

Geography

Geography

Maps, Atlases, Aerial Photographs and Plan Perspectives

Geographical skills and field work skills will run throughout this area of learning – the children will be expected to explore a range of maps and globes and aerial photographs, drawing on their knowledge according to their phase and stage of learning. These skills are not taught in isolation.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Using a map	To be able to explore maps and globes and aerial photographs (eg Google earth)	To begin to draw information from the globe, identifying the difference between land and water	To begin to draw information from maps and aerial photographs eg, road, water, forest etc	To be able to locate the 4 countries of the UK on a map and a globe	To be able to locate and name the 4 capital cities of the UK	To be able to locate and name the surrounding seas of the UK	To be able to use maps and a basic key to draw information about a place	To be able to locate the 7 continents on a globe and world map and use aerial perspectives to look more closely	To be able to locate the 5 oceans on a world map and globe and use aerial perspectives to look more closely	
Creating a map	To begin to create simple maps with approx. 4 clear features (Any method or media appropriate to child's needs)	To be able to create a simple map with some key features – begin to use a simple key	To be able to use locational knowledge and compass knowledge to create a simple map with features located appropriately. Create a simple key.							

Compass and Directional Skills

Geographical skills and field work skills will run throughout this area of learning – The children will have the opportunity to leave the classroom and explore using compasses and compass points in their immediate environment.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Compass	To be able to introduce and teach simple prepositional directions for children to follow	To be able to use simple prepositional language to describe positions	To be able to begin to explore the difference between forward and backwards, left and right	To be able to use the language of left and right, forward and backwards to manoeuvre round a map	To be able to introduce compass points – North, South, East and West	To be able to use the language of the compass points to manoeuvre around a map				

Geography Continued

Weather

Geographical skills and field work skills will run throughout this area of learning – The children will make observations, comparisons, gather data and analyse that data over a period of time. This will develop with the knowledge they are taught.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
North and South poles	To be able to identify hot and cold places on a world map and globe	To be able to identify the north and south poles and the equator	To be able to compare hot and cold places	To be able to say why a place is hot or a place is cold in relation to their place on the globe						
Seasonal patterns	To be able to identify and name daily weather	To be able to notice and identify that the weather changes over time	To be able to link the weather and the seasonal changes to the impact on their daily life	To be able to discuss the typical weather found in each season	To be able to use my daily weather knowledge to identify seasonal changes and say which season we are in now					

Human & Physical Geography

Geographical skills and field work skills will run throughout this area of learning – The children will be given the opportunity to visit a local area, they will make observations including using IT to gather information, they will use a range of media to record and then analyse what they see.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Physical	To be able to identify the physical features of the school	To be able to identify the physical features of the school's local area	To be able to draw on their experiences of the local area and compare it to their home	To be able to identify and describe the physical features of the local village / town of the school	To be able to draw on their experiences of the local area and compare it to their school's physical features	To be able to identify and describe the physical features of a non-European country	To be able to compare the physical features of a small area of the UK and say how it is the same and different to a non-European country			
Human	To be able to identify the human features of the school	To be able to identify the human features of the schools local area	To be able to draw on their experiences of the local area and compare it to their home	To be able to identify and describe the human features of the local village / town of the school	To be able to draw on their experiences of the local area and compare it to their school's human features	To be able to identify and describe the human features of a non-European country	To be able to compare the human features of a small area of the UK and say how it is the same and different to a non-European country			