

|        | Mapping skills:<br>locating on a global scale                                                                                                                          | Mapping skills:<br>navigating on a local scale                                                                                                                                                                                                            | Mapping skills:<br>encoding                                                                                                                     | Observing and recording the<br>environment                                                                                                                                         | Understanding<br>interconnections                                                                                                                                     | Asking geographical<br>questions                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Year 1 | Use world maps, globes and atlases to locate the United Kingdom, its four countries and capital cities and its surrounding seas and oceans.                            | Able to use directional language: near and far, left and right. Begin to use the 4 points of the compass on maps, aerial photographs and in the environment.                                                                                              | Create physical 3D maps of the local environment – school, village or town.                                                                     | Records simple observations in the local environment of a geographical feature – such as the weather or biodiversity in a habitat.                                                 | Understands that their environment is part of a larger context – zooming out and zooming in.                                                                          | <p>What is this place like?</p> <p>Why is this place like this?</p> <p>Why is this place here and not there?</p> <p>How is this place changing?</p> <p>How do we know about this place?</p> <p>Has this place always been the same?</p> <p>How might this place change in the future?</p> <p>How is this place similar to and different from another place?</p>  |
| Year 2 | Use world maps, globes and atlases to locate the world's seven continents and five oceans.                                                                             | Able to use the 4 points of the compass, maps and aerial photographs to navigate the local environment.                                                                                                                                                   | Draw maps including simple pictures or symbols to represent the local environment – classroom, school, village or town.                         | Records observations from the local environment and presents these findings in a simple way.                                                                                       | Understands the county's place within the UK and the UK's place within Europe and how Europe relates to the rest of the world geographically.                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Year 3 | Able to identify countries studied, physical and human features on a variety of world maps, globes, atlases and digital mapping tools.                                 | Able to use the 8 points of the compass, maps and aerial photographs to navigate the local environment.                                                                                                                                                   | Draw maps of a local environment including an accurately orientated compass, using symbols and a key to represent human and physical features.  | Plan and carry out a simple fieldwork exercise involving counting and recording in the local environment and presenting findings.                                                  | Can explain how people in the UK rely on other parts of the world in terms of agriculture and food production.                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Year 4 | Continue to identify countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.                          | <p>Able to use simple co-ordinates to locate places on a map or aerial photograph.</p> <p>Uses a key of symbols to locate significant places on Ordnance Survey maps of different landscapes and environments.</p>                                        | Draw maps of an environment explored, including simple co-ordinates, symbols and a key.                                                         | With support, plans own observations of a local environment and begins to analyse and interpret the findings.                                                                      | Can understand simply why different biomes and vegetation belts exist in different locations and how they relate to physical processes like rainfall and temperature. |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Year 5 | Increasingly confident with identification of countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools. | <p>Able to use 4-figure grid references to locate places on a variety of maps and aerial photographs, including Ordnance Survey maps of varied locations.</p> <p>Increasing automaticity with Ordnance Survey symbols to aid navigation and location.</p> | Able to use digital mapping software to accurately measure a studied environment and use this to create own maps.                               | With increasing independence, plans own observation of a local environment and draws conclusions about the geographical nature of a place.                                         | Can explain why biodiversity is important to human survival and how human actions are impacting the natural world.                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Year 6 | Confidently able to identify countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.                  | <p>Able to use 6-figure grid references to locate places on a map.</p> <p>Able to navigate with Ordnance Survey maps and aerial photography.</p>                                                                                                          | Recreate accurately scaled maps of a studied setting, including co-ordinates and recognisable symbols to represent human and physical features. | Undertake a detailed observation and geographical recording of an unfamiliar location, including measurements and presentation of findings, including conclusions and evaluations. | Can explain in some detail how some global systems rely on one another in both human and physical geography – e.g. trade relationships, food, the water cycle         |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |