



## Geography Overview

Year	Term	Key Concept	Intent	Nat. curriculum objective	Milestones Skills <span style="background-color: #cccccc; border: 1px solid black; padding: 0 2px;"> </span> Knowledge <span style="background-color: #cccccc; border: 1px solid black; padding: 0 2px;"> </span>	Essential Characteristics	Vocabulary	Prior Learning
One	Autumn	What is it like here?	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</li> <li>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</li> <li>Recognise four features in the school grounds using a map.</li> <li>Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</li> <li>Draw a design to improve three areas of the playground using the results from the survey.</li> </ul>	<p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising some physical features in their locality.</li> <li>Recognising some human features in their locality.</li> <li>Using an atlas to locate the UK.</li> <li>Using directional language to describe the location of objects in the classroom and playground.</li> <li>Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>Responding to instructions using directional language to follow routes.</li> <li>Recognising local landmarks on aerial photographs.</li> <li>Recognising basic human features on aerial photographs.</li> <li>Recognising basic physical features on aerial photographs.</li> <li>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</li> <li>Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li> <li>Using simple picture maps and plans to move around the school.</li> <li>Asking questions about the world around them.</li> <li>Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>Asking and answering simple questions about the features of their school and school grounds.</li> <li>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> <li>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</li> </ul> <ul style="list-style-type: none"> <li>To know that the UK is short for 'United Kingdom'.</li> <li>To know that a country is a land or nation with its own government.</li> <li>To know the name of the country they live in.</li> <li>To know that an aerial photograph is a photograph taken from the air above.</li> <li>To know that atlases give information about the world and that a map tells us information about a place.</li> <li>To know that a map is a picture of a place, usually drawn from above.</li> <li>To know that symbols are often used on maps to represent features.</li> <li>To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards).</li> </ul>	<p>Be able to use an atlas to locate a specific location.</p> <p>Apply directional language learnt to discussions related to locating specific objects, features and when following routes.</p> <p>Show how to use aerial photographs to locate local landmarks and a range of human/physical features.</p> <p>Use simple maps to move around a given area, as well as for asking and answering questions.</p> <p>Produce a simple map using pictures, symbols and colours to locate a range of features.</p>	<p>aerial photograph</p> <p>aerial view</p> <p>atlas</p> <p>city</p> <p>country</p> <p>directional language</p> <p>distance</p> <p>features</p> <p>globe</p> <p>improve</p> <p>key</p> <p>land</p> <p>locate</p> <p>location</p>	<p>Pupils will have explored maps in Reception and be familiar with some of the features and vocabulary.</p>



## Geography Overview

	Spring	What is the weather like in the UK?	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Name and locate the four countries on a map of the UK.</li> <li>Identify the country they live in.</li> <li>Identify the four seasons.</li> <li>Describe some seasonal changes.</li> <li>Identify the four compass directions.</li> <li>Use the compass directions to describe the location of features.</li> <li>Observe and describe daily weather patterns.</li> <li>Begin to locate the four capital cities of the UK.</li> <li>Explain what the weather is like during each season in the UK.</li> <li>Suggest appropriate clothing and activities for each season.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Showing on a map which continent they live in.</li> <li>Locating the four countries of the United Kingdom (UK) on a map of this area.</li> <li>Beginning to locate the capital cities of the four countries of the UK on a map of this area.</li> <li>Showing on a map which country they live in and locating its capital city.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describing how the weather changes with each season in the UK.</li> <li>Describing the daily weather patterns in their locality.</li> <li>Confidently using the vocabulary 'season' and 'weather'.</li> <li>Recognising some physical features in their locality.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Using an atlas to locate the UK.</li> <li>Using directional language to describe the location of objects in the classroom and playground.</li> <li>Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>Responding to instructions using directional language to follow routes.</li> <li>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Using simple picture maps and plans to move around the school.</li> <li>Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>Asking and answering simple questions about the features of their school and school grounds.</li> <li>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> <li>Using an atlas to locate the four countries in the UK.</li> <li>Responding to instructions using directional language to follow routes.</li> <li>Recognising local landmarks on aerial photographs.</li> <li>Asking questions about the world around them.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>The name of two continents (Europe and Asia).</li> <li>That a continent is a group of countries.</li> <li>That they live in the continent of Europe.</li> <li>That the UK is short for 'United Kingdom'.</li> <li>That a country is a land or nation with its own government.</li> <li>That the United Kingdom is made up of four countries and their names.</li> <li>The name of the country they live in.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>The four seasons of the UK.</li> <li>That 'weather' refers to the conditions outside at a particular time.</li> <li>That different parts of the UK often experience different weather.</li> <li>That a weather forecast is when someone tries to predict what the weather will be like in the near future.</li> <li>That weather conditions can be measured and recorded.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Simple directional language (e.g. near, far, up, down, left, right, forwards, backwards).</li> <li>That a compass is an instrument we can use to find which direction is north.</li> <li>Which direction is N, S, E, W on a map.</li> </ul>	<p>To know and be able to locate the four countries of the UK on a map including the capital cities.</p> <p>To know what a continent is and be able to name two, including the one that they live in.</p> <p>Be able to identify the four seasons and the weather associated with them.</p> <p>Understand how the weather is seasonal and how to describe weather patterns.</p> <p>Be able to measure and record the weather.</p>	<p>atlas capital city climate compass continent country direction east land locate location map north rain gauge</p>	<p>Pupils will have experience in reading and making simple maps from the previous unit of work.</p> <p>Pupils will have basic knowledge about the seasons from their work in EYFS.</p>
--	--------	-------------------------------------	--	---	--	---	--	---



## Geography Overview

	Summer	What is it like to live in Shanghai?	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Give examples of human and physical features.</li> <li>Identify features they see on a walk.</li> <li>Explain the location of features using some directional language.</li> <li>Use an aerial photograph to locate physical and human features.</li> <li>Draw simple pictures or symbols on a sketch map.</li> <li>Draw compass points.</li> <li>Name the continent they live in.</li> <li>Use an atlas to locate the UK and China on a world map.</li> <li>Use an atlas to locate Europe and Asia on a world map.</li> <li>Identify China's physical and human geography.</li> <li>Sort physical and human features using photographs.</li> <li>Identify physical and human features in images of Shanghai.</li> <li>Compare Shanghai to their locality.</li> <li>Identify similarities and differences between human and physical features.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>Locating two of the world's seven continents on a world map.</li> <li>Showing on a map which continent they live in.</li> <li>Naming some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Naming some key differences between their local area and a small area of a contrasting non-European country.</li> <li>Recognising some physical features in their locality.</li> <li>Recognising some human features in their locality.</li> <li>Using an atlas to locate the UK.</li> <li>Using a world map and globe to locate two of the world's seven continents (Europe and Asia).</li> <li>Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.</li> <li>Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Recognising local landmarks on aerial photographs.</li> <li>Recognising basic human features on aerial photographs.</li> <li>Recognising basic physical features on aerial photographs.</li> <li>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</li> <li>Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li> <li>Adding labels to sketch maps.</li> <li>Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>Asking and answering simple questions about the features of their school and school grounds.</li> <li>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> </ul> <ul style="list-style-type: none"> <li>To know the name of the two continents (Europe and Asia).</li> <li>To know that a continent is a group of countries.</li> <li>To know that they live in the continent of Europe.</li> <li>To know that life elsewhere in the world is often different to ours.</li> <li>To know that life elsewhere in the world often has similarities to ours.</li> <li>To know that physical features means any feature of an area that is on the Earth naturally.</li> <li>To know that human features means any feature of an area that was made or built by humans.</li> </ul>	<p>Be able to give examples of human and physical features in their locality and that of a contrasting non-European country.</p> <p>Be able to use an atlas to explore the worlds continents and oceans, using directional language to talk about these.</p> <p>Show how to use a map to identify features and apply vocabulary learnt in discussion.</p> <p>Show how to use aerial photographs to identify and discuss similarities and differences of their locality and a contrasting non-European country.</p>	<p>continent country different directional language near far next to behind key human feature map physical feature similar symbol</p>	<p>Pupils will build upon their map and atlas skills learnt in prior units.</p>
--	--------	--------------------------------------	--	---	---	--	---	---



## Geography Overview

Two	Autumn	Would you prefer to live in a hot or cold place?	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Name and locate the seven continents on a world map.</li> <li>Locate the North and the South Poles on a world map.</li> <li>Locate the Equator on a world map.</li> <li>Describe some similarities and differences between the UK and Kenya.</li> <li>Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>Recognise the features of hot and cold places.</li> <li>Locate some countries with hot or cold climates on a world map.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>Locating all the world's seven continents on a world map.</li> <li>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</li> <li>Describing what physical features may occur in a hot place in comparison to a cold place.</li> <li>Locating some hot and cold areas of the world on a world map.</li> <li>Locating the Equator and North and South Poles on a world map.</li> <li>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>Using a world map, globe and atlas to locate all the world's seven continents on a world map.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Recognising human features on aerial photographs and plan perspectives.</li> <li>Recognising physical features on aerial photographs and plan perspectives.</li> <li>Recognising there are different ways to answer a question.</li> <li>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> </ul> <ul style="list-style-type: none"> <li>To know some similarities and differences between their local area and a contrasting non European country.</li> <li>To know that the Equator is an imaginary line around the middle of the Earth.</li> <li>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</li> <li>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</li> <li>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</li> <li>To be able to name the seven continents of the world.</li> <li>To know that a globe is a spherical model of the Earth.</li> <li>To begin to recognise world maps as a flattened globe.</li> </ul>	<p>Be able to identify and locate the seven continents of the world on a world map.</p> <p>Discuss similarities and differences between the UK and Kenya, and how these are in relation to the equator.</p> <p>Be able to identify and locate the North and South Poles on a world map and discuss similarities and differences between the two with a focus on weather and climate.</p> <p>Explain that the equator is an imaginary line around the middle of the earth and how this affects weather and climate in countries closest to it and furthest from it.</p> <p>Use aerial photographs to identify a range of similarities and differences between two locations and using these to ask and answer questions.</p>	<p>arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map</p>	<p>Pupils will know about the different seasons and types of weather from their learning in year 1.</p> <p>They will have basic atlas handling skills and be aware that there are seven continents and should be able to name two of them (Europe and Asia).</p>
-----	--------	--	--	--	--	---	---	--



## Geography Overview

	Spring	Why is our world wonderful?	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Identify and locate characteristics of the UK on a map.</li> <li>Identify human and physical features.</li> <li>Locate human and physical features on a world map.</li> <li>Explain the difference between oceans and seas.</li> <li>Name and locate the five oceans on a world map.</li> <li>Use an aerial photograph to draw a simple sketch map.</li> <li>Collect data by sketching findings on a map and completing a tally chart.</li> <li>Present their findings in a bar chart.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>Locating all the world's seven continents on a world map.</li> <li>Locating the world's five oceans on a world map.</li> <li>Showing on a map the oceans nearest the continent they live in.</li> <li>Confidently locating the capital cities of the four countries of the UK on a map of this area.</li> <li>Identifying characteristics (both human and physical) of the four capital cities of the UK.</li> <li>Showing on a map the city, town or village where they live in relation to their capital city.</li> <li>Describing the key physical features in a local river area using basic geographical vocabulary.</li> <li>Recognising why maps need a title.</li> <li>Using an atlas to locate the four capital cities of the UK.</li> <li>Using a world map, globe and atlas to locate all the world's seven continents on a world map.</li> <li>Using a world map, globe and atlas to locate the world's five oceans.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</li> <li>Recognising human features on aerial photographs and plan perspectives.</li> <li>Recognising physical features on aerial photographs and plan perspectives.</li> <li>Drawing a map and using class agreed symbols to make a simple key.</li> <li>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field).</li> <li>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> <li>Discussing the features they see in the area surrounding their school when on a walk.</li> <li>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> <li>Classifying the features they notice into human and physical with teacher support.</li> <li>Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.</li> </ul> <ul style="list-style-type: none"> <li>To be able to name the seven continents of the world.</li> <li>To be able to name the five oceans of the world.</li> <li>To name some characteristics of the four capital cities of the UK.</li> <li>To know the four capital cities of the UK.</li> <li>To know that a capital city is the city where a country's government is located.</li> <li>To know some key physical features of the UK.</li> <li>To know some key human features of the UK.</li> <li>To begin to recognise world maps as a flattened globe.</li> <li>To know that maps need a title and purpose.</li> <li>To know that maps need a key to explain what the symbols and colours represent.</li> <li>To know that a tally chart is a way of collecting data quickly.</li> </ul>	<p>Be able to identify and locate the seven continents of the world on a map and extend this further with the addition of the five oceans.</p> <p>Confidently identify and discuss a range of human and physical features and locate these on a world map.</p> <p>Use aerial photographs to be able to draw simple maps.</p> <p>Use data to ask/answer questions.</p>	<p>aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map</p>	<p>Pupils will be able to name the seven continents and locate them on a world map. They will be able to locate and name the capital cities of the four countries in the UK.</p> <p>Pupils will have a wide vocabulary to be able to discuss human and physical features including locational and directional language.</p> <p>Pupils will be familiar with using aerial photographs and simple maps, and will be able to use these to ask/answer questions.</p>
--	--------	-----------------------------	--	--	--	---	--	--



## Geography Overview

	Summer	What is it like to live by the coast?	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>Label these on a map of the UK.</li> <li>Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>Define what the coast is.</li> <li>Locate coasts in the UK</li> <li>Name some of the physical features of coasts</li> <li>Explain the location of UK coasts using the four compass directions.</li> <li>Name features of coasts and label these on a photograph.</li> <li>Identify human features in a coastal town.</li> <li>Describe how people use the coast.</li> <li>Follow a prepared route on a map.</li> <li>Identify human features on the local coast.</li> <li>Record data using a tally chart.</li> <li>Represent data in a pictogram.</li> <li>Describe how the local coast has been used.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently locating the capital cities of the four countries of the UK on a map of this area.</li> <li>Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary.</li> <li>Describing and understanding the differences between a city, town and village.</li> <li>Describing the key human features of a coast and how it changes over time using subject-specific vocabulary.</li> <li>Recognising why maps need a title.</li> <li>Using an atlas to locate the four capital cities of the UK.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>Using a map to follow a prepared route.</li> <li>Recognising human features on aerial photographs and plan perspectives.</li> <li>Recognising physical features on aerial photographs and plan perspectives.</li> <li>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> <li>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</li> <li>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>Asking and answering simple questions about data.</li> </ul> <ul style="list-style-type: none"> <li>To know that a sea is a body of water that is smaller than an ocean.</li> <li>To know that there are four bodies of water surrounding the UK and to be able to name them.</li> <li>To know that coasts (and other physical features) change over time.</li> <li>To know some key physical features of the UK.</li> <li>To know that a sea is a body of water that is smaller than an ocean.</li> <li>To know some key human features of the UK.</li> <li>To know that maps need a title and purpose.</li> <li>To know that maps need a key to explain what the symbols and colours represent.</li> <li>To know that a tally chart is a way of collecting data quickly.</li> <li>To know that a pictogram is a chart that uses pictures to show data.</li> </ul>	<p>Be able to identify and locate the seas and oceans surrounding the UK in an atlas and label these on a map of the UK.</p> <p>Use vocabulary learnt based on locational language to describe where the seas and oceans and coasts are located.</p> <p>Confidently discuss a range of human and physical features found in a coastal town and be able to label these on a photograph.</p> <p>Gather and record data using a tally chart and pictogram in response to the question – How do people use the local coast?</p>	<p>arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island harbour human feature</p>	<p>Pupils will build upon their atlas and map skills learnt in KS1.</p>
--	--------	---------------------------------------	--	--	--	---	---	---