Whole School Mapping
Geography
LKS2

Year 3

Cycle 1	Stone Age	Exploring Islam	Volcanoes	WW2 Evacuees	Watch Me Grow	Romans

Cycle One

	National Curriculum Objectives	Key Facts	Vocabulary		Year Three Geography Progression Steps
Autumn 2	***Exploring Islam*** *Longitude and latitude* **Locational Knowledge** • Pupils should be taught to 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).	• Lines of longitude run between North and South Poles. These lines are called Meridians. • Lines of latitude circle the Earth parallel to the Equator. • The equator is an imaginary line of latitude that circles the centre of the Earth. It is halfway between the North and South Poles • The Northern Hemisphere is the section of the Earth that is north of the equator. Around 68% of land is in the Northern Hemisphere. Time Zones give the times of different places on Earth. There are 24 time zones across the world.	• Longitude • Latitude • Equator • Northern Hemisphere • Southern Hemisphere • Tropics of Cancer Time Zones	**Locational Knowledge**	• Pupils are becoming more confident locating countries in Europe, North and South America on a map • Pupils are becoming more confident locating cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle **Key vocabulary** Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer/ Capricorn, the Prime/ Greenwich Meridian and time zones.
				Place Knowledge	• Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography • Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography **Key physical features** • Hills, mountains, coasts, rivers, forest, ocean, sea, valley, season, weather and vegetation. **Key human features** Cities, towns, village, factory, port and harbour
Spring 1	***Volcanoes*** *Volcanoes/ earthquakes and tectonic plates.* *Pompeii Disaster – Looking at Italy on world map.* **Physical Geography** • Pupils should be taught to describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	• Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. • Active volcanoes have erupted in the last 10 000 years. • Dormant volcanoes haven't erupted in the last 10 000 years but may erupt again. • Extinct volcanoes aren't expected to erupt again. Earthquakes are caused when the earth's tectonic plates suddenly move. Most earthquakes occur near the tectonic plate boundaries.	• Fossil • Lava/ Magma • Magma Chamber • Erupt • Tectonic plates • Ring of Fire • Ash cloud • Cumulonimbus cloud	**Human and Physical Geography**	• Pupils are beginning to describe some aspects of physical geography • Pupils are beginning to describe some aspects of human geography **Physical geography** Rivers, mountains, volcanoes, earthquakes, water cycle. **Human geography** Settlements, land use, trade, distribution of natural resources (energy, water and food).
Summer 1	***Watch Me Grow*** *Land use patterns focus - How have they changed over time?* **Locational Knowledge** • Pupils should be taught about land-use patterns; and understand how some of these aspects have changed over time. **Fieldwork** *Mapping skills* - *Ordnance Survey maps* - *Compass work* - *Grid references* **Pupils should be taught to** • 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.	• A sketch map will include a title, have labels/ annotations, simple lines, enough detail to give a rough idea, be drawn not to scale and contain a north arrow • Orienteering is a competitive sport in which runners must find their way across rough country with the aid of a map and compass • Geocaching an activity or pastime in which an item, or a container holding several items, is hidden at a particular location for GPS users to find by means of coordinates posted on the interne • Geographers have traditionally used maps as a source of information about places. We can now use a range of technology to help us find places, e.g. satellite navigation, GPS and GIS on our computers or mobile phones • Geographers need to know how to use and interpret maps. In addition to using traditional map symbols, geographers can use technology such as GPS to help their mapping skills. **Fieldwork Opportunity** **Windy Nook Reserve** - Looking at how land use has been changed over time (new housing estate etc. Why is this needed?) - Looking at local area ordnance survey maps in class before hand – drawing sketch maps of local area etc. - Complete survey of area whilst out on visit. - Use this information to create graphs/ data once back in school.	• Sketch Map • Scale • Ordnance Map • Symbol • Aerial view • Cartographer • Recreation • Retail • Agriculture	**Geographical Skills and Fieldwork**	• Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these • Pupils are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies **Key Vocabulary** Atlas, maps, globes, sketch maps, compass (directional/ locational language – north, east, south, west, near, far, left and right), routes and computer mapping.

Whole School Mapping
Geography
LKS2

Year 4

Cycle 1	Stone Age	Exploring Islam	Volcanoes	WW2 Evacuees	Watch Me Grow	Romans

Cycle One

	National Curriculum Objectives	Key Facts	Vocabulary		Year Four History Progression Steps
Autumn 2	***Exploring Islam*** *Longitude and latitude* **Locational Knowledge** • Pupils should be taught to 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).	• Lines of longitude run between North and South Poles. These lines are called Meridians. • Lines of latitude circle the Earth parallel to the Equator. • The equator is an imaginary line of latitude that circles the centre of the Earth. It is halfway between the North and South Poles • The Northern Hemisphere is the section of the Earth that is north of the equator. Around 68% of land is in the Northern Hemisphere. • Time Zones give the times of different places on Earth. There are 24 time zones across the world.	• Longitude • Latitude • Equator • Northern • Hemisphere • Southern • Hemisphere • Tropics of Cancer • Time Zones	**Locational Knowledge**	• Pupils can name and locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance **Key vocabulary** • Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer/ Capricorn, the Prime/ Greenwich Meridian and time zones.
				Place Knowledge	• Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography • Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography **Key Vocabulary** Atlas, map, globe
Spring 1	***Volcanoes*** *Volcanoes/ earthquakes and tectonic plates.* *Pompeii Disaster – Looking at Italy on world map.* **Physical Geography** Pupils should be taught to describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	• Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. • Active volcanoes have erupted in the last 10 000 years. • Dormant volcanoes haven't erupted in the last 10 000 years but may erupt again. • Extinct volcanoes aren't expected to erupt again. Earthquakes are caused when the earth's tectonic plates suddenly move. Most earthquakes occur near the tectonic plate boundaries.	• Fossil • Lava/ Magma • Magma Chamber • Erupt • Tectonic plates • Ring of Fire • Ash cloud Cumulonimbus cloud	**Human and Physical Geography**	• Pupils can describe aspects of physical geography. • Pupils can describe aspects of human geography Pupils can describe how the locality of the school has changed over time. **Physical geography** Rivers, mountains, volcanoes, earthquakes, water cycle. **Human geography** Settlements, land use, trade, distribution of natural resources (energy, water and food).
Summer 1	***Watch Me Grow*** *Land use patterns focus - How have they changed over time?* **Locational Knowledge** • Pupils should be taught about land-use patterns; and understand how some of these aspects have changed over time. **Fieldwork** *Mapping skills* - *Ordnance Survey maps* - *Compass work* - *Grid references* **Pupils should be taught to** • 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.	• A sketch map will include a title, have labels/ annotations, simple lines, enough detail to give a rough idea, be drawn not to scale and contain a north arrow • Orienteering is a competitive sport in which runners must find their way across rough country with the aid of a map and compass • Geocaching an activity or pastime in which an item, or a container holding several items, is hidden at a particular location for GPS users to find by means of coordinates posted on the interne • Geographers have traditionally used maps as a source of information about places. We can now use a range of technology to help us find places, e.g. satellite navigation, GPS and GIS on our computers or mobile phones • Geographers need to know how to use and interpret maps. In addition to using traditional map symbols, geographers can use technology such as GPS to help their mapping skills. **Fieldwork Opportunity** **Windy Nook Reserve** - Looking at how land use has been changed over time (new housing estate etc. Why is this needed?) - Looking at local area ordnance survey maps in class before hand – drawing sketch maps of local area etc. - Complete survey of area whilst out on visit. Use this information to create graphs/ data once back in school.	• Sketch Map • Scale • Ordnance Map • Symbol • Aerial view • Cartographer • Recreation • Retail • Agriculture	**Geographical Skills and Fieldwork**	• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies **Key Vocabulary** Atlas, maps, globes, sketch maps, compass, computer mapping, routes and directional/ locational language. (north, east, south, west, near, far, left and right.)

Whole School Mapping
Geography
LKS2

Year 3

Cycle 2	Anglo- Saxons	The First Railways	Travel the world - Africa	Egyptians	Human Life Cycle	Bridges

Cycle Two

	National Curriculum Objectives	Key Facts	Vocabulary		Year Three History Progression Steps
Spring 1	***Travel the World – Africa*** *Climate Zones / biomes* **Locational Knowledge** • Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere, Arctic and Antarctic Circle **Physical Geography** Pupils should be taught to describe and understand physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	• Africa is a continent – it is the second largest continent. It is made up of 54 countries. • Africa has famous landmarks such as Sahara Desert, The Great Pyramids of Giza and Victoria Falls. • Africa has the longest river in the world, which is the River Nile. It is 4,132 miles long! • The savannah biome covers about half of the continent of Africa, and there are certain plants and animals unique to this part of the world. • Africa, with the equator cutting across its centre, is the world's most tropical continent. • It is estimated that about 2,000 different languages are spoken on the African continent!	• biome • climate zone • desert • Tundra • temperate • rainforest • grassland • savanna	**Locational Knowledge**	• Pupils are becoming more confident locating countries in Europe, North and South America on a map • Pupils are becoming more confident locating cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle **Key vocabulary** Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer/ Capricorn, the Prime/ Greenwich Meridian and time zones.
				Place Knowledge	• Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in human geography • Pupils have studied a small area in the U.K and in a non-European country and are beginning to understand similarities and differences in physical geography **Key physical features** Hills, mountains, coasts, rivers, forest, ocean, sea, valley, season, weather and vegetation. **Key human features** Cities, towns, village, factory, port and harbour
Summer 1	***The Human Life Cycle*** *Topographical features – hills, mountains, coasts* **Locational Knowledge** • Pupils should be taught to 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). **Human and Physical Geography** • Describe and understand key aspects of physical geography: hills, mountains, coasts, rivers, forest, ocean, sea, valley, season, weather and vegetation. • Describe and understand key aspects of human geography: Settlements, land use, trade, distribution of natural resources (energy, water and food).	• Land use is when humans use an area of land for a specific purpose to meet their wants and needs. The land may be used as it naturally exists or changed to fulfil a particular role. There are five main types of land use: recreational, residential, agricultural, transport and commercial. • Economy relates to how good a place is at producing and making goods and how much money it has (its wealth). This can affect the country's wealth and other factors, such as employment and housing. • Humans rely on natural resources, such as food, water, energy and minerals for survival. • Different areas of earth have different amounts of each of these resources. When we learn about resource distribution, we explore the ways in which humans make use of different resources and how the location of natural resources affects the way we live our lives. • Physical geography refers to weather, biomes, climate, mountains, rivers, volcanoes, and earthquakes. • Studying climate zones involves learning about the patterns of weather experienced in different parts of our planet and exploring the reasons behind them.	• Land use patterns • Topographical • Landscape • Physical • Features • Human • Features • Population • Landmark • Coastal • Compass points	**Human and Physical Geography**	• Pupils are beginning to describe some aspects of physical geography • Pupils are beginning to describe some aspects of human geography **Physical geography** Rivers, mountains, volcanoes, earthquakes, water cycle. **Human geography** Settlements, land use, trade, distribution of natural resources (energy, water and food).

Summer 2	***Bridges – Place study – North East England*** *Topographical features – Rivers and the water cycle* **Locational Knowledge** • Pupils should be taught to 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). **Physical Geography** • Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the **water cycle.** **Place Knowledge** • 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.	• There are lots of rivers across the UK. With the River Severn being the biggest • River Tyne is our closest river. • The start of a river is called the source. The end is called the mouth • The highest mountains in the UK are; Ben Nevis in Scotland (also the highest in the UK), Scafell Pike in England, Slieve Donard in Northern Ireland and Snowdon in Wales **Water Cycle** • Heat from the sun evaporates water into water vapour, which rises, condenses in the cool air and then falls back down to earth. This is known as the water cycle. The water cycle is the path that all water follows as it moves around Earth in different states. Liquid water is found in oceans, rivers, lakes—and even underground. Solid ice is found in glaciers, snow, and at the North and South Poles. Water vapor—a gas—is found in Earth's atmosphere • Just under 25% of the UK coastal waters are protected (Conservation area). Over 6,500 species of plants and animals are found here. • Pollution is the introduction of harmful materials into the environment. These harmful materials are called pollutants • Pollutants can be natural, such as volcanic ash. They can also be created by human activity, such as rubbish or runoff produced by factories. Pollutants damage the quality of air, water, and land. • A flood can develop in many ways. The most common is when rivers or steams overflow their banks. These floods are called riverine floods. Heavy rain, a broken dam or rapid ice melting in the mountains, or even a beaver dam in a vulnerable spot can overwhelm a river and send it spreading over nearby land. **Fieldwork Opportunity** **River Study** - What can we find out at our local river? - Ensure river is shallow and slow flowing. Ensure access is safe. - Example: Do rivers increase in speed downstream? Ideal location: small local river/stream no deeper than welly height. Data to collect: river velocity at 5 different sites. - Method: measure a 10m stretch of river using a long tape. Place an orange or cork at the start and record with a stopwatch how long it takes for the orange to travel the 10m. Repeat 3 times, recording the results, work out the average time. Repeat this at four other locations. Record on a simple table. - Complete a simple labelled field sketch of the location − Annotate an OS map to show stretch of river measured − Take and annotate photographs Plot result on a simple graph. Evaluate what we did. Other possible questions: Is the river always the same width? – measure at different points Is the river always the same depth? – cross-section measurements	• River • Atlas • Urban • Mountains • Counties • Topographical • map	**Geographical Skills and Fieldwork**	• Pupils are practising using maps, atlases and globes to locate countries and describe features studied and are becoming more confident using these • Pupils are becoming increasingly accurate with symbols and key • Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies **Key Vocabulary** Atlas, maps, globes, sketch maps, compass (directional/ locational language – north, east, south, west, near, far, left and right), routes and computer mapping.

Whole School Mapping
Geography
LKS2

Year 4

Cycle 2	Anglo - Saxons	The First Railways	Travel the World - Africa	Egyptians	Human Life Cycle	Bridges

Cycle Two

	National Curriculum Objectives	Key Facts	Vocabulary		Year Four History Progression Steps
Spring 1	***Travel the World – Africa*** *Climate Zones / biomes* **Locational Knowledge** • Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere, Arctic and Antarctic Circle **Physical Geography** Pupils should be taught to describe and understand physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	• Africa is a continent – it is the second largest continent. It is made up of 54 countries. • Africa has famous landmarks such as Sahara Desert, The Great Pyramids of Giza and Victoria Falls. • Africa has the longest river in the world, which is the River Nile. It is 4,132 miles long! • The savannah biome covers about half of the continent of Africa, and there are certain plants and animals unique to this part of the world. • Africa, with the equator cutting across its centre, is the world's most tropical continent. • It is estimated that about 2,000 different languages are spoken on the African continent!	• biome • climate zone • desert • Tundra • temperate • rainforest • grassland • savanna	**Locational Knowledge**	• Pupils can name and locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance **Key vocabulary** • Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer/ Capricorn, the Prime/ Greenwich Meridian and time zones.
				Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in physical geography, and how these aspects have changed over time. • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in human geography • Pupils can explain their own views about locations, giving reasons. **Key physical features** Hills, mountains, coasts, rivers, forest, ocean, sea, valley, season, weather and vegetation. **Key human features** Cities, towns, village, factory, port and harbour
Summer 1	***The Human Life Cycle*** *Topographical features – hills, mountains, coasts* **Locational Knowledge** • Pupils should be taught to 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). **Human and Physical Geography** • Describe and understand key aspects of physical geography: hills, mountains, coasts, rivers, forest, ocean, sea, valley, season, weather and vegetation. • Describe and understand key aspects of human geography: Settlements, land use, trade, distribution of natural resources (energy, water and food).	• Land use is when humans use an area of land for a specific purpose to meet their wants and needs. The land may be used as it naturally exists or changed to fulfil a particular role. There are five main types of land use: recreational, residential, agricultural, transport and commercial. • Economy relates to how good a place is at producing and making goods and how much money it has (its wealth). This can affect the country's wealth and other factors, such as employment and housing. • Humans rely on natural resources, such as food, water, energy and minerals for survival. • Different areas of earth have different amounts of each of these resources. When we learn about resource distribution, we explore the ways in which humans make use of different resources and how the location of natural resources affects the way we live our lives. • Physical geography refers to weather, biomes, climate, mountains, rivers, volcanoes, and earthquakes. • Studying climate zones involves learning about the patterns of weather experienced in different parts of our planet and exploring the reasons behind them.	• Land use patterns • Topographical • Landscape • Physical • Features • Human • Features • Population • Landmark • Coastal • Compass points	**Human and Physical Geography**	• Pupils can describe aspects of physical geography. • Pupils can describe aspects of human geography Pupils can describe how the locality of the school has changed over time. **Physical geography** Rivers, mountains, volcanoes, earthquakes, water cycle. **Human geography** Settlements, land use, trade, distribution of natural resources (energy, water and food).

Summer 2	***Bridges – Place study – North East England*** *Topographical features – Rivers and the water cycle* **Locational Knowledge** • Pupils should be taught to 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). **Physical Geography** • Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the **water cycle.** **Place Knowledge** • 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.	• There are lots of rivers across the UK. With the River Severn being the biggest • River Tyne is our closest river. • The start of a river is called the source. The end is called the mouth • The highest mountains in the UK are; Ben Nevis in Scotland (also the highest in the UK), Scafell Pike in England, Slieve Donard in Northern Ireland and Snowdon in Wales **Water Cycle** • Heat from the sun evaporates water into water vapour, which rises, condenses in the cool air and then falls back down to earth. This is known as the water cycle. The water cycle is the path that all water follows as it moves around Earth in different states. Liquid water is found in oceans, rivers, lakes—and even underground. Solid ice is found in glaciers, snow, and at the North and South Poles. Water vapor—a gas—is found in Earth's atmosphere • Just under 25% of the UK coastal waters are protected (Conservation area). Over 6,500 species of plants and animals are found here. • Pollution is the introduction of harmful materials into the environment. These harmful materials are called pollutants • Pollutants can be natural, such as volcanic ash. They can also be created by human activity, such as rubbish or runoff produced by factories. Pollutants damage the quality of air, water, and land. • A flood can develop in many ways. The most common is when rivers or steams overflow their banks. These floods are called riverine floods. Heavy rain, a broken dam or rapid ice melting in the mountains, or even a beaver dam in a vulnerable spot can overwhelm a river and send it spreading over nearby land. **Fieldwork Opportunity** **River Study** - What can we find out at our local river? - Ensure river is shallow and slow flowing. Ensure access is safe. - Example: Do rivers increase in speed downstream? Ideal location: small local river/stream no deeper than welly height. Data to collect: river velocity at 5 different sites. - Method: measure a 10m stretch of river using a long tape. Place an orange or cork at the start and record with a stopwatch how long it takes for the orange to travel the 10m. Repeat 3 times, recording the results, work out the average time. Repeat this at four other locations. Record on a simple table. - Complete a simple labelled field sketch of the location – Annotate an OS map to show stretch of river measured – Take and annotate photographs Plot result on a simple graph. Evaluate what we did. Other possible questions: Is the river always the same width? – measure at different points Is the river always the same depth? – cross-section measurement.	• River • Atlas • Urban • Mountains • Counties • Topographical • map	**Geographical Skills and Fieldwork**	• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies **Key Vocabulary** Atlas, maps, globes, sketch maps, compass, computer mapping, routes and directional/ locational language. (north, east, south, west, near, far, left and right.)