

## **Whitehill Junior School Geography Curriculum Overview and information 2020**

### **Aims**

Our aim is to start our students down the road of 'thinking geographically'.

Our curriculum does this by allowing students to make links between places, spaces and the environment via a connected and contextualised topic based approach. Geography at Whitehill aims to do more than just cover the world, it aims to explore and explain the world we live in by building students locational knowledge and their understanding of human and physical processes. Students are encouraged to scrutinise the relationship between humans and the environment whilst making links with other subjects. Students are given the technical skills needed for geography such as map reading, data collection and field work. There is at least one geography based field trip for each year which will allow them to use these technical procedures.

The table below shows when students will learn about different locations and places. It shows when they will compare and contrast the human and or physical differences in two or more areas of the world and shows when they will scrutinise the link between human and physical processes of our world. The final column shows the geographical and field work skills they will learn and the field trips they will practice them on.

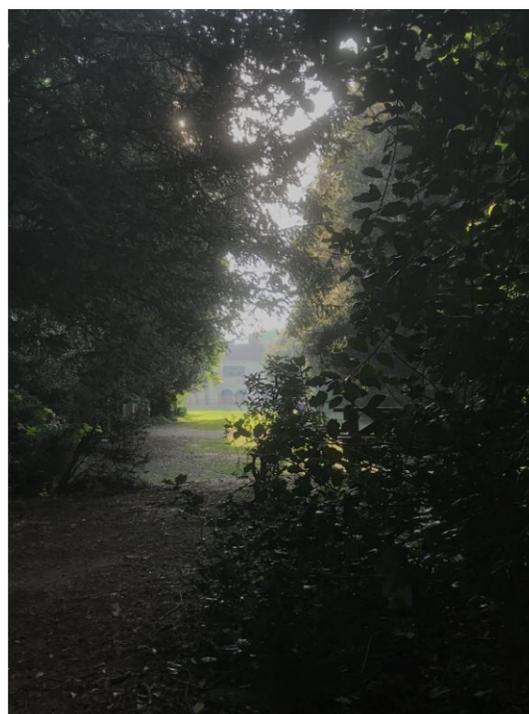
### **The National Curriculum for Geography**

The national curriculum for geography aims to ensure that all pupils “develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes,” and “understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.” Students cover these aims at multiple points whilst at Whitehill. In year 3 they cover the human and physical processes involved in the Amazon Rainforest and in year 4 they cover how the physical processes of the ring of fire affect and has affected different settlements over time, both of which are globally significant places.

The national curriculum also asks that all students are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Through on sight investigations and field trips, students learn and become competent in the range of geographical fieldwork skills outlined in the National Curriculum.



Year and links	Unit	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
Year 3  Rainforests  Aztecs and Mayans  Digging Deeper	<b>Brazil</b> <ul style="list-style-type: none"> <li>Where is Brazil?</li> <li>What are its human and physical features?</li> <li>What's the climate like?</li> <li>What is urbanisation? Why does it happen?</li> <li>Rio de Janeiro: a city of two halves</li> <li>Who lives in the Amazon?</li> <li>What's life like in Brazil?</li> </ul>	<b>Locate the world's countries using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.</b> <ul style="list-style-type: none"> <li>Use maps and atlases to locate the continent South America and the country Brazil. Identify the countries bordering Brazil. Concentrate on Brazil's environmental regions, key physical and human features, and major cities.</li> <li>Locate the different environmental regions of Brazil and key physical characteristics.</li> <li>Locate the major cities and environmental regions of Brazil. Concentrate on key physical and human characteristics as they relate to urbanisation.</li> <li>Locate the continent South America and country Brazil using maps. Concentrate on key physical and human characteristics of the city Rio de Janeiro.</li> </ul>	<b>Understand geographical similarities and differences through the study of human and physical geography of a region in a South American country.</b> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of Brazil.</li> <li>Understand geographical similarities and differences through the study of the climate and environmental regions in Brazil. Compare the climate of Brazil with that of the UK.</li> <li>Understand geographical similarities and differences through the study of urban and rural areas in Brazil. Compare urbanisation in Brazil to urbanisation in the UK.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of South America.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of the Amazon rainforest.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of Brazil.</li> </ul>	<b>Describe and understand climate zones, mountains, seas, coasts, rivers and the impact of physical on human geography.</b>  <b>Describe and understand settlement, land use, economic activity and the impact of human on physical geography.</b> <ul style="list-style-type: none"> <li>Describe and understand the key aspects of physical geography, including: biomes and vegetation belts, rivers and mountains.</li> <li>Describe and understand key aspects of: physical geography, including: climate zones.</li> <li>Human geography, including: types of settlement and land use, services, economic activity, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Examining human and physical push and pull factors related to urbanisation.</li> <li>Human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Human geography, including: types of settlement and land use, economic activity and tourism, and the distribution of natural resources</li> </ul>	<b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate Brazil and surrounding countries and oceans; describe features studied.</li> <li>Use climate data to create climate graphs for a range of environmental regions in Brazil. Using the climate data and graphs, compare Brazil's climate with the UK.</li> <li>Use maps and digital/computer mapping to locate urban and rural areas and describe features.</li> <li>Use information on the Rochinha favela and Barra da Tijuca to create a Venn diagram highlighting similarities and differences between these two areas of Rio de Janeiro.</li> <li>Use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil and describe features studied</li> </ul>
Our Local Area	<b>The United Kingdom</b> <ul style="list-style-type: none"> <li>Which countries make up the UK? What are their key geographical features?</li> <li>How can aerial photography and topological mapping help me to find out more about the geography of the UK?</li> <li>What is the importance of farming to the UK?</li> <li>How do football team names help us to understand settlements in the UK?</li> <li>How are Blackpool and Birmingham similar and different?</li> <li>What are the values of multicultural Britain?</li> </ul>	<b>Locate the country groupings of 'British Isles', 'United Kingdom' and 'Great Britain'; the capital cities of UK; and surrounding seas.</b> <ul style="list-style-type: none"> <li>Name and locate key topographical features of the UK including hills, mountains, coasts and rivers.</li> <li>Name and locate counties of the UK and geographical regions, particularly in relation to agriculture.</li> <li>Name and locate UK cities and industrial land use and understand how these aspects have changed over time.</li> <li>Name and locate cities of the UK and understand how their characteristics have changed over time.</li> <li>Describe and understand physical and human influences on the growth, development and functionality of cities.</li> <li>Name and locate capital cities and their identifying human and physical characteristics and how these aspects have changed over time.</li> <li>The United Kingdom within the world/Europe; surrounding seas; regions and counties; major cities; physical features (mountains, rivers, climate and weather); farming and industrial zones.</li> </ul>	<b>Develop contextual knowledge of constituent countries of UK: national emblems; population totals/characteristics; language; customs, iconic landmarks etc.</b> <ul style="list-style-type: none"> <li>Understand the political structure of the UK and the key historical events that have influenced it.</li> <li>Understand geographical similarities and differences through the study of the physical geography of the UK.</li> <li>Describe different landscapes and environments to explore feelings about places (sense of place).</li> <li>Understand geographical similarities and differences through the study of physical and human geography of a UK county.</li> <li>Understand the interdependence between physical and human landscapes.</li> <li>Understand the processes of industrial growth and how economic prosperity might be related to the success/failure of the local football team.</li> <li>Understand how the nicknames of football teams might give clues to the industrial history of the town/city.</li> <li>Understand geographical similarities and differences through a comparative study of two settlements.</li> <li>Identify the origin, patterns of growth and economic and social challenges of large settlements.</li> <li>Interpret a range of sources of geographical information including maps and aerial photographs.</li> </ul>	<b>Describe and understand the physical geography of the British Isles, including: climate zones, biomes and vegetation belts, rivers and mountains.</b> <ul style="list-style-type: none"> <li>Pupils are able to describe and understand key aspects of physical geography including mountains, rivers and seas.</li> <li>Pupils are able to describe and understand key aspects of human geography including cities and land use.</li> <li>Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains.</li> <li>Describe and understand key aspects of human geography including settlement type, land use, economic activity etc.</li> <li>Describe and understand key aspects of the physical geography of the UK including climate zones and distribution of soils.</li> <li>Describe and understand key aspects of the human geography of the UK including the distribution of farming types and traditional food products.</li> <li>Describe and understand key aspects of human geography including types of settlement, economic activity, trade links and the distribution of natural resources including energy and minerals.</li> <li>Explain the location, growth and decline of settlement.</li> <li>Describe and understand key aspects of human geography including migration, multi-culturalism and ethnicity</li> <li>Pupils are able to describe and understand key aspects of physical and human geography and the interdependence between natural and man-made environments.</li> </ul>	<b>Use maps, atlases and digital/computer mapping to locate and describe features of UK countries.</b> <ul style="list-style-type: none"> <li>Pupils use the eight points compass and map keys to build their knowledge of the UK. I</li> <li>Interpret a range of sources of geographical information including aerial photographs.</li> <li>Use Ordnance Survey (OS) maps (4 and 6 figure grid references, symbols and key) and 8 point compass to locate specific features and build knowledge of the UK.</li> <li>Use discursive skills; presentational skills (artistic/graphical/oral); organisation of information; cross-curricular links with History, Science and SMSC.</li> <li>Use atlases to locate footballing towns/cities; cross-curricular links with History; interpretation of past and present land use through OS maps.</li> <li>The ability to understand the values of tolerance and harmony between different cultural groups. Links with SMSC.</li> </ul>
	<b>Map skills: getting to know the British Isles</b>	<ul style="list-style-type: none"> <li>Discover of the location the school and the local area. Name and locate counties and cities of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to describe features in the local area and on a map of the British Isles.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate geographical information in a variety of ways, including through maps. KS2 - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>

Year and links	Unit	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
<p><b>Year 4</b></p> <p>Dinosaurs</p> <p>Volcanoes</p>	<p><b>Mountains, Vocanoes and Earthquakes</b></p> <ul style="list-style-type: none"> <li>• Mount Everest</li> <li>• Mapping mountains</li> <li>• How are mountains formed?</li> <li>• What and where are volcanoes?</li> <li>• Volcanoes: a suitable home?</li> <li>• Earthquakes</li> </ul> <p><b>The Mediterranean</b></p> <ul style="list-style-type: none"> <li>• What's on the map? Bird's eye view on Europe</li> <li>• Is Europe a proper continent? Is the Mediterranean a proper sea?</li> <li>• What's so special about the Mediterranean?</li> <li>• Zoom in on Italy: A country of Cities and Regions</li> <li>• Zoom in on Bologna and the Bolognese – A city of Education and a City of Food</li> <li>• Everyday life in Bologna</li> </ul> <p><b>Map skills: Ordinance Survey maps</b></p> <ul style="list-style-type: none"> <li>• What can we read and see on OS maps? What are grid references, scale and symbols?</li> </ul>	<p><b>Name, locate and identify the physical and human characteristics of countries in Europe and the UK.</b></p> <ul style="list-style-type: none"> <li>• Locate major mountain ranges, rivers, coasts, borders, roads and cities in a range of maps of UK and Europe from today and during the time of the Roman Empire.</li> <li>• Look at lines of latitude and longitude. What are these? What are they called? Why do we need them?</li> <li>• Use a world map (&amp; a combination of symbols &amp; latitude and longitude) to identify position of volcanoes, then the Ring of Fire; dinosaur bones, earthquake zones, then tectonic plates. [Scaffold with continents for WTS; expect precise plotting for ARE]</li> </ul>	<p><b>Develop contextual knowledge of the defining physical and human characteristics of East of England with Campania and Sicily.</b></p> <p><b>Use this knowledge to compare and contrast the regions.</b></p> <ul style="list-style-type: none"> <li>• Use maps to locate physical characteristics of both areas (rivers, mountains, coasts &amp; <i>volcanoes and earthquakes</i> etc) and human (cities, roads, land type and use). To look at physical artefacts (diagrams, globes, aerial photos and Geographical Information Systems) for pupils to investigate how land is used in the two regions the idea is to establish that farming &amp; mining happen around Vesuvius if they do. And that Hitchin still has a (small) lavender industry.</li> <li>• Apply understanding of where volcanoes and earthquakes occur to explain why they are present in Campania and not the East of England.</li> <li>• Understand the link between the physical and human – <b>apply</b> understanding of how volcanic/earthquake activity has affected land use in Campania and <i>historical knowledge</i> of how a combination of human and physical factors have lead to Hitchin's lavender industry.</li> </ul>	<p><b>Describe and understand how volcanoes and earthquakes are formed and their interdependence with human characteristics.</b></p> <ul style="list-style-type: none"> <li>• Investigate and explain the role played by tectonic plates and the earth's structure in the formation of volcanoes and earthquakes.</li> <li>• Investigate types of rocks found in different locations. Igneous – volcanos; fertile soil near volcano.</li> <li>• Explore human interaction with volcano and earthquake regions including why, where and what kinds of settlements have been created and economic benefits such as export of marble.</li> <li>• Extend investigation to look at building structures (developed further in DT).</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Locate countries via:</li> <li>• Maps</li> <li>• Atlases</li> <li>• Globes</li> <li>• Digital computer mapping (Google Maps)</li> <li>• Learn the 8 points on a compass and understand 4 figure grid references for trip to Overstrand.</li> <li>• Fieldwork techniques:</li> <li>• Observation of wildlife in rock pools in Overstrand.</li> <li>• Observe and present volcanos through diagrams and models.</li> <li>• Geographical sketches different types of rocks.</li> </ul>

Year and links	Unit	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
Year 5 Going Global	<b>Global Trade</b> <ul style="list-style-type: none"> <li>How did trade get global?</li> <li>Food and global trade</li> <li>The global supply chain</li> <li>What does the UK export and where to?</li> <li>Investigating Fairtrade</li> <li>Highest-valued exports</li> </ul>	<b>Name, locate and define the physical and human characteristics of countries UK exports to and imports from.</b> <ul style="list-style-type: none"> <li>Consider the location of global companies such as Starbucks and IKEA and recognise they trade in countries located all over the world.</li> <li>Pupils use maps and atlases to locate the source of a range of food products.</li> <li>Pupils use maps and globes to locate less developed and more developed countries.</li> <li>Locating the countries that the UK exports goods to.</li> <li>Pupils are introduced to case studies of fairtrade industry in a range of locations globally.</li> <li>Locating continents and countries using a digital world map to determine what each country's highest-value export is.</li> </ul>	<b>Develop contextual knowledge of Peru, Turkey, China, India, Europe and North America.</b> <ul style="list-style-type: none"> <li>To compare the resources of different places and understand that different places import and export different goods.</li> <li>Comparing the characteristics of different places a cotton garment passes through during its manufacture: the human and physical geographical features of Peru, Turkey, China, India, Europe and North America.</li> <li>A closer look at the geography of the UK, to consider why we export the types of goods we do.</li> <li>Learning about conditions of places and populations practicing fairtrade.</li> <li>Case studies of the USA and Liberia to demonstrate the impact of geography on what a country exports to other countries. Pupils also do independent online research to explore the human and physical geography of other countries and how this impacts their highest-value export.</li> <li></li> </ul>	<b>Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale.</b> <ul style="list-style-type: none"> <li>Human geography: Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global'</li> <li>Physical geography: Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from.</li> <li>Human geography: Describe and understand key aspects of human geography, including how trade connects different countries and their populations.</li> <li>Physical geography: Describe and understand key aspects of physical geography including location, natural resources, and climate.</li> <li>Human geography: Describe and understand key aspects of human geography, including trade links, the role of workers in different countries along the supply chain and comparing the wealth and level of development of different countries.</li> <li>Describe and understand aspects of physical geography of the UK that determines what we export. Key aspects of human geography, including the types of goods we export and trade links. Physical geography: Describe and understand key aspects of physical geography of places.</li> <li>Human geography: Describe and understand key aspects of human geography, including fairtrade, and how global trade affects the lives of workers in less economically developed countries. Physical geography: Describe and understand key aspects of physical geography of places including climate, oceans, rivers, lakes, and natural resources.</li> <li>Human geography: Describe and understand key aspects of human geography, including level of development, education, skills and industry.</li> </ul>	<b>Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale.</b> <ul style="list-style-type: none"> <li>Use research and enquiry skills to discover more about trade through time, picking out key points and recording.</li> <li>Geographical skills and fieldwork: Presenting data related to global trade in table and graph form, and draw conclusions on which country the UK exports the most to.</li> <li>Presenting data related to global trade in table and graph form, and draw conclusions on the data on fairtrade and non-fairtrade products. Online research and map work relating to global trade and highest-value exports.</li> </ul>
Going Global	<b>United States of America</b> <ul style="list-style-type: none"> <li>USA: an exploration</li> <li>Canyons and valleys: physical landscapes</li> <li>Where are all the people?</li> <li>Challenged by water: floods and drought</li> <li>Food and farming</li> <li>New York through time</li> </ul>	<b>Name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements.</b> <ul style="list-style-type: none"> <li>Interpreting time lapse videos to recognise key features of the landscape in the USA</li> <li>Understanding the distribution of population across the USA and factors that affect this pattern.</li> <li>Using a range of evidence to recognise the different climates experienced across the USA.</li> <li>Understanding the wide variety of agricultural products from the USA.</li> <li>Understanding the location of New York City, recognising key features and characteristics of the city.</li> </ul>	<b>Understand geographical similarities and differences of different places within USA. Interpret a range of images and sounds to be able to link places to a location on a map.</b> <ul style="list-style-type: none"> <li>Understand the different features across the USA, and the differences across the country (and to the UK)</li> <li>Describe and understand the population characteristics of different settlements in the USA.</li> <li>Understand the different climatic features of California and Mississippi and the impact this has on the different stages</li> <li>Understanding the different regional dominance of different products across the USA.</li> <li>Investigation of the development of New York City, its functions and characteristics.</li> </ul>	<b>Understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc.</b> <ul style="list-style-type: none"> <li>Understand the location and features of key settlements in the USA.</li> <li>Physical geography: Describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon.</li> <li>Awareness of the impact physical features may have on the population distribution of the USA. Understand the distribution of the population in the USA and the characteristics of different states in the USA.</li> <li>Investigation of different physical features and processes related to climate.</li> <li>Understand the impact of the environment on humans, particularly drought and floods.</li> <li>Knowledge of the impact of physical features and processes on agricultural production.</li> <li></li> </ul>	<b>Use an atlas to be able to locate key features on a map of the USA.</b> <ul style="list-style-type: none"> <li>Geographical skills and fieldwork: Interpreting a map of the Grand Canyon.</li> <li>Using census data to explore the characteristics of the population of the USA.</li> <li>Interpreting climate graphs to understand changes in climate across the USA.</li> <li>Working with data at local and national level.</li> <li></li> <li>Geographical skills and fieldwork: Analysis of historical maps to examine urban change</li> </ul>
	<b>Map Skills: Contour Lines</b> <ul style="list-style-type: none"> <li>What are the differences between human and physical features of the environment?</li> <li>How are they represented?</li> </ul>	<ul style="list-style-type: none"> <li>Use grid references to locate places and geographical features on Ordnance Survey maps.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps to learn about places on maps through reading symbols and map keys.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on gradient and contour lines as a physical feature of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps and aerial photographs. At KS2 pupils use the eight points of a compass, four and six-figure grid references, symbols and map keys) to build knowledge of the United Kingdom and the wider world.</li> </ul>

Year and links	Units	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical skills and fieldwork
Year 6  Governments and leaders.	<b>Exploring Shackleton's Antarctica</b> <ul style="list-style-type: none"> <li>Where is Antarctica? How can I find out?</li> <li>What can I tell about polar expeditions from latitude and longitude data and photographs?</li> <li>Do people live on Antarctica?</li> <li>What is daily life like?</li> <li>What was life like for the crew of the Endurance?</li> <li>What are the physical features of Antarctica and how did these affect expeditions?</li> </ul>	<b>Locate Antarctica, concentrating on its key physical characteristics. Identify the position and significance of latitude, longitude, Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</b> <ul style="list-style-type: none"> <li>Locate Antarctica on a map.</li> <li>Position and note the significance of latitude and longitude (for polar expeditions).</li> <li>Plot the route taken by the Endurance expedition: from London, Buenos Aires, South Georgia to Elephant Island.</li> </ul>	<b>Understand geographical similarities and differences through a study of Antarctic.</b> <ul style="list-style-type: none"> <li>Understand Polar Regions.</li> <li>Understand Antarctica and its specific physical geography: Antarctica's size, makeup and surrounding oceans; its ice types and fauna.</li> </ul>	<b>Describe and understand:</b> <ul style="list-style-type: none"> <li>Antarctica as a polar region: seasonal/geographical variations in time, mountain ranges, volcanoes and ice mass/glaciers</li> <li>Different forms of land and terrain</li> <li>Hot and cold climate zones and the influence of the earth's orbit on climate zones</li> <li>Polar environments –features, animals, life.</li> <li>Antarctica's mountainous terrain</li> <li>Oceans and their effects and influences upon the expedition</li> <li>Polar exploration, daily life in Antarctica environments</li> </ul>	<b>Use different secondary data sources for geographical investigation including:</b> <ul style="list-style-type: none"> <li>Classifications &amp; keys</li> <li>Mapping, graphing and data presentation</li> <li>Four and six-figure grid references</li> </ul>
Go with the flow (Rivers)	<b>Rivers</b> <ul style="list-style-type: none"> <li>How are rivers formed?</li> <li>How do the features of a river and its surrounding landscape change from source to mouth?</li> <li>What are the longest rivers in the UK and how can I find them?</li> <li>How can OS map help me to understand the River Thames?</li> <li>What are the characteristics of the River Thames and how has it impacted the surrounding area?</li> <li>What are the features of waterfalls and how are they formed?</li> <li>Which waterfalls have global significance and which are significant in the UK?</li> </ul>	<b>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these have changed over time.</b> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their key physical and human characteristics</p>	<b>Understand geographical similarities and differences through study of human and physical geography of a region of the United Kingdom</b> <p><b>Understand the processes that give rise to key physical and human geographical features of the world</b></p> <p><b>Develop contextual knowledge of the globally significant places including their defining physical characteristics and how these provide a geographical context for understanding the actions of processes</b></p> <ul style="list-style-type: none"> <li>Interpret a range of geographical information</li> <li>Communicate geographical information in a variety of ways</li> </ul>	<b>Describe and understand key aspects of physical geography, including rivers and the water cycle</b> <p><b>Describe and understand key aspects of human geography, including the distribution of natural resources including energy and water, types of settlement and land use, economic activity including trade links</b></p>	<b>Use maps, atlases, globes and digital/computer mapping to describe features studied.</b> <p>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</p>
	<b>Map skills</b> How can I locate a range of places?	Name and locate counties and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of grid references.	Learn about how features of places can be represented through symbols on maps in 2-dimensions.	Use OS map symbols and the map key to name physical and human features.	<ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps and aerial photographs.</li> <li>Communicate geographical information through maps.</li> <li>Use the eight points of a compass and six-figure grid references, symbols and key to build knowledge of the United Kingdom.</li> </ul>