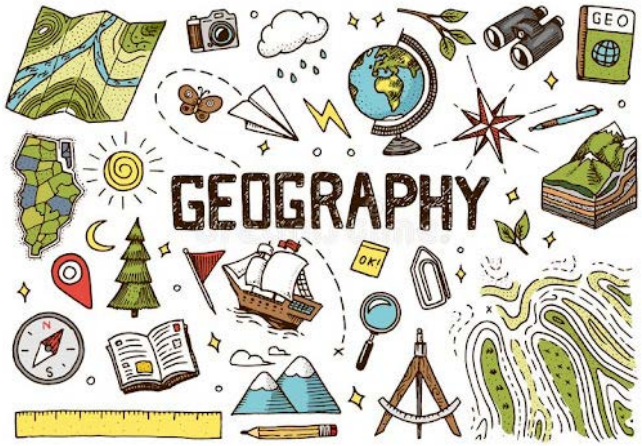
Curriculum Narrative: Geography (Stibbard)
2025 - 2026



Writing in bold considers the needs of our SEN learners such as:

- *indicating focus vocab needed to be learnt by all students*
- *adaptations or suggestions to fieldwork or skills that could be used to make the curriculum accessible to all*

Writing in blue considers previously taught units and the spiral nature of the curriculum

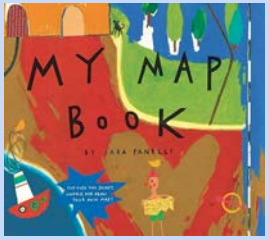
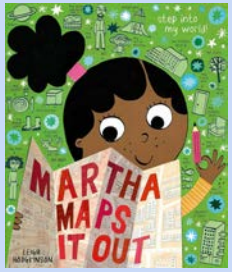
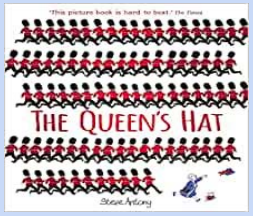
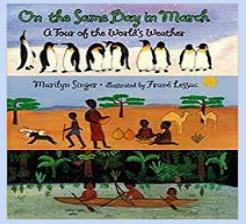
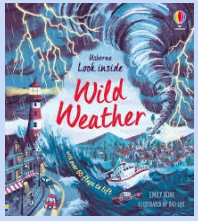
Big Concepts Key:

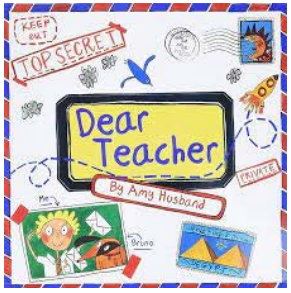
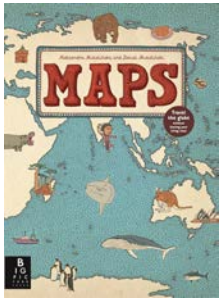
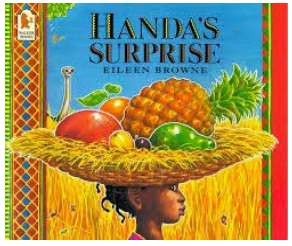
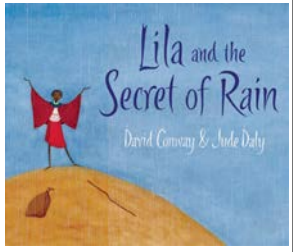
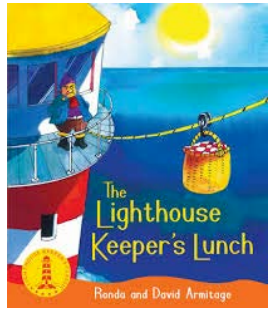
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork

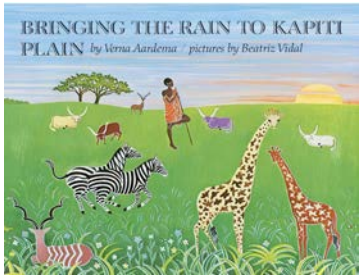
Where possible each unit has linked skills and fieldwork suggestions.

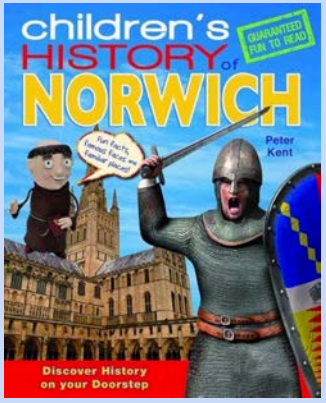
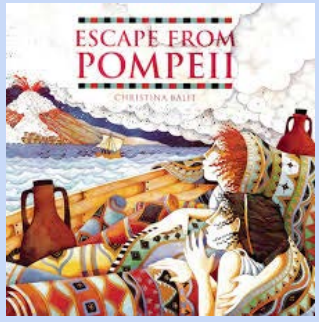
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Willow Class	Understanding The World: People, Culture and Communities - Begin to develop a positive attitudes about the differences between people and what make each of us unique - Learns that we have similarities and differences that connect us as a Nursery class, but also distinguish them from others - Appreciate that there are different countries in the world and talk about the differences they have experienced or seen in photographs **(consider using tapestry with family pictures from holidays etc)** Understanding The World: The Natural World - Children will explore and learn about their immediate environments and explore the physical features around them using age specific subject vocabulary . - Recognise some environments that are different from the ones in which they live/ visit regularly **(could be introduced through stories or tuff tray enhancements)** - Across the year, children will observe and investigate the different environments and compare them with each other - They observe plants **(and animals if the opportunity arises through school trips or Welly day)** to talk about the changes they notice with changing seasons, growth etc - Be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants and animal life **(making use of hands on experiences in Welly Day, Nursery Garden etc)** - **Uses all their senses in hands-on exploration of natural materials.** Bring natural materials and living things (plants) indoors for the children to explore the texture, sensation, smells etc - Explore collections of materials with similar properties and how they could be used - Begin to understand the need to respect and care for the natural environment and all living things **Vocab:** in the moment appropriate to child led learning and conversations between adults and children. Vocab is age-appropriate and addressed in context relating to a practical activity. Recording key learning moments on Tapestry					
Geographical skills & Fieldwork	1. Children to explore their Nursery garden and the different zones 2. Children to investigate the wider school grounds including Welly Day area, playground, school building etc 3. Children understand how to navigate around the school site 4. Ask and answer simple geographical questions. 5. May consider taking 3+ children into Stibbard village, walking to the church or similar					

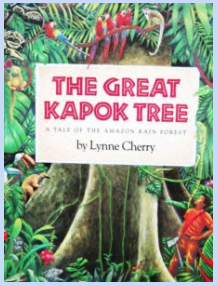
Reception Cherry Class	<u>Understanding The World: People, Culture and Communities</u> **-** Build upon their nursery knowledge **(if relevant)** and describe their immediate environment using knowledge from observations and discussions. As the children's understanding of their immediate environment develops maps could be introduced. - Understand a simple map, using it to gather information - Understand that some places are special to members of the community - Participate in and be able to talk about family customs and daily routines <u>Understanding The World: The Natural World</u> - Explores the natural world around them asking questions and learning relevant vocabulary - Describe what they can see, hear and feel whilst outside, noticing the changing seasons and the impact on the natural world. - Discuss some similarities and differences between themselves and others, including within families, communities, cultures and traditions - Begin to compare life in this country and other countries, possibly leading to simple geographical questions surrounding flags, languages and the weather or landscape. - Plant seeds and care for growing plants, discuss what happens as a plant grows - Explore the key features of a life cycle of a plant and animal - Continue to develop the understanding that we need to respect and care for the natural environment and all living things - Describe things that people can do to help their local community or the world **Vocab:** in the moment appropriate to child led learning and conversations between adults and children. Vocab is age-appropriate and addressed in context to a practical activity. Recording key learning moments on Tapestry
Geographical skills & Fieldwork	1. Children to explore their Reception outside area and become familiar with their new surroundings 2. Children to investigate the wider school grounds including Welly Day area, playground, school building etc 3. Children understand how to navigate around the school site 4. Ask and answer simple geographical questions. 5. Children to walk into Stibbard village to attend the church or similar 6. Trips into the wider local area **(as appropriate to the needs of the class)** supporting the children to explore the world around their home and school

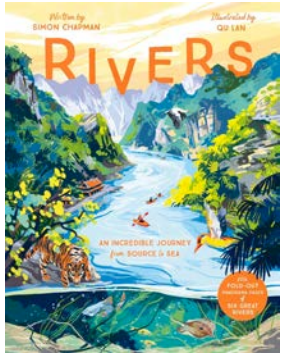
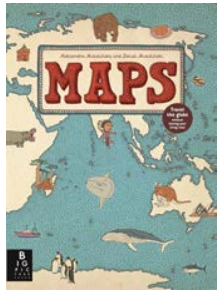
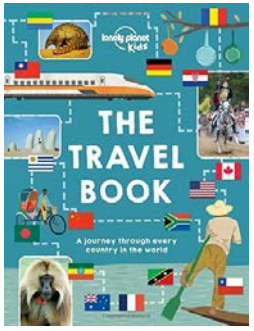
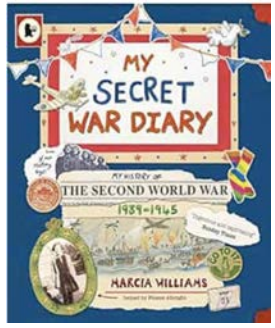
Year 1 Maple Class Introduce definition that Geography is the study of people and places	**Where do I live?** - Explore the school's grounds - what do they notice? - Identify the human and physical features around the local area of Stibbard. - Consider similarities and differences with Stibbard and a city eg Norwich  	**How are places different in the UK?** - Locate and explore the four countries of the United Kingdom and the surrounding seas. - Look at the Capital Cities of these four countries and learn about traditions, national dress, food, national flowers etc - Locate London on a map, learn about the famous landmarks and find human and physical features.  	**What is the Weather like in the UK?** - Identify seasonal and daily weather patterns in the United Kingdom - Explore how predicted weather is communicated to the population - Look at adverse weather experienced across the globe and the impact this has on humans   
Revisit/ Recap Prior Learning	Reception: Understand a simple map, using it to gather information	Reception: Understand that some places are special to members of the community	Reception: Describe what they can see, hear and feel whilst outside, noticing the changing seasons and the impact on the natural world
Vocabulary	**village**, **city**, rural, urban, **island**, sea, ocean, **address**, countryside	**Country**, Capital City, **United Kingdom, England, London,** Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast	**weather**, **rainy, sunny, windy, snowy, stormy,** seasons, changes, symbols, flood, avalanche, tornado, hurricane, drought
Geographical skills & Fieldwork	1. Draw a simple map of the school grounds **(this could be completed as a class collaborative project or in small groups to aid the transition from**	1. Use local maps of Stibbard alongside aerial photos of London and Stibbard to compare and contrast. 2. Locate countries on a globe.	1. Use observational skills to log the changes in weather and seasons from spring to summer Consider a weekly observation - record the

	EYFS) 2. Ask and answer simple geographical questions. 3. Consider the physical and human features - hunt around Stibbard school or the village. Use this information to draw a map **(or add features to a pre-existing map)** eg. children could map their walk from the school, or map the school playground etc	3. Use a range of maps (eg globe, atlas, google earth) of the UK and identify the 4 countries 4. Ask and answer simple geographical questions.	weather on a table or **draw a weather chart.** 2. Follow directions, bringing in points of the compass to explain weather eg in the north of the UK **(up, down, left/right, forwards/backwards for children who struggle with positional language)**
Year 2 Beech Class	**What are the 7 continents and 5 oceans of the world?** - Name and locate the world's seven continents using mapping skills. - Name and locate the five oceans using mapping skills. - Identify the equator, northern and southern hemispheres.  	**Would you prefer to live in a hot or cold place?** - Where are the hot and cold countries on a globe - Where are the hot and cold countries on a map? - Consider similarities and differences of Kenya compared with the UK including climate, land features, terrain etc - Consider the location of hot areas of the world in relation to the Equator  	**How is Cromer beach different from Stibbard?** - Use coastal aerial photographs to recognise landmarks of a coastline - identify human and physical features through maps and aerial photography - Compare Cromer with Stibbard  

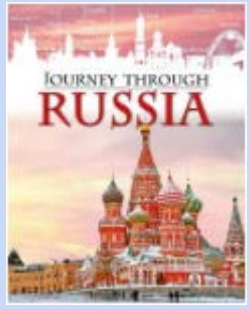
			
Revisit/ Recap Prior Learning	Year 1: How are places different in the UK? (Spring) Where do I live? (Autumn) Vocab: country, ocean, island	Year 1: What is the weather like in the UK? Vocab: hot, cold, weather words, country Year 2: What are the 7 continents and 5 oceans of the world? (Autumn) Vocab: country, continent	Year 1: Where do I live? (Autumn) - discussion of physical and human features on a map Compass points link to Yr 1 Maths and ICT teaching on position and direction Vocab: ocean, island Year 2: What are the 7 continents and 5 oceans of the world? (Autumn) Vocab: compass points: North, South, East, West.
Vocabulary	**continents**, **oceans**, country, **equator**, north and south poles, northern and southern hemispheres, Compass Points: **North, South, East, West.**	**globe**, **equator**, Kenya, **country**, continent, Africa, lake, mountain, grasslands, **savannah**, hot, polar, ice, cold, icebergs	**coast**, coastal, **cliff**, **beach**, **settlements**, ocean, pier, lifeboat, danger, physical features, human features, village, farm, houses compass points: North, South, East, West.
Geographical skills & Fieldwork	1. Use the four compass points **(recap of knowledge from Yr 1)** 2. Find the world map in atlases and online 3. Locate, identify and describe the continents in relation to each other. 4. Locate countries on a globe.	1. Use world maps to locate Africa and Kenya 2. Use aerial photos to compare Kenya to the UK. 3. Use the four compass points to locate Kenya in relation to the UK and within Africa **(children to use up, down, left/right, forwards/backwards if struggle with positional language)**	1. Trip to Cromer Beach to identify human and physical features in real life **(previously explored in the classroom using photos/maps)** 2. Draw a simple map of a route around Cromer with a key, inspired by maps of cromer, OS, leaflets, hand drawn etc 3. Use the 4 compass points and directional language - (N,S,E,W) left, right, near, far.

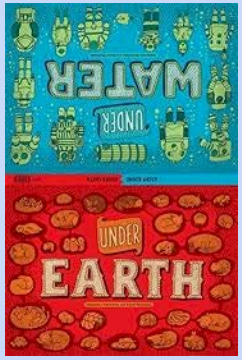
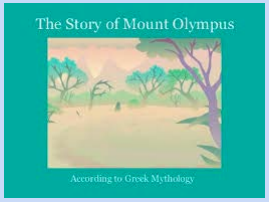
		4. Locate countries on a globe. 5. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	
Year 3 Hazel Class	**How is Norwich different from where I live?** **Locational Knowledge:** - Locate where they live on a map: Which county is it in? - Which city is nearest? - What country is it in? - Which continent is it part of? **Place Knowledge:** - What are the similarities of where you live and Norwich? **Human & Physical Geography:** Compare the physical and human features in both locations. 	**Where is Europe?** **Locational Knowledge:** - Locate and name the main countries of Europe on a world map. - Identify its position in the Northern Hemisphere. - What are the surrounding seas? **Place Knowledge:** - Look at Italy as a European country. - What are Italy's cities and landmarks? **Human & Physical Geography:** - Study the climate of Italy, mountain ranges and volcanoes. 	**What are the main differences between North and South America?** **Locational Knowledge:** - Recap and name the continents on a World Map. - Identify the position of the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn. - Locate countries in both continents using atlases and locational language. **Place Knowledge:** - How many countries are in N. and S. America? - Are they a similar size? - Compare the climates of the two countries, why are they different? **Human & Physical Geography:** - Describe the effect of deforestation of the Amazon Rainforest in S America. - Investigate the impact of both countries' proximity to the equator on the climate.

			 
Revisit/ Recap Prior Learning	Year 1: Where do I live? (Autumn) - location of Norwich being nearest city Vocab: city, village, rural, urban Year 2: How is Cromer beach different from Stibbard? (Summer) Vocab: human features, physical features.	Year 1: How are places different in the UK? (Spring) Vocab: capital city Year 2: What are the 7 continents and 5 oceans of the world? (Autumn) Vocab: country, continent, Northern Hemisphere, Southern Hemisphere Year 3: How is Norwich different from where I live? (Autumn) City, country and continent that Norwich is in Vocab: city, country, population, landscape	Year 1: What is the weather like in the UK? Vocab: hot, cold, weather words, country Year 2: What are the 7 continents and 5 oceans of the world? (Autumn) Would you prefer to live in a hot or a cold place? (Spring) Vocab: country, continent, Northern Hemisphere, Southern Hemisphere, equator
Vocabulary	**rural**, city, **urban**, suburbs, village, town, region, county, local, regional, **physical features**, **human features**, agriculture, arable, country, density, landscape, key, population	**Northern Hemisphere**, **longitude**, **latitude**, climate, continents, Capital city, Landmark, amphitheatre, colosseum, **Mountain range**, Alps, Apennines **Tectonic - plates**, **Volcano**(es) –Vesuvius, Etna, Stromboli Earthquake, erupt, larva, molten	North America, **Amazon rainforest,** Northern Hemisphere, **Southern Hemisphere**, longitude, latitude, **Equator**, Tropics of Cancer and Capricorn. climate, temperature, tropical, tribes, **emergent layer, canopy, understory, forest floor,** damage,deforestation.
Geographical skills & Fieldwork	1. Stibbard - vehicle count (outside school) 2. History trip to Norwich Castle, pause	1. Use world maps to locate Europe and Italy 2. Use aerial photos to compare Italy to	1. Use world maps to locate Amazon Rainforest and N/S America 2. Use aerial photos to view the scale of

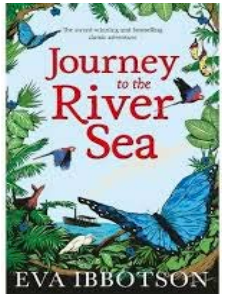
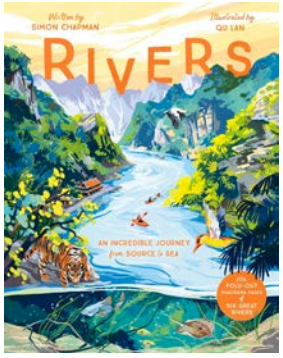
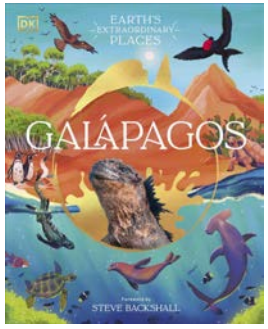
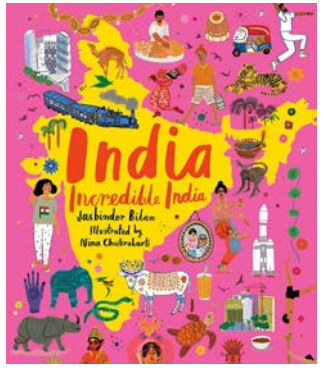
	to take in the surroundings of the city environment ??vehicle count if have time	the UK. 3. Use the four compass points to locate Italy in relation to the UK and within Europe 4. Locate countries on a globe.	Amazon Rainforest and view photos of deforestation over time 3. Graph climate of Amazon Rainforest - rainfall. 4. Locate countries on a globe.
Year 4 Birch Class	**What is a River?** **How does the Nile make a difference to Egypt?** **Locational Knowledge:** Identify the longest rivers in the world and the largest deserts. **Place Knowledge:** What is modern Egypt like? What is its Climate? Types of settlements along the Nile. **Human & Physical Geography:** Understand the uses the River Nile has today, compare with Ancient Egypt uses. Recognize how the River NIle is a major part of life for the majority of Egyptians.  	**What countries make up the island of Great Britain?** **Locational Knowledge:** Locate and name the main countries and cities in and near Norfolk. Identify key topographical features (including hills, mountains, coasts and rivers). **Place Knowledge:** - Describe the position and location of Great Britain within Europe. - What are Great Britain's cities and landmarks? -Types of settlements across Great Britain. **Human & Physical Geography:** Look at the differences and similarities between the countries in the UK.  	**How is Germany different from Norfolk?** **Where did people evacuate to in the UK in WW2?** **Locational Knowledge:** Locate counties and cities of the United Kingdom where people evacuated to during WW2 and recognise the topographical features that influenced the decisions to evacuate from there or to there during WW2. **Place Knowledge:** Describe the position and location of Germany within Europe. **Human & Physical Geography:** Look at climate, human and physical features and contrast with Norfolk.  

Revisit/ Recap Prior Learning	Year 2: What are the 7 continents and 5 oceans of the world? (Autumn) Would you prefer to live in a hot or a cold place? (Spring) Vocab: country, continent, Northern Hemisphere, Southern Hemisphere, equator Year 3: Where is Europe (Spring) Vocab: Northern Hemisphere, longitude, latitude, climate, continents, Capital city	Year 1: How are places different in the UK? (Spring) Vocab: Country, Capital City, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast Year 2: How is Cromer beach different from Stibbard? (Summer) Vocab: human features, physical features.	Year 1: How are places different in the UK? (Spring) Vocab: Country, Capital City, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast Year 2: What are the 7 continents and 5 oceans of the world? (Autumn) Would you prefer to live in a hot or a cold place? (Spring) Vocab: country, continent, Northern Hemisphere, Southern Hemisphere, equator Year 3: Where is Europe (Spring) Vocab: Northern Hemisphere, longitude, latitude, climate, continents, Capital city
Vocabulary	River, **Egypt, River Nile**, delta, **Aswan Dam**, uses, **tourism**, flooding, source, mouth, deserts, transport, trading, irrigation, **settlements**.	Country, capital city, county, **regions**, mountains, British rivers (**Thames, Severn**) **urban, rural, village, town, city, ocean, coastline.** Compass points: North, South, East, West, NE/NW/SE/SW	continents, country, **Europe**, political map, physical map, Russia, oceans, **borders**, boundaries, people groups **migration, evacuation**, **locate**, location.
Geographical skills & Fieldwork	1. Use aerial photos to view the scale of Nile River and view photos of changes over time 2. Use world maps to locate Egypt and Nile	1. Use local maps of Stibbard alongside aerial photos of London and Stibbard to compare and contrast. 2. Use a range of maps (eg globe, atlas, google earth) of the UK and identify the 4 countries 3. Ask and answer simple geographical questions.	1. Use world maps to locate Germany and the UK 2. History trip to Norwich, consider the impact of WW2 3. Use the four compass points to locate Germany in relation to the UK and within Europe
Year 5	**What is a Biome?** **Exploration of the Arctic & Antarctic**	**Mountains, Volcanoes & Earthquakes formation**	**Russia**

Hawthorne Class			
	Locational Knowledge: - Locate the Arctic and Antarctic Circle on the world map understanding where it is in relation to the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **Place Knowledge:** -Compare to UK and Arctic and Antarctic - Identify its position in the Northern/ Southern Hemisphere. - What are the surrounding seas? **Human & Physical Geography:** **Concept: Biomes and Climate Change** - Describe the climate in the polar biomes and explain why this is the case. -Explain the effect that climate change has on the arctic tundra. - Explain why there is a lack of vegetation in the polar biomes  	**Mountains - climate & tourist effects** **Locational Knowledge:** - Identify the mountain ranges of the world on the world map understanding where it is in relation to the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. - What are mountains like? - How are they formed, where do you find them? - How are they different from volcanoes? **Place Knowledge:** Modern Greece - Mount Olympus What is modern Greece like? What is its Climate? Types of settlements around Mount Olmympus.. **Human & Physical Geography:** - Describe and understand key aspects of Mountains,Volcanoes and earthquakes, looking at plate tectonics and the ring of fire - What is the impact of tourism on Mountains and the settlements around them?	**Locational Knowledge:** - Locate Russia on the world map understanding where it is in relation to the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. - Study environmental regions, key physical and human characteristics, surrounding countries and major cities. **Place Knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Norfolk) and a region in a European country (Russia) **Human & Physical Geography:** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. 

		  	
Revisit/ Recap Prior Learning	Year 2: What are the 7 continents and 5 oceans of the world? (Autumn) Would you prefer to live in a hot or a cold place? (Spring) Vocab: country, continent, Northern Hemisphere, Southern Hemisphere, equator Year 3: What are the main differences between North and South America? (Summer) Vocab: North America, Amazon rainforest, Northern Hemisphere, Southern Hemisphere, longitude, latitude, Equator, Tropics of Cancer and Capricorn. climate, temperature, tropical, tribes,	Year 3: Where is Europe (Spring) - mountain range of Italy Vocab: Northern Hemisphere, longitude, latitude, climate, continents, Capital city	

	emergent layer, canopy, understory, forest floor, damage,deforestation.		
Vocabulary	**arctic, barren, biome**, climate, climate change, environment, frozen, global, **habitat**, harsh, landscape, melting, mountain, nutrients, ocean, **permafrost**, permanent, plain, **polar**, seasons, sustain, temperature, **tundra**, vegetation, weather.	**Active**, continent, **core, crust, dormant**, earthquake, **erupt, fault lines**, form, gas, lava, layers, location, **magma**, **mantle**, melt molten, mountain, peak, pressure, range, summit, **tectonic plates**, vegetation, vent, volcano mountain ranges in UK & world, climate, continent, erosion, tourism, land use, Mount Olympus	biomes, **climate, monsoon**, **River Ganges**, **Himalayas**, human geography - urban, rural area, tea plantations, temples, Mosques, caste system, rickshaws, trains
Geographical skills & Fieldwork	Locate where the polar biomes can be found using maps, globes and atlases. Locate the countries that the arctic tundra can be found in.	Investigate and compare different mountains around the world, looking at height, vegetation, animals that live there and the range of the mountains- Which countries do they run through? Discuss the climate of mountains and explain why this may be the case.	
Year 6 Sycamore Class	**Oceans, Rivers & Seas: What's the difference?** **Locational Knowledge:** Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. **Place Knowledge:**	**The Galapagos Islands** **How does Plastic pollution affect our world?** **Locational Knowledge:** **Place Knowledge:** **Human & Physical Geography:** describe the effects of plastic pollution and understand the impact of humans on our environment.	**Where is India?** **Locational Knowledge:** location of non European country, **Place Knowledge:** **Human & Physical Geography:** climate, biomes, pollution, - Hindu Caste system - karma)

	Human & Physical Geography: Describe and understand key aspects of Physical geography including coasts, rivers and the water cycle including transpiration  	Galapagos Islands: effect of plastic pollution on our environment - why do we need to look after the world and the next generation who live in it? (Impact of humans on Physical environment) Water cycle  	
Revisit/ Recap Prior Learning			
Vocabulary	**evaporation, precipitation, condensation**, cloud formation, rivers, lakes, oceans, seas, reservoirs, bays, straits, gulfs, glaciers and fjords. River features - **source, mouth, meander, tributary**, delta, confluence, stream, spring, **floodplain**, sediments, **erosion**, water fall, ox-bow lake.	**plastic, damage, environment, pollution, climate change**, impact, equator, water cycle, sustainable, **biodegradable**, effect.	Country, continent, ocean, hemisphere, **migration**, **navigation**, conquest, **political map, physical map** Weather, climate, biomes, temperature, below freezing, urban, rural, **spatial variations**, **Fossil fuel, tundra**, Moscow, St Petersburg, Hermitage, Kremlin,population
Geographical skills & Fieldwork			

Geography Skills Progressions Map							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills: Enquiry and Investigation.	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues
Geography Skills: Fieldwork	Find out about the environment by talking to people, examining	Observe and describe daily weather patterns. Use simple fieldwork and	Identify seasonal and daily weather patterns. Develop simple fieldwork	Observe, record, and name geographical features in their local	Observe, record, and name geographical features in their local	Observe, measure, and record human and physical features using a	Use a range of numerical and quantitative skills to analyse, interpret

	photographs, simple maps and visiting places.	observational skills when studying the geography of their school and its grounds.	and observational skills when studying the geography of the their school and local environment.	environments.	environments.	range of methods e.g. sketch maps, plans, graphs, and digital technologies.	and present data collected from fieldwork observations, measurements and recordings. visiting local places.
Geographical Skills: Interpret a Range of Sources of Geographical Information	Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
Geographical Skills: Communicate Geographical Information	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to church and park.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps,	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of

		such as what they can see where		information through a range of methods including the use of ICT.	methods including digital maps, plans, graphs and presentations	plans, graphs and presentations when communicating geographical information	methods including writing at increasing length
Mapping							
Direction/Location	Follow simple directions.	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps
Drawing maps	Draw and create their own maps using real objects, and/or pictures and symbols	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing	Begin to draw a variety of thematic maps based on their own data	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Look at signs and symbols on different types of maps for example in school, and the local community	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols	Use/recognise OS map symbols; Use atlas symbols.
Using maps	Use a simple map	Use a simple	Follow a route on a	Locate places on	Locate places on	Compare maps with	Follow a short route

	with symbols to spot features in the school grounds or in the local community.	picture map to move around the school; Recognise that it is about a place.	map. Use a plan view. Use an infant atlas to locate places	larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	large scale maps, (e.g. Find UK or Egypt on globe) Follow a route on a large scale map.	aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Galapagos Islands, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest / coldest part of the world)	on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Style of maps	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.