

Overview of Geography Topics at Meriden Primary School

At Meriden CE Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Meriden enables children to develop knowledge and skills that are transferable to other curriculum areas and can be used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills.

National Curriculum for Geography:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

Key Stage One:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject- specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage Two:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
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Year 1	Toys History based	<p>Antarctica Geography and History based (Earnest Shackleton and Robert Peary) <u>Geographical Skills</u></p> <p><i>Name and locate the world's 7 continents and 5 oceans.</i></p> <p><i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></p> <p><i>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 – Meriden Village and the Antarctica.</i></p>		<p>Dinosaurs History and Geography <u>Geographical Skills</u></p>	<p>Me and My World Geography (and science) <u>Geographical Skills</u></p> <p><i>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</i></p> <p><i>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.</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</i></p>		<p>Enchanted Woodlands Geography <u>Geographical Skills</u></p>
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	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1 and 2
Year 2	<p>Land Ahoy! - Pirates Geography Based <u>Geographical Skills</u></p> <p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country – Meriden and a Caribbean island.</i></p>	<p>Florence Nightingale and Mary Seacole History Based</p>	<p>The Great Fire of London Joint History and Geography Based <u>Geographical Skills</u></p> <p><i>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</i></p> <p><i>Use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</i></p>	<p>Knights and Castles Joint History and Geography Based <u>Geographical Skills</u></p>



	Autumn 1 and 2	Spring 1 and 2	Summer 1	Summer 2
Year 3	Tribal Tales- Stone Age to Iron Age History Based	Ancient Egypt History Based	The United Kingdom in the World Geography Based <u>Geographical Skills</u> <i>Locate and name the countries making up the British Isles, with their capital cities.</i> <i>Compare a region of the UK with a region in Europe E.g local hilly area with a flat one or under sea level. Link with Science, rocks.</i>	Flow - Rivers and mountains Geography Based <u>Geographical Skills</u> <i>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</i> <i>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration.</i>



	Autumn 1 and 2	Spring 1 and 2	Summer 1	Summer 2	
Year 4	Rotten Romans History Based	South Africa Geography Based - some History <u>Geographical Skills</u> <i>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</i> <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region of Africa.</i>		Wonderful West Midland Geography Based <u>Geographical Skills</u> <i>Locate and name the main counties and cities in/around the West Midlands.</i> <i>Compare 2 different regions in UK rural/urban.</i>	Smashing Saxons History Based



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2		
Year 5	Ancient Greece History Based	Earth from Space - Space Race Geography Based <u>Geographical Skills</u> <i>Locate the main countries in Europe and North or South America. Locate and name principal cities.</i> <i>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</i> <i>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</i>		Vikings History Based	Rainforests Geography Based <u>Geographical Skills</u> <i>Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link UK and Brazil/Rainforest country.</i> <i>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest).</i>		The Tudors History Based

Year 6	<p>Autumn 1 and 2</p> <p>Behind the bombs History Based -Small Germany study (location knowledge)</p>  <p><u>Geographical Skills</u> <i>Linking with local History, map how land use has changed in local area over time.</i></p> <p><i>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>	<p>Spring 1 and 2</p> <p>Extreme Earth Geography Based <u>Geographical Skills</u> <i>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</i></p>  <p><i>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</i></p>	<p>Summer 1 and 2</p> <p>The Curse of the Maya History Based -Small South American study (Human/physical features and map skills)</p>
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Overview of Progression of Knowledge and Skills in Geography at Meriden CE Primary School

At Meriden CE Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Meriden enables children to develop knowledge and skills that are transferable to other curriculum areas and can be used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills.

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Key Stage One:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject- specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage Two:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

		Understanding the World		
		People, Culture and Communities	The Natural World	Key Vocabulary
FS1	After 1 term in nursery	Begin to make sense of their own life story and family's history.	To use all their senses in hands-on exploration of natural materials.	<ul style="list-style-type: none">Where, farm, woods, beach

	<p>To play with small world models.</p> <p>To point to some things that they notice and are of interest to them.</p> <p>To know that they attend school and a part of a nursery.</p>	<p>To Explore collections of materials with similar and/or different properties</p> <p>To explore how things work</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Begin to recognise some environments, such as, a farm.</p> <p>Begin to talk about what they can see and hear outside, in pictures and books.</p> <p>To explore the outdoor environment.</p> <p>Begin to identify some types of weather each day.</p>	<ul style="list-style-type: none"> • Sea, sand, trees, jungle • School, nursery, house, town • Weather, sun, rain, snow, wind, ice • See, photography • Country, different, same • Map, journey
After 2 terms in nursery	<p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the difference between people.</p> <p>To imitate everyday actions and events from my family and cultural background.</p> <p>To understand that their friends have similarities and differences that connect them to and distinguish them from others.</p>	<p>Talk about what they can see, using a wide vocabulary</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>To notice features of the environment.</p> <p>To talk about what I have seen outside, in pictures and books.</p> <p>Begin to understand the need to respect and care for the natural environment.</p> <p>Begin to describe a route.</p> <p>Begin to talk about some features of an environment, for example, trees in a woodland, sand on a beach.</p> <p>To identify the weather each day.</p>	
By the end of nursery	<p>Begin to talk about some differences they can see in photographs.</p> <p>To ask questions about aspects of their familiar world.</p> <p>To talk about some things they have observed using specific vocabulary.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.</p> <p>To know there are different countries in the world and not everywhere is the same.</p> <p>To show care and concern for living things and the environment.</p> <p>To describe a route using some specific language.</p> <p>To help to look after the outdoor environment.</p>	
Language	<p>Observation - It is ... It has ...</p> <p>Comparison - It is different. It is not the same. It looks the same/different because ...</p>		

Understanding the World				
		People, Culture and Communities	The Natural World	Key Vocabulary
FS2	Autumn 1 Autumn 2	<p>To talk about members of their immediate family and community.</p> <p>To name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To ask questions about aspects of the familiar world.</p> <p>To comment on what they can see on a map.</p> <p>To talk about some of the features of their hometown.</p>	<p>To explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>To build and create features of environments in their play.</p> <p>To talk about and identify things they can see in the environment, a photograph or map using some key vocabulary.</p> <p>Begin to talk about some differences between places in the world using photographs or pictures.</p>	<ul style="list-style-type: none"> • Environment, • habitat, • photograph, • country, • same, • different, • compare, • town, • place, • care, • rubbish, • plastic, • effect
	Spring 1 Spring 2	<p>Recognise that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>To listen to and talk about nonfiction books, applying new knowledge and vocabulary.</p> <p>To answer why questions about a text that has been read to them.</p> <p>To point out some similarities and differences between life in this country and other countries.</p> <p>To know that they live in a town called Meriden, Coventry in the country England.</p> <p>To know that humans can impact the environment.</p>	<p>To draw information from a simple map.</p> <p>To talk about some specific features of an environment, location, or country that I have been learning about</p> <p>To compare places and environments.</p> <p>To show care and concern to the environment.</p> <p>To draw a simple map.</p> <p>To talk about things I can see or have found out from a map.</p>	
Early Learning Goals for Summer Term				
	Summer 1 Summer 2	<p>Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps,</p> <p>know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class,</p> <p>explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>To explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To 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.</p> <p>To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
	Language	<p>Observation - It is ... It has ...</p> <p>Comparison - It is different. They are different because ... It is not the same. It is the same because ... It looks the same because ...</p>		

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 1	<p>Name and locate the world's seven continents and five oceans.</p> <p>Learn the names of some places within and around the UK.</p> <p>Use simple world maps for ocean names and continent names.</p>	<p>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 – Meriden Village and the Antarctica.</p> <p>Teacher led enquiries, ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their own surroundings.</p> <p>Make observations about where things are e.g within school or local area.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Teacher to ask questions related to warm and sunny/dark and cold. Link to seasons.</p> <p>Investigate cold areas on a globe and on a world map – North and South Pole. Identify hot places near to the Equator, such as Africa, South America.</p>	<p>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.</p> <p>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.</p> <p>Use a simple picture map to move around the school and recognise it is about a place.</p> <p>Draw around objects to make a plan.</p> <p>Use a globe to find land and sea.</p>
Year 2	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Locate and name on a UK map major features.</p> <p>Label Meriden, London and other capital cities on a UK map.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country – Meriden and Caribbean Island.</p> <p>Children to ask simple geographical questions such as Where is it? What is it like there?</p> <p>Use books, stories, maps, pictures, photos and the internet as sources of information.</p> <p>Investigate their surroundings and make accurate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Recognise what physical features may have more people living close, or less people living close. E.g cities compared with countryside.</p>	<p>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.</p> <p>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.</p> <p>Use symbols to make a simple key.</p> <p>Devise, construct and use a simple map. Follow a route on a map.</p> <p>Use and make a plan view.</p> <p>Begin to spatially use large scale OS maps.</p>
Year 3	<p>On a world map, locate areas of similar environmental regions: either desert, rainforest or temperate regions.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn – consolidated in Y4 with focus on South Africa</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p>	<p>Compare a region of the UK with a region in Europe E.g local hilly area with a flat one or undersea level. Link with Science, rocks.</p> <p>Understand geographical similarities and differences through the study of human and</p>	<p>Types of settlements in Early Britain linked to History. Why did early people choose to settle here?</p> <p>A brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key</p>

	<p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with what is in the UK.</p> <p>Locate places on larger scale maps.</p>	<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Meriden village with a region of France, and a region of North America.</p> <p>Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and the internet as sources of information with increasing confidence.</p> <p>Investigate places and themes at more than one scale.</p> <p>Analyse evidence and draw conclusions e.g make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>Describe and understand key aspects of: Physical geography including Rivers, Coasts and the water cycle.</p> <p>Recognise reasons why early British settlements were founded on UK land.</p> <p>Observe how evaporation and rain affect rivers and other physical features.</p>	<p>(including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use everyday standard and non standard units occasionally.</p> <p>Count up to 100 e.g for a traffic survey they cross number on a hundred square for each vehicle.</p> <p>Begin to organise recordings.</p>
<p>Year 4</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Locate and name the main counties and cities in/around the West Midlands.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Follow a route on a map with some accuracy (orienteeing).</p> <p>Use large scale OS maps with some confidence.</p> <p>Begin to use map sites on the internet.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region of Africa. Link learning naming the main counties and cities in the West Midlands to learning naming some of the main areas and cities of South Africa.</p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images and aerial photographs.</p> <p>Investigate places and themes at more than one place.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions e.g make comparisons between locations using photos/pictures/ maps.</p>	<p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Compare types of settlements, land use and economic activity including trade links in Roman and Saxon Britain to Modern Britain: villages, towns, cities.</p> <p>Human geography including trade between UK and Europe and Africa. Focus on fair/unfair distribution of resources including energy, food, minerals and water.</p> <p>Make more detailed conclusions on different types of early settlement in Britain.</p> <p>Observe and comment on trade links in Roman and Saxon Britain.</p> <p>Comment on fair/unfair distribution of resources.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass: four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features.</p> <p>Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate sketches with descriptive and explanatory labels.</p> <p>Add title, location and direction to sketch.</p> <p>Use easy to read instruments e.g rain gauge or metre tape.</p> <p>Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help.</p> <p>Use 4 compass points to follow/give directions. Use letter and number co-ordinates to locate features on a map.</p> <p>Make a map of a short route they have experienced, with the features in the correct order.</p> <p>Make a simple scale drawing and know why a key is needed.</p> <p>Use standard symbols. Begin to match boundaries. Begin to draw a sketch map from a high view point.</p> <p>Begin to identify points on maps A, B and C.</p>

				Count and record different types at the same time using a tally e.g counting types of shops. Organise results in a spreadsheet.
Year 5	<p>Locate the main countries in Europe including Russia, and North and South America. Locate and name principal cities.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p> <p>Use medium scale land ranger OS maps.</p> <p>Find and recognise places on maps of different scales.</p> <p>Select a map for a specific purpose.</p> <p>Begin to use atlases to find out about other features of places.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link UK with Brazil - Rainforest country.</p> <p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in investigations.</p> <p>Investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>Collect and record evidence unaided. Analyse evidence and draw conclusions e.g compare historical maps of varying scales like temperature of a range of locations – influence on people and everyday life.</p>	<p>Describe and understand key aspects of : Physical geography including climate zones, biomes and vegetation belts (link to work on Rainforests).</p> <p>Children to describe climate zones and biomes with a degree of accuracy.</p> <p>Comment accurately on settlements and human activity around Rainforests.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation. Select and use a range of measuring instruments in investigations.</p> <p>Design own census, pilot, with help, and evaluate it.</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key. Use and recognise OS map symbols. Compare maps with aerial photographs. Measure straight line distance on a plan. Draw a plan view map with some accuracy. Identify significant places and environments.</p>
Year 6	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences. Link UK to Mexico.</p> <p>Suggest questions for investigation confidently.</p>	<p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p>

	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure co-ordinates confidently.</p> <p>Begin to use 6 figure grid refs, use latitude and longitude on atlases and maps.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places.</p>	<p>Use primary and secondary sources of evidence in investigations with increasing accuracy.</p> <p>Investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions from it e.g from field work data on land use comparing land use and temperature, look at patterns and explain reasons behind it.</p>	<p>Accurately describe key physical aspects of some natural disasters, discussing plate tectonics and scientific facts.</p> <p>Comment on the use and availability of natural resources.</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Select field sketching from a range of techniques for an investigation.</p> <p>Evaluate the quality of the evidence collected or analysed.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Select and use a range of measuring instruments in investigations.</p> <p>Design own census with increasing confidence and accuracy, evaluating it effectively.</p> <p>Draw a variety of thematic maps based on own data. Begin to draw plans of increasing complexity. Use and recognise OS map symbols. Use atlas symbols confidently. Follow a short route on an OS map. Describe features shown on an OS map.</p> <p>Use a scale to measure distance. Draw and use maps and plans at a range of scales. Confidently identify significant places and environments. Begin to identify places and environments on maps.</p>
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