Woolhampton CE Primary School Geography Curriculum

Geography at Woolhampton: Our Curriculum

Our geography curriculum aims to develop children as geographers. We want our children to 'think as geographers': to be curious and able to answer and ask questions about the world around them. Where is this place? What is it like and why? How is it the same/different to other places that I know? How has it changed over time? How will it change in the future?

The content of our curriculum has been carefully chosen to enable us to make the most of the geographical opportunities presented in our local area. We use Oddizzi to ensure curriculum coverage and progression within and across years. The curriculum is designed to allow the children to build upon their knowledge and skills as well as giving them the opportunity to embed what they have learned into their long-term memory. In additional to Oddizzi, a variety of sources have been used in the development of this curriculum, including the Geographical Association, the Royal Geographical Society and findings of the latest Ofsted Research. At the heart of our curriculum are the key strands identified in the National Curriculum (see end of document for National Curriculum Coverage by Unit).

Locational Knowledge – this enables children to develop a thorough understanding of 'where's where'. Our curriculum begins with children developing a sense of 'their place' - where they live and where this is in the world. Early on, children begin to develop their knowledge of distance, scale, orientation and positioning systems (starting with simple near/far terminology and progressing to absolute positioning systems including latitude/longitude). Children initially learn the location of key reference points, such as continents and oceans, and as they progress through the curriculum, they become fluent in identifying the location of many more specific locations.

Place Knowledge – Place knowledge brings meaning to the places and processes studied. 'Place' can be defined as 'a specific location on the earth's surface, or in the atmosphere, where a particular physical or human process took place.' In terms of our geography curriculum, 'place' is a physical area that can be located (found on a map) and that has a personal meaning, attachment or distinct identity. Developing a sense of place enables children to locate themselves with respect to other places, and within a much greater global space. Place knowledge brings meaning to a space; it enables children to connect at a personal level with the physical, human and environmental processes. Our curriculum starts with what children already know (the school and its immediate locality) and they investigate what makes this place the way it is and how people and the physical environment are connected. As the curriculum progresses, children start to explore more places in more unfamiliar locations. They look in more detail at what makes these places they way they are, with a key focus on how they are similar and different to other places that they have studied. Children are also taught how to examine a place from different perspectives.

Environmental, Physical and Human Geography – understanding why things happen and why places are as they are. The environmental, physical and human knowledge part of our curriculum gives children the knowledge they need to understand the interconnected relationship between human and physical processes and how these interact to influence and change landscapes, environments and climate, as well as how human activities relies on effective functioning of natural systems.

Geographical skills and fieldwork – this is the procedural knowledge that children need in order to collect, represent, interpret and present spatial information. With geographical skills, children learn to interpret spatial representations, particularly maps, globes and atlases, GIS and ariel photography. They applies this knowledge in constructing their own plans and maps. Geographical skills support the children's understanding of environmental, physical and human processes and they help children to further develop their sense of place. Fieldwork is a crucial part of our curriculum as it enables children to connect their classroom learning with the complexities of the real world. It also enables them to deepen their understanding of geographical processes. Fieldwork enables children to be immersed in geography and to apply the knowledge and skills that they have learned. Our curriculum begins with developing children's observational skills and progresses to collecting and analysing data to support their own geographical enquiries.

Curriculum Unit Overview

	Block 1	Block 2	Block 3
Year F/1	**Local Area – My School**	**Weather & Seasons**	**Continents & Oceans**
Year 2/3 Cycle 1	**Local Area – Exploring My Local Area**	**Hot & Cold Places**	**Rainforests**
Year 2/3 Cycle 2	**Food & Farming / Fieldwork study of school grounds**	**The United Kingdom (Countries, Capital Cities, Human & Physical Features)**	**Mugumareno Village, Zambia (Contrasting Locality)**
Year 4/5 Cycle 1	**The United Kingdom (Economy, Land Use, Energy)**	**European Study – Greece & Athens case studies**	**North America**
Year 4/5 Cycle 2	**Climate Zones & Climate Change**	**Rivers (+fieldwork focus)**	**South America – The Amazon Basin**
Year 6	**Plate tectonics, mountains, volcanoes & earthquakes**	**Galapagos Islands Case Study (Physical & human features, trade, impact of tourism)**	**Local Area – Regional Study / Local Land-use Enquiry**

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Geography – Beech Class: Year Foundation & Year 1

Years	Cycle	Term	Topic and link to resources	Key Questions	Geographical skills & fieldwork	Key Vocabulary
EYFS & Year 1	N/A	Autumn Y1	**Local area – My School** Oddizzi KS1 Exploring your school grounds/local area unit https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/	Where do I live? What is it like? What do I like / dislike about it?	Use Google Earth to locate the school Go on a walk and observe the main features of the school. Create a journey stick as a record of a walk around the school. Create a simple messy map/model of the school area. Add symbols to create an emotions map (my favourite, least favourite place).	Map, United Kingdom, England, Woolhampton, Reading, Newbury, Berkshire, near, far, right, left, urban, rural, local, north, south, east, west
		EYFS	**Understanding the World:** **People and communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **The Natural World** Explore the natural world around them. Recognise some environments that are different to the one in which they live.		**EYFS Geographical Skills** Using and making maps to describe and compare people and places. Active exploration of the world around us and increasingly detailed representations of it. Using maps to investigate and represent culture and diversity.	
		Spring Y1	**Weather and Seasons** Oddizzi KS1 Weather and Seasons unit https://www.oddizzi.com/teachers/help/topic-planning/weather-climate-2/	What are the main seasons? How does the weather change? How does this affect Douai woods?	Record the weather. Use simple equipment to record rainfall. Seasons scavenger hunt to find evidence of seasonal change. Observe and make sketches and take photographs of seasonal changes.	Antarctica, Earth, Woolhampton CE Primary School, Douai Woods, rain, season, snow, sunshine, temperature, wind, Arctic, inside outside, polar
		EYFS	**Understanding the World:** **The Natural World** Understand some important processes and changes in the natural world around them, including the seasons.		**EYFS Geographical Skills**	
		Summer Y1	**Continents and Oceans** Oddizzi KS1 Continents and Oceans unit https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/	What are the main continents and oceans? What are the main human and physical features of each continent? How are the continents the same/different from each other? Which continent would you like to visit and why?	Use world maps to name and locate continents and oceans. Answer directional questions and add information to maps. Using the map references explain how you would get from continent to continent e.g. Europe to Africa. Use ariel photographs to explore continents and oceans.	Australia, Brazil, China, Egypt, France, India, Spain, United States of America, atlas, continent, globe, human, ocean, physical, hemisphere, South Pole, human, physical,
		EYFS	**Understanding the World:** **People & 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. **Natural World** Explore the natural world around them. 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. Recognise some environments that are different to the one in which they live.		**EYFS Geographical Skills** Using and making maps to describe and compare people and places. Active exploration of the world around us and increasingly detailed representations of it. Using maps to investigate and represent culture and diversity.	

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Geography – Sycamore Class: Year 2 & 3						
Years	**Cycle**	**Term**	**Topic and link to resources**	**Key Questions**	**Geographical skills & fieldwork**	**Key Vocabulary**
Y2&3	1	Autumn	**Local Area - Exploring my Local Area** Oddizzi LKS2 Local Area unit https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/	What is special about Woolhampton? What can I find out about from a walk in my local area? How has Woolhampton changed over time? How might Woolhampton change in the future?	Use an Ordnance Survey map to identify local landmarks and features. Use fieldwork to observe, measure and record a range of data on the human and physical features in the local area, using a range of methods. Create sketch maps to record local area feature. Compare different perspectives on the local area. Find evidence of change in the local area. Create a sketch map showing possible future changes. Use maps and digital sources to plan, find and follow routes.	Europe, United Kingdom, England, Berkshire, Reading, Newbury, Woolhampton, aerial view, key, landmark, local, map view, planning department, scale bar, grid reference 4-point compass terms (e.g. north-west, south-east)
		Spring	**Hot and Cold Places** Oddizzi KS1 Hot & Cold Places unit https://www.oddizzi.com/teachers/help/topic-planning/hot-cold-places/	Where are the hot and cold places in the world? How do you know if somewhere is hot or cold – what is it like? What would I need if I went to a hot or cold place? Why does climate vary?	Locate hot and cold places on world maps. Annotate maps showing the location of hot and cold places. Use photographs of hot and cold places to identify features. Virtual Fieldwork – Trek to Antarctica	Amazon Rainforest, Atacama Desert, Canada, Norway, Russia, Sahara Desert, adapt, desert, habitat, iceberg, rainforest, savanna, Antarctic Circle, Arctic Circle, The Equator, North Pole, South Pole
		Summer	**Rainforests** Oddizzi KS2 Rainforests unit https://www.oddizzi.com/teachers/help/topic-planning/rainforests/	What is a rainforest? What is the same/different to Douai Woods? Where are the world's rainforests and why are they there? Why are rainforests important? What happens in the rainforests are cut down?	Locate the world's principal rainforests on a world map and describe the pattern based on their location. Use Google Earth to locate and explore rainforests. Use photographs to compare features of rainforests with Douai woods.	Amazon River, Democratic Republic of the Congo, Lake Tanganyika, Indonesia, Manaus, River Niger, biodiversity, biome, canopy, deforestation, emergent layer, forest floor, understory, equatorial Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn
	2	Autumn	**Food and Farming** Oddizzi KS2 Food and Farming unit https://www.oddizzi.com/teachers/help/topic-planning/food-farming/ **Fieldwork Focus** School Environmental Improvement Survey	Can we grow all the food we eat in the UK? Where does my food come from? How food is produced and how does it get to us? How do our food choices effect the environment and people? Where should we locate a new litter bin in our school?	Fieldwork – conduct an environmental litter survey of the school grounds to decide the best location for a new litter bin. Produce a sketch map of the school grounds to highlight the litter hotspots and where the new bin should be located. Use semantic differentials or Likert scales to assess a location.	Australia, Bangladesh, Dominica, Dominican, Republic, Ghana, Kenya, Senegal, Uganda, United Kingdom, agriculture, economy, environment, export, fairtrade, food miles, import, irrigation, plantation, production chain, trade, latitude, map reference, northern hemisphere, southern hemisphere Environmental survey, opinion, environment
		Spring	**The United Kingdon** Oddizzi KS1 United Kingdom unit https://www.oddizzi.com/teachers/help/topic-planning/the-uk/	Where is the United Kingdom? Is the United Kingdom a country? What are the four countries that make up the UK? What are their capital cities? What are the key features of each of the capital cities?	Locate and label the UK, its countries, capital cities and seas on a map. Use ariel photographs and Google Earth to identified named places and identify key features of studied locations.	Ben Nevis, English Channel, Europe, Ireland, Irish, Sea, North Sea, Woolhampton, Reading, Newbury, Berkshire. Southern England, London, Cardiff, Edinburgh, Belfast, city, capital city, country, river, sea, town, village, southern, northern, population, landmark
		Summer	**Mugumareno Village, Zambia** Oddizzi KS1 Contrasting Locality unit https://www.oddizzi.com/teachers/help/topic-planning/contrasting-locality/	Where is Mugumareno Village, Zambia? What is it like there? What is the same/different to Woolhampton? How do the local people use the River Zambezi compared to how we use the River Kennet and Thames?	Use a world map to locate Mugurameno within Zambia. Use maps and aerial views to compare its location with their local area. Make a scale model of Mugurameno to show how local people protect themselves from natural hazards – compare to Woolhampton.	Africa, Lusaka, River Zambezi, River Kennet, River Thames, Southern Africa, Victoria Falls, Zambia, crop, farm, flood, market, waterfall, wildlife, eastern, northern, southern, western

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Geography – Chestnut Class: Year 4 & 5

Years	Cycle	Term	Topic and link to resources	Key Questions	Geographical skills & fieldwork	Key Vocabulary
Y4&5	1	Autumn	**The United Kingdom** Oddizzi KS2 United Kingdom unit https://www.oddizzi.com/teachers/help/topic-planning/the-uk/	What are the similarities and differences between the countries of the UK? What are the UK's major cities? What are the key physical characteristics of the UK? How does the UK's landscape and people vary? What are the main industries in the UK? Where are they and why? Why does the UK get its energy from?	Use maps and atlases to review and mark the location of the UK's countries, capitals and seas and to make comparisons between places. Use evidence from maps, aerial images and other sources to find out about their home area and the UK's cities, counties and regions. Annotate maps with this information. Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK Use maps to locate and investigate the UK's national parks. Use information bases with an atlas to locate key energy sources around the UK.	Great Britain, Greater London, London Array, North Sea, UK – the main cities, counties and regions, coastline, development, economy, energy source, industry, landmark, sustainable development, offshore, onshore, scale bar
		Spring	**European Study – Greece & Athens case studies** Oddizzi KS2 Europe unit https://www.oddizzi.com/teachers/help/topic-planning/europe/	Describe the location of Europe and its countries. Why do tourists visit the Mediterranean? Why might people migrate to Greece? How do the features of Greece's landscape vary? What is Athens like? Compare daily life in Athens with my own.	Locate Europe on a world map and identify some of its characteristics. Use maps, atlases, globes, aerial views and other sources to locate and describe some of Europe's countries and capitals. Use evidence from a range of maps and other sources to persuade someone to holiday in the Mediterranean. Use photographs to produce semantic differentials or Likert scales to assess a location. Use maps and aerial views as evidence when comparing life in modern and historical Athens with life in their home area.	Athens, Belgium, European Union, Germany, Greece, Mediterranean Sea, currency, migrant, retail, service industry, tourism, vegetation belt, easterly, northerly, southerly, westerly, border
		Summer	**North America** Oddizzi KS2 North America unit https://www.oddizzi.com/teachers/help/topic-planning/north-america/	Where is North America and what are the main countries in North America? What is it like in the Rocky Mountains range/ How do the landscapes of the US states differ? Comparing life in New York with where we live.	Locate North America and some of its key features on a world map. Use world maps to investigate lines of longitude and latitude. Use map references to locate specific places within the continent. **U**se maps and aerial film footage to identify the countries within North America and states within the USA. Observe aerial footage of New York and compare these places with their home area.	The Caribbean, Central America, Denali, Great Lakes, Mississippi River, North America, landscape Location, mountain range, rural, state, urban, latitude, longitude, Northern Hemisphere, north-east, north-west, south-east, south-west, Western Hemisphere,

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Geography – Chestnut Class: Year 4 & 5 (Cycle 2)

Years	Cycle	Term	Topic and link to resources	Key Questions	Geographical skills & fieldwork	Key Vocabulary
4/5	**2**	Autumn	**Climate Zones and Climate Change** Oddizzi* Climate Zones unit https://www.oddizzi.com/teachers/help/topic-planning/climate/ *Oddizzi does not cover the climate change part of this unit.	How does climate vary around the world? Describe the weather patterns and characteristics of different climate zones. How to write a weather forecast. Explain what climate change is and why it is an issue for the world. What action can be taken to address climate change?	Label a world map with the Equator, tropics and poles and discuss why these lines of latitude are important. Use a map to locate the Northern and Southern Hemispheres and two climate zones. Locate places within their climate zones, using maps (including atlases with map indexes). Explore how the location of these places influences their weather/seasons.	Cairo (Egypt), London (UK), Manaus (Brazil), Nuuk (Greenland), Santiago (Chile), Seville (Spain), arid, Mediterranean, temperate, tropical, polar, axis, meteorologist, orbit, precipitation, temperature, weather station, Equator, latitude, map index, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole
		Spring	**Rivers (+fieldwork focus)** Oddizzi KS2 Rivers unit https://www.oddizzi.com/teachers/help/topic-planning/rivers/	What is a river? Where are the world's longest rivers? What are the features of a river? How are rivers are used? How rivers are affected by humans? What is the impact of flooding?	Locate and identify the world's principal rivers on a world map. Use aerial images to identify the stages and features of a river. Use online resources to experience a flight down the River Thames Use resources (including online maps) to identify the key characteristics of one of the world's longest rivers. Fieldwork - On the school grounds Measure infiltration rates. Local river (visiting one or more sites along its course) • Draw and annotate a sketch. • Measure the speed (use Pooh Sticks) to compare the other sites along the course. • Take pictures of any signs or "human interaction" with the river in question. • Create an emotional map at each site along the course. • Create annotated field sketches of locations along the river.	Egypt, Ethiopia, South Sudan, Sudan, Uganda, United States of America, confluence, flood plain, meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course, drainage, flood plain, flood management, erosion, irrigation
		Summer	**South America – The Amazon Basin** Oddizzi KS2 Amazon Basin unit https://www.oddizzi.com/teachers/help/topic-planning/the-amazon-basin/	Where is Amazon? What is the importance of the Amazon Basin and Rainforest? What are the threats to the Amazon? Describe the human and physical features of Manaus. What are the similarities and differences between the Amazon Basin, south east Brazil and where we live?	Use maps, aerial views and information bases to locate the Amazon River and identify the main characteristics of the Amazon Basin. Draw the location of the Amazon onto a map of South America. Use photographs and films to compare features of Brazil and the UK. Use photographs and films to compare the Amazon River and the River Thames/River Kennet. Virtual Fieldwork experience: The Amazon	Amazon Basin, Bolivia, Brazil, Ecuador, Peru, Venezuela, agriculture, ecosystem, food chain, humidity, river basin, volume, equatorial, International Date Line, longitude, Prime Meridian Tropic of Capricorn, Western Hemisphere

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Geography – Oak Class: Year 6

Years	Cycle	Term	Topic and link to resources	Key Questions	Geographical skills & fieldwork	Key Vocabulary
Y6	N/A	Spring 1	**Plate tectonics, mountains, volcanoes & earthquakes** Royal Geographical Society KS2 unit https://www.rgs.org/schools/resources-for-schools/mountains-volcanoes-and-earthquakes Oddizzi KS2 Volcanoes and Earthquakes combined unit https://www.oddizzi.com/teachers/help/topic-planning/volcanoes/	What is a mountain and how mountains are formed? What it is like to Trek to Base Camp on Mount Everest? What is plate tectonic theory? What is a volcano and how are they formed? What patterns are there in the location of volcanoes and why? Why do volcanoes erupt? If volcanoes are dangerous, why do people live near them? What are earthquakes and what causes them? What impact do volcanoes and earthquakes have on people? How people prepare for earthquakes?	Use online maps, an atlas and map index to locate and identify the 'Seven Summits' on a world map Label a map of the Earth's plates and explain what happens at plate boundaries. Locate the location of the world's volcanoes and notice patterns – the Ring of Fire. Virtual Trek to Everest Basecamp: Fieldwork-collecting, analysing, measuring, recording, observing.	Ring of Fire in the Pacific Ocean, Snowdonia National Park, Yr Wyddfa (Mount Snowdon), Himalayas, Nepal, Japan, Turkey, Syria, mountain range, plate tectonics, summit, ridge, moraine, valley, crater, magma chamber, vent, disaster, active, dormant, extinct, eruption, magma, lava, tsunami, Geographical Information System (GIS), altitude, height above sea level, map index, map reference, scale bar, grid reference, Ordnance Survey (OS),
		Spring 2	**South America – Galapagos case study**	Where the Galapagos Islands located and how they were formed? What is special about the Galapagos? What are the key physical and human features of the Galapagos? What is it like to live on the Galapagos? What is the impact of tourism on the Galapagos Islands?	Use an atlas and Google Earth to locate the Galapagos, noting its unique position crossing the equator. Use photographs and films to explore and record details of the features of the Galapagos.	Galapagos, Ecuador, South America, Longitude and Latitude, Equator, Hemispheres – N, S, E & W, Time Zones and Prime Meridian, Climate zones, Biomes, mantle hot spot, National Park, UNESCO World Heritage Site, tourism, sustainable tourism, environmental impact
		Summer	**Local area – my Region** Oddizzi UKS2 Local Area unit https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/ **Local Land Use Enquiry**	What are the main features of our local region? What are the human needs in this region and are they met? What impact would the development of a MacDonalds on Douai Field have? Would you recommend building a MacDonalds on Douai Field?	Use online maps at a variety of scales to explore and locate the main features of their home region. Use road maps to investigate sites of interest at a range of distances from their local area, and annotate their locations and distances. Create land-use maps of the local area. Use fieldwork to carry out fieldwork to collect data, including resident questionnaires, traffic surveys. Assess an area using semantic differentials or Likert scales.	Urban, rural, aerial view, international, key, land use, local, national, region, regional, county, land use, grid reference, 16-point compass terms (e.g. north-north-west, west-north-west, etc), survey, questionnaire, resident, traffic, cost-benefit, data, analysis, presentation, planning department

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National Curriculum Coverage by Unit

National Curriculum Objectives	Unit Coverage (main coverage, other units will also cover these objectives as part of the learning)
KEY STAGE 1	
Locational knowledge	
Name and locate the world's seven continents and five oceans	Continents & Oceans
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	The United Kingdom
Place Knowledge	
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Mugumareno Village, Zambia
Human & Physical Geography	
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	Weather & Seasons Hot & Cold Places
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	All units
Geographical Skills & Fieldwork	
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	All units
Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Local Area – My School , Local Area – Exploring my Local Area
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Ariel photographs - All units Constructing maps and using keys - Local area units & Environmental survey
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.	Local Area – My School Local Area – Exploring my Local Area
KEY STAGE 2	
Locational knowledge	
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	All units
Name and locate counties 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	The United Kingdom, Local Area
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)	Rainforests, Climate Zones & Climate Change, Galapagos Case Study, South America – The Amazon Basin
Place Knowledge	
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	North America, South America – The Amazon Basin, Europe – Athens & Greece, The Galapagos Case Study
Human & Physical Geography	
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Rivers, North America, South America – The Amazon Basin, Europe – Greece & Athens, Plate tectonics, Mountains, Volcanoes & Earthquakes, Climate Zones & Climate Change
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	Food & Farming, Local Area, The United Kingdom, North America, South America – The Amazon Basin, Europe – Greece & Athens Galapagos Case Study
Geographical Skills & Fieldwork	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	All units
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	The United Kingdom, Rivers, Local Area, Plate tectonics, Mountains, Volcanoes & Earthquakes
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.	Rivers, Local Area (LSK2 & UKS2 units), Environmental survey (Y2/3)

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