
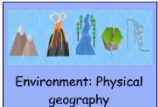

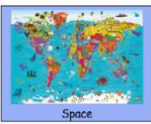


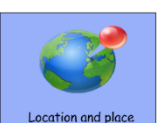







Geography Progression Document

ELG	Understanding the World	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
		People, Cultures and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

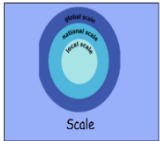
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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 • 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 • 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 • 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 • 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 • 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. 	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Human and Physical Geography</p> <p>Concept links:</p>       	<p>I know environments vary and can name features in the local environment</p> <p>I show care for the environment</p> <p>I am beginning to talk about weather</p> <p>I have an understanding of growth, decay and changes over time</p>	<p>I understand the difference between human and physical features and identify them in the local area</p> <p>I can describe seasonal weather changes</p> <p>I can point to the Equator, North and South Pole on a globe and atlas and know the temp is hot near the Equator and cold near the poles</p> <p>I can use basic geographical vocab to refer to physical features: beach, coast, mountain, sea, ocean, soil, season, weather</p> <p>I can use basic geographical vocab to refer to human features: city, town, village, house, farm, shop</p>	<p>I can compare human and physical features of the local area and an area in a non-European country</p> <p>I can identify seasonal and daily weather patterns in the UK</p> <p>I can locate hot and cold places in relation to the Equator, North and South Pole</p> <p>I can use basic geographical vocab to refer to physical features cliff, forest, hill, beach, coast, mountain, sea, ocean, soil, season, weather</p> <p>I can use basic geographical vocab to refer to human features city, town, village, house, farm, shop, harbor, port, office</p>	<p>I am beginning to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment)</p> <p>I can describe and compare the human and physical geography of the locality and regions in the UK</p> <p>I can explain weather conditions/patterns in the UK</p> <p>I know about, locate and name some of the world's most famous volcanoes.</p> <p>I can describe key aspects of volcanoes and earthquakes, how they are created and how people and environments are impacted by the,</p> <p>I can understand why some landscape features are near a locality and how land use is used</p> <p>I know what a coast and beaches are, how they are changing and how they impact people's lives</p> <p>I am beginning to use a wider geographical vocabulary to identify, describe and compare the human and physical features of the places studied</p>	<p>I understand the terms 'physical geography' and 'human geography'</p> <p>I can describe and compare physical and human geography of the locality, regions in the UK and a region in Rome</p> <p>I can explore weather patterns around the world</p> <p>I can understand the effect of landscape features on the development of an area</p> <p>I can describe and understand key aspects of physical geography including rivers, water cycles, settlements and land use</p> <p>I know what the source of a river is, the courses and how rivers erode, transport and deposit materials</p> <p>I understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth</p> <p>I can describe and understand key aspects of human geography including the distribution of water and why it's important</p> <p>I know why most cities are situated by rivers and why people are attracted to live by rivers</p> <p>I can understand why some landscape features are near a locality and how land use has changed over time</p>	<p>I have a secure understanding of the terms 'physical geography' and 'human geography' and understand the link between human and physical geography</p> <p>I can describe and compare physical and human features of the locality, regions in the UK and a region in North America</p> <p>I can understand about weather patterns and relate these to climate zones</p> <p>I know about changes to the world environment over time and how humans affect the environment over time</p> <p>I understand why people seek to manage and sustain their environments</p> <p>I can describe and understand key aspects and physical processes of physical geography including mountains</p> <p>I can describe, compare and evaluate some of the impacts of mountains on the human and physical geography of the locations studied.</p> <p>I can describe and understand key aspects of physical geography including the distribution of materials</p> <p>I can evaluate the impact of trade links and the distribution of natural resources</p>	<p>I have a secure understanding of the terms 'physical geography' and 'human geography' and understand the link between human and physical geography</p> <p>I can describe and compare physical and human geography of locations studied</p> <p>I can describe and understand key aspects of physical geography including biomes, climate zones, vegetation belts</p> <p>I can understand about weather patterns and relate these to climate zones</p> <p>I have a good understanding of all aspects of human and physical geography identified in the primary curriculum</p> <p>I know about changes to the world environment over time and how humans affect the environment over time</p> <p>I can describe and understand land use changes over time</p> <p>I understand why people seek to manage and sustain their environments</p> <p>I can investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved.</p>

<p>Place Knowledge</p> <p>Concept links:</p>        	<p>I can talk about my immediate environments</p> <p>I know about similarities and differences between familiar places and contrasting environments, through experiences and texts</p> <p>I know about similarities and difference between myself and others families, communities and traditions and show interest in the lives and occupations of people</p>	<p>I understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p> <p>I can identify human and physical features in the local area and say what I do and do not like about where I live</p> <p>I can observe and describe geographical similarities and differences between familiar places</p> <p>I know about some changes happening in my school or local community</p> <p>I can suggest ideas for improving the school environment</p> <p>I can describe actions people in my community do to maintain the area</p>	<p>I know that places are significant for a variety of reasons and places can be compared in many ways e.g. size, amenities, transport, location or weather.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography a small area of the UK (local area) and a non-European country (an area in Brazil)</p> <p>I know what I like and do not like about my locality and a place that is different to where I live</p> <p>I understand that places can change over time and can talk about changes</p> <p>I can suggest ideas for improving a places and describe actions people take for maintaining/improving an area</p>	<p>I can describe the human and physical geography of a region of the UK</p> <p>I can describe and compare some human and physical geographical features of my locality and another place in the UK, explaining why it has them</p> <p>I can recognize that there are similarities and differences between places and appreciate them</p> <p>I know why people may choose to live in one place rather than another, based on its geographical features</p> <p>I can talk about how land use has changed over time in the UK locations studied</p> <p>I can suggest ideas for improving a places and describe actions people are taking or could take for marinating/improving an area</p> <p>I can understand some of the ways in which volcanoes and earthquakes affect the human and physical geography of places</p> <p>I can understand where a place is in relation to its wider context eg. Blackpool is in the North of England</p>	<p>I can describe and compare the human and physical geography of different regions of the UK</p> <p>I can describe and compare human and physical features of my locality and another place, explaining why it has them</p> <p>I can describe and compare geographical similarities and differences through the study of human and physical geography of, a region in the UK and a region in Europe (region in Rome)</p> <p>I can understand that there are similarities and differences between places and appreciate them</p> <p>I can explain why people live in certain places and how lives may be different to my own</p> <p>I can say why a place in Europe is a popular holiday destination</p> <p>I can explain how human and physical features and process interact</p> <p>I can identify changes over time, suggest improvements and talk about actions people are taking</p> <p>I can understand some of the ways in which rivers and hills affect the human and physical geography of places</p>	<p>I can describe and compare human and physical features of my locality and another place, explaining why it has them</p> <p>I can describe and compare geographical similarities and differences through the study of a region of the UK and a region in N America,</p> <p>I can understand that there are similarities and differences between places and appreciate them and understand how these make a place significant</p> <p>I can explain why people live in certain places and how lives may be different to my own</p> <p>I can say why an area in America may be a popular holiday destination</p> <p>I can explain how human and physical features and process interact</p> <p>I can identify changes over time and suggest why it has happened; suggest ideas for improving a places and describe actions people are taking or could take for marinating/improving an area</p> <p>I can predict changes in the future, using sources</p> <p>I can understand some of the ways in which mountains affect the human and physical geography of places</p>	<p>I can describe and compare human and physical features of my locality and another place, explaining why it has them</p> <p>I can describe and compare geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in N America</p> <p>I can understand that there are similarities and differences between places and appreciate them and understand how these make a place significant</p> <p>I can suggest and evaluate reasons for geographical similarities and differences</p> <p>I can explain why people live in certain places and how lives may be different to my own</p> <p>I can explain how human and physical features and process interact</p> <p>I can identify changes over time and suggest why it has happened; suggest ideas for improving a places and describe actions people are taking or could take for marinating/improving an area</p> <p>I can predict changes in the future, using sources</p> <p>I can understand some of the ways in which biomes, climate</p>
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					I can understand where a place is in relation to its wider context eg. Peak District	I can understand some of the ways in which economic activity and distribution of resources affect the human and physical geography of places I can understand where a place is in relation to its wider context	and vegetation belts affect the human and physical geography of places I can explain how location fits into its geographical location, with reference to its human and physical environment I can understand where a place is in relation to its wider context
<p>Locational Knowledge</p> <p>Concept links:</p>   	<p>I can comment on where familiar places are such as where I live, go to school etc</p>	<p>I can talk about where places are in my local area</p> <p>I can say the names of the continents and oceans and begin to locate them on a map</p> <p>I can locate the North Pole, South Pole and Equator</p>	<p>I can locate places in in my local area</p> <p>I can name and locate all 4 countries, capitals and seas of the UK, identifying characteristics</p> <p>I can say the names of the 7 continents, 5 oceans and countries studied and locate them on a map</p> <p>I can locate hot and cold places in relation to the N Pole, S Pole and Equator</p>	<p>I know that locality is set within a wider geographical context</p> <p>I know what a region is and which region we live in</p> <p>I know what a county is, which county we live in</p> <p>I can begin to locate some regions, counties and cities in the UK and some topographical features inc coasts</p> <p>I can locate volcanoes and earthquakes in the world</p>	<p>I can confidently name and locate a growing number of regions, counties and cities in the UK and key topographical features including rivers and hills</p> <p>I know the names of rivers in the UK and the world and locate some of them on a map</p> <p>I can say if a country is in the Northern or Southern Hemisphere</p> <p>I can identify where countries are within Europe (then focusing on Rome)</p> <p>I can name and locate some capital cities of European countries.</p>	<p>I can confidently name and locate a growing number of regions, counties and cities in the UK and key topographical features and human and physical characteristics</p> <p>I can name and locate countries, cities and capital cities in Europe, North and South America and human and physical characteristics</p> <p>I can recognize the different shape of continents</p> <p>I can identify the physical characteristics and key topographical features of countries in N America</p> <p>I can name and locate key environmental regions including mountains</p> <p>I can identify latitude and longitude, Tropics of Cancer, Capricorn, hemispheres, the Greenwich Meridian and time zones including day and night; calculating time zone differences</p>	<p>I can name and locate counties and cities in the UK, geographical regions, environmental regions, human and physical characteristics</p> <p>I can name and locate countries and cities in Europe, N and S America, identifying environmental regions and human and physical geography</p> <p>I can identify and describe the significance of latitude and longitude, Tropics of Cancer, Capricorn, Northern and Southern Hemisphere, Arctic and Antarctic and the Greenwich Meridian.</p> <p>I can identify how features and land use patterns have changed over time.</p> <p>I can explain where places are in relation to its human and physical features</p>
Cartography	I can use simple maps of my immediate	I can use simple maps of the local area eg large	I can use simple maps, aerial photographs & plan	I can use & interpret maps, globes, atlases, digital / computer mapping/OS maps	I can use & interpret maps, globes, atlases, digital / computer mapping/OS maps/aerial maps	I can use & interpret maps, globes, atlases, digital / computer mapping/OS maps/aerial maps	I can use & interpret maps, globes, atlases, digital / computer mapping/OS maps/aerial maps

Concept links:



surroundings etc eg large scale, pictorial.

I can make my own maps in provision

scale, pictorial, aerial

I can make simple maps and plans

I can use aerial photographs to recognise landmarks and human and physical features

I can use locational and directional language (eg near, far, left, right) to describe the location of features and routes.

I can begin to use world maps to identify continents

(see below for more info)

perspectives to recognise landmarks & basic human & physical features.

I can devise a simple map and use and construct basic symbols in a key

I can look down on objects and make a plan

I know when you zoom in on a map, you see a smaller area

I can use simple compass directions (N,S,E,W) and locational & directional language to describe the location of features & routes on a map.

I can use maps, atlases, globes to identify the UK & its countries, continents and oceans studied

(see below for more info)

/aerial maps and plan perspectives to locate countries & topographical features studied

I can make plans & sketch maps using simple OS symbols and keys.

I can sketch maps of the local area and routes

Use the zoom tool to explain what places are like

I can recognise patterns on maps

I can use 4 figure grid refs to locate places on a map

/can use the 8 points of a compass.

(see below for more info)

to locate countries & topographical features studied

I can make plans and sketch maps with more complex keys and OS symbols

I can sketch maps of a small area and routes in the correct order

I can use zoom to locate places and explain what they are like

I can use maps at more than one scale

I can measure straight lines on a map using scale.

I can recognize patterns on maps and suggest what they show

I can explore OS maps using 4 figure grid refs and 8 points of a compass

I know that a 6 figure grid reference can help you find places more accurately than a 4 grid ref

(see below for more info)

mapping/OS maps/aerial maps to locate countries & topographical features studied

I can use the index and contents pages of an atlases

I can use thematic and distribution maps for specific purposes

I can make plans and sketch maps with more complex keys and OS symbols, taking scale into account

I can sketch maps to show routes in the correct order and follow routes on a map

I can use zoom to locate places, explore places at different scales and say what they are like

I can use scale to calculate distance

I can recognize patterns on maps and suggest what they show

I can use the 8 points of a compass, 6 figure grid refs, symbols & key (including OS map)

I can use latitude and longitude and talk about contours, height and slopes

(see below for more info)

map/aerial maps to locate countries & topographical features studied

I can use the index and contents pages of an atlases

I can use thematic and distribution maps for specific purposes and interpret information

I can make plans and sketch accurate and complex maps with more complex keys and OS symbols based on their own data

I can use zoom to locate places, explore places at different scales and say what they are like


I can recognise and find places on maps of different scales and use scale to measure distances


I can use maps and charts to support decision making about the location of places.

I can recognize patterns on maps and suggest what they show

I can use eight points of a compass, four and six grid references, symbols and key (including OS map)

I can use latitude and longitude and talk about contours, height and slopes

							(see below for more info)
<p>Fieldwork</p> <p>Concept links:</p> 	<p>I can talk about some of the things I have observed</p> <p>I can make drawings of observations</p> <p>I can look closely at similarities difference, patterns and change</p>	<p>Questionnaire I can listen to an adult talking about the local area</p> <p>Sketching I can draw simple features I observe</p> <p>Photography/audio recording I recognise a photo taken by a teacher as a record of what we have seen</p> <p>I can use observation skills to study the geography of the local area</p> <p>Measuring I can use everyday language to describe features observed eg bigger, smaller and locational language</p>	<p>Questionnaire I can ask familiar people prepared questions</p> <p>Sketching I can draw simple features I observe and add labels</p> <p>Photography/audio recording I can use a camera to record what I have seen and label the photos</p> <p>I can use simple observation and fieldwork skills to study the geography of the local area and beyond</p> <p>Measuring I can use nonstandard units to measure</p> <p>I can count the number of objects eg. traffic count</p> <p>I can use everyday language to describe features observed and locational language; including compass points</p>	<p>Questionnaire I begin to speak to unfamiliar people and record what I have found</p> <p>Sketching I can annotate my own sketches using descriptive labels</p> <p>Photography/audio recording I can take photos to record my findings and work out useful views from taking photos. I can add labels giving date and time</p> <p>Measuring I can use nonstandard and standard units to measure</p> <p>I can begin to use instruments eg rain gauge</p> <p>I can begin to organize recordings</p>	<p>Questionnaire I can suggest questions to ask as part of an investigation and use geographical language and record the main points</p> <p>I can use a database to record findings</p> <p>Sketching I can use a view finder and annotate my own sketches using descriptive and explanatory labels.</p> <p>Photography/audio recording I can use a camera independently from a useful view and add labels</p> <p>I can suggest how photos provide useful evidence in my investigations</p> <p>Measuring I can begin to count and record different types at the same time using a tally</p> <p>I can use instruments eg rain gauge</p> <p>I can organize results into a spreadsheet</p>	<p>Questionnaire I can prepare questions for an interview using geographic vocabulary and ask questions in response to an interviewee</p> <p>I can use a database to record findings</p> <p>Sketching I can use a view finder and sketch, add descriptive labels and evaluate them against criteria and use them as evidence in my investigations</p> <p>Photography/audio recording I can use a camera independently from a useful view and add labels</p> <p>I can suggest how photos provide useful evidence in my investigations and evaluate the usefulness of my recordings</p> <p>Measuring I can select and use a range of measuring instruments in investigations.</p> <p>I can count and record different types at the same time and organize results into a graph/table/spreadsheet</p> <p>I can design my own census, pilot, with help, and evaluate it.</p> <p>I can evaluate usefulness of my recordings (in whatever form eg</p>	<p>Questionnaire I can prepare questions for an interview using geographic vocabulary and ask questions in response to an interviewee; selecting an appropriate interviewee independently</p> <p>I can use a database to record findings</p> <p>Sketching I can sketch, add descriptive labels and evaluate them against criteria and use them as evidence in my investigations</p> <p>Photography/audio recording I can use a camera independently from a useful view and add labels</p> <p>I can suggest how photos provide useful evidence in my investigations and evaluate the usefulness of my recordings</p> <p>I can select photography as the best form of data collection when needed</p> <p>Measuring I can select and use a range of measuring instruments in investigations.</p> <p>I can design own census, pilot, with help, and evaluate it.</p> <p>I can count and record different types at the same</p>

						photos, sketches, data) and use them in my investigations	time and organize results into a graph/table/spreadsheet I can select the most appropriate way of collecting data independently I can evaluate usefulness of my recordings (in whatever form eg photos, sketches, data) and use them in my investigations
<p>Enquiry and Evidence</p> <p>Concept links:</p> 	<p>I can comment and ask questions with support about familiar places such as where I live and the natural world</p> <p>I can explore the natural world, making drawings and observations</p>	<p>I can answer teacher led questions and ask questions with encouragement and guidance</p> <p>I can make observations of where things are in my local surroundings</p> <p>I can give simple reasons for likes and dislikes</p> <p>I can record my findings with simple words or pictures</p>	<p>I can ask simple geographical questions when supported</p> <p>I can answer questions with a descriptive answer</p> <p>I can make observations and offer suggests about why things happen</p> <p>I can make simple comparisons between features of different places</p> <p>I can give detailed reasons for likes and dislikes</p> <p>I can record my findings in a range of ways</p>	<p>I can ask & respond to more open geographical questions with geographical answers</p> <p>I can compare observations of familiar locations to the wider world, using sources</p> <p>I can offer suggestions of why things are happening, using sources</p> <p>I can recognise that different people have different views inc myself</p> <p>I can analyse evidence and draw conclusions</p> <p>I can communicate findings in ways appropriate to the task or for the audience with support</p>	<p>I can ask & respond to more open geographical questions with geographical answers and offer my own ideas</p> <p>I can plan the steps and strategies for a geographical enquiry</p> <p>I make observation about a place and of how people are improving/damaging a place and why changes are happening</p> <p>I can compare places, using sources</p> <p>I can begin to identify and explain different views of people inc myself and begin to understand some of the reasons why</p> <p>I can analyze evidence and draw conclusions using more sources of evidence</p> <p>I can communicate findings in ways appropriate to the task or for the audience with support</p>	<p>I can ask & respond to more open geographical questions with geographical answers and offer my own ideas for investigation</p> <p>I can move from description to explanation when answering questions</p> <p>I can plan the steps and strategies for a geographical enquiry; beginning to use primary and secondary sources of evidence in my investigations</p> <p>I make observations of places, patterns and processes, similarities and difference</p> <p>I can recognise that different people have different views about an issue and begin to understand some of the reasons why, with reference to primary and secondary sources</p> <p>I can analyse evidence and draw conclusions using a variety of sources and in a variety of places</p>	<p>I can ask& respond to open geographical questions with geographical answers and initiate my own questions for investigation</p> <p>I can understand and reason when answering questions and complex decisions</p> <p>I can plan the steps and strategies for a geographical enquiry; using primary and secondary sources of evidence in my investigations</p> <p>I make observation of places, patterns and processes, similarities and difference</p> <p>I can recognise that different people have different views about an issue and begin to understand some of the reasons why, with reference to primary and secondary sources</p> <p>I can give increased detail of views and reasons influencing and justifying these views.</p>

						I can communicate findings in ways appropriate to the task or for the audience unaided	I can analyse evidence and draw conclusions using a variety of sources and of a variety of places. Looking at patterns and explain reasons behind it I can communicate findings in ways appropriate to the task or for the audience unaided
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To see a unit breakdown of content, please see our geography endpoints for each unit

KS1 MAPPING

Work confidently with:

- Large scale street maps and large scale
- Ordnance Survey maps (1:1250, 1:2500)
- Aerial photographs
- Games with maps and globes.

Have experience of:

- a range of different maps for example, tourist brochure, paper maps, storybook maps,
- Ordnance Survey digital maps at different scales,
- globes and atlases.

Introduce:

- simple grids,
- four cardinal points,
- basic digital mapping tools,
- zoom function of digital maps.

Context:

- focus on the local scale - home, school, neighbourhood, everyday lives (their own and others), work in the school grounds.
- global scale – world maps, globes and through story.

LKS2 MAPPING

Work confidently with:

- Large scale street maps and large-scale Ordnance Survey maps (1:1250, 1:2500),
- aerial photographs,
- oblique and bird’s eye views,
- games with maps and globes,
- Ordnance Survey maps 1:1250, 1:2500 and 1:10 000,
- 4-figure coordinates.

Have experience of:

- a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales,
- 6-figure coordinates.

Introduce:

- what 6-figure Grid References mean,
- 8 cardinal points,
- greater independence in using digital mapping tools.

Context:

a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.

UKS2 MAPPING

Work confidently with:

Large scale street maps and large-scale Ordnance Survey maps (1:1250, 1:2500); aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000 4 and 6-figure coordinates.

Have experience:

of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

Introduce: what 6 figure Grid References mean and how to calculate them.

Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.

