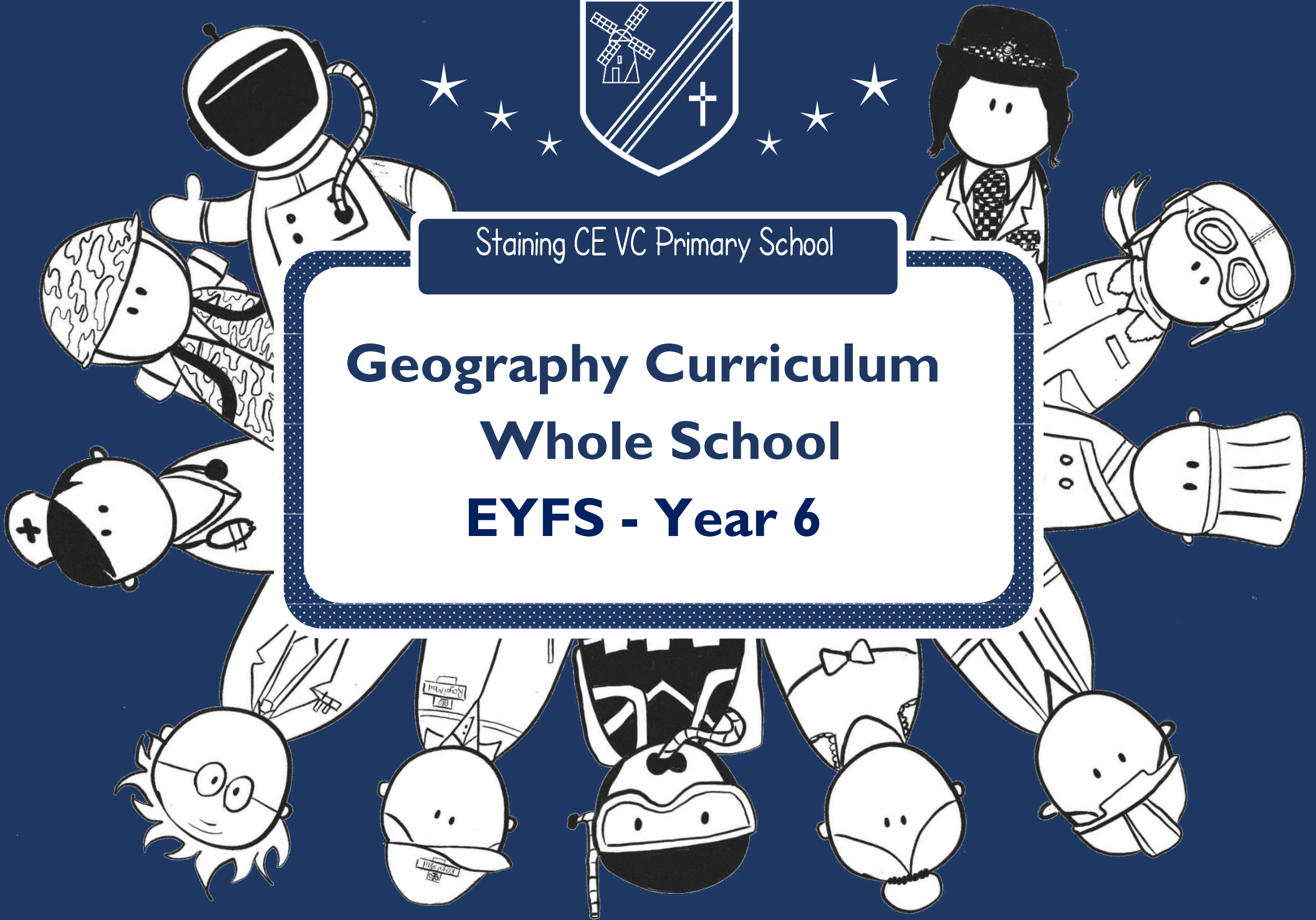


Staining CE VC Primary School

Geography Curriculum Whole School EYFS - Year 6



EYFS - Key Learning in Understanding the World - Geography		
3-4 year Olds	Reception	ELG
<p>Talk about what they see, using a wide vocabulary. Show interest in different occupations. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>C&L Use a wider range of vocabulary. Develop their communication. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them</p> <p>C&L Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>C&L Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen.</p>

	Locational knowledge	Place knowledge	Human and Physical Geography
Year 1 and 2	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.	Small area of the United Kingdom. Small area in a contrasting non-European country.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Year 1	Name and locate the world's seven continents and five oceans.	Small area of the United Kingdom. Small area in a contrasting non-European country.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Year 2	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.	Small area of the United Kingdom. Small area in a contrasting non-European country.	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

	Locational knowledge	Place knowledge	Human and Physical Geography
Year 3 and 4	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Name and locate counties and cities of the United Kingdom. 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>	<p>A region of the United Kingdom.</p> <p>A region in a European country.</p> <p>A region within North or South America.</p>	<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. <p>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.</p>
Year 3	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Name and locate counties and cities of the United Kingdom. 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>	<p>A region of the United Kingdom.</p> <p>A region in a European country.</p> <p>A region within North or South America.</p>	<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. <p>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.</p>
Year 4	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Name and locate counties and cities of the United Kingdom. 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>	<p>A region of the United Kingdom.</p> <p>A region within North or South America.</p>	<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, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

	Locational knowledge	Place knowledge	Human and Physical Geography
Year 5 and 6	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate counties and cities of the United Kingdom. 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>	<p>A region of the United Kingdom. A region in a European country. A region within North or South America.</p>	<p>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.</p>
Year 5	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate counties and cities of the United Kingdom. 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>	<p>A region of the United Kingdom. A region in a European country. A region within North or South America.</p>	<p>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.</p>
Year 6	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. 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>	<p>A region of the United Kingdom. A region in a European country. A region within North or South America.</p>	<p>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.</p>

	Mapping	Fieldwork	Enquiry and Investigation
Year 1 and 2	<p>Use a range of maps and globes (including picture maps) at different scales.</p> <p>Use vocabulary such as bigger/smaller, near/far.</p> <p>Know that maps give information about places in the world (where/what?).</p> <p>Locate land and sea on maps.</p> <p>Use large scale maps and aerial photos of the school and local area.</p> <p>Recognise simple features on maps e.g. buildings, roads and fields.</p> <p>Follow a route on a map starting with a picture map of the school.</p> <p>Recognise that maps need titles.</p> <p>Recognise landmarks and basic human features on aerial photos.</p> <p>Know which direction is North on an OS map.</p> <p>Draw a simple map e.g. of a garden, route map, place in a story.</p> <p>Use and construct basic symbols in a map key.</p> <p>Know that symbols mean something on maps.</p> <p>Find a given OS symbol on a map with support</p> <p>Begin to realise why maps need a key.</p> <p>Look down on objects and make a plan e.g. of the classroom or playground.</p>	<p>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</p> <p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</p> <p>Use simple compass directions (NSEW).</p> <p>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>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?'</p> <p>Investigate through observation and description.</p> <p>Recognise differences between their own and others' lives.</p>
Year 1	<p>Use vocabulary such as bigger/smaller, near/far.</p> <p>Know that maps give information about places in the world (where/what?).</p> <p>Locate land and sea on maps.</p> <p>Use large scale maps and aerial photos of the school and local area.</p> <p>Recognise simple features on maps e.g. buildings, roads and fields.</p> <p>Follow a route on a map starting with a picture map of the school.</p> <p>Recognise that maps need titles.</p> <p>Recognise landmarks and basic human features on aerial photos.</p> <p>Draw a simple map e.g. of a garden, route map, place in a story.</p> <p>Use and construct basic symbols in a map key.</p> <p>Begin to realise why maps need a key.</p> <p>Look down on objects and make a plan e.g. of the classroom or playground.</p>	<p>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</p> <p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</p> <p>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>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?'</p> <p>Investigate through observation and description.</p> <p>Recognise differences between their own and others' lives.</p>
Year 2	<p>Use a range of maps and globes (including picture maps) at different scales.</p> <p>Use vocabulary such as bigger/smaller, near/far.</p> <p>Know that maps give information about places in the world (where/what?).</p> <p>Locate land and sea on maps.</p> <p>Use large scale maps and aerial photos of the school and local area.</p> <p>Recognise simple features on maps e.g. buildings, roads and fields.</p> <p>Follow a route on a map starting with a picture map of the school.</p> <p>Recognise that maps need titles.</p> <p>Recognise landmarks and basic human features on aerial photos.</p> <p>Know which direction is North on an OS map.</p> <p>Draw a simple map e.g. of a garden, route map, place in a story.</p> <p>Use and construct basic symbols in a map key.</p> <p>Know that symbols mean something on maps.</p> <p>Find a given OS symbol on a map with support</p> <p>Begin to realise why maps need a key.</p>	<p>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</p> <p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</p> <p>Use simple compass directions (NSEW).</p> <p>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>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?'</p> <p>Investigate through observation and description.</p> <p>Recognise differences between their own and others' lives.</p>

	Mapping	Fieldwork	Enquiry and Investigation
Year 3 and 4	<p>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</p> <p>Use maps at more than one scale.</p> <p>Recognise that larger scale maps cover less area.</p> <p>Make and use simple route maps.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Use the index and contents page of atlases.</p> <p>Label maps with titles to show their purpose</p> <p>Recognise that contours show height and slope.</p> <p>Use 4 figure coordinates to locate features on maps.</p> <p>Create maps of small areas with features in the correct place.</p> <p>Recognise some standard OS symbols.</p> <p>Link features on maps to photos and aerial views.</p> <p>Make a simple scaled drawing e.g. of the classroom.</p> <p>Relate measurement on large scale maps to measurements outside.</p>	<p>Use the eight points of a compass.</p> <p>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</p> <p>Make links between features observed in the environment to those on maps and aerial photos.</p>	<p>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</p> <p>Make comparisons with their own lives and their own situation.</p>
	<p>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</p> <p>Use maps at more than one scale.</p> <p>Recognise that larger scale maps cover less area.</p> <p>Make and use simple route maps.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Use the index and contents page of atlases.</p> <p>Label maps with titles to show their purpose</p> <p>Use 2 figure coordinates to locate features on maps.</p> <p>Create maps of small areas with features in the correct place.</p> <p>Link features on maps to photos and aerial views.</p> <p>Make a simple scaled drawing e.g. of the classroom.</p>	<p>Use the points of a compass.</p> <p>Observe and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</p>	<p>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</p> <p>Make comparisons with their own lives and their own situation.</p>
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	Mapping	Fieldwork	Enquiry and Investigation
Year 5 and 6	<p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Relate different maps to each other and to aerial photos.</p> <p>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</p> <p>Choose the most appropriate map/globe for a specific purpose.</p> <p>Follow routes on maps describing what can be seen.</p> <p>Interpret and use thematic maps.</p> <p>Understand that purpose, scale, symbols and style are related.</p> <p>Identify, describe and interpret relief features on OS maps.</p> <p>Use six figure coordinates.</p> <p>Use latitude/longitude in a globe or atlas.</p> <p>Create sketch maps using symbols and a key.</p> <p>Use a wider range of OS symbols including 1:50K symbols.</p> <p>Know that different scale OS maps use some different symbols.</p> <p>Use models and maps to discuss land shape i.e. contours and slopes.</p> <p>Use the scale bar on maps.</p> <p>Read and compare map scales.</p>	<p>Use eight cardinal points to give directions and instructions.</p> <p>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</p> <p>Interpret data collected and present the information in a variety of ways including charts and graphs.</p>	<p>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <p>Make predictions and test simple hypotheses about people and places.</p>
Year 5	<p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Relate different maps to each other and to aerial photos.</p> <p>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</p> <p>Choose the most appropriate map/globe for a specific purpose.</p> <p>Follow routes on maps describing what can be seen.</p> <p>Interpret and use thematic maps.</p> <p>Understand that purpose, scale, symbols and style are related.</p> <p>Identify, describe and interpret relief features on OS maps.</p> <p>Use six figure coordinates.</p> <p>Use latitude/longitude in a globe or atlas.</p> <p>Create sketch maps using symbols and a key.</p> <p>Use a wider range of OS symbols including 1:50K symbols.</p> <p>Know that different scale OS maps use some different symbols.</p> <p>Use models and maps to discuss land shape i.e. contours and slopes.</p> <p>Use the scale bar on maps.</p> <p>Read and compare map scales.</p>	<p>Use eight cardinal points to give directions and instructions.</p> <p>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies</p> <p>Interpret data collected and present the information in a variety of ways including charts and graphs.</p>	<p>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <p>Make predictions and test simple hypotheses about people and places.</p>
Year 6	<p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Relate different maps to each other and to aerial photos.</p> <p>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</p> <p>Choose the most appropriate map/globe for a specific purpose.</p> <p>Follow routes on maps describing what can be seen.</p> <p>Interpret and use thematic maps.</p>	<p>Use eight cardinal points to give directions and instructions.</p> <p>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</p>	<p>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <p>Make predictions and test simple hypotheses about people and places.</p>

	<p>Understand that purpose, scale, symbols and style are related.</p> <p>Create sketch maps using symbols and a key.</p> <p>Use models and maps to discuss land shape i.e. contours and slopes.</p> <p>Use the scale bar on maps.</p> <p>Read and compare map scales.</p>	<p>Interpret data collected and present the information in a variety of ways including charts and graphs.</p>	
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	Communication	Use of ICT / technology
Year 1 and 2	<p>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</p> <p>Notice and describe patterns.</p> <p>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</p> <p>Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</p>	<p>Use simple electronic globes/maps.</p> <p>Do simple searches within specific geographic software.</p> <p>Use a postcode to find a place on a digital map.</p> <p>Add simple labels to a digital map.</p> <p>Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</p> <p>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</p> <p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</p> <p>Describe and label electronic images produced.</p>
Year 1	<p>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</p> <p>Notice and describe patterns.</p>	<p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</p>
Year 2	<p>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</p> <p>Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</p>	<p>Use simple electronic globes/maps.</p> <p>Do simple searches within specific geographic software.</p> <p>Use a postcode to find a place on a digital map.</p> <p>Add simple labels to a digital map.</p> <p>Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</p> <p>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</p> <p>Describe and label electronic images produced.</p>

	Communication	Use of ICT / technology
Year 3 and 4	<p>Identify and describe geographical features, processes (changes), and patterns.</p> <p>Use geographical language relating to the physical and human processes</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Express opinions and personal views</p>	<p>Use the zoom facility on digital maps to locate places at different scales.</p> <p>Add a range of text and annotations to digital maps to explain features and places.</p> <p>View a range of satellite images</p> <p>Add photos to digital maps.</p> <p>Draw and follow routes on digital maps.</p> <p>Use spreadsheets, tables and charts to collect and display geographical data.</p>
Year 3	<p>Identify and describe geographical features, processes (changes), and patterns.</p> <p>Use geographical language relating to the physical and human processes</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Express opinions and personal views</p>	<p>Use the zoom facility on digital maps to locate places at different scales.</p> <p>Add a range of text and annotations to digital maps to explain features and places.</p> <p>View a range of satellite images</p>
Year 4	<p>Identify and describe geographical features, processes (changes), and patterns.</p> <p>Use geographical language relating to the physical and human processes</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Express opinions and personal views</p>	<p>Use the zoom facility on digital maps to locate places at different scales.</p> <p>Add a range of text and annotations to digital maps to explain features and places.</p> <p>View a range of satellite images</p> <p>Add photos to digital maps.</p> <p>Draw and follow routes on digital maps.</p> <p>Use spreadsheets, tables and charts to collect and display geographical data.</p>

	Communication	Use of ICT / technology
Year 5 and 6	<p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</p>	<p>Use appropriate search facilities when locating places on digital/online maps and websites.</p> <p>Use wider range of labels and measuring tools on digital maps.</p> <p>Start to explain satellite imagery.</p> <p>Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</p> <p>Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.</p>
Year 5	<p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</p>	<p>Use appropriate search facilities when locating places on digital/online maps and websites.</p> <p>Use wider range of labels and measuring tools on digital maps.</p> <p>Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.</p>
Year 6	<p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</p>	<p>Use appropriate search facilities when locating places on digital/online maps and websites.</p> <p>Use wider range of labels and measuring tools on digital maps.</p> <p>Start to explain satellite imagery.</p> <p>Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</p>