



'As each one does their part, we grow in love'
Ephesians 4 vs.16



GEOGRAPHY

Progression Map for Key Learning

Pimperne Key Geographical Concepts

Place	Space	Environment	Navigation and fieldwork
<p>What is this place like? What physical and human features does it have? What happens here? How does it compare to...? Who lives here and why? How are people changing this environment? What might it look like in the future?</p> <p>We understand that gaining a sense of place is a key concept for our children. Pimperne Primary School is based in a rural Dorset village where the majority of children travel into school from the surrounding town and villages by car.</p> <p>We believe our role is to offer first hand experiences, using the school environment and local area of Pimperne through to developing an understanding of the local town of Blandford Forum, understanding the County of Dorset, England, the United Kingdom, Europe and the wider world.</p> <p>We know that a child's understanding of place does not develop in a linear fashion as many of the children will have personal experiences of different places through family, holidays and secondary sources but we have put in a progression to ensure all of our children have this set foundation of place knowledge in their primary years with us.</p>	<p>Locational Knowledge Where is this place? How can it be mapped? Why is it here and not there? What is special about this location? How does this place connect to other places?</p> <p>We know that children need to understand where features and places are located, their distribution, the patterns they form and the networks connecting them. Space describes the formal layout of the natural and human environment and their fluidity and change. and physical features are. We want to develop our children's map skills through learning how to read them and knowing how to produce their own. We want children to be able to build a mental picture of spaces that they have not been to and we know to do this they need to be aware of features. so through having a good foundation of using the school environment and the local area we know they can confidently use secondary sources to support this. We want to develop each child's personal geography and use of the school environment and local area to support this.</p>	<p>(Physical and human processes) What processes create and change the natural, built, modified and social environments?</p> <p>This concept relates to the land and oceanic surface of the Earth, its geology and its atmosphere. It includes the range of Earth's natural and people created features, and the natural and human actions affecting the world. It explains the processes that create and change natural, built, modified and social environments. This concept helps the children predict and plan what might happen.</p>	<p>This concept relates to how our children learn to read and navigate maps, keys, scale, atlases, globes and knowing points on a compass.</p> <p>Fieldwork is a key component of Geography and our children will learn how to carry this out in different settings with increasing accuracy. They will learn how to record their findings, how to collect, present and interpret fieldwork data using instruments and equipment to take measurements.</p>



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Scale		
Across the school we study a range of places across each year group.		
Local area School environment, Pimperne (village), Blandford Forum(town)	United Kingdom	Wider World

Concept Scale	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local area	School environment Immediate local area	Pimperne Local village study	Pimperne Local village study	Blandford Forum Local town study	River Stour Blandford Forum Local river study	Worth Matravers Contrasting village in Dorset	Blandford Forum Local town study on growth of town
United Kingdom (UK)	UK Environments e.g woodland	England and London	Countries of the UK and surrounding seas	Towns in the UK Location of hillforts in the UK	River Thames Ben Nevis in Snowdon, Wales Scafell Pike in England	Jersey, Channel Islands Potatoes	
Wider world	Wider world environments e.g forest, polar, desert & rainforests	Wider world comparison Village in Kuala Lumpur with Pimperne. World's seven continents	Wider world comparison Village in Hawaii with Pimperne. Hot and cold regions of the world and the equator World's seven continents and five oceans	The earth's structure Volcanoes & earthquakes e.g. Italy & Spain, Ring of fire Egypt	Rivers - e.g. Nile, Rhine, Severn. Mountain ranges- Alps, Pyrenees(Europe), Himalayas (Asia)	Europe- Greece Climate zones & Biomes	North and South America Mexico Polar regions



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Progression of learning through the Early Years

Year R

Area of study:

Me and My community

School environment

Scale: Local area

Concepts Place, Space

Key Enquiry questions

What is the name of the school? What is in the school?

What are the names of the places outside the school?

What are the names of the rooms inside?

Key learning:

- Know the school name.
- Children know 3 features of the school (e.g. playground, field, and classrooms)
- Know how to find the office, hall and playground.

Other learning

- Use the local area for exploring the built environment.

ELG – People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Area of study:

Winter Wonderland

Weather and seasons

Scale: Local area

Concepts Environment

Key Enquiry questions

What happens to the weather? What happens to the temperature?

What are the names of the seasons? What happens in each of the seasons?

Key learning:

- Know how the weather changes throughout the year. Know the name of the seasons - Spring, Summer, Autumn, Winter.

Other learning

- Describe what they see, hear and feel whilst outside.
- Explore the natural world around them.
- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

ELG – The Natural World

Understand some important processes and changes in the natural world around them, including the seasons.

Area of study:

Once upon a time

Contrasting environments

Scale: Local & Wider World

Concepts Space

Key Enquiry questions

What is a map? Where are the geographical features of the school located on aerial photos? How is the environment of Pimperne different from rainforests and polar environments?

Key learning:

- Know that a map is a bird's eye view. Use aerial photos to identify where the playground, classrooms and field are.

Other learning

- Name what they can see is the same and different about places when they read books E.g. Rainforest & Polar regions stories which show differences in landscape, weather and animals. **E.g. books**

ELG – The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

ELG – People, Culture and Communities

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Vocabulary Pimperne School, playground, field, classrooms, travel, live, seasons, spring, summer, autumn, winter, temperature, weather, map, polar regions, rainforests, weather



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Progression of learning through KS1

Year 1

Area of study:

Bright Lights Big City

England & London

Scale: Pimperne, United Kingdom

Concepts Place, Space

Key Enquiry questions

What type of place is Pimperne? What country do we live in? What is a city? What is the capital city of England and where is it located?

Key learning:

- Know that Pimperne is a village and has a school, park and church.
- Locate England on a map of the United Kingdom and identify where the Capital city of London is.
- Know London is a city and is much larger than Pimperne.

Other topic learning

- Ask and answer simple geographical questions. What type of place is Pimperne? What country do we live in? What is a city? What is the capital city of England and where is it located?
- Name and locate the four countries of the United Kingdom and their capitals.
- Use basic geographical vocabulary to identify and describe physical features of the UK e.g. beach, forest, hill, mountain, sea, river
- Name and describe the purpose of human features and landmarks e.g. London landmarks – Big Ben, Buckingham Palace, The Great Fire of London Monument.

Area of study:

Splendid Skies

Seasons & weather

Scale: Pimperne & Wider world

Concepts Environment, Space

Key Enquiry questions

What are the typical characteristics for each season? How does the season affect the length of day in the UK? How does Pimperne compare to another place? What are the names of two world continents?

Key learning:

- Know the names of the seasons and characteristics (winter is cold, summer is hot, autumn leaves and spring is new growth)
- Know in the UK the length of day is longer in summer than winter and the equator is an imaginary line around the earth.
- Know that they can compare a place based on its size, transport, location, weather & climate e.g. Village in Malaysia- Kampung Sungai Sireh, Selangor, Malaysia
- Name the continents of Europe and Asia.

Other topic learning

- Observe and describe daily weather patterns
- Know in the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. [2, 5]

Area of study:

School days

Pimperne

Scale: Pimperne

Concepts Place, Space

Key Enquiry questions

What is in Pimperne? Where are the geographical features of Pimperne located? What are the directions on a compass?

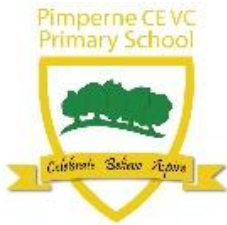
Key learning:

- Identify the key features of Pimperne on aerial photographs. Locate stream, school, church and park.
- Draw a simple picture map e.g. Pimperne
- Follow and use simple directional and positional language to give directions and describe location including; behind, next to and in front of, left, right, straight ahead and turn.

Other topic learning

- Use simple fieldwork and observational skills when studying the geography of the school and its grounds. [3,6] e.g. litter in playground
- Describe the characteristics of a place using its human features e.g. village hall, school, church, roads, houses, shops, offices.

Key Vocabulary Village, houses, church, school, park, England, London, seasons, sun, rain, wind, snow, fog, hail and sleet, continents, equator, compass, north, south, east, west, stream, aerial photographs



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Progression of learning through KS1

Year 2

Area of study:

Beat, Band & Boogie

Pimperne

Scale: Local area

Concepts Place, space, Navigation and fieldwork

Key Enquiry questions

Where is Pimperne located? What are the key physical and human features in Pimperne? (In addition to features learnt in year 1)

Key learning:

- Locate Pimperne on a map of the UK and know that it is in the south of England.
- Identify key features in Pimperne on aerial photographs including farmland, industrial estates, gym, nursery and housing.
- Draw a simple map using basic symbols e.g. map of Pimperne using symbols for church, school, Public house.

Other learning

- Ask and answer simple geographical questions when investigating different places and environments. e.g. Where is Pimperne located? What are the key physical and human features in Pimperne?
- Develop simple fieldwork and observational skills when studying the geography of their school and local environment. E.g. Land use mapping

Area of study:

Magnificent Monarchs

UK, Weather & seasons

Scale: United Kingdom & Wider world

Concepts Environment, space

Key Enquiry questions

Where are the countries of the United Kingdom located and where are their Capital cities? What are the characteristics of the countries in the United Kingdom? What are the hot and cold areas of the world?

Key learning:

- Know the names of the Polar regions and the Equator and understand the distance from the equator affects why places have the climate they do.
- Locate England, Wales, Scotland and Northern Ireland and their Capital cities on a map of the United Kingdom and name the surrounding seas- English Channel, North Sea and Irish Sea.

Other learning

- Know the equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.
- Use a plan view to identify landmarks in the UK e.g. Royal residences Buckingham Palace in London; Balmoral Castle in Aberdeenshire; Sandringham House in Norfolk; Windsor Castle in Berkshire; Osborne House on the Isle of Wight; St James's Palace and Hampton Court Palace in London.
- Use basic geographical vocabulary to identify and describe physical features of the UK including cliff, coast, lake, ocean, soil, valley, vegetation.
- Describe places and features using simple geographical vocabulary including city, town, village, factory, farm, houses, offices, port, harbour and shops.
- Use an infant atlas and globe to locate countries in the United Kingdom and the surrounding seas and to identify the continents and oceans.

Area of study:

Land Ahoy

Wider world, Continents & Oceans

Scale: Wider world

Concepts Space

Key Enquiry questions

What are the names of the world continents? Where are they located? What are the names of the world's oceans and where are they located in relation to the continents?

Key learning:

- Name and locate the world's seven continents and five oceans on a map of the world.

- Use North, South, East and West to describe a location on a map e.g.

- Identify the similarities and differences between two places e.g. Pimperne and a small area in Hawaii

Other learning

- Draw a map of a real or imaginary place and begin to understand the need for a key e.g. Imaginary treasure map
- Follow a route on map e.g. Find location of treasure on a map
- Compare pupils' lives with those of children in other places/environments. E.g. Compare homes and schools.

Key Vocabulary Map, symbols, town, county, river, Polar regions Arctic, Antarctica, climate, United Kingdom, Wales, Scotland, Northern Ireland, Cardiff, Edinburgh, Belfast, oceans, Atlas, globe



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Progression of learning through KS2

Year 3

Area of study:

Through the ages

Location of early settlements

Scale: United Kingdom and Wider World

Concepts Space

Key Enquiry questions

Why did early people choose the locations they did for settlements? Where were the Iron Age hillforts located in the UK? Why did early people in Egypt choose to settle around the River Nile?

Key learning:

- Know early people chose where they lived based on the shape of land (e.g. hill, river, coast) and natural resources e.g. Skara Brae.

Other topic learning

- Ask and answer more searching geographical questions when investigating different places and environments.
- Use geographical language to describe some aspects of human features and patterns.
- Know the spread and location of Iron Age hillforts across the United Kingdom on a map.
- Know why the River Nile in Egypt was used as a place for early settlers.
- Identify similarities, differences and patterns when comparing places.e.g.Compare early UK settlers to settlers in Egypt – River Nile.

Area of study:

Rocks, Relics and Rumbles

The earths structure

Scale: Wider World

Concepts Environment, Space

Key Enquiry questions

What is the earth's outer layer called? What are tectonic plates? What happens when these plates touch? What causes volcanoes?

Key learning:

- Know the earth's rocky outer layer is called the crust.
- Know the earth's crust is broken up into pieces called plates.(tectonic)
- Know where the tectonic plates touch, these are often earthquakes and volcanos.
- Know deep inside the earth rock is liquid and very hot.
- Understand if molten rock (magma) bursts through the crust it makes a volcano.

Other topic learning

- Locate the 'Ring of fire' around the Pacific Ocean on a globe and know why this is an area where many volcanoes are and earthquakes happen.
- Know that Canada, US, Mexico, Peru, Chile and Japan are all countries with parts in the 'Ring of Fire'
- Understand that the main parts of a volcano include the magma chamber, conduits, vents, craters and slopes [6. RRR]
- Know that tectonic plates constantly move (though very slowly)

Area of study:

Scrumdiddlyumptious

Local town study

Scale: Local area and Wider World

Concepts Place, Space

Key Enquiry questions

Where is Blandford Forum located? What type of settlement is Blandford Forum? What human features are in the town of Blandford? How is a town different from a village?

Key learning:

- Observe, record and name human features in their local environments e.g. Blandford Forum -Hospital, Police, station, Fire station, library, supermarkets, shops
- Know Blandford Forum is the nearest town and cities are larger towns.
- Know Farming is the main economic activity in Blandford Forum and the surrounding areas.
- Use the four points of a compass to follow/give directions.
- Use 2 figure grid reference to locate features

Other topic learning

- Ask and answer more searching geographical questions when investigating different places and environments
- Present findings from fieldwork using graphs/ charts and explain my findings.
- Know other local towns include Bournemouth, Poole and Dorchester.
- Know how seasons and weather effect food availability. (5. S)

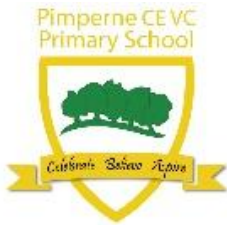


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| | <ul style="list-style-type: none"> • Understand that a tsunami is a series of waves in the sea or ocean, caused by an earthquake, a volcanic eruption or other underwater explosion. [6.RRR] • Describe places using geographical language. • Identify cities that might have big earthquakes e.g | <ul style="list-style-type: none"> • Identify and describe similarities, differences and patterns when investigating different places, environments and people. Seasonality of food, types of food produced by warmer countries. (5. S) • Make a map of a short route in correct order E.g. food journey of a banana [5.S] • Make a simple scale drawing. • Plot and follow a route on a map with some accuracy [5.S] • Locate places on larger scale OS maps. • Use map sites on the internet. E.g., 5. s] Digi maps – Food Journeys-The World Came to my place today. • Use a junior atlas to locate places. • Identify features on aerial/ oblique photos. |
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Key vocabulary Settlements, hill forts, natural resources, locate, earth's crust, tectonic plates, molten rock(magma) volcanoes, earthquakes, ring of fire tsunami, natural disasters, climate, food production, town, city, economic activity, services, grid references



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Progression of learning through KS2

Year 4

Area of study:

Blue Abyss

Seas & Oceans

Scale: Wider World

Concepts Place

Key Enquiry questions

Where are the positions of the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle?

Key learning:

- Identify the position of the equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic circle.
- Identify the position of the Tropics of Cancer and Capricorn on a world map and globe.

Other topic learning

- Draw a simple sketch map
- Know why a key is needed
- Make a simple scale drawing

Area of study:

Misty mountains and windy rivers

Mountains, rivers and the water cycle

Scale: Wider world

Concepts Environment, Place, Space

Key Enquiry questions

Where are some of the world's countries and their capital cities? What is the water cycle? What are rivers? How is the water cycle affected by increased rainfall? What are mountains? What rivers and mountains can be found in Europe? What are mountain ranges?

Key learning:

- Locate the United Kingdom, France, Italy, Spain, Egypt and Russia on a map of the world and their capitals.

[4. P, 5. S (China, Norway, Vietnam), [6. RRR]

- Understand the continuous cycle of water from oceans and lakes to clouds, to rain to rivers and back to oceans and lakes
- Know that a river is a natural body of water that flows over land and has a 'start' at source and most end at sea.
- Name and locate rivers on a world map e.g River Nile, Severn, Rhine, Amazon
- Know how increased rainfall can cause flooding.
- Know that mountains are areas of land that are much higher than the land around them. E.g Scafell Pike-England, Snowdon- Wales, Mount Everest – Nepal.

Area of study:

Did you know how Blandford has changed through time?

River Study

Scale: Local area – Blandford Forum

Concepts Place

Key Enquiry questions

What is the name of the river in the local area? What are flood defences and how do they help the town of Blandford?

Key learning:

- Know the River Stour runs through Blandford Forum. Its source is Stourhead and it joins the English Channel in Christchurch.
- Locate the river Stour on a Dorset/ England map
- Understand the purpose of flood defences and how they help. E.g. Blandford has its own flood defence system.

- Know Blandford Forum does not have any mountain ranges but has hills e.g. Hambledon and Hod Hill are two hills in the local area.

- Use eight points of a compass [2. TR]

- Use four-figure grid references to locate features. [6. MM not including OS maps]

Other topic learning

- To use different types of fieldwork to observe, measure and record the human and physical features in the local area.
- Explain trends or patterns observed by making comparisons or by noting cause and consequence.



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- **Mountains close to each other are called mountain ranges. Name and locate mountain ranges on a world map E.g. Alps, Pyrenees (Europe) Himalayas (Asia)**

Other topic learning

- Know how rivers and mountain ranges are represented on a map.
- Identify features on aerial/ oblique photos
- Use map sites on the internet and junior atlases.
- Know that is it a collection of maps that shows geographical features.

- Locate places and follow routes on a large scale map.

Vocabulary Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, water cycle, river, mountains, lakes, flooding, River Stour, Flood defences. North east NE, north west NW, south east SE, south west SW,



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Progression of learning through KS2

Year 5

Area of study:

Ground breaking Greeks

Understanding Continent of Europe

Scale: Europe

Concepts Place/ Space

Key Enquiry questions

Where is the United Kingdom located in the Continent of Europe? What is Europe? What are the names of the surrounding seas? How do places change?

Key learning:

- Locate the United Kingdom and Greece and their surrounding seas on a map of Europe.
- Know Europe is a continent in the world that contains many countries. E.g UK and Greece
- Identify 3 differences between UK and Greece - physical, land use and climate.
- Compare human features of Ancient and Modern Greece. What is the same and what is different?

Other topic learning

- Use geographical language to identify and explain key aspects of human features as well as links and interactions between people, places and environments.
- Understand differences between cities, towns, villages, hamlets. Know that a capital city is usually where a government has its central meeting place. [TR] [AI]
- On a map of Greece, locate city states, landmarks, surrounding seas and countries.
- Know that Ancient Greece, in southern Europe, consisted of the Greek mainland and surrounding islands. [GG]

Area of study:

Alchemy Island

Worth Matravers comparison

Scale: Local area

Concepts Place/ Space

Key Enquiry questions

Where is Worth Matravers? What is the Dorset coastal village of Worth Matravers like? How does it compare to Pimperne?

Key learning:

- Locate Worth Matravers (coastal) on a map of Dorset in relation to Pimperne (rural)
- Know Worth Matravers is a village near Swanage in Dorset. Identify similarities and differences with Pimperne. (physical and human) (Refer back to year 1 & 2 learning)
- Use 4 figure grid references to locate features and use Ordinance Survey symbols. E.g. locate church, park, village shops, pub on a village map (OS map)

Other topic learning

- Observe, measure and record human and physical features using a range of methods e.g., sketch maps, plans, graphs, and digital technologies.
- Use observations and data from fieldwork to draw conclusions supported by geographical knowledge.
- Collect and measure information accurately (rainfall, temperature, wind speed)
- Use eight compass points
- Ask and respond to questions that are more causal e.g. why is that happening in that place? Could it happen here?
- Recognise geographical issues affecting people in different places and environments.
- Compare OS maps and Ariel/oblique photos.
- Draw a sketch map using symbols and a key.

Area of study:

Sow, grow, farm

Climate & Biomes

Scale: United Kingdom/ Wider World

Concepts Environment/Space

Key Enquiry questions

What are climate zones? What are biomes? Where are the different climate zones in the world? How are plants and food production affected by climate zones? How do the climate zones in N & S America compare to the United Kingdom?

Key learning:

- Know a climate is a description of how wet, hot or windy an area is.
- Know that different climate zones exist across the globe
- Know biomes are areas with similar climates, soil quality, animals and plants
- Identify and label the different climate zones on a world map (rainforest, desert, savannah, woodland, grasslands and tundra)
- Compare the climate zones of N & S America with that of the UK e.g. Mediterranean climate - California supports citrus farming and tropical climate in Peru supports coffee farming and temperate climate supports UK farming.

Other topic learning

- Name and locate Greece, Peru, North and South America, USA on a world map [P] [SGF] Locate California on a map of the USA
- Explain the climate, soil, problems, history, landscape, growing and harvesting of potatoes in Jersey [SFG]



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- Greece is surrounded by the sea, which was used by the ancient Greeks for trade, transport and warfare. [GG]
- Know that 80% of mainland Greece is mountainous, which provided a natural barrier against attack from invaders and created isolated city states. Only 20% of the land was suitable for farming.
- Know trade is buying/selling goods and a trade route is the route the goods travel. Rivers and seas are important trade routes and reasons for the creation of civilisation. [TR]

- Understand that East Anglia, Wessex, Cornwall, Scotland and Wales are broad regions covering several current counties [2.TR]
- Recall and summarise physical geography for Jersey, Greece, California and Peru, including climate, biome and physical features
- Know the largest deserts are Antarctic, Arctic and Sahara
- Understand that the length of journey that food takes is known as food miles.
- Use four-figure grid references to locate features. [AI] [SFG]
- Draw a variety of thematic maps e.g., Peru, California, Jersey [SGF]
- Use OS map symbols and key to describe a route on an OS map e.g. allotments in local area. [AI] [SFG]
- Use a junior atlas to find out about other features of places. (e.g., find wettest part of the world)
- Recognise world map as flattened globe. Relate photos from space to maps and atlas diagrams. [S]
- Select a map for a specific purpose.

Vocabulary Europe, Ancient & Modern Greece, Jersey, climate, physical, human, coastal, rural, climate zones, biomes, soil quality, trade routes, cities, towns, villages, hamlets, regions, counties. environmental regions



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Progression of learning through KS2

Year 6

Area of study:

Darwin's delights

Galapagos Islands

Wider World

Concepts **Place, Space, Environment**

Key Enquiry questions

Where are the Galapagos Islands? What is the physical environment like?

Key learning:

- Know that the Galapagos Islands are off the coast of South America and were formed by volcanic eruptions
- Describe the endemic species (those that live in a limited area) which live on the Galapagos Islands (eg marine iguana, Darwin's finches)

Other topic learning

- Threats to the islands, including natural and human factors (eg habitat destruction, tourism, rising sea levels)
- Know that many of the plant and animal species on the Galapagos are not found anywhere else on earth

Frozen Kingdoms

Polar regions

Wider World

Concepts **Environment, Space, Place**

Key Enquiry questions

Where is the Prime Meridian? Why does day length vary in different parts in the world? What is climate change and how does this impact us?

Key learning:

- Name and locate Greenwich / Prime Meridian and understand that time zones are defined from Prime Meridian (Greenwich Mean Time)
- Understand that at the equator day and night are always exactly 12 hours. Understand that the further from the equator the more day length varies. Compare length of night and day in polar regions (eg Norway) and other parts of the world.
- Know that the world is warming up due to global warming and human action (eg cutting down of rainforest / impact on CO2 levels, rising temperatures and melting ice caps) and the impact on the world – impact on human settlements (eg rising sea levels along coastline and low-lying areas)
- Know that, in addition to humans affecting the physical world, the physical world affects human settlement (eg no permanent settlement in Antarctica, inhospitable conditions in some parts of Arctic regions (previous learning – Y3 Iron Age – settlements on hills, etc)
- Know climate and landscape affect the lives of people. E.g. In the Arctic. Conditions are inhospitable but some indigenous people have successfully adapted to these.

Tomorrows world

How might Blandford look in the future?

Local area study

Concepts **Place, Environment**

Key Enquiry questions

How is this place changing (housing growth)? What might this place look like in the future?

Key learning

- Identify the changes in housing and amenities in Blandford.
- Know that the population will grow and the impact this will have on transport, services and on the environment – higher flood risk, road congestion, etc
- Use 6 figure grid references for latitude and longitude. (FZ 6, HM 2)

Other topic learning

- Use different types of fieldwork to observe, measure and record the human and physical features.
- To present findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence.



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Area of study:

Hola Mexico

Mexico

Wider World

Concepts **Place**

Key Enquiry questions

Where is this place? What is this place like? How does this place compare to places in the UK that I have studied before- Blandford/ Pimperne?

Key learning:

- Identify 3 differences between Mexico and UK (physical, land use and climate)
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-
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Other topic learning

- similarities and differences of Mexico and life in the UK thinking about Physical geography, human geography -land use and climate. E.g. Compare a Mexican village to Pimperne. Compare a small town to Blandford, Compare a local city Southampton/ Salisbury with Mexico City.
- Know that the Chihuahuan Desert is one of the largest in North America and that it covers parts of Texas, New Mexico, Arizona and Mexico. Compare and contrast with an area in UK / Europe (HM 2)

Other topic learning

- Know the names of countries within and bordering the Arctic Circle (eg Norway, Canada, Greenland). Understand that humans have adapted to live in some of these inhospitable places (eg indigenous populations – Inuit – adaptations and lifestyle)

Vocabulary: North & South America, Mexico, Galapagos Islands, terrain, endemic species, deserts, latitude, longitude, glaciers, ice caps, icebergs, tundra, indigenous populations, Inuit



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Additional Topic Learning

Relates to Geographical Concepts:

Place	Space Locational Knowledge	Environment (Physical and human processes)	Navigation and fieldwork
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LOCATION KNOWLEDGE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	NC: KS1 Pupils should be taught to <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		NC: KS2 Pupils should be taught to <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 South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Name and locate countries 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 and 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) 			
Locate features of the school on aerial photos of the school (e.g. playground, field and classrooms) (Once upon a time)	Name and locate the four countries of the UK and their capital cities on a map [6] Know that England is the country that we live in. Name and locate the world's seven continents [5] Identify the key features of Pimperne on aerial photographs. Locate stream. School, church and park.	Locate England, Wales, Scotland and Northern Ireland and their Capital cities on a map of the United Kingdom and name the surrounding seas- English Channel, North Sea and Irish Sea. (Royal residences MM Su1, LA Su2) Name the world's seven continents and five oceans (LA Su2)	Locate the broad area of the Ring of Fire on a globe [6. RRR] Know that Canada, US, Mexico, Peru, Chile and Japan are all countries with parts in the 'Ring of fire' [6. RRR]	Locate the United Kingdom, France, Italy, Spain, Egypt and Russia on a map of the world and their capitals as major cities. [4. P, 5. S (China, Norway, Vietnam), 6. RRR] Locate Rome on a map of Italy [1. EE] Name and locate mountain ranges on a map of the world. Including Himalayas and Mount Everest. [6. MM] Locate the Nile and the Amazon on a world map and	Name and locate an increasing range of places in the world including some globally and topically significant features and events Know that Ancient Greece, in southern Europe, consisted of the Greek mainland and surrounding islands. [GG] Greece is surrounded by the sea, which was used by the ancient Greeks for trade, transport and warfare. [GG] Name and locate Greece, Peru, North and South America, USA on a world map [P] [SGF]	Name and locate an extensive range of places in the world including globally and topically significant features and events. Including: Canada, Alaska, Russia, Finland, Sweden, Norway, Greenland, Iceland, France, Italy, Germany, Japan, Mexico, Guatemala, Honduras (FK 6, HM 2, CW 1) Arctic/Arctic Circle, Antarctic/Antarctic Circle (FK 6) Galapagos Islands (DD 4) Identify and position: The Tropics of Cancer and Capricorn, the Greenwich Meridian and lines of



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				<p>the River Stour on a Dorset/England map. [6. MM]</p> <p>Locate N. and S. Hemispheres on a globe, the equator, [4. BA]</p>	<p>On a map of Greece, locate city states, landmarks, surrounding seas and countries.</p> <p>On a map of the USA, locate California.</p> <p>Identify and label the different climate zones on a world map. [SFG]</p>	<p>longitude (running north and south) Understand that latitude tells us how far from the Equator a place is (FK 6)</p> <p>Plot Darwin's route around the world. (DD 4)</p>
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PLACE KNOWLEDGE

	<p>NC KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country 		<p>NC KS2 Pupils should be taught to:</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 UK, a region in a European country, and a region within North or South America 			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe their immediate environment - Pimperne school e.g. What is the name of the school? What is in the school, What are the names of the places outside? What are the names of the rooms inside? (Me and my community)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (Once upon a time)</p> <p>Explain some similarities and differences between life in this country and life in other countries. (Once upon a time)</p>	<p>Identify the similarities and differences between two places [5]</p> <p>e.g. Pimperne and a small area in Kuala Lumpur, Malaysia</p> <p>Compare size, amenities, transport, location, weather and climate. [5]</p>	<p>Identify the similarities and differences between two places (LA Su2) e.g. Pimperne and a small area in Hawaii</p> <p>Compare pupils' lives with those of children in other places/environments. (LA Su 2)</p>	<p>Identify and describe similarities, differences and patterns when investigating different places, environments and people. Seasonality of food, types of food produced by warmer countries. (5. S)</p> <p>Know Bournemouth, Blandford, Poole and Dorchester are towns in Dorset.</p>	<p>Identify and describe similarities, differences and patterns of places, environments and people. - differences between Blandford now and in the 1600s.</p> <p>Compare Mountain Ranges and River lengths. E.g. Know the highest mountain is Everest and K2 is next highest. Know Mont Blanc is the highest mountain in Europe Know Ben Nevis is the highest UK mountain. Know the Nile and Amazon are longest rivers in the world. Know the Stour flows from Stourhead to the sea at Hengistbury head. Know River</p>	<p>Recall and summarise physical geography for Jersey, Greece, California and Peru, including climate, biome and physical features</p> <p>Know the largest deserts are Antarctic, Arctic and Sahara</p> <p>Compare the types of farming in N & S America [SFG]</p> <p>Understand that the climate in California supports citrus farming and climate in Peru supports coffee farming.</p> <p>Understand that East Anglia, Wessex, Cornwall, Scotland and Wales are broad regions covering several current counties [2.TR]</p>	<p>Compare and contrast life in rural communities in Mexico with those in Mexico City including traditional food and farming and compare with similar locations in Europe (HM 2)</p> <p>Understand that at the equator day and night are always exactly 12 hours. Understand that the further from the equator the more day length varies. Compare length of day in polar regions and other parts of the world (FK 6)</p> <p>Compare places in Mexico to Pimperne, Blandford and Bournemouth (HM 2)</p>



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				<p>Severn and River Thames are longest rivers in UK. Compare river lengths Nile, Amazon, Thames, Severn. [6. MM]</p> <p>Recall and summarise physical geography in the Amazon, including climate, biome and physical features. [6. MM]</p>	<p>Know that 80% of mainland Greece is mountainous, which provided a natural barrier against attack from invaders and created isolated city states. Only 20% of the land was suitable for farming. [GG]</p>	<p>Know that the Chihuahuan Desert is one of the largest in North America and that it covers parts of Texas, New Mexico, Arizona and Mexico. Compare and contrast with an area in UK / Europe (HM 2)</p>
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PHYSICAL GEOGRAPHY

	<p>NC KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 		<p>NC KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including: Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand some important processes and changes in the natural world around them, including the seasons. (Winter Wonderland)</p> <p>Understand the effect of changing seasons on the natural world around them. (Winter Wonderland)</p>	<p>Identify seasonal and daily weather patterns in the UK [2, 5]</p> <p>There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are</p>	<p>Use basic geographical vocabulary to identify and describe physical features of the UK, such as cliff, coast, lake, ocean, soil, valley and vegetation [5, 6] E.g. Royal residence settings (MM, Su1)</p> <p>Understand the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Describe places using geographical language. E.g. Know that the earth's rocky outer layer is called the crust</p> <p>Build on Y2 knowledge of seasonality. Know how seasons and weather effect food availability. (5. S)</p> <p>Know that tectonic plates are pieces of the crust. Know that deep inside the earth the rock is liquid and very hot.</p>	<p>Use geographical language to identify key aspects of physical features. E.g. Know it is colder on land that is higher up, than lower down</p> <p>Know a mountain is larger than a hill, usually at least 300m tall.</p> <p>Know a mountain range is a group of mountains joined or close together. Know Dorset has hills not mountains e.g. Hod and Hambledon Hill - link to history.</p>	<p>Know a climate is a description of how wet, hot or windy an area is. [SFG]</p> <p>Know that different climate zones exist across the globe [SFG]</p> <p>Know biomes are areas with similar climates, soil quality, animals and plants</p> <p>On a world map, predict and locate areas of similar environmental regions: temperate, tropical,</p>	<p>Know there are 3 major climate zones: polar, tropical and temperate (FK 6)</p> <p>Describe and understand key physical aspects, including: climate zones (FK 6, HM 2)</p> <p>On a world map, predict and locate areas of similar environmental regions: polar, temperate and tropical (FK 6, HM 2)</p>



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	<p>used to show different types of weather. [2, 5]</p> <p>Use basic geographical vocabulary to identify and describe physical features of the UK, such as beach, forest, hill, mountain, sea, river [5, 6]</p> <p>Physical features are naturally-created features of the Earth [6]</p>	<p>Know the equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. (LA, Su2)</p>	<p>Understand that if the molten rock (magma) breaks through the crust it makes a volcano</p> <p>Understand that the main parts of a volcano include the magma chamber, conduits, vents, craters and slopes [6. RRR]</p> <p>Know that tectonic plates constantly move (though very slowly)</p> <p>Understand that where tectonic plates touch there are often earthquakes and volcanoes. Apply knowledge to identify some cities that might have big earthquakes [6. RRR]</p> <p>Understand that a tsunami is a series of waves in the sea or ocean, caused by an earthquake, a volcanic eruption or other underwater explosion. [6. RRR]</p>	<p>Compare the height of mountains and local hills. Know that mountains can be classified according to what they look like and how they were formed.</p> <p>Describe the features of fold, volcanic, fault block, dome and plateau mountains. [6. MM]</p> <p>Know the water cycle is the continuous journey of water. [6. MM]</p> <p>Understand that the water moves from oceans and lakes, to clouds, to rain, to rivers and back to oceans and lakes (see science). [6. MM]</p> <p>Understand a river is moving water that flows from its source down to a bigger mass of water e.g. a lake, the sea, an ocean or another river. [6. MM]</p> <p>Know that a river has 3 stages: Upper, Middle and Lower Course. [6. MM]</p> <p>Understand water (river or sea) can erode the land and that the river transports and deposits sediment. [6. MM]</p>	<p>Mediterranean, desert, polar, mountain [SFG]</p> <p>Compare the climate zones of N & S America with that of the UK.</p>	<p>Know that Mexico has a diverse landscape including mountains, rainforests and deserts (HM 2)</p> <p>Describe the climate and wildlife of the Chihuahuan Desert and the role of the Rio Grande River (HM 2)</p> <p>Describe the terrain and endemic species which live on the Galapagos Islands (DD 4)</p>
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				<p>Know a river flows along a channel with banks on both sides and a bed at the bottom. [6. MM]</p> <p>Know a stream is a small river and that a meander is a bend in a river. [6. MM]</p> <p>Understand that if a river floods it often spreads fertile soil. [6. MM]</p>		
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HUMAN GEOGRAPHY

	<p>NC KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to human features including city, town, village, factory, farm, house, office, port, harbour and shop 		<p>NC KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of 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 			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use the local area for exploring the built environment. (Me and my community)</p>	<p>Describe the characteristics of a place using its human (man-made) features including buildings (Village hall, school, church), roads, homes, shops and offices. [6]</p> <p>Name and describe the purpose of human features and landmarks including: Significant London landmarks include the Royal Albert Hall, Tower Bridge, Houses of Parliament, Westminster Abbey, Big Ben, Buckingham Palace and Monument to the Great Fire of London. [6]</p>	<p>Describe places and features using simple geographical vocabulary including: city, town, village, factory, farm, house, office, port, harbour and shop. [LA Su2]</p>	<p>Use geographical language to describe some aspects of human features and patterns.</p> <p>Suggest why early people settled in temporary or permanent settlements e.g. Skara Brae. Know the spread and location of Iron Age hillforts across the United Kingdom. [1. TTA]</p> <p>Know the main economic activity in rural Dorset is farming</p>	<p>Use geographical language to identify and explain some aspects of human features and patterns.</p> <p>Know a settlement is where people live and understand that settlements are built next to rivers. [6. MM]</p> <p>Understand that rivers are often important for power and food, especially in the past, e.g. Stour. [6. MM]</p> <p>Understand that in Roman times trade routes were along straight roads they</p>	<p>Use geographical language to identify and explain key aspects of human features as well as links and interactions between people, places and environments.</p> <p>Know trade is buying/selling goods and a trade route is the route the goods travel. Rivers and seas are important trade routes and reasons for the creation of civilisation. [TR]</p> <p>Compare human features of Ancient and Modern Greece [GG]</p>	<p>Recognise patterns in human features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p> <p>Know bombing raids in WWII fell mainly on heavily populated areas which led to children evacuated to rural areas [CW 2]</p> <p>Know climate and landscape affect the lives of people in</p>



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				<p>built, or through passes, e.g. in the alps, or by water e.g. Poole harbour and the sea. [1. EE]</p> <p>Know that altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. [6. MM]</p>	<p>Understand differences between cities, towns, villages, hamlets. Know that a capital city is usually where a government has its central meeting place. [TR] [AI]</p> <p>Understand that the length of journey that food takes is known as food miles.</p> <p>Explain the climate, soil, problems, history, landscape, growing and harvesting of potatoes in Jersey [SFG]</p>	<p>the Arctic. Conditions are inhospitable but some indigenous people have successfully adapted to these [FK 6, Inuit – CU F]</p> <p>know there are very few towns inside the Arctic Circle [FK 6]</p> <p>Understand Mexican culture festivals and celebrations in Mexico [HM 2]</p>
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GEOGRAPHICAL SKILLS: ENQUIRY & INVESTIGATION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment. (Winter Wonderland)</p>	<p>Ask and answer simple geographical question about a place e.g. What is in this place?</p>	<p>Ask and answer simple geographical questions when investigating different places and environments.</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments</p> <p>Identify similarities, differences and patterns when comparing places and features. [S]</p> <p>Where do alligators and crocodiles live? [4. P]</p> <p>Investigate: The journey of a Banana [5. S]</p>	<p>Ask and respond to more searching geographical questions including 'how?' 'why?'</p> <p>Understand how coast and river have changed over time in UK. [6. MM]</p> <p>Understand that a lot of rain or ice/snow melting can make a river flood. [6. MM]</p> <p>Identify and describe similarities, differences and patterns when investigating</p>	<p>Ask and respond to questions that are more causal e.g. why is that happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in different places and environments.</p>	<p>Ask and respond to questions that are more causal e.g. what happened in the past to cause that? How is it likely to change in the future?</p> <p>Know that climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather [FK 6]</p> <p>Compare and contrast life in rural communities in Mexico with those in Mexico City including traditional food and</p>



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				different places, environments, and people. Find out about environmental issues linked to the oceans [4. BA]		farming and compare with similar locations in Europe [HM 2] Make predictions and test simple hypotheses about people places and geographical issues.
FIELDWORK						
	<i>NC KS1 pupils should be taught to</i> <ul style="list-style-type: none"> 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>NC KS2 Pupils should be taught to</i> <ul style="list-style-type: none"> 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. 			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore the natural world around them. (Winter Wonderland)</p> <p>Describe what they see, hear and feel whilst outside. (Winter Wonderland)</p>	<p>Observe and describe daily weather patterns. [2, 5]</p> <p>Use simple fieldwork and observational skills when studying the geography of the school and its grounds. [3,6] e.g. litter in playground</p>	<p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment. [LA Su2]</p>	<p>Observe, record and name geographical features in their local environments.</p>	<p>Observe, record and explain physical and human features of the environment. E.g., Know that the River Stour has a range of physical and human features along its course and locate the source of the River Stour and track its journey to Hengistbury Head. [6. MM]</p>	<p>Observe, measure and record human and physical features using a range of methods e.g., sketch maps, plans, graphs, and digital technologies.</p> <p>Leeson House, Worth Matravers:</p> <ul style="list-style-type: none"> Use anemometers to monitor the different wind patterns across sand dunes, Observe the different vegetation across sand dunes and make deductions Annotate a map of a village of study (Worth Matravers) Use scaled models (using sand) to investigate how the physical structures of 	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements, and recordings.</p>



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					Old Harry Rocks are formed. Compare land use maps of UK from past with the present (OS maps) (link to Anglo Saxon and Viking Britain).	
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USING & DRAWING MAPS

	NC KS1 Pupils should be taught to <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this KS. Use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map 		NC KS2 Pupils should be taught to <ul style="list-style-type: none"> Use world 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 UK and wider world. 			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Draw information from a simple map. Know a map is a bird's eye view. (Winter Wonderland) Use aerial photos to identify where the playground, classroom and field are. (Winter Wonderland)	Use a simple map with symbols to spot features. [1] Use a map of the United Kingdom to identify its countries. Use a globe to identify the world continents. Use aerial photos to identify the key features of Pimperne including stream, school, church and park.	Follow a route on map. (LA Su2) Use an infant atlas/globe to locate countries in the United Kingdom and the surrounding seas and to identify the continents and oceans. Use a plan view to identify landmarks. Royal residences (MM Su1) (MZ, A1)	Plot and follow a route on a map with some accuracy [5.S] Locate places on larger scale OS maps. Use map sites on the internet. E.g., 5. s] Digi maps – Food Journeys. The World Came to my place today. Use a junior atlas to locate places. Identify features on aerial/oblique photos.	Locate places and follow route on a large-scale map. Follow a route on a large-scale map. [6. MM, 2. TR, 1. EE] Use maps sites on internet. Use junior atlases and know that it is a collection of maps that shows geographical features. [6. MM] Identify features on aerial/oblique photos. [6. MM]	Compare OS maps and Ariel/oblique photos. Use OS map symbols and key to describe a route on an OS map e.g. allotments in local area. [AI] [SFG] Select a map for a specific purpose. Use a junior atlas to find out about other features of places. (e.g., find wettest part of the world) Recognise world map as flattened globe. Relate photos from space to maps and atlas diagrams. [S]	Follow a short route on an OS map and describe features. Locate places on a world map Confidently use atlases / digital mapping tools to find out about other features of places. E.g., Identify features within the compare the Arctic and Antarctic regions (FK 6) Recognise world map as flattened globe.
Follow simple directions	Follow and use simple directional and positional language to give directions and describe	Follow directions and include North, South, East and West to describe location (MZ,	Use the four points of a compass to follow/give directions. [4. P]	Use eight points of a compass [2. TR]	Use eight compass points Use four-figure grid references to locate features. [AI] [SFG]	Use eight compass points confidently and accurately. Use four-figure grid references confidently and



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	location including; behind, next to and in front of, left, right, straight ahead and turn. [6]	A1), (BBB, A2), WC, Sp 2). (LA Su2)	Use two figure grid reference to locate features [4. P] (not including OS maps)	Use four-figure grid references to locate features. [6. MM] (not including OS maps)		begin to use 6 figure grid references for latitude and longitude. (FZ 6, HM 2)
Draw and create their own maps using real objects and/or pictures and symbols.	Draw a simple picture map of Pimperne. [1,3, 5.]	Draw a map of a real or imaginary place. (School grounds BBB A2 Imaginary treasure map LA Su2) Begin to understand the need for a key. (BBB A2, LA Su2)	Make a map of a short route in correct order E.g. food journey of a banana [5.S] Make a simple scale drawing.	Draw a simple sketch map e.g., The Great Barrier Reef. [4.BA] Know why a key is needed [4.BA] Make a simple scale drawing.	Draw a variety of thematic maps e.g., Peru, California, Jersey [SGF] Draw a sketch map using symbols and a key.	Draw a variety of thematic maps e.g., Mexico showing aspects of its human and physical geography, including cities, seas, mountains [HM 2] Draw plans of increasing complexity.
Pimperne School, playground, field, classrooms, travel, live, seasons, spring, summer, autumn, winter, map, polar regions, rainforests, weather, temperature	Village, houses, church, school, park, England, London, seasons, <i>sun, rain, wind, snow, fog, hail and sleet.</i> , continents, compass, north, south, east, west, stream, aerial photographs	Map, symbols, town, county, river, Polar regions Arctic, Antarctica, climate, United Kingdom, Wales, Scotland, Northern Ireland, Cardiff, Edinburgh, Belfast, oceans.	Settlements, hill forts, locate, volcanoes, earthquakes, ring of fire, natural disasters, climate, food production, Town, city, economic activity, services	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, water cycle, river, mountains, lakes, flooding, Ordnance Survey, River Stour, Flood defences.	Europe, Ancient & Modern Greece, climate, physical, human, coastal, rural, scale factor, climate zones, biomes, soil quality,	North & South America, Mexico, Galapagos Islands, terrain, endemic species, deserts, latitude, longitude,