





Locational Knowledge 	Place Knowledge 	Human and Physical Geography 	Skills and Fieldwork 
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Main Unit	Spring Term	Autumn Term	Spring Term	Spring Term	Spring Term	Summer Term
	The Local Area and United Kingdom	The Wider World	Earthquakes and Volcanoes	Climate Zones, Biomes and Vegetation Belts	Rivers and Settlements	Trade and Natural Resources

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Half-Termly Lessons	United Kingdom	United Kingdom Europe	United Kingdom Europe Asia and Oceania	United Kingdom Europe	North and South America	Africa
		7 Continents 5 Oceans The Equator, North and South Poles	Equator, Northern and Southern Hemispheres	Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle Climate Zones Deserts and Rainforests	Lines of Longitude and the Prime/Greenwich Meridian Mountains and Rivers	The Wider World – Significant Places Internationally
	Map Skills and Fieldwork Locational Language	Map Skills and Fieldwork 4 Points on a Compass	Map Skills and Fieldwork 2 Figure Grid References	Map Skills and Fieldwork 8 Points on a Compass 4 Figure Grid References	Map Skills and Fieldwork	Map Skills and Fieldwork 6 Figure Grid References
	<p>←————— Map Symbols —————→</p> <p>←————— Maps, Atlases, Globes and Digital Mapping (Digimap) —————→</p> <p>←————— Fieldwork —————→</p>					



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Year 1		Aut	Spr	Sum	Key Vertical Geography Links	Horizontal and Diagonal Links
		1 2	1 2	1 2		
Locational Knowledge – United Kingdom	To find our school on a local map				<p>The World To know about similarities and differences in relation to places, objects, materials and living things</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another</p> <p>To make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>People and Communities To know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>Shape, Space and measure To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>To recognise, create and describe patterns</p> <p>To explore characteristics of everyday objects and shapes and use mathematical language to describe them</p> <p>Understanding To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p> <p>Speaking To express themselves effectively, showing awareness of listeners’ needs</p> <p>To develop their own narratives and explanations by connecting ideas or events</p>	<p>Year 1 Autumn 1 History Personal and Local History</p>
	To recognise local landmarks around our school on a map					
	To find Northampton/Milton Keynes on a map of the United Kingdom					
	To name the four countries and capital cities of the United Kingdom and locate them on a map, globe and atlas					
	To name some of the main towns and cities in the United Kingdom and locate them on a map					
Name and locate key topographical features of the UK including hills, mountains, coasts and rivers						
Place Knowledge	Name, describe and compare familiar places					
	Understand about changes to their local environment.					
	Describe different landscapes and environments to explore feelings about places (sense of place).					
	Develop contextual knowledge of constituent countries of the United Kingdom including different physical and human landscapes; population characteristics, cultural features; farming products; processes of industrial growth					
Human and Physical Geography	Weather and Climate	To keep a weather chart and answer questions about the weather.				
		To explain how the weather changes throughout the year and name the seasons.				
		To explain the differences between weather and climate				
	Use basic geographical vocabulary to refer to key physical features including; forest, hill, mountain, soil, valley					
	Use basic geographical vocabulary to refer to key human features including; city, town, village, farm, house, shop					
	Describe and understand key aspects of the physical and human geography by looking at landmarks and land use across the country.					
Geographical Skills & Field Work	Fieldwork	Explore, observe and discuss the school and grounds, noting weather, seasonal and other changes and suggesting improvements				
		Visit a nearby area and observe the features along the route taken and at the site visited (park/playground/shops etc)				
		To make simple observations.				
		To use a photo, video or audio taken by an adult as evidence of what they have seen.				
		To draw a simple sketch map showing key features of the school, its grounds and surrounding environments.				
		To work in a group with an adult to ask questions about the school, its grounds and surrounding environment.				
		To measure using simple words and frequency recording.				
		To reach a simple conclusion to the fieldwork question or prediction.				
	Using and Interpreting	To know that maps give information about the world (where and what?)				
		To use a simple map to move around the school				
		To follow a route on a prepared map				
		To recognise local landmarks in photographs				
		To visit local landmarks in real life (where possible)				
		To use aerial photographs to identify local landmarks				
		To identify local landmarks on a simple map				
	Position and Orientation	To describe simple features and routes on a basic map using locational and directional language starting with near and far, left and right.				
		Drawing	To devise a simple map (real or imaginary) for example freehand route maps, playground layout, places in stories etc. and use and construct basic symbols in a key (own and class agreed)			
	Symbols		To use symbols on maps (own and class agreed)			
			To know that symbols have a specific meaning on a map			
	Perspective and Scale	Recognise Ordnance Survey symbols on a map (see Map Symbol Progression)				
		To draw around objects to make a plan				
		To look down on objects and make a plan (e.g. n a desk or from a high window)				
	Digital Map Making	To use relative vocabulary (e.g. bigger/smaller, near/far)				
		To find places using a simple name search				
		To add simple information to maps for example, labels and markers				
		To draw a simple route				
		To add an image to a map				



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Year 2		Aut		Spr		Sum		Key Vertical Geography Links	Horizontal and Diagonal Links
		1	2	1	2	1	2		
Locational Knowledge	The United Kingdom	To describe our location in relation to other places using direction (it is North of X, it is South of Y etc.)						Year 1 United Kingdom - To find our school on a local map and recognise local landmarks - To find Northampton/Milton Keynes on a map of the United Kingdom - To name the four countries and capital cities of the United Kingdom and locate them on a map, globe and atlas Year 2 Summer Term History Explorers – Ibn Battuta	
		To name the seas surrounding England, Wales, Scotland and Ireland and locate them on a map, globe and atlas.							
	Europe	To locate at least 5 European countries on a map and in an atlas and name their capital cities including Ireland (Dublin), France (Paris), Spain (Madrid), Italy (Rome) and Germany (Berlin)							
		To name the 7 continents of the world and locate them on a map							
	The World	To name the world's 5 To Identify the UK and the countries where members of the class come from on a map of the world oceans and locate them on a map							
		To describe a place outside Europe using geographical words (referring to physical and human geographical vocabulary)							
		To identify the position and significance of the Equator							
To identify the position and significance of the North and South Poles									
Place Knowledge	To understand geographical similarities and differences through studying the human and physical geography of a Northampton/Milton Keynes and Kandy in Sri Lanka						- Name, describe and compare familiar places - Understand about changes to their local environment.		
	To understand geographical similarities and differences between villages, towns and cities								
Human and Physical Geography	To explain the services that a village, town and city may need and give reasons.						Use basic geographical vocabulary to refer to - key physical features including; forest, hill, mountain, soil, valley - key human features including; city, town, village, farm, house, shop	Year 2 Summer 2 Science Explore the Arctic and Antarctic habitat Explore the rainforest and its problems Understand desert, underground and ocean habitats	
	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles								
	Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather								
	Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop								
Geographical Skills & Field Work	Fieldwork	Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather						Year 1 Fieldwork - Explore, observe and discuss the school and grounds, noting weather, seasonal and other changes and suggesting improvements - Visit a nearby area and observe the features along the route taken and at the site visited (park/playground/ shops etc)	Year 2 Autumn 1 Maths Ask-and-answer questions about totalling and comparing categorical data
		To observe, name and discuss selected aspects of the local environment.							
		To use a camera, video or audio to gather evidence of what they have seen.							
		To draw a sketch map with labels showing key features of the school, its grounds and surrounding environments.							
		To ask trusted and familiar adults prepared questions about the school, its grounds and surrounding environments.							
		To measure using a guided tally and standard units such as minutes and metres.							
		To reach a simply described conclusion to a fieldwork question or prediction.							
	Using and Interpreting	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features						Year 1 Using & Interpreting - To recognise local landmarks in photographs - To use aerial photographs to identify local landmarks - To identify local landmarks on a simple map	
		To recognise simple features on maps such as buildings, roads and fields.							
		To use maps to talk about everyday life (e.g. where they live, journey to school, where places are in a locality)							
		To begin explaining why places are where they are							
	Position and Orientation	To use simple compass points (North, South, East and West) to describe the location of features and routes on a map						Year 1 Map Skills - To describe simple features and routes on a basic map using locational and directional language starting with near and far, left and right. - To use symbols on maps (own and class agreed) - To know that symbols have a specific meaning on a map - To look down on objects and make a plan (e.g. n a desk or from a high window)	Year 2 Autumn 2 Maths Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
		To know which direction N is on an Ordnance Survey map.							
	Drawing	To draw a simple map and use agreed realistic (in line with Ordnance Survey) symbols to make a simple key							
To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)									
Symbols	To understand why a map needs a key								
	To begin to spatially match places (e.g. recognise the UK on a small scale and larger scale map)								
Perspective and Scale	To know that when you 'zoom in' you see a smaller area in more detail								
	To find places using a postcode or name search								
Digital Map Making	To draw around simple shapes and explain what they are on the map for example, houses						Year 1 Digital Map Making - To find places using a simple name search - To add simple information to maps for example, labels and markers	Year 2 Autumn 2 Maths Choose and use appropriate standard units to estimate and measure length/height	
	To use the measuring tool with support to show distance for example, home to school, to the shops								
	To zoom in and out of a map								



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Year 3			Aut	Spr	Sum	Key Vertical Geography Links	Horizontal and Diagonal Links	
			1	2	1			2
Locational Knowledge	Europe	To name at least 6 capital cities of major European countries and locate them on a map and in an atlas				Year 2 Europe To locate at least 5 European countries on a map and in an atlas and name their capital cities Year 2 The World Name the 7 Continents and 5 Oceans, Equator, North and South Poles		
	Asia and Oceania	To name a number of countries from Asia and Oceania and locate them on a world map and in an atlas						
		To name and locate some of the principal cities in Asia and Oceania						
The World	To identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere							
Place Knowledge	To develop contextual knowledge of the location of globally significant volcanic eruptions					<i>Place and Locational Knowledge from Years 1 and 2</i>		
	To develop contextual knowledge of the location of globally significant earthquakes							
Human and Physical Geography	To name the layers of the earth's structure (Inner core, outer core, lower mantle, upper mantle, crust)					<i>Locational Knowledge from Years 1-3</i>	Year 3 Autumn 1 Science Rocks - Describe how mountains are formed - Recognise the differences between igneous, sedimentary and metamorphic rock - Identify common rocks	
	To name and locate some of the world's most famous volcanoes							
	To describe how volcanoes are created.							
	To describe the effects of a volcano erupting							
	To name and locate some of the world's most famous earthquakes							
	To describe how earthquakes are created							
	To describe the effects of an earthquake							
Geographical Skills & Field Work	Fieldwork	Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather				Year 2 Fieldwork - To draw a sketch map with labels showing key features of the school, its grounds and surrounding environments. - To ask trusted and familiar adults prepared questions about the school, its grounds and surrounding environments.	Year 3 Summer 2 Maths Interpret and present data using bar charts, pictograms and tables	
		To make links to different observations in the local area						
		To use a camera, video or audio to gather appropriate data.						
		To draw a sketch map with simple annotations showing human and physical features of the local area.						
		To measure accurately using a tally and standard units.						
		To identify benefits and limitations of data collection methods.						
		To present data and findings simply using maps, graphs and digital technologies.						
		To reach a thoroughly described conclusion to the fieldwork question or prediction.						
	Using and Interpreting	To compare maps with aerial photographs				Year 2 Using & Interpreting - To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - To recognise simple features on maps such as buildings, roads and fields.		
		To locate photos of features on maps						
		To use oblique and aerial views						
		To make and use simple route maps						
		To follow a route on a map with some accuracy (e.g. whilst orienteering)						
		To explain what places are like using maps at a local scale						
	To use index and contents page of atlas							
	Position and Orientation	To use 2 figure grid references to locate features on a map					Year 2 Map Skills - To use simple compass points (North, South, East and West) to describe the location of features and routes on a map - To draw a simple map and use agreed realistic (in line with Ordnance Survey) symbols to make a simple key - To begin to spatially match places (e.g. recognise the UK on a small scale and larger scale map)	
		Drawing	To make a map of a short route with features in the correct order					
	To give maps a key with encountered OS symbols							
	To give maps a title to show their purpose							
	Symbol Progression	To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)						
		To begin to match boundaries (E.g. find same boundary of a country on different scale maps.)						
		To use maps and aerial views to help me talk about for example, views from high places						
	Perspective and Scale	To draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on)						
		Digital Map Making	To use the zoom function to explore places at different scales					
	To add a range of annotation labels and text to help explain features and places							
	To add photographs to specific locations							



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Year 4		Aut		Spr		Sum		Key Vertical Geography Links	Horizontal and Diagonal Links	
		1	2	1	2	1	2			
Locational Knowledge	United Kingdom	To name at least 8 counties in England and locate them on a map						Year 1 United Kingdom - To find Northampton/ Milton Keynes on a map of the United Kingdom Year 3 Europe - To name at least 6 capital cities of major European countries and locate them on a map and in an atlas Year 3 The World - To identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere	Year 4 Autumn History Ancient Greece Year 4 Summer History Roman Empire and the Impact on Britain	
	Europe	To name at least 10 capital cities of countries in Europe (including Russia) and locate them on a map and in an atlas								
	The World	To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle								
		To identify climate Zones; polar, temperate and tropical								
		To name and locate major deserts on a map of the world								
	To name and locate major rainforests on a map of the world									
Place Knowledge	To understand geographical similarities and differences through the study of the physical geography of Lake District and Northampton/Milton Keynes							<i>Place and Locational Knowledge from Years 1-3</i>		
	To understand geographical similarities and differences through the study of the climate and environmental regions in Brazil									
Human and Physical Geography	To locate on a world map area of similar environmental region; including desert, rainforest and temperate							Year 2 Human and Physical Geography - To Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Year 4 Spring Term Science Living Things and Their Habitats Year 3 Science Explore the rainforest and its problems	
	Describe and understand key aspects of Physical geography, including climate zones, biomes and vegetation belts (link to locational knowledge of deserts and Rainforests)									
	Recognise different Biomes including Equatorial Rainforests, Tropical Savannah, Hot Desert, Temperate Deciduous Forest, Tundra									
Geographical Skills & Field Work	Fieldwork	Develop an understanding of the physical, human and environmental geography of the school's grounds and local area, including its weather.						Year 3 Fieldwork - Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather	Year 4 Spring 1 Maths Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	
		To make clear links between different observations in the local area.								
		To draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.								
		To measure using simple instruments, digital technologies and can measure more than one aspect at once.								
		To present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher-led question to child-led conclusion								
		To reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.								
	Using and Interpreting	Relate maps to each other and to vertical aerial photographs						Year 3 Using & Interpreting - To compare maps with aerial photographs - To use oblique and aerial views - To make and use simple route maps		
		To use large scale maps outside								
		Follow a route on a large-scale map								
		To use maps at more than one scale								
		To recognise some patterns on maps and begin to explain what they show								
	Position and Orientation	To use the 8 compass points to describe the location of features and routes on a map						Year 3 Map Skills - To use 2 figure grid references (letter and number) to locate features on a map - To make a map of a short route with features in the correct order	Year 4 Summer 1 Maths Describe positions on a 2-D grid as coordinates in the first quadrant	
		To use 4-figure grid references to locate features on a map								
	Drawing	To make a map of small area with features in the correct places						- To begin to match boundaries (E.g. find same boundary of a country on different scale maps.) - To draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on)		
		To give maps a key with encountered OS symbols								
Symbols	To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)						Year 3 Digital map Making - To add a range of annotation labels and text to help explain features and places			
	To make a simple scale plan of room for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm ² = 1m ²									
	To use the scale bar to estimate distance									
	To use the scale bar to calculate some distances									
Perspective and Scale	To relate measurement on maps to outdoors (using paces or tape)									
	To highlight an area on a map and measure it using the Area Measurement Tool									
	To use grid references in the search function									
Digital Map Making	To use the grid reference tool to record a location									
	To highlight areas within a given radius									



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Year 5			Aut	Spr	Sum	Key Vertical Geography Links	Horizontal and Diagonal Links
			1 2	1 2	1 2		
Locational Knowledge	North and South America	To name a number of countries from North and South America and locate then on a map and in an atlas.				Year 4 The World To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle Year 5 Spring Geography - Rivers	Year 5 Summer History The Maya Year 5 Summer 2 Science Describe the movement of the Earth in Space
		Identify the main environmental regions in North and South America, key physical and human characteristics, and major cities					
	The World	To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night.					
		To name and locate many of the world's most famous mountainous regions on a world map and in an atlas. (including; Himalayas, Andes, Alps, Rocky Mountains, Atlas Mountains, Great Dividing Range)					
		To name and locate many of the world's most famous rivers on a world map and in an atlas. (Including Amazon, Nile, Ganges, Mississippi, Danube, Yangtze, Mekong, Volga, Thames, Zambezi)					
Place Knowledge	To understand geographical similarities and differences through the study of the course of the Mississippi and Severn rivers					<i>Place and Locational Knowledge from Years 1-4</i>	
	To explain how a location fits into its wider geographical location with reference to human and economical features						
	To describe and compare different types of settlements and land use.						
Human and Physical Geography	To describe and understand key aspects of the water cycle.					Year 4 locational Knowledge - To name and locate the main counties and cities/towns in/around Northampton/Milton Keynes	Year 4 Autumn 1 Science States of Matter - The Water Cycle
	To explain the course of a river including geographical vocabulary such as; river basin, source, tributary, water shed, flood plains, confluence, estuary, delta, mouth						
	To explain why people are attracted to live by rivers.						
	To describe different types of settlements and land use. Including mapping of Northampton/Milton Keynes to show different land use over time including residential, manufacturing, green, commercial etc.						
	To explain how a location fits into its wider geographical location with reference to human and economical features.						
	To recognise some of the causes and impact of migration						
Geographical Skills & Field Work	Fieldwork	Investigate the physical, human and environmental geography of the school's grounds and local area, including its weather				Year 4 Fieldwork - Develop an understanding of the physical, human and environmental geography of the school's grounds and local area, including its weather. - To reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.	Year 5 Autumn 2 Maths Solve comparison, sum and difference problems using information presented in a line graph
		To make clearly explained links between observations in the local area					
		To measure human and physical features in the local area using a range of appropriate instruments					
		To devise and ask questions using geographical vocabulary to recognise that others may think differently					
		To simply justify data collection methods					
		To independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion					
	Using and Interpreting	To select a map for a specific purpose. (E.g. atlas to find Taiwan, OS map to find local village.)				Year 4 Using & Interpreting - Relate maps to each other and to vertical aerial photographs	
		To begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)					
		To recognise that contour lines show height and slope					
		To follow a route on 1:50 000 Ordnance Survey map					
	Position and Orientation	To begin to understand contour lines				Year 4 Map Skills - To use the 8 compass points to describe the location of features and routes on a map - To use 4-figure grid references to locate features on a map - To use the scale bar to estimate distance	
		To align a map with a route					
	Drawing	To make a plan for example, garden, play park; with scale					Year 5 Summer 1 Maths Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
	Perspective and Scale	To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)					
		To use models and maps to talk about contours and slope					
		To use a scale bar on all maps					
	Digital Map Making	To use maps at different scales to illustrate a story or issue				Year 4 Digital Map Making - To use grid references in the search function	
		To use maps to research factual information about locations and features					
To use linear and area measuring tools accurately							



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Year 6			Aut	Spr	Sum	Key Vertical Geography Links	Horizontal and Diagonal Links	
			1	2	1			2
Locational Knowledge	Africa	To name a number of countries from Africa and locate them on a map and in an atlas				Years 1-5 Locational Knowledge Year 6 Summer Geography Trade and Natural Resources	Year 6 Spring History Civil Rights	
		Identify the main environmental regions in Africa, key physical and human characteristics, and major cities						
	The World	To name and locate cities and key physical features of significant places internationally						
		To justify the value of their local to world locational knowledge, recognising the significance of key places and features						
Place Knowledge	To compare the resources of different places and understand that different places import and export different goods.					<i>Place and Locational Knowledge from Years 1-5</i>		
	To Learn about the conditions of places and populations practicing Fairtrade.							
	To recognise the impact of geography on what a country exports to other countries							
Human and Physical Geography	To describe and understand key aspects of human geography, including economic activity and trade links					<i>Years 1-5 Locational Knowledge</i>		
	To describe and understand key aspects of the distribution of natural resources including energy, food minerals and water.							
	To investigate and report on an environmentally significant issue from the 17 sustainable development goals , using a range of sources							
Geographical Skills & Field Work	Fieldwork	Examine in detail, as appropriate, aspects of the school's grounds, and develop further their investigations in the physical, human and environmental geography of the local areas, including its weather and climate.				Year 5 Fieldwork - Investigate the physical, human and environmental geography of the school's grounds and local area, including its weather - To measure human and physical features in the local area using a range of appropriate instruments	Year 6 Spring 2 Maths Interpret and construct pie charts and line graphs and use these to solve problems	
		To make clearly explained links between observations in the local area and the wider world to identify patterns						
		To devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view						
		To independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion						
		To reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence						
	Using and Interpreting	To know that purpose, scale, symbols and style are related					Year 5 Using & Interpreting - To select a map for a specific purpose. - To begin to use atlases to find out about other features of places	
		To appreciate different map projections.						
		To interpret distribution maps and use thematic maps for information						
		To describe and interpret relief features						
	Position and Orientation	To use 6-figure grid references to locate features on a map					Year 5 Locational Knowledge - To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night.	
		To use latitude and longitude in an atlas or globe						
	Drawing	To draw thematic maps for example, local open spaces					Year 5 Map Skills - To begin to understand contour lines - To make a plan for example, garden, play park; with scale	Year 6 Maths Describe positions on the full coordinate grid (all 4 quadrants)
		Draw a variety of thematic maps based on own data.						
	Symbols	To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)						
	Perspective and Scale	To use a scale to measure distances						
		Draw/use maps and plans at a range of scales						
		To read and compare map scales						
		To draw measured plans for example, from field data						
	Digital Map Making	To find 6-figure grid references and check using the Grid Reference Tool					Year 5 Digital Map Making - To use maps at different scales to illustrate a story or issue	
		To combine area and point markers to illustrate a theme						