

All Saints' Church of England Federation of Academies- Progression Map

Subject- Geography

Intent- At All Saints' CE Federation, we are focused on instilling and inspiring a sense of fascination and curiosity within children of the world around them - from local to global! Using first-hand experiences, our children will gain a deep understanding of our planet's key human and physical processes and their interconnection within a culture of resourcefulness, investigation and problem-solving: a positive, caring environment where every child is given the opportunity to reach their full potential. Children will access the world through child-led engaging themes and practical activities where they will develop skills in research, analysis, evaluation and communication which will remain with them for the rest of their lives.

Substantive Concept/ Strand- Locational knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Look at me I'm special (FS1) Marvellous Me (FS2)	All the Fun of the Fair Ice Ice Baby Home is where the heart is We are Great Britain Shiver me Timbers	All around the world I'm a pupil get me out of here Bright lights,Big City Going for Gold/All about All Saints	Home is where the heart is. When in Rome. Volcanoes 'V's' Mountains (Fire and Ice) I like to Move It, move it	European Escapade Greece is the word Invaders and Raiders Let Battle commence It's Electrical	Into the Revolution Industrialisation and The Commonwealth To Infinity and Beyond	Ice, Ice Baby Feeling Hot, hot, hot We'll meet again Walk like an Egyptian This is Planet Earth
National Curriculum Objective	To look at the local area in which they live: <ul style="list-style-type: none"> Hessle Humber Bridge North Sea <p>Talk about my house and who lives there. (fs1)</p> <p>Can I say my address (fs1)</p> <p>We will talk about similarities and differences in relation to places and features of their own immediate environment (fs2)</p>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Use St. days as an introduction to the UK. Consolidate knowledge of local area - <ul style="list-style-type: none"> Hessle Hull Humber Bridge North Sea 	Revisit - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the main counties and cities in/around Hessle.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Consolidate the countries making up the British Isles, with their capital cities. Introduce the counties of England e.g. East Riding of Yorkshire. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Identify longest rivers in the world, largest deserts, and highest mountains.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use with maps of the UK from the past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History (Hull Blitz), map how land use has changed in the local area over time Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these

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					Compared to the UK.	Meridian. Linking with science, time zones, night and day	features have changed over time (Humber)
Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.(FS2)</p> <p>Learn about the different places/Countries that the families of our classmates are from(FS1)</p> <p>Learn about the different places/Countries that the families of our classmates are from</p> <p>When learning the Christmas story, look for Bethlehem on a world map.</p>	<p>What do you really know about Hessele?</p> <p>Comparing where staff live to Hessele (village/town comparisons)</p> <p>Landmarks in Whistler Knowledge of the capital cities of the UK.</p> <p>Name the countries that make up the UK</p> <p>Locating countries and cities on a map. Learn the 7 continents of the world and simple facts</p> <p>Knowledge and location of the 5 Oceans</p>	<p>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</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Geographical similarities and differences by comparing a small area of the UK with a non-European country</p>	<p>Location of Roman roads in UK</p> <p>Roman place names in the UK, e.g. <i>Exeter, Colchester, Chester, etc</i></p>	<p>Particular focus on comparing the physical features of land where Anglo Saxons settled.</p> <p>-Where did the Angles, Saxons and Jutes travel from?</p> <p>-Where in the UK did they choose to settle? Why?</p> <p>-Why did they want to leave their home? [Discussion about flooding].</p>	<p>- The names of the hemispheres and how to identify the equator on a map.</p> <p>- How the moon affects the tides.</p> <p>- Why the moon is important.</p> <p>- To know why Earth is the most suitable planet to inhabit and compare this to other planets which are uninhabitable (temperature, water, oxygen, shelter, gravity)</p>	<p>To know which countries were involved in WW2</p> <p>To locate Germany and the UK (allies and axis) on a map.</p> <p>To locate areas/locations of significant events from WW2- London/ Normandy/ Dunkirk.</p> <p>To know how the residents of Hull were impacted by WW2 (local history)</p>
Skill	<p>To look at the local area in which they live:</p> <ul style="list-style-type: none"> • Hessele • Humber Bridge • North Sea <p>Talk about my house and who lives there. (fs1)</p> <p>Can I say my address (fs1)</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Use St. days as an introduction to the UK.</p> <p>Consolidate knowledge of local area –</p> <ul style="list-style-type: none"> • Hessele • Hull • Humber Bridge • North Sea 	<p>Revisit - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the main counties and cities in/around Hessele.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Consolidate the countries making up the British Isles, with their capital cities. Introduce the counties of England e.g. East Riding of Yorkshire.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use with</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed</p>

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	We will talk about similarities and differences in relation to places and features of their own immediate environment (fs2)				Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Identify longest rivers in the world, largest deserts, and highest mountains. Compared to the UK.	maps of the UK from the past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	in the local area over time . Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time
Vocabulary	Hessle, Hull, country, world. Then specific country names - this year it has been Sri Lanka	Local area Countryside Town Village Human/physical features Landmarks Humber Bridge Hessle Square Polar regions Physical and human features Arctic Antarctica Weather/climate Temperature Whistler Hessle United Kingdom, Wales, Northern Ireland, Scotland, Edinburgh, Cardiff, London, Belfast Capital city Country Great Britain St George, St Patrick, St Andrew North, East South, West	Atlantic ocean Pacific Ocean Arctic Ocean Indian Ocean Southern Ocean equator continent continent names: Asia Europe North America South America Africa Australasia Antarctica atlas world map globe equator	Rome Roman road Roman place names, e.g. Exeter, Colchester, Chester, etc	Settlement, travel, physical features, agriculture, land use, flooding, Angles, Saxon, Jutes, Scandinavia.	temperature water oxygen shelter gravity hemispheres equator tides waxing waning crescent gibbous Estuary River Trade Route Coastal trade Horse and Carriage Sea Carriages	Continents, seas, Britain, United Kingdom - London, Hull, Liverpool, English Channel,

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		<p>Buckingham Palace Sandringham Balmoral Windsor Castle</p> <p>Bristol, England (Blackbeard)</p> <p>Asia, Africa, North America, South America, Antarctica, Europe and Australia</p> <p>Pacific, Atlantic, Indian, Arctic, Southern Oceans</p> <p>Population</p>					
Substantive Concept/ Strand- Place knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic			I'm a Pupil, Get Me Out of Here	When In Rome/I Like to Move it, Move it!			Walk like an Egyptian
National Curriculum Objective			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	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.			<i>Compare a region in the UK with a region in Africa (Egypt) with significant differences and similarities. Consider reasons for these differences.</i>
Knowledge	When learning the Christmas story, look for Bethlehem on a world map.		To compare the similarities and differences between a local woodland and the amazon jungle. To be able to identify the physical features of a woodland and rainforest, including;	<i>location of Roman roads in UK Roman place names in the UK, e.g. Exeter, Colchester, Chester, etc</i> World records tracking and achievements of athletes.			<i>- know that rivers can influence a civilisation through transport/trade/ flooding/ food production - River Nile.</i>

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			<p>vegetation. streams, rivers, soil, weather. To be able to identify the physical features of a woodland and a rainforest, including; benches, To understand how the equator affects the temperature in the UK, North and south of the UK.</p>	<p>Character profiles - Where they live. Country with the most records. Is there a link between climate, economy and the type of record? Track achievements on a commonwealth map. Commonwealth Games 2022 - 28th July Birmingham</p>			
Skill	<p><i>Where is Hessle in relation to:</i></p> <ul style="list-style-type: none"> • Hull • Bridlington • Scarborough <p><i>Learn about the location of animals and how features of animals relate to their environment.</i></p> <p><i>Explore animals from around the world. Compare environments and animals in cold places (penguins) and hot places (E.G. Africa).</i></p>	<p><i>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 using Barnaby Bear/class bear.</i></p>	<p>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 concentrating on islands and sea sides</p>	<p><i>Compare a region of the UK with a region in Europe.</i></p>	<p><i>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.</i></p>	<p><i>Compare a region in the UK with a region in N. or S. America with significant differences and similarities.</i></p> <p><i>Understand some of the reasons for similarities and differences.</i></p>	
Vocabulary			<p><i>Equator North Pole South Pole continent ocean, sea, island North, South, East, West Weather, seasons beach, cliff, coast, forest, hill, mountain, vegetation. streams, rivers, soil,</i></p>	<p><i>Rome Roman road Roman place names, e.g. Exeter, Colchester, Chester,</i></p>			<p><i>River Nile, floodplain mouth source tributary delta peninsula similarity difference vegetation fertile soil</i></p>

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			<i>weather, city, town, village, factory, farm, house, office, port, harbour and shop canopy, emergent, under canopy, understory,</i>				
Substantive Concept/ Strand- Human and physical geography							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Find a little seed(FS1) Come outside (FS2) We're all going on a summer holiday.(FS1) Ticket to Ride (FS2)	Ice Ice Baby We are Great Britain	I'm a pupil, Get me out of here.	Home Is where the Heart Is	Curious about the coast	Into the Revolution Industrialisation and The Commonwealth	Feeling Hot Hot Hot This is Planet Earth You're in the Army Now
National Curriculum Objective	Explore the natural world around them, making observations and drawing pictures of plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	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- Polar regions to local area. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles- Canada - links to Richard Weber	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Explore types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	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.	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	Describe and understand key aspects of : Distribution of natural resources focussing on energy
Knowledge	Journey from school to seaside, observing the changes from city to rural and coastal. What's different/same. Create a map	Identifying and comparing physical and human features of Hessle and Whistler (Canada)	To compare the similarities and differences between a local woodland and the amazon jungle.	To identify the rivers closest to Hessle/Hull To recognise landmarks of Hessle/Hull	Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)	- Comparison of Hull and Hessle (Urban/rural). How would the features differ?	To understand and explain: - What is climate change?

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	<p>Link to places/ countries. Where could you visit on an aeroplane? by boat? Where could you visit on a train or in a car?</p>	<p>Human and physical features of the UK and famous landmarks</p>	<p>To be able to identify the physical features of a woodland and rainforest, including; vegetation. streams, rivers, soil, weather. To be able to identify the physical features of a woodland and a rainforest, including; benches,</p>	<p>Identifying and comparing physical and human features of Hesse and Rovaniemi (Lapland)</p>	<p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. (Modern Greece and its volcanoes)</p> <p>Locate the Holderness coast on a map of the UK. Find out about different coastal towns and villages.</p> <p>Discuss the features of the Humber estuary and how and why it is well known to be difficult to navigate</p>	<ul style="list-style-type: none"> - Identify main cities in the north which were changed/developed due to the revolution. - Describe how land use has changed due to the revolution, using maps.. - Describe trade and trade methods between parts of the UK and then the rest of the world. -Which rivers were used to transport goods in the Industrial revolution 	<ul style="list-style-type: none"> - the causes of climate change - the effects of climate change - What we can do as individuals to make a difference - what effects does climate change have on ecosystems - how to find evidence of climate change - How we can try to make a bigger difference e.g: contacting MPS
Skill	<p>To observe the weather and seasonal changes.</p> <p>Introduce the location of hot and cold areas of the world.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: forest, hill, mountain, soil, valley, vegetation,</p> <p>Key human features, including: city, town, village, factory, farm, house, office.</p>	<p>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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. (Modern Greece and its volcanoes)</p> <p>Types of settlements in modern Britain: villages, towns, cities. Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>	<p>Describe and understand key aspects of:</p> <p>Distribution of natural resources focussing on energy</p>

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Vocabulary	seaside, beach, sand, rocks, sea, ocean, sky, railway, countryside, farm, fields, city, buildings, roads, signs. Hesse, Hull summer, hot,	Polar regions Physical and human features Arctic Antarctica Weather/climate Temperature Whistler Hesse	Equator North Pole South Pole continent ocean, sea, island North, South, East, West Weather, seasons beach, cliff, coast, forest, hill, mountain, vegetation. streams, rivers, soil, weather. city, town, village, factory, farm, house, office, port, harbour and shop canopy, emergent, under canopy, understory,	Hesse Hull River Humber River Hull Location Human geography Physical geography Points of a compass Land use Landmark Map - Ordnance survey Satellite image	Harbour, cliff, clay, erosion, North, East, South, West, North East, South East, North West, South West	Estuary River Trade Route Coastal trade Horse and Carriage Sea Carriages	-Climate change, fossil fuels, natural resources, greenhouse gases, global warming, carbon dioxide, methane, cause and effect, solution, ecosystems, emissions, temperatures, evidence.
Substantive Concept/ Strand- Geographical and Fieldwork							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Once upon a time (FS2) Ticket to Ride (FS2)	Home is where the heart is. Ice, Ice Baby We are Great Britain Shiver me Timbers	<i>Going for Gold/All About All Saints/Bright Lights, Big City</i>	Home Is Where the Heart is/I Like to Move it, Move it	Curious about the coast	Into the Revolution Industrialisation and The Commonwealth	Ice Ice Baby We'll Meet Again
National Curriculum Objective	We will talk about similarities and differences in relation to places and features of their own immediate environment (fs2)	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. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to	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. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents	Geographical skills and fieldwork 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	Geographical skills and Fieldwork -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. -use the eight points of a compass, four and six-figure grid references, symbols	Geographical Skills: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Can suggest relevant questions Can work out scales on maps. Trade between the UK and ROW (Commonwealth/Empire)	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Expand on 8 point compass points to 16. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch

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		describe the location of features and routes on a map	and oceans studied at this key stage Name and locate the 4 countries and capital cities of the UK. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Coastal Study- Holderness coast		maps, plans and graphs, and digital technologies.
Knowledge	<p>Know the names and habitats of different birds, insects and animals</p> <p>Map work- find the way to Grandma's houses.</p> <p>Journey from school to seaside, observing the changes from city to rural and coastal. What's different/the same. Create a map</p> <p>Link to places/ countries. Where could you visit on an aeroplane? by boat? Where could you visit on a train or in a car</p>	<p><i>Mapping skills - locating Canada and Hessele</i></p> <p>Mapping skills - route of walk around Hessele</p> <p>Human and Physical Knowledge Human and physical features of Hessele</p> <p><i>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.</i></p> <p><i>Use basic geographical vocabulary to refer to: key physical features.</i></p>	<p><i>Draw a simple map of your school grounds and mark on it geographical features and locational points.</i></p> <p><i>Discover what a compass is and how to use one around your own school grounds.</i></p> <p><i>To name and locate the capital cities of the 4 countries that make up the UK.</i></p> <p><i>To learn how to use an atlas to locate the UK on a world map.</i></p> <p><i>To be able to describe direction; using north, east, south, west, left, right, near and far.</i></p> <p>To be able to compare All Saints' to Sierra Leone school. .</p>	<p>Mapping skills</p> <ul style="list-style-type: none"> - Locational knowledge of Hessele/Hull on a map of the UK. - Hessele/Hull in county of East Yorkshire - Major cities of the UK - Rivers closest to Hessele/Hull - Landmarks of Hessele/Hull - Comparing old and new maps, Ordnance survey, satellite views of Hessele - making comparisons - Identifying and comparing physical and human features of Hessele and Rovaniemi (Lapland) 	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. (Modern Greece and its volcanoes)</p> <p>Locate the Holderness coast on a map of the UK. Find out about different coastal towns and villages.</p> <p>Discuss the features of the Humber estuary and how and why it is well known to be difficult to navigate Discuss how compass points and grid</p>	<p>- Describe how land use has changed due to the revolution, using maps..</p>	<p>-Location of Arctic/Antarctica -Understanding of longitude and latitude - Read a compass and know the points(cardinal and intermediate) -Physical features of antarctica (mountains/ peninsulas/ seas/ islands) -climate of antarctica - Knowledge of an iceberg and what they are/ how they are formed - Know what a time zone is and how they change (GMT)</p>

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				<p>Points of a compass - N, S, E, W, NE, NW, SE, SW</p> <ul style="list-style-type: none"> - Direction of cities in the UK from Hull, e.g. <i>Liverpool is to the west of Hull.</i> - Direction of countries from Hull, e.g. <i>Spain is to the SE of the UK</i> <p>Fieldwork skills</p> <ul style="list-style-type: none"> - Making observations of land use/human geography around the centre of Hessle - Tally chart 	<p>references are used to help to navigate the river.</p>		
Skill	<p>Play with model zoos or farms etc. (fs1)</p> <p>Compare with the real world orally, regarding different scale/sizes. (fs1)</p> <p>Exploration of school and school grounds. Discuss, paint, draw or build route etc. (fs1-2)</p> <p>Oral descriptions of places, journeys, patterns, areas, this also lead into writing. (fs1-2)</p> <p>Measuring distance between two objects using hands. (fs2)</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>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 in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,</p>

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	<p>Make a plan/model relating to a story e.g little red riding hood, Hansel and Gretel creating maps of their journeys. (fs2)</p> <p>Draw/Paint routes between objects such as the path of an imaginary crawling insect, e.g. caterpillar. This could link with story time: "The Hungry Caterpillar" (fs2)</p>			<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>including sketch maps, plans and graphs, and digital technologies.</p>
Vocabulary	<p><i>map, road, left, right, forward, backwards, turn, road, field,</i></p> <p><i>Hessle, Hull</i></p> <p>seaside, beach, sand, rocks, sea, ocean, sky, railway, countryside, farm, fields, city, town, village, buildings, roads, signs. Hessle, Hull</p> <p>walk, bike/cycle, car, bus, coach, train, aeroplane, boat.</p> <p>summer, hot,</p>	<p>Bristol, England (Blackbeard) Asia, Africa, North America, South America, Antarctica, Europe and Australia</p> <p>Pacific, Atlantic, Indian, Arctic, Southern Oceans</p> <p>England, Wales, Northern Ireland, Scotland Population Local area Countryside Town Village Human/physical features Landmarks Humber Bridge Hessle Square</p> <p>Compass, North, East South, West</p>	<p>Hessle Sierra Leone maps aerial view key symbols fieldwork</p> <p><i>United Kingdom capital cities North, South, East and West location, direction, language, near, far, left, right compass points</i></p>	<p>Hessle Hull River Humber River Hull Location Human geography Physical geography Points of a compass Land use Landmark Map - Ordnance survey Satellite image</p>	<p>Harbour, cliff, clay, erosion, North, East, South, West, North East, South East, North West, South West</p>	<p>Estuary River Trade Route Coastal trade Horse and Carriage Sea Carriages</p>	<p>Lines of Longitude and Latitude, physical features, Navigate, expedition, continents, Northern/Southern hemisphere, equator, Greenwich Meridian (GMT), Time Zones, Cardinal/Intermediate compass points.</p>