



What I already know

- To use a range of maps and globes (including picture maps) at different scales and recognise simple features on maps.
- To know that maps give information about places in the world (here/what?)
- To locate land and sea on maps, including the world's seven continents and the world's five oceans
- To name and locate the four capitals of the UK and the seas around the UK
- To use basic geographical vocabulary to refer to key physical and human features
- To use locational and directional language to describe features and routes for example left, right, forward and backwards
- To give and follow simple instructions to get from one place to another using positional and directional language
- To follow a route on a map
- To recognise that maps need titles
- To draw a simple map for example of a garden/route map/place
- To know that symbols means something on a map and to use and construct basic symbols on a map key
- To use simple compass directions
- To ask simple geographical, "Where?", "Who?", "What?" about their environment

Geography skills and field work

- To use basic geographical vocabulary to refer to key physical features **and** key human features.
- Use a range of maps (including picture maps) at different scales.
- Know that maps give information about places in the world (where/what?).
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise landmarks and basic human features.
- Know that symbols mean something on maps.
- To use simple fieldwork techniques such as observation, identification and description to study the key human and physical features of their surrounding environment.
- To use cameras, aerial photographs and audio equipment to record geographical features, recognise landmarks and basic human and physical features.
- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.
- Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.

Key Vocabulary

- **United Kingdom** – A country that includes England, Wales, Scotland and Northern Ireland
- **Route** – a way of getting from one place to another
- **Physical features** – shape of the land, things that are natural to the area
- **Human features** – Cities, towns, factories, anything that was man made and is now part of the land
- **Landmark** – Something that is easily recognised in the area
- **Land** – An area that is on the ground and not covered by water
- **Maps** – A drawing of the country or world to show important features often in 2D
- **Map Key** – the map key explains the symbols used on a map
- **Compass** – A piece of equipment used to identify North
- **Symbols** – a mark or character used to represent an object or building
- **Location** – a particular place or position
- **Symbols** – pictures that have a meaning
- **Observation**- to look closely at something and describe what you see.
- **Identification** – to say what of who something is
- **Description** – to say or write what someone or something is like:

What sort of area is our school in? (e.g. busy, quiet, rural and built up etc)



Which are built places e.g. recreation grounds, swimming pool and which are natural places e.g. woods, beach or fields?

Where in the school grounds do you play? Where do they go to play at the weekends or on holiday?

What geographical features are there in the school grounds? (e.g. man made and natural)

Mapping skills

- I can use large scale maps and photographs
- I can add simple information to maps for example, labels and markers
- I can draw around simple shapes and explain what they are on maps for example houses
- I can draw a simple route

What is special about our neighbourhood and what is not so good?



What would they really want to do if there was somewhere to do it?

What would you add to the neighbourhood to make it better?
