a map of the school and local area</li> <li>Investigate their surroundings .</li> <li>Use a map of the school and local area</li> <li>Make observations about where things are e.g. within school or local area.</li> <li>Use a map of the school and local area</li> </ul> <p><b>Direction Location</b></p> <p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Explore and use compass directions to navigate around a map.</p> <p><b>Drawing maps</b></p> <p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>- Explore and use compass directions to navigate around a map.</p> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Use own symbols on imaginary map. Making their own map of a location of their own.</li> </ul> <p>Create a map of the United Kingdom adding country names and key human and physical features.</p> <p><b>Using maps</b></p> <p>Use a simple picture map to move around the school; Recognise that it is about a place.</p> <p>- Explore and use compass directions to navigate around a map.</p> <p>Use an infant atlas to locate places The United Kingdom – Find and locate countries and oceans of The United Kingdom</p> <p><b>Scale Distance</b></p> <p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <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 study.</p>	<p><b>Geographical enquiry</b></p> <ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions. – Continents and oceans - All lessons</li> <li>Use information books/pictures as sources of information. – Spr - Continents and oceans - Use a map of the school and local area</li> <li>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?</li> <li>Investigate their surroundings . – Spr Continents and oceans - Use a map of the school and local area</li> <li>Make observations about where things are e.g. within school or local area. – Use a map of the school and local area</li> </ul> <p><b>Direction location</b></p> <ul style="list-style-type: none"> <li>Follow directions (as yr 1 and inc'. NSEW) Talk about journeys they have been on.</li> </ul> <p><b>Drawing maps</b></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> <li>Talk about journeys they have been on &amp; make a map of a place visited or the journey.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Begin to understand the need for a key.</li> <li>Talk about journeys they have been on &amp; make a map of a place visited.</li> <li>Use class agreed symbols to make a simple key. – Talk about journeys they have been on and make a map of a place visited.</li> </ul> <p>Locate and add countries in Europe to map.</p> <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Follow a route on a map - Link to History visit to Cathedral – Map of where they are going to visit.</li> <li>Use a plan view. – Spr – 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. 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 maps/atlasses/globes to locate countries within Europe.</p> <p><b>Scale distance</b></p> <ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Elements in Yr1 Geography – Expand in Yr 2 to include recognising the UK in relation to the world.</li> </ul>	<p><b>Geographical enquiry</b></p> <ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions. – Spr - Rivers - All lessons</li> <li>River walk – How settlements on the River Wensum have changed. John Crome / New Mills / Brewery / Cow Tower / Riverside.</li> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information. – Spr - Rivers - All lessons</li> <li>Investigate places and themes at more than one scale – Spr - Rivers – 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. – Spr - Rivers – Comparing the Wensum and the Danube</li> </ul> <p><b>Direction location</b></p> <ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions – Spr - Rivers – In relation to explaining locations of geographical features from maps.</li> <li>Use letter/no. co-ordinates to locate features on a map. – Spr - Rivers – Directions used in relation to explaining locations of geographical features from map</li> </ul> <p><b>Drawing maps</b></p> <ul style="list-style-type: none"> <li>Try to make a map of a short route experienced, with features in correct order.– Spr - Rivers – Local study of the River Wensum (from walk/trip)</li> <li>Try to make a simple scale drawing. – Spr - Rivers – Local study of the River Wensum (from walk/trip)</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Local study of the River Wensum (from walk/trip) <ul style="list-style-type: none"> <li>Use standard symbols.</li> <li>Study of the Wensum (walk/trip)</li> </ul> </li> </ul> <p><b>Using maps</b></p> <ul style="list-style-type: none"> <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)</li> <li>Locate and add key places from river walk on to map- New Mills / Brewery / Cow Tower / Riverside.</li> </ul> <p><b>Scale distance</b></p> <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>	<p><b>Geographical enquiry</b></p> <ul style="list-style-type: none"> <li>Extend to satellite images, aerial photographs – Spr – Egyptians (History) – Finding the River Nile</li> <li>Investigate places and themes at more than one scale – Spr – Egyptians (History) – Why is/was the River Nile so important?</li> <li>Collect and record evidence with some aid – Spr – Egyptians (History) – Why is/was the River Nile so important</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul> <p><b>Drawing maps</b></p> <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> <p><b>Representation</b></p> <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> <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)□</li> <li>Finding the River Nile and comparing to the UK. Follow a route on a large scale map. Finding the River Nile and comparing to the UK.</li> </ul> <p><b>Scale and distance</b></p> <ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) Finding the River Nile and comparing to the UK.</li> </ul> <p><b>Map knowledge</b></p> <p>Begin to identify significant places and environments</p> <p>Find the River Nile and comparing to the UK. –</p> <p><b>Style map</b></p> <ul style="list-style-type: none"> <li>Use large and medium scale OS maps. <ul style="list-style-type: none"> <li>Use junior atlases.</li> <li>Use map sites on internet.</li> </ul> </li> <li>Identify features on aerial/oblique photographs. Find the Nile and compare to UK.</li> </ul>	<p><b>Geographical enquiry</b></p> <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. - Researching major cities in Greece,</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places - Comparing climate zones.</li> <li>Collect and record evidence unaided - Researching major cities in Greece,</li> <li>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life -using thematic maps to compare climate zones.</li> </ul> <p><b>Direction Location</b></p> <ul style="list-style-type: none"> <li>Use 8 compass points; - compass point work, forest schools- reading and using maps to get around forest schools.</li> </ul> <p><b>Drawing maps</b></p> <p>Begin to draw a variety of thematic maps based on their own data. - using thematic maps to compare climate zones.</p> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key; - drawing forest school field and labelling measurements of maps compared to actual field and using symbols.</li> </ul> <p><b>Scale Distance</b></p> <ul style="list-style-type: none"> <li>Measure straight line distance on a plan. – Forest Schools- measuring a map and then comparing this to the actual length of the field by measuring.</li> </ul> <p><b>Perspective</b></p> <p>Draw a plan view map with some accuracy. - using thematic maps to compare climate zones.</p> <p><b>Map knowledge</b></p> <p>Identify significant places and environments– labelling and learning oceans, continents, finding mountain ranges across the world.</p> <p><b>Style of map</b></p> <ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> <li>Use medium scale land ranger OS maps. - measuring straight line distances, comparing climate zones,</li> </ul>	<p><b>Geographical enquiry</b></p> <ul style="list-style-type: none"> <li>Suggest questions for investigating – All units Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places – Studying lives of rich and poor people in the UK – movement from rural to urban</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 – Analysing population data of cities in the UK (movement from rural to urban).</li> </ul> <p><b>Direction location</b></p> <ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately; - Co-ordinates work in maths</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>Confidently identify significant places and environments – Identifying the most densely populated areas of the UK on a map during the Victorian Era</li> </ul>

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Summer	Home and away	Coasts	Mapping Mile cross	Rainforests	Greece	Coastlines
	<p>Geographical enquiry</p> <ul style="list-style-type: none"> <li>Use information books/pictures as sources of information</li> </ul> <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>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.</p> <p>Identify through labelling maps, using a key to show features, creating a globe.</p> <p>Looking at animals around the world and weather differences. (comparing countries)</p> <p>Style of map</p> <ul style="list-style-type: none"> <li>Picture maps and globes</li> </ul> <p>Name and locate the world 7 continents and the 5 oceans.</p> <p>Looking at Norwich as a city and comparing it to Sydney – comparing weather to Australia's location</p> <p>Comparing Alaska to Mexico (weather and location) – in relation to the equator and north/south pole</p>	<p>Geographical enquiry</p> <ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use an infant atlas to locate places</li> </ul> <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> <p>Perspective.</p> <ul style="list-style-type: none"> <li>Look down on objects to make a plan view map.</li> <li>Begin to understand the need for a key.</li> </ul> <ul style="list-style-type: none"> <li>Use class agreed symbols to make a simple key. 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>Using maps</p> <ul style="list-style-type: none"> <li>Use a plan view</li> </ul> <p>Look at ariel view of Cromer ahead of the trip and identify the key features.</p> <p>Drawing maps</p> <p>Begin to understand the need for a key, Use class agreed symbols to make a simple key – create a map of Cromer and create a key to represent areas on a map</p>	<p>Geographical enquiry</p> <ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions</li> </ul> <p>Map of Europe – Which countries were invaded? Look at blitz – map of cities bombed. Why were they important?</p> <p>Look at beach defences – Why would cliffs be hard to attack?</p> <p>Cloudy nights and bombing. How did weather patterns help in leading the Allies to victory? Did Geographic barriers create diversions?</p> <p>Using maps</p> <ul style="list-style-type: none"> <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)</li> </ul> <p>Locate allies and axis on world map. Look at blitz – map of cities bombed. Why were they important?</p> <p>Local area walk – Plot route on map. Mark where bombs fell.</p>	<p>Geographical enquiry</p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas. – Sum – Rainforests – Throughout the unit</li> <li>Extend to satellite images, aerial photographs – Sum - Locating rainforests on different maps</li> <li>Investigate places and themes at more than one scale Rainforests – Comparing and contrasting between UK forests and rainforests</li> <li>Collect and record evidence with some Rainforests – Comparing and contrasting between UK forests and rainforests</li> </ul> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ Rainforests – Comparing and contrasting between UK forests and rainforests</p> <p>Direction location</p> <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> </ul> <p>Use letter/no. co-ordinates to locate features on a map confidently. – Sum – Rainforests – Comparing and contrasting between UK forests and rainforests</p> <p>Using maps</p> <p>Follow a route on a large scale map. Sum – Look at routes of visits and trips (inc Forest School)</p> <p>– Sum – Rainforests – Locating rainforests on maps</p> <p>Perspective</p> <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> <p>Map Knowledge</p> <p>Begin to identify significant places and environments – Rainforests – Locating rainforests on different maps</p> <p>Style map</p> <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> </ul> <p>Identify features on aerial/oblique photographs. . Rainforests – Locating rainforests on maps</p>	<p>Geographical enquiry</p> <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.- Comparing different types of maps.</li> <li>Collect and record evidence unaided - Locating countries, continents and oceans.</li> </ul> <p>Direction Location</p> <ul style="list-style-type: none"> <li>Begin to use 4 figure co- ordinates to locate features on a map. – Linked to Maths, translation and coordinates- visit to Cromer.</li> </ul> <p>Representation</p> <ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key;- reading symbols on maps for Cromer trip, making own map using symbols.</li> </ul> <p>Use/recognise OS map symbols. - reading symbols on maps for Cromer trip, making own map using symbols.</p> <p>Using maps</p> <ul style="list-style-type: none"> <li>Compare maps with aerial photographs. – comparing maps with ariel photographs of Mile Cross</li> <li>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) – labelling and learning oceans, continents, find mountain ranges across world. Comparing maps with ariel photographs of Mile Cross</li> <li>Begin to use atlases to find out about other features of places. – labelling and learning oceans, continents, find mountain ranges across world. Comparing maps with ariel photographs of Mile Cross</li> </ul> <p>Scale Distance</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)– labelling and learning oceans, continents,</p> <p>Perspective</p> <p>Draw a plan view map with some accuracy. - reading symbols on maps for Cromer trip, making own map using symbols.</p> <p>Map knowledge</p> <p>Identify significant places and environments-- Cromer trip</p> <p>Style of map</p> <ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> <li>Use medium scale land ranger OS maps. – labelling and learning oceans, continents and countries.</li> </ul>	<p>Geographical knowledge</p> <ul style="list-style-type: none"> <li>Suggest questions for investigating – All units</li> </ul> <p>Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Coastlines - What is a Blue Flag beach? 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</p> <p>Coastlines - What is a Blue Flag beach? – Sum – Coastlines - What is a Blue Flag beach? – Sum – Coastlines - The social and economic benefits that the coastline provides Norfolk.</p> <p>Direction location</p> <ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately; 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</li> </ul> <p>Coastlines - Use maps to name and locate countries in East Anglia and places within Norfolk.</p> <p>Drawing maps</p> <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> </ul> <p>Begin to draw plans of increasing complexity – Sum – Coastlines – Plan their own seaside resort</p> <p>Representation</p> <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> </ul> <p>Using maps</p> <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>Scale distance</p> <ul style="list-style-type: none"> <li>Use a scale to measure distances. Draw/use maps and plans at a range of scales. Coastlines – Describe key features of the Norfolk coastline. – Sum – Coastlines – Compare Norfolk coast to other coastlines around the world.</li> </ul> <p>Perspective</p> <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> <p>Map knowledge</p> <p>Confidently identify significant places and environments</p> <p>Coastlines – Describe key features of the Norfolk coastline. – Sum – Coastlines – Compare Norfolk coast to other coastlines around the world.</p> <p>Style of map</p> <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.</li> </ul> <ul style="list-style-type: none"> <li>– Aut – Aztecs and Maya – Where in the world did they live</li> </ul> <p>– Sum – Coastlines – Compare Norfolk coast to other coastlines around the world.</p>