



Curriculum Progression Map - Milestones



Understanding the World People, Culture and Communities and The Natural World

	After a third of FI	After two thirds of FI	End of FI	Vocabulary
Foundation 1	<p>I can play with small world models.</p> <p>I can begin to recognise some environments, such as, a farm.</p> <p>I can point to some things that I notice and are of interest to me.</p> <p>I know that I attend school and am part of a nursery.</p> <p>I can begin to talk about what I can see and hear outside, in pictures and books.</p> <p>I can explore the outdoor environment.</p> <p>I can begin to identify some types of weather each day.</p>	<p>I can notice features of the environment.</p> <p>I can talk about what I have seen outside, in pictures and books.</p> <p>I can begin to understand the need to respect and care for the natural environment.</p> <p>I can begin to describe a route.</p> <p>I can begin to talk about some features of an environment, for example, trees in a woodland, sand on a beach.</p> <p>I can identify the weather each day.</p> <p>I can imitate everyday actions and events from my family and cultural background.</p> <p>I can see my friends have similarities and differences that connect them to and distinguish them from others.</p>	<p>I know there are different countries in the world and not everywhere is the same.</p> <p>I can begin to talk about some differences I can see in photographs.</p> <p>I can ask questions about aspects of my familiar world.</p> <p>I can talk about some things I have observed using specific vocabulary.</p> <p>I can show care and concern for living things and the environment.</p> <p>I can describe a route using some specific language.</p> <p>I can help to look after the outdoor environment.</p>	<p>Where, farm, woods, beach, sea, sand, trees, jungle</p> <p>school, nursery, house, town</p> <p>weather, sun, rain, snow, wind, ice</p> <p>see, photograph,</p> <p>country, different, same,</p> <p>map, journey</p>
Links to Curriculum Drivers	Diversity – Me in a Bag, studying different cultures and countries. Celebrating a range of cultural celebrations during the year			
Language	<p>Observation – It is ... It has ...</p> <p>Comparison – It is different. It is not the same. It looks the same because ...</p>			



Curriculum Progression Map - Milestones



Geography – Locational Knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	<p>I can build and create features of environments in my play.</p> <p>I can talk about and identify things I can see in the environment, a photograph or map using some key vocabulary.</p>		<p>I can listen to and talk about non-fiction books, applying new knowledge and vocabulary.</p> <p>I can answer why questions about a text that has been read to me.</p>		<p>ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communities in this country, drawing on</p>		<p>Environment, habitat, photograph, country, same, different, compare, town, place, care,</p>

	<p>I can begin to talk about some differences between places in the world using photographs or pictures.</p> <p>I can ask questions about aspects of the familiar world.</p> <p>I can comment on what I can see on a map.</p> <p>I can talk about some of the features of my home town.</p>	<p>I can talk about some specific features of an environment, location or country that I have been learning about.</p>	<p>their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>rubbish, plastic, effect</p>
Links to Curriculum Drivers	Diversity – Culture Box, studying different cultures and countries. Celebrating a range of cultural celebrations during the year			
Language	<p>Observation – It is ... It has ...</p> <p>Comparison – It is different. They are different because ... It is not the same.</p> <p>It is the same because ... It looks the same because ...</p>			
Year group	Key skills and ‘sticky’ knowledge		Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	<ul style="list-style-type: none"> NC name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Island). Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh, and Belfast). Know and identify (on a map) the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea). 		Country, countries, capital city, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, United Kingdom, seas, North Sea, English Channel, Irish Sea.	
Year 2	<ul style="list-style-type: none"> NC Name and locate the world’s 7 continents and 5 oceans. Know and identify on a map the 7 continents (Europe, Asia, Africa, North America, South America, Australasia and Antarctica). Know and identify on a map the 5 oceans (Atlantic, Pacific, Indian, Arctic, Southern). 		Continent, oceans, Atlantic, Pacific, Indian, Arctic, Europe, Africa, Asia, North America, South America, Antarctica, Australasia.	Aspiration- Look at the Earth from the space station- aspire to be astronauts. Diversity- Using maps to locate countries and continents.
Year 3	<ul style="list-style-type: none"> NC 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 four countries from the Northern Hemisphere and four countries from the Southern Hemisphere. 		Tectonic plates, longitude, latitude, Croatia, Jamaica, France.	Diversity- Link knowledge of countries from other subjects.

	<ul style="list-style-type: none"> Locate USA, Croatia, Jamaica, France on world maps- part of wider curriculum learning. NC 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 Name and locate six cities in England. On a map of England, identify the counties that are famous for mining. NC 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) Know where the Equator, Northern and Southern Hemisphere are on a map. Use lines of longitude and latitude to identify countries on a map. Know that longitude lines go vertically across a map and latitude lines go horizontally across a map Know that the Earth's crust is made up of tectonic plates and that these plates move over time. 		
Year 4	<ul style="list-style-type: none"> NC 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 Know and locate eight European countries. Name and locate the capital cities of eight European countries. Identify capital cities of some European countries on a map. To demonstrate locational knowledge of countries in relation to each other e.g. United Kingdom is north of France. NC 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 Know and locate the main rivers in the UK. 	Germany, France, Spain, Russia, Italy, Norway, Sweden, Poland, Greece, Berlin, Paris, Madrid, Moscow, Rome, Oslo, Stockholm, Warsaw, Athens.	Diversity- Recognise how life of others is similar and different to ours. -Link knowledge of other countries in relation to each other with learning in other curriculum areas.
Year 5	<ul style="list-style-type: none"> NC 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 some key countries in North and South America on a map: USA, Canada and Mexico. Know where some key countries in Africa are on a map-Egypt, South Africa, Kenya. Locate capital or major cities - Washington DC, Ottawa, Mexico City, Nairobi, Cape Town, Ciara. 	Tropic, Tropic of Cancer, Tropic of Capricorn, Egypt, South Africa, Washington DC, Ottawa, Mexico City, Nairobi, Cape Town, Ciara.	

	<ul style="list-style-type: none"> NC 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) Know what a tropic is. Know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map. Know that the Tropic of Cancer is in the Northern Hemisphere. Know that the Tropic of Capricorn is in the Southern Hemisphere. Know the tropics and the region where the sun passes directly overhead. Name countries that are on the Tropic of Cancer. Name countries that are on the Tropic of Capricorn. 		
Year 6	<ul style="list-style-type: none"> NC 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 Know where some key countries are on a map. Know where the capital cities are for these countries on a map. 		



Curriculum Progression Map - Milestones

Geography - Place Knowledge



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2	I can build and create features of environments in my play. I can talk about and identify things I can see in the environment, a photograph or map using some key vocabulary. I can begin to talk about some differences between places in the world using photographs or pictures. I can ask questions about aspects of the familiar world. I can comment on what I can see on a map. I can talk about some of the features of my home town.		I can point out some similarities and differences between life in this country and other countries with the use of visuals. I know that I live in a town called Sutton-in-Ashfield in the country England.		ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction 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 difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.		Environment, habitat, photograph, country, same, different, compare, town, place, care, rubbish, plastic, effect

Links to Curriculum Drivers	Diversity – Culture Box, studying different cultures and countries. Celebrating a range of cultural celebrations during the year		
Language	Observation – It is ... It has ... Comparison – It is different. They are different because ... It is not the same. It is the same because ... It looks the same because ...		
Year group	Key skills and ‘sticky’ knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	<ul style="list-style-type: none"> NC Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Know the features of hot and cold places- weather, housing, wildlife Know that a village is smaller than a town Know the town we live in is called Sutton-in-Ashfield. Know the county we live in is called Nottinghamshire. Know that the country we live in is England. Know that the United Kingdom is an island in Europe. Know that all streets have a name and a post code. Know their own address and the address of the school. Know local buildings in the surrounding locality (school, shop, town, library, vets and church) linked to the locality walk. Know the purpose of the above buildings, also including (hospital, supermarket, bus station and dentist) e.g. Know I go to the doctors if I am ill. I go to the bus station to travel somewhere. Know the types of houses that are in our local area (flats, terraced, semi-detached, detached) 	village, town, county, Europe, England, island Country, continent, buildings, local, street, postcode	Aspiration- Know jobs of local people
Year 2	<ul style="list-style-type: none"> NC 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 Know the main differences between England and a non-European country. Know that the region we live in is called the East Midlands. Know the types of houses that are in our local area (flats, terraced, semi-detached, detached) Know that the continent we live in is called Europe. Know that the United Kingdom is a group of islands which are part of the European Continent. Know and explain how two settlements (one European and non-European) are geographically similar or different. Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley). 	flat, terraced, semi-detached, detached Settlements, climate, drought, urban, rural, regions, similarities, differences, physical, human, landmarks	Diversity- Studying a small area of Africa. We tackle stereotypes of life in Africa. We compare the lives of Africans to ourselves.

	<ul style="list-style-type: none"> Know and name the following human geography vocabulary to describe a European and non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop). 		
Year 3	<ul style="list-style-type: none"> NC understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Identify, using maps, how land use in Nottinghamshire has changed over time Know reasons for changes in land use in Nottinghamshire over time, particularly deforestation. Identify the towns and cities in Nottinghamshire on a map. 	Nottinghamshire, Sherwood Forest, land use, deforestation	
Year 4	<ul style="list-style-type: none"> NC 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 Identify similarities and differences between England and a city in Italy Know both places are in Europe Know the climate differences between the two places. Know the primary language spoken in the city in Italy Know what both places are famous for. 	Italy, Rome, Venice, Verona, Milan, Sicily, Puglia	Diversity- Study an Italian city and understand how it is similar or different to living in an English city
Year 5	<ul style="list-style-type: none"> NC 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 Identify similarities and differences between England and South Africa Know the climate differences between the two places. Know the primary language spoken in South Africa Know what both places are famous for. 	South Africa	Diversity- Know about the life and why Nelson Mandela is famous.
Year 6	<ul style="list-style-type: none"> NC 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 Identify similarities and differences between England and Brazil Know the climate differences between the two places Know what both places are famous for Give detailed descriptions and opinions of the characteristic features of a location. 	Brazil, Fair Trade	



Curriculum Progression Map - Milestones

Geography - Human and Physical Geography



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
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Foundation 2	<p>I can build and create features of environments in my play.</p> <p>I can talk about and identify things I can see in the environment, a photograph or map using some key vocabulary.</p> <p>I can begin to talk about some differences between places in the world using photographs or pictures.</p> <p>I can ask questions about aspects of the familiar world.</p> <p>I can comment on what I can see on a map.</p> <p>I can talk about some of the features of my home town.</p>	<p>I can compare places and environments.</p> <p>I can show care and concern to the environment.</p> <p>I know that humans can impact the environment.</p>	<p>ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction 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 difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>Environment, habitat, photograph, country, same, different, compare, town, place, care, rubbish, plastic, effect</p>
Links to Curriculum Drivers	Diversity – Culture Box, studying different cultures and countries. Celebrating a range of cultural celebrations during the year			
Language	<p>Observation – It is ... It has ...</p> <p>Comparison – It is different. They are different because ... It is not the same.</p> <p>It is the same because ... It looks the same because ...</p>			
Year group	Key skills and ‘sticky’ knowledge		Key vocabulary	<p>Links to curriculum drivers</p> <p>VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)</p>
Year 1	<ul style="list-style-type: none"> NC 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 Know the weather is changeable and this makes the seasons Use geographical language to describe the weather patterns and record observations over time using weather symbols. Know that the weather can be in more than one season. Know and order the seasons of the year (Spring, Summer, Autumn and Winter). Know weather-specific vocabulary and link words to the correct seasons (rain, snow, sun, fog, cloud(y), hail, thunder, lightning and wind). I can identify the Equator, North and South Pole on a globe and world map. I know that the hot places on the globe are located around the equator Know that the North and South Poles are both deserts. Know what a desert is. NC Use geographical vocabulary to refer to key human features. e.g. hospital, supermarket, station, shop 		<p>Seasons, weather, forecast, equator, South Pole, North Pole, desert, hot places, cold places, Spring, Summer, Autumn, Winter, school, shop, town, church, supermarket, hospital, bus station, dentist, snow, rain, sun, fog, cloudy, hail, thunder, lightning, wind</p>	<p>Aspiration- The children study Ann Bancroft and her expeditions to both the North and South Poles</p>
Year 2	<ul style="list-style-type: none"> NC Be able to use some key geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 		<p>Skyline, sky scraper, light house, tide, rockpool, cliff, island, landmarks,</p>	<p>Aspiration- Children learn about Architects (Sir Christopher Wren) and Structural Engineers (Roma</p>

	<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley). Know and name the following human geography vocabulary to describe a European and non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop). Know what its like to live in a town village and city. Know that countries near to the equator don't have seasons because they are closest to the sun. I can identify key human features of London. i.e. Big Ben, St Paul's Cathedral, bridges, skyscrapers and transport systems, I can identify key physical features of London. i.e. River Thames 	coast, cathedral, harbour, port, beach	Agrawal) and their role in developing the London Skyline.
Year 3	<ul style="list-style-type: none"> NC describe and understand key aspects of physical geography, including: climate zones, volcanoes and earthquakes 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 Know and label the parts of a volcano Know why earthquakes happen Know how volcanoes are formed Know what happens when a volcano erupts Know the types of volcano Identify famous volcanoes on a map Know that that plates move backwards and forwards causing friction, resulting in volcanoes and earthquakes. Know that tremors can be felt and are measured in magnitude on the Richter Scale by seismologists. Know the three types of rocks: metamorphic, sedimentary and igneous rocks. Know that rocks and soil wear away over time (erosion/erode). Know how land has been used in Nottinghamshire in the past (mining) Know how settlements have changed over time since the Stone Age 	Volcanoes, earthquakes, lava, magma, eruption, crust, plates, core, mantle, cracks, plate boundaries, ring of fire, ash cloud, vent, conduit, magma chamber, crater, layers, fault line, epicentre, tremors, magnitude, Richter Scale, seismologists, metamorphic, sedimentary, igneous, mine, trade,	
Year 4	<ul style="list-style-type: none"> NC describe and understand key aspects of: physical geography, including: climate zones rivers and the water cycle 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 Know and use key vocabulary relating to rivers and water cycles to describe geographical processes. Know each of the stages of the water cycle from the source to the sea. Know and locate the world's longest rivers Know why cities are located on a river and begin to explain why. Know the journey of a river from the source to the sea Know and label the key parts and features of a river Know Nottingham's river is the River Trent. Know the longest river in the UK is the River Severn. 	tourism, tourists, agriculture, city, village, factory, farm, office, harbour, port, sun, evaporation, condensation, cloud(y), wind, precipitation, streams, valley, meander, river, tributary, run-off, surface run-off, ground water, flood plain, river mouth,	Aspiration. William Kamkwamba (1987 -) Malawian inventor and author who built a wind turbine to power multiple electrical devices using materials collected from gum trees, bicycle parts ad scrap yards. Since invented solar powered water pump. See book and film 'The Boy Who Harnessed The Wind.'

	<ul style="list-style-type: none"> Know how to explain the difference between agriculture and tourism using the following vocabulary: city, village, factory, farm, office, harbour and port. 	estuary, rainfall, source	
Year 5	<ul style="list-style-type: none"> NC describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 Know the names of the world's largest mountains Know the three largest mountains in the UK, Ben Nevis (Scotland), Snowdon (Wales) and Scafell Pike (England). Know the difference between a hill and a mountain (mountain above 300m). Know that most mountain ranges have been formed by movements in the Earth's crust. Know and describe locations on a map or globe that experience: tropical climate, dry climate, mild climate, continental climate, polar climate and mountainous climate and discuss similarities and differences in weather conditions. Know and discuss reasons for changes in climate and results in climate change. 	tropical climate, dry climate, mild climate, continental climate, polar climate, mountainous climate, climate change, biome, settlement, mountain, peak, summit, altitude, Ben Nevis, Snowdon, Scafell Pike, Junko Tabai	Aspiration-Junko Tabai (mountaineer)
Year 6	<ul style="list-style-type: none"> NC describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 Locate the world's rainforests on a world map Know the composition of rainforests including the different layers Know what animals live in rainforests Know and explain the reasons for deforestation Know and explain the impact deforestation Know how we can protect rainforests and their animals Know and explain the goals of Fair Trade and know that Fair Trade crops are grown ethically Know that Fair Trade produce can be identified by the Fair Trade Logo and that certain supermarkets are synonymous with selling Fair Trade products e.g. the Co-operative. Know that food travels from source to supermarket, and that this distance is measured in food miles. Know and explain some examples of how climate change has impacted our planet. Know and explain some reasons for climate change Know and locate the worlds deserts 	Fair Trade, cocoa beans, bananas, crops, ethically, produce, logo, supermarkets, Co-operative, source, food miles, climate change, global warming, rainforest, deforestation, forest floor, understory, canopy, emergent	



Curriculum Progression Map - Milestones



Geography - Geographical Skills and Fieldwork

Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Foundation 2		I can build and create features of environments in my play. I can talk about and identify things I can see in the environment, a photograph or map using some key vocabulary. I can begin to talk about some differences between places in the world using photographs or pictures. I can ask questions about aspects of the familiar world. I can comment on what I can see on a map. I can talk about some of the features of my home town.		I can draw a simple map. I can talk about things I can see or have found out from a map.		ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction 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 difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.		Map, route, atlas, globe, journey
Links to Curriculum Drivers		Diversity – Culture Box, studying different cultures and countries. Celebrating a range of cultural celebrations during the year						
Language		Observation – It is ... It has ... Comparison – It is different. They are different because ... It is not the same. It is the same because ... It looks the same because ...						
Year group	Key skills and ‘sticky’ knowledge					Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)	
Year 1	<ul style="list-style-type: none">NC 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.Know, from undertaking fieldwork, that information can be gathered about our local area by observing the traffic in a survey (link maths – pictograms).Create a map of the school grounds and where the train tracks used to run.Know their address including the postcode.NC Use world maps, atlases and globes to identify the UK and its countriesKnow that we use an atlas, globe and a map to find out information about countries.I can find the UK on a world map and globeI can identify the 4 countries of the UK on a map of the UK.I can identify the capital cities of the 4 countries of the UK.					Atlas, globe, map, Europe, fieldwork, survey, tally, observe, map symbols, key, traffic		

	<ul style="list-style-type: none"> • Know where the equator, North Pole and South Pole are on a globe. 		
Year 2	<ul style="list-style-type: none"> • NC 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 • Know the four points of a compass (North, East, South and West). • Know and use the positional language when describing location and position. • Know that the orientation of a compass is North. • Create a simple map of the local area with a key. • NC 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 • Know how to use a virtual map to gather information, using index, search bar, zooming tool and orientation • Know how to use aerial photographs (including Google Earth) to identify key landmarks- both physical and human (e.g. over London - Big Ben, River Thames, London Eye, bridges, and transport system). • NC 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 • I can label the 7 continents of the world on a world map. 	Virtual map, aerial photo, orientation, compass, direction, North, South, East, West, left, right, below, next to.	
Year 3	<ul style="list-style-type: none"> • NC use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • NC use the eight points of a compass, four-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 • NC 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. • I can use world maps to identify countries of the world. • I can use world maps to identify the location of volcanoes. • I can observe how the land has been used in Sherwood Forest using a range of OS maps and aerial photographs • Locate the equator, Tropic of Cancer and Tropic of Capricorn on a map. • Know and name the 8 points of a compass and use them to describe position. 	Observation, OS maps	
Year 4	<ul style="list-style-type: none"> • NC use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • NC 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 • I can use world maps to identify countries of the world and their capitals. • Use road maps to plan a journey. • Identify the Northern and Southern Hemisphere • Use OS maps to build knowledge of the UK • Use four-figure grid references to build knowledge of the UK 	two-figure grid reference, four-figure grid reference, rainfall, millimetres	

	<ul style="list-style-type: none"> NC 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. Measure and record rainfall precisely and make observations from findings. Measure and record temperature precisely and make observations from findings. 		
Year 5	<ul style="list-style-type: none"> NC 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. Know how to use graphs to record features such as temperature or rainfall across the world. Know that rainfall and temperature can be presented in graphs and know how to interpret this information (link to maths). 	graph	
Year 6	<ul style="list-style-type: none"> NC 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 six-figure grid references on OS maps to locate positions Know what various OS symbols represent. Use lines of longitude and latitude to locate places Recognise and use time zones and identify the Greenwich meridian Use Google Earth to find countries, places of interest and follow a river. 	Six-figure grid reference, time zone, Greenwich meridian	