

Geography Overview Years 1 – 6

Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Place: Global 2023</p> <p>* Use secondary sources of information to identify seven continents/ and five oceans.</p> <p>*Create a class atlas focusing on the seven continents.</p> <p>Locational knowledge</p> <p>♣ name and locate the world’s seven continents and five oceans</p>		<p>Mountains, Rivers and Coasts</p> <ul style="list-style-type: none">- Identify the world’s highest mountains- What are rivers like?- What is a coastline? <p>Locational knowledge</p> <p>♣ use basic geographical vocabulary to refer to:</p> <p>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Weather and Seasons</p> <ul style="list-style-type: none">- How does weather change?- How do seasons change?- How are we affected by extreme weather?- How do climates across the world change? <p>*Children to investigate clothes from around the world:</p> <p>Locational knowledge</p> <p>♣ identify seasonal and daily weather patterns in the United Kingdom</p> <p>♣ the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Fieldwork:</p> <p>How have the shops and amenities changed over time? Linked to History</p> <p>Shops :</p> <p>*Identify local and familiar features.</p> <p>*Use aerial maps and images to identify areas.</p> <p>*Use four-point compass direction.</p> <p>* Understand shopping in the past and in the present</p>		<p>United Kingdom</p> <p>Locational Knowledge</p> <p>♣ UK's four countries and their capital cities.</p> <p>Recapping of continents and oceans.</p> <p>School and playground (Use Naughty Bus book)</p> <p>Fieldwork: Does Bounds Green Playground need more shaded areas?</p> <p>School playground:</p> <p>*Identify local and familiar features.</p> <p>*Use aerial maps and images to identify areas.</p> <p>*Use four-point compass direction.</p> <p>*Use grip map to colour shade and light? Create own map.</p> <p>*Recognise things they like about their playground.</p> <p>*How they could improve their playground</p> <p>Additional fieldtrip idea: Consider trip to seaside</p>	
<u>Key Language</u>	See MTPs and Vocabulary core lists					
<u>National Curriculum</u>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p>Locational knowledge</p> <p>♣ name and locate the world’s seven continents and five oceans</p> <p>♣ 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</p> <p>♣ use basic geographical vocabulary to refer to:</p> <p>♣ 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>Geographical skills and fieldwork</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 Geography – key stages 1 and 2 3</p> <p>♣ 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</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>					

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Year 2

Term	Autumn 1 <u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 2</u>	<p>Place:</p> <p>* Name and locate 4 capitals/ countries and 4 seas</p> <p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><i>*Name, locate and identify characteristics (mountains, tourism and different cities) of the countries, major cities and surrounding seas of the UK</i></p>	<p>Villages, Towns and Cities</p> <ul style="list-style-type: none"> - What are villages like - What are towns like? - What are cities like? - Make comparisons <p>Fieldwork study - Environmental sustainability of Local area/ Playground</p> <p>To be able to describe the features and land use of our immediate local area and to identify and discuss what we could do to make it more environmentally sustainable</p> <p>* using the points of the compass in the local school context north, south, east, west)</p> <p>* different types of map (but not the name of the map type), e.g. borders (political map), mountains and rivers (topography)</p> <p><i>*Identify features of the local area. *Create maps based on Poles Apart story</i></p> <p><i>*Recognise features they like/dislike. *Identify ways they could improve the local area.</i></p>		<p>Revisit Y1 Learning</p> <p>*world map</p> <p>*7 continents and Oceans</p> <p>*Identify and describe where their heritage countries are.</p> <p>*What their heritage countries are like</p> <p>Hot and Cold</p> <ul style="list-style-type: none"> - What are polar regions like? - What are deserts like? - What are rainforests like. <p>Compare Trinidad and London Through 'Coming to England' understand geographical similarities and differences through studying the human and physical geography <u>of a small area of the United Kingdom</u>, and of <u>a small area in a contrasting non-European country</u> unit!</p> <p>Compare seasonal and daily weather patterns in the UK and Trinidad</p>	
<u>Key Vocab</u>	See MTPs and Vocabulary core lists				
<u>NC objectives</u> <u>By the end of KS1</u>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge ♣ name and locate the world's seven continents and five oceans</p> <p>♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</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 Human and physical geography</p> <p>♣ 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</p> <p>♣ use basic geographical vocabulary to refer to:</p> <p>♣ 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>Geographical skills and fieldwork ♣ 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>♣ 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>Geography – key stages 1 and 2 3</p> <p>♣ 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</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>				

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Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Comparing global context with regional (Wales) runs across Units					
	<p>Mountains: Snowdonia and the Andes Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming. Depth focus: Snowdonia. Sustained geographical theme: Relationship between mountains and weather. Relationship between mountains and people How do mountains interact with what is around them?</p>	<p>Rivers. Rivers Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. How do rivers, people and land affect each other?</p> <p>Comparing the River Indus with the River Severn. Fieldwork Focus: New River in Bowes Park and/or Thames Barrier.</p>	<p>Map and Fieldwork Unit Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? London as a conurbation and London boroughs Two cities: Cardiff and London, inc economy & transport. How do people move about in Cardiff? How do people move about in London? (e.g. tube map). Patterns of settlement in Cardiff and London. Map Skills: using a grid to find and compare locations. How are settlements similar and different</p>	<p>Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food? How are we connected to farmers?</p>	<p>Volcanoes Structure and composition of the earth. How and why volcanoes erupt. Types of volcanoes. Formation of volcanoes. Active, dormant and extinct volcanoes. Links to settlements with section on why people still live near volcanoes. Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes? (work, tourism, farming, science). How do volcanoes affect a place</p>	<p>Climate and biomes (situated, through its examples, in Europe, so that European theme is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5. Introduce latitude here. Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic. How does the climate affect the way people live?</p>
<u>Key language</u>	See MTPs and Vocabulary core lists; HEP Mountains, Rivers, Volcanoes, Settlements, Agriculture and Climate and Biomes					
<u>NC objectives</u>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ 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 ♣ 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) 			<p>Place knowledge</p> <ul style="list-style-type: none"> ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ♣ 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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 OS maps) to build their knowledge of the United Kingdom ♣ 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 tech. 		

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Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food? How are we connected to farmers?	Volcanoes Structure and composition of the earth How and why volcanoes erupt. Types of volcanoes. Formation of volcanoes. Active, dormant and extinct volcanoes. Links to settlements with section on why people still live near volcanoes. Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes? (work, tourism, farming, science). How do volcanoes affect a place	Climate and biomes (situated, through its examples, in Europe, so that European theme is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5. Introduce latitude here. Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic. How does the climate affect the way people live?	Map and Fieldwork Unit	Coastal processes and landforms Processes of erosion, transportation & deposition Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales How does the location of west Wales affect its coast	Earthquakes. Causes of earthquakes: tectonic plates and fault lines Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Depth focus: California & the San Andreas fault Revisit knowledge on volcanoes from Year 4 Spring 1. What are the pros and cons of living near a tectonic fault line?
<u>Key Language</u>	See geography MTPs and HEP core vocab lists: Volcanoes, Rivers, Mountains and Settlements					
<u>National Curriculum</u>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ 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 ♣ 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) Place knowledge ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. ♣ 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 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 ♣ 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.					

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Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food? How are we connected to farmers?	Climate and biomes (situated, through its examples, in Europe, so that European theme is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5. Introduce latitude here. Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic. How does the climate affect the way people live	Coastal processes and landforms Processes of erosion, transportation & deposition Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales How does the location of west Wales affect its coast?	UK cities and counties (revisit) <ul style="list-style-type: none"> - Know the difference between a city and a town - a place name enquiry on the cities here to work out who won what in the struggle for the kingdom of England - (Human) e.g. why did Anglo Saxons and Vikings move to Britain? It was a time of climate change then! Map work focus on the UK	Map and fieldwork Unit	Earthquakes. Causes of earthquakes: tectonic plates and fault lines Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Depth focus: California & the San Andreas fault Revisit knowledge on volcanoes from Year 4 Spring 1. What are the pros and cons of living near a tectonic fault line?
Key Language	See geography MTPs and HEP core vocab lists: Agriculture, Climate and Biomes, Coastal processes and landforms , UK cities and earthquakes core vocab					
National Curriculum	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge <ul style="list-style-type: none"> ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and Central America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ 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 ♣ 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) Place knowledge <ul style="list-style-type: none"> ♣ 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 Central America Human and physical geography ♣ describe and understand key aspects of: <ul style="list-style-type: none"> ♣ 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 Geographical skills and fieldwork <ul style="list-style-type: none"> ♣ 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. 					

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Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year 6</u>	Why is California so thirsty? Depth focus on California, continuing natural resources theme (revisit water cycle from Year 3 Autumn 1.) Water in California Farming - intensive farming Growing almonds California aqueduct How have the actions of people affected the drought in California?	North and South America Compare and contrast human and physical geography between North and Central America, Caribbean Islands Using World Map: identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Arctic and Antarctic (Tundra and Arctic Polar regions plus all the other environmental regions!) Time zones across N. America! Map work focus – North and Central America	Migration to Britain Our BG Migration story – different groups who have moved into UK and especially London especially in the 20 th century – link to the Wars as been studied in Local History! - Settlement and Migration - Populations Growth ? N.B. Link with WW1 and WW2 – impact on the local area. E.g A Street near you and Bomb sight maps! Ask CT. Great Geography! Map work – world countries Maps of how London has changed since WW2 NLS maps linked to the History Pendarren - pre residential work using O.S. maps and fieldwork whilst they are there to recap on prior knowledge and understanding of O.S. maps	Regional comparison of a region of South America in the rainforest with a city, e.g. Manaus or Brasilia and the UK city, and Andalusia Understand geographical similarities & differences through study of human/physical geography of a region of UK Identify and describe human & physical characteristics, key topographical features, land-use patterns; understand how these changed over time. Use 8 points of a compass, 6-fig. grid refs, symbols, key (including use of O.S.maps) to build their knowledge of the UK/ coasts	Research - How do we save the planet? Effects of deforestation building on S.America study! INDEPENDENT RESEARCH Project	
Key language	See geography MTPs and Vocabulary lists: HEP migration, north and South America, Why is California so Thirsty core vocab					
<u>National Curriculum By the end of KS2</u>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge ♣ 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 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 ♣ 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) 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 Human and physical geography ♣ 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 Geography – key stages 1 and 2 4 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 ♣ 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					