Nova Curriculum

Geography Skills, Knowledge and Vocabulary Progression

	EY	¥1	Y2	Y3	Y4	Y5	Y6
Locational Knowledg e	I can name and locate features of my immediate environment.	I can name and locate England, Scotland, Wales and Northern Ireland on a map, and know the capital cities. I can name and locate the world's seven continents and five oceans, and the seas around the UK.	I can name and locate of England, Scotland, Wales and Northern Ireland on a map, and know the capital cities. I can name and locate of the world's seven continents and five oceans, and the seas around the UK.	I can name and locate the main countries and major cities of Europe. I can name and locate the main countries and major cities in North or South America. I can identify the position of the Equator and how it affects climates in both hemispheres.	I can name and locate the main countries and major cities of Europe. I can name and locate the main countries and major cities in North or South America. I can identify the position of the Equator and how it affects climates in both hemispheres.	I can name and locate one county and city of the UK. I can identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle , and lines of longitude and latitude. I can identify and describe three major climate zones (e.g. tropical, temperate, polar).	I can name and locate one county and city of the UK. I can identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, and lines of longitude and latitude. I can identify and describe four major climate zones (e.g. tropical, dry, temperate, cold, and polar). I can explain how time zones work using the words including Prime/Greenwich Meridian.
	Vocabulary: house, room, garden, school, playground, park, road, shop, hospital, village	Vocabulary: world, Ea country, capital city, Ur (London), Scotland (Ed Northern Ireland (Belfa Australasia (Oceania), South America, Pacific Southern (Antarctic), A	rth, c ontinent, ocean, ited Kingdom, England linburgh), Wales (Cardiff), st), Africa, Antarctica, Europe, North America, , Atlantic, Indian, rtic	Vocabulary: Europe, Ital Spain (Madrid), Turkey, S (Buenos Aires), Brazil (S Chile, Colombia, Peru, N (Ottawa), United States of Mexico (Mexico City), Ce Honduras, Belize, equato southern hemisphere, clin tepid	y (Rome), France (Paris), South America, Argentina ao Paolo, Rio De Janeiro), orth America, Canada of America (Washington), entral America, Guatemala, or, northern hemisphere, mate, warm, dry, wet, humid,	Vocabulary: United Kingdo equator, northern and sout Cancer/ Capricorn, Arctic/ / latitude, degrees, climate z temperate, polar, arid, med temperate, mountains, tuno Meridian Time (GMT), loca	om, England, London, Bristol, hern hemispheres, Tropics of Antarctic Circle, longitude and ones, tropical, sub-tropical, iterranean, dry-temperate, cold- tra, time zone, Prime/Greenwich I time
	Context:	 Who are the real heroes? Children use maps, atlases and globes to name and locate countries and cities within the UK. Invictus Games – What countries does Team UK come from? 	 What was it like to live in Victorian times? Children use maps, atlases and globes to name and locate of countries and cities within the UK. What countries are in the United Kingdom? Children use maps, atlases and globes to name and locate 	 Would you prefer to live in Ancient Egypt or the Stone Age? Children use maps, atlases and globes to name and locate the main countries and major cities of Europe. What does Europe look like now? What did it look like in the Stone Age? 	 What did the Romans do for us? How has Europe changed? Children use maps, atlases and globes to name and locate the main countries and major cities of Europe. What does Europe look like now? What did it look like during the Roman era? 	 Why were the Vikings such successful conquerors? Children use maps, atlases and globes to name and locate one county and city of the UK in the Viking era (e.g. London, England). Where did the Vikings invade and settle? 	 Bristol in the 20th Century – What changes have been seen? Children use maps, atlases and globes to name and locate one county and city of the UK (e.g. Bristol, England). in the 20th Century. Why was Bristol target in WW2? Children identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/

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	 Children use maps, 	oceans and seas	Why should we care	What's the most important	 Children identify the 	Antarctic Circle, and lines of
	atlases and globes	around the UK. What	about the environment?	thing about chocolate?	equator, northern and	longitude and latitude. Which
Locational	to name and locate	ocean and sea	Children use maps,	Children use maps,	southern hemispheres,	countries were affected by
Knowleda	oceans and seas	surround the United	atlases and globes to	atlases and globes to	Tropics of Cancer/	WW2?
۵	around the UK.	Kingdom?	name and locate the	name and locate the	Capricorn, Arctic/	
č	What oceans and	What makes Bristol	main countries and	main countries and major	Antarctic Circle. when	Children identify and describe
	seas did the SSGB	Brilliant?	major cities in South	cities in North/ Central	using maps, atlases	six major climate regions.
	sail? Experience:	 Children use maps, 	America. What does	America. What does	and globes. Where did	Which countries were affected
	SSGB.	atlases and globes to	South America look	North/ Central America	the Vikings invade and	by WW2?
		name and locate of	like now? What did it	look like now? What did it	settle?	
	Why is water	countries and cities	look like in the past?	look like during Mayan		Children explain how time
	precious?	within the UK. Where		occupation?	Children identify and	zones work using the words
	 Children use maps, 	is Bristol?	Children use maps,		describe three major	including Prime/Greenwich
	atlases and globes		atlases and globes to	Children use maps,	climate zones (e.g.	Meridian. What time zones did
	to name and locate	 Children use maps, 	identify the position of	atlases and globes to	tropical, temperate,	people on the Windrush travel
	the world's seven	atlases and globes to	the Equator and the	identify the position of the	polar when using maps,	through?
	continents and five	name and locate	northern and southern	Equator and the northern	atlases and globes.	
	oceans. What are	oceans and seas	hemispheres,	and southern	Where did the Vikings	
	Earth's oceans and	around the UK. Where	describe how it affects	hemispheres, and	invade and settle?	
	seas? How can we	is Bristol?	climates in both	describe how it affects		
	keep them healthy?		nemispheres. What	climates in both	How have the Ancient	
		What makes Africa	does South America	hemispheres. What does	Greeks influenced us?	
		Amazing?	look like now? what	North/ Central America	 Children identify the 	
		 Children use maps, atlassa and glabos to 	did it look like in the	look like during Moyon	equator, northern and	
		allases and globes to	past?		Trapica of Capacity	
		Marile and locate		occupation?	Coprisorn Arctic/	
		continents and five			Antarctic Circle when	
					using mans, atlases	
		Africa?			and globes Where did	
		Amoa			the Ancient Greeks	
					livo?	
					iive:	
					Children identify and	
					describe three major	
					climate zones (e g	
					tropical/warm	
					temperate, polar when	
					using maps, atlases	
					and globes Where did	
					the Ancient Greeks	
					live?	

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Place Knowledg e	I can describe features of my immediate environment and how places might vary from one another. I can describe similarities and differences in relation to places, objects, materials and living things.	I can describe what the place I live in is like. I can identify natural and man-made features.	I can describe what the place I live in is like. I can identify and describe natural and man-made features. I can compare the human and physical features of a place in the UK to a place outside of Europe.	I can compare the human and physical features of a place in the UK to North or South America.	I can compare the human and physical features of a place in the UK and Europe. I can compare the human and physical features of a place in the UK to North or South America.	I can describe the geographical similarities and differences of a region of the UK and a European country.	I can describe the geographical similarities and differences of a region of the UK and the Americas.	
	Vocabulary: hard, soft, heavy, light, smooth, rough, light, dark, wet, dry, people, person, animal, plant, flower, tree	Vocabulary: city, town, vil office, port, harbour, shop, hill, mountain, sea, ocean, vegetation, natural, man-m stone, concrete, glass, lea Additional Year 2 Vocabu religion, development (star employment	lage, factory, farm, house, beach, cliff, coast, forest, river, soil, valley, nade, sand, oil, metal, wood, ther, plastic, paper ulary: culture, language, ndard of living), education,	Vocabulary: human feature, settlement, community, popuresources, trade, urban, rura architecture, recreation, trans- religion, landform, ocean, co peninsula, gulf, mountain, hil equator, northern hemispher climate, tropical, temperate, aquatic, desert, forests, rainf grasslands, tundra	physical feature, region, llation, government, land use, l, farming, agriculture, facilities, sport, culture, language, ast, river, island, cape, delta, l, valley, plateau, plain, desert, e, southern hemisphere, polar, vegetation, biome, orest, forest, woodland,	Vocabulary: human feature, migration, immigration, commu democracy, land use, resource agriculture, facilities, architectu language, religion, landform, o peninsula, gulf, mountain, hill, northern hemisphere, southerr tropical, temperate, polar, arid, temperate, mountains, tundra forests, rainforest, forest, wood	physical feature, region, settlement, inity, population, government, is, trade, urban, rural, farming, ire, recreation, transport, culture, cean, coast, river, island, cape, delta, valley, plateau, plain, desert, equator, hemisphere, climate, tropical, sub- mediterranean, dry-temperate, cold- vegetation, biome, aquatic, desert, dland, grasslands, tundra	
	Context:	Who are the real herces? • Children describe human and physical features of familiar environments. What are common environmental hazards? Who helps to keep us safe from these hazards? Experience: Visit from Emergency Services. What makes traditional tales come to life? Children describe natural and man-made features in familiar environments. What materials make a strong, waterproof house for the Three Little Pigs? Why is water precious? • Children describe natural and man-made features in familiar environments. What can we find in our oceans and waterways? How can we keep our oceans and waterways healthy? Experience: Aquarium.	 What makes Bristol brilliant? Children describe human and physical features of familiar environments. What are Bristol's landmarks and traditional tales? Experience: Clifton Suspension Bridge Children describe natural and man-made features in familiar environments. What materials have been used to construct our historic town, Shirehampton? Experience: Shirehampton Walking Tour. What makes Africa <u>Amazing?</u> Compare the human and physical features of Bristol to a country in Africa. What is life like in Africa? How is it similar and different to life in England? Experience: African Drumming 	Why should we care about the environment? • Children compare human and physical features of England and the Amazon Rainforest in South America. What is life like in the Amazon? How is that similar/ different to life in England? Experience: Visit from environmentalist	What did the Romans do for us? How has Europe changed? • Children compare human and physical features of England and Rome. What was life like in Rome? How is that similar/ different to life in England? Experience: Visit to ruins of Kings Weston Roman Villa What's the most important thing about chocolate? • Children compare human and physical features of England and North/ Central America. What physical and human features supported the needs of the Mayan civilisation?	 Why were the Vikings such successful conquerors? Children describe human and physical geographical similarities and differences between England and Scandinavia. Why did the Vikings leave Scandinavia? Why did the Vikings find England a desirable place to settle? How have the Ancient Greeks influenced us? Children describe human and physical geographical similarities and differences between England and Ancient Greece. What was the Ancient Greek system of government? How did this change the system of government in England? Experience: Council Chambers. 	Bristol in the 20 th Century – What changes have been seen? • Children describe the geographical similarities and differences between England and the Caribbean. What was life like for the Windrush generation in the Caribbean? How was this similar and different to their life in England?	

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Human & Physical Geography	I can describe past and present events in my own life and in the life of family members. I can identify similarities and differences between myself and others, and among families, communities and traditions.	I can describe features as physical or human. I can measure and describe daily changes in local weather. I can describe how the UK weather changes through the seasons.	I can describe features as physical or human. I can measure and describe daily changes in the local weather. I can describe how the UK weather changes through the seasons.	I can identify why early settlers chose to live near physical features. I can identify how the human features of a landscape have changed over time. I can compare the physical features of a region in the UK and North or South America.	I can identify why early settlers chose to live near physical features. I can identify how the human features of a landscape have changed over time. I can describe how climate and use of land supports an economy and trade links. I can compare the physical features of a region in the UK and North or South America.	I can identify key topographical features of places in the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time . I can describe the parts of a river. I can explain key aspects of mountains. I can describe the water cycle. I can explain how the physical features of two contrasting regions influence how and where people live (Europe and	I can identify how and why volcanoes erupt. I can explain why and where earthquakes occur. I can identify key topographical features of places in the UK (including hills, mountains, coasts and rivers),and land-use patterns; and understand how some of these aspects have changed over time .
	Vocabulary: now, then, young, old, baby, child, adult, sister, brother, Mum, Dad, Aunty, Uncle, Grandparent, family,	Vocabulary: beach, cli mountain, sea, ocean, i vegetation, season, we factory, farm, house, of summer, autumn, winte snow, hail, sleet, fog, si Additional Year 2 Voc temperature, degrees, i	ff, coast, forest, hill, river, soil, valley, ather, city, town, village, fice, port, harbour, shop, er, spring, wind, rain, un, hot, warm, cold abulary: thermometer, rainfall, lowest, highest	Vocabulary: human feat settlement, community, land use, resources, trad agriculture, facilities, ard transport, culture, langua river, island, cape, delta, hill, valley, plateau, plain, hemisphere, southern he vegetation, biomes, tropio rainforests,	ure, physical feature, region, population, government, de, urban, rural, farming, shitecture, recreation, ge, religion, ocean, coast, peninsula, gulf, mountain, desert, northern misphere, climate, cal, temperate, polar,	Vocabulary: topographical delta, peninsula, gulf, mour desert, water cycle, evapor precipitation, run-off, river, tributary, current, bank, del saltwater, mountain, mount contour, altitude, elevation, descent, vegetation, biome Additional Year 6 Vocabu magma, mantle, fault, erup extinct, core, conduit, dorm earthquake, after shock, ep main shock, magnitude, Me Richter scales, seismic, tre	feature, coast, river, island, cape, ntain, hill, valley, plateau, plain, ation, transpiration, condensation, tidal river, estuary, stream, lake, ta, mouth, source, fresh water, ain range, tectonic plates, force, erosion, summit, peak, ascent, Ilary: vvolcano, Ring of Fire, tion, sill, vent, eruption, crust, ant, ash, active, crater, bicentre, fault line, fore shock, ercallie scale, micro quake, mor, tsunami

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	Context:	Who are the real	What makes Bristol	Would you prefer to live in	What did the Romans do for	Why were the Vikings such	How did the Earth evolve?
		heroes?	brilliant?	Ancient Egypt or the Stone	us? How has Europe	successful conquerors?	Children identify how and why
Human &		 Children describe 	 Children describe human 	Age?	changed?	Children explain how the	volcanoes erupt. How have natural
Physical		human and physical	and physical features of	Children identify why	Children identify why early	physical features	disasters carved Earth's
Geography		features of the place in	the place in which they	early settlers of Ancient	Roman settlers chose to live	influenced how and where	landscape?
ocography		which they live. what	live. what are Bristors	Egypt and Stone Age	footures (o g, these that	the Vikings chose to live.	Children explain why and where
		are commontal	talos2 Experience:	Europe chose to live	support resources, trade	Scandinavia? Why did the	 Children explain why and where oarthquakes. How bays natural
		bazards2 W/bo beins to	Clifton Suspension	features (e.g. those that	links and defence) What	Vikings find England a	disasters carved Earth's
		keep us safe from	Bridge	support resources trade	physical features support the	desirable place to settle?	landscape?
		these hazards?	2	links, and defence).	needs of early Roman settlers?		landocapor
		Experience: Visit from	What makes Africa	What physical features		What makes planet Earth	Children identify land-use patterns;
		Emergency Services.	Amazing?	support the needs of	 Children identify how the 	unique?	and understand how some of these
			Children describe and	people in Ancient Egypt	human features of England's	Children identify key	aspects have changed over time.
		What makes traditional	compare seasonal	and Stone Age Europe?	landscape changed over	topographical features of	How have natural disasters
		tales come to life?	weather changes		ume as a result of Roman	places in the UK and	affected population distribution
		Children describe how	between UK and Africa.	 Children identify how the 	in England before and after	understand how some of	across Earth?
		the UK weather changes	Africa 2	human features of Stone	Roman occupation?	these aspects have changed	
		(no g prosont knowledge	Amca?	Age in Europe changed		over time (e.g. Showdon, Bon Novis, Pivor Thamas	
		via seasonal artwork)	Children measure using	language religion	What's the most important	River Severn) How bas our	
		What seasons are	a thermometer and	government, economics,	thing about chocolate?	landscape been carved?	
		described in our	describe daily changes in	and architecture). What	 Children identify why the 		
		traditional tales?	local weather over a	does Europe look like	Mayan civilisation chose to	Children describe the parts	
			period of time. How does	now? What did it look	fostures (o.g. these that	of a river. How has our	
		Why is water precious?	the weather in England	like in the Stone Age?	support resources trade	landscape been carved?	
		 Children measure 	compare with the	How is it similar/	links and defence What	Experience: River	
		through observation	weather in Africa?	different? Experience:	physical features supported the	Expedition.	
		and describe daily		Museum	needs of the Mayan civilisation?		
		changes in the local				Children explain key	
		of time. What is the		the environment?	 Children compare the 	aspects of mountains. How	
		weather today? How		Children identify how the	physical features of the	carved?	
		can we record his on		human features of a	English with Mayan	ourveu:	
		our picture chart?		landscape have changed	characteristics of the Mayan	Children describe the	
				over time. What are the	biome? What are the	water cvcle. How has our	
				effects of deforestation to	characteristics of England's	landscape been carved?	
				the Amazon Rainforest?	biome? How are they similar and		
					different?		
				 Children compare the 	Children identify how the		
				physical features of	human features of the		
				England and the Amazon	Mavan landscape changed		
				Rainforest. What are the	over time (e.g. culture,		
				Amazon biome2 What	language, religion,		
				are the characteristics of	government, economics, and		
				England's biome? How	architecture). What did the		
				are they similar and	ancient Mayan landscape look		
				different? Experience:	like? What does it look like now?		
				Visit from	Children describe how		
				environmentalist	climate and use of land for		
					cocoa production supported		
					the Mayan economy and		
					trade link. How did the Mayans		
					make and trade chocolate?		

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Geographic al Skills & Field work	I can use drawings and simple technology to observe and record the environment.	I can use drawings and simple technology to observe and record the environment. I can draw a simple map e.g. my route to school. I can design a map using symbols to show human and physical features. I can use coordinates to identify a location. I can use North, South, East and West	I can design a map using symbols to show human and physical features. I can use coordinates to identify a location. I can use North, South, East and West to describe position. I can use a map key and recognise and interpret symbols on an ordnance survey map. I can use a map to navigate to a location.	Nova Curriculum I can interpret tables, diagrams and atlas maps to retrieve information I can identify 8 compass points and use 4 figure grid references I draw conclusion from maps about population, settlement and land use I can identify how a place changes over time by using a range of aerial photographs, historical and recent	I can interpret tables, diagrams and atlas maps to retrieve information I can identify 8 compass points and use 4 figure grid references I draw conclusion from maps about population, settlement and land use I can identify how a place changes over time by using a range of aerial photographs, historical and recent maps.	I can use a range of different maps to make inferences about the natural resources, economic trade and trade links. I can use a scale to calculate the distance on a map. I can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps). I can use 8 compass points to navigate to a location.	I can use a range of different maps to make inferences about the natural resources, economic trade and trade links. I can use a scale to calculate the distance on a map. I can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps). I can use 8 compass points to navigate to a location. I can use a map to trace a route.
		to describe position.	I can use apparatus e.g. thermometers to collect geographical data.	maps I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data.		I can use a map to trace a route.	
Geographic al Skills & Field work	Vocabulary: map, sketch map, plan, picture,	Year 1 Vocabulary: ma birds eye view, position route, path, direction, m coordinates, north, sout backwards, left, right, n Additional Vocabulary survey map, thermome degrees, rainfall, lowest	ap, sketch map, plan, , location, direction, avigate, symbol, key, ch, east, west, forwards, ear, far for Year 2: ordinance ter, temperature, t, highest	Vocabulary: table, diagra line graph, pie chart, data photograph, birds eye vie equator, northern hemisp location, compass, directi east, west, northeast (NE (SW), northwest (NW), fo box, eastings, northings, degrees, rain gauge, rain millimetres (mm) lowest,	am, pictogram, bar graph, a, atlas, map, aerial w, scale, key, symbols, here, southern hemisphere, ion, bearing, north, south,), southeast (SE), southwest ur figure grid reference, grid thermometers, temperature, fall, centimetres (cm), highest, average	Vocabulary: arial map, orce political map, topographic r resource map, scale, key, s direction, bearing, north, sc southeast (SE), southwest grid reference, grid box, ea northern and southern hem Capricorn, Arctic/ Antarctic degrees, colour layering, co section height above sea le	linance survey maps, google map, nap, physical map, economic/ symbols, location, compass, outh, east, west, northeast (NE), (SW), northwest (NW), six figure stings, northings, equator, ispheres, Tropics of Cancer/ Circle, longitude and latitude, ontour, contour interval, cross evel, distance, kilometres (kms)
	Context	 What makes traditional tales come to life? Children use drawings and Bee-Bots to observe and record routes described in a traditional tale. Draw the route of Little Red Riding Hood. 	What makes Bristol Brilliant? • Children use an ordinance survey map (with symbols, coordinates and North, South, East and West) to recognise human and physical features. What are Shirehampton's	 Would you prefer to live in Ancient Egypt or the Stone Age? Children interpret tables, diagrams and atlas maps with 8 compass points and 4 figure grid references to draw conclusions about the Ancient Egypt and 	What did the Romans do for us? How has Europe changed? • Children interpret tables, diagrams and atlas maps with 8 compass points and 4 figure grid references to draw conclusions about Roman population, settlement and land use.	 Why were the Vikings such successful conquerors? Children use a range of different maps with symbols and keys, 8 compass points and 6 figure grid references to make inferences about natural resources, economic trade and trade 	 Bristol in the 20th Century – What changes have been seen? Children use a range of different maps with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. Where is the Caribbean? How did the HMT Empire Windrush get to the UK?

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 Children design a map using symbols to show human and physical features of an environment described in a traditional tale. Draw a story map of the Three Little Pigs. Children use coordinates and North, South, East and West to identify a location described in a traditional tale. Draw a story map of the Goldilocks. 	 landmarks? (E.g. pre-walking tour). Children use a map (with symbols, coordinates and North, South, East and West) to navigate to a location. What are Shirehampton's landmarks? Experience: Shirehampton Walking Tour. Children design a map (with symbols, coordinates and North, South, East and West) to show human and physical features of Shirehampton. What are Shirehampton's landmarks? (E.g. postwalking tour). What makes Africa <u>Amazing?</u> Children measure using a thermometer and describe daily changes in weather over a period of time (e.g. present knowledge via various types of graphs). How does the weather in England compare with the weather in Africa? 	 Europe in the Stone Age. What was life like in Ancient Egypt/ Stone Age Europe? Landforms - Children interpret tables, diagrams and atlas maps with 8 compass points and 4 figure grid references to describe how Ancient Egypt and Europe has changed over time. What was life like in Ancient Egypt/ Stone Age Europe? How is it similar/ different to today? Why should we care about the environment? Children identify how the Amazon Rainforest changes over time by using a range of aerial photographs, historical and recent maps What are the effects of deforestation to the Amazon Rainforest? Children identify 8 compass points and use grid references to trace the transportation of lopped trees. What are the effects of deforestation to the Amazon Rainforest? Children use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data. What is the temperature and rainfall in England's biome? How does this compare to weather in the Amazon's biome? 	 What was life like in England before and after Roman occupation? Children use a range of aerial photographs, historical and recent maps with 8 compass points and 4 figure grid references to describe how England's communities changed as a result of Roman occupation. What was life like in England before and after Roman occupation? What's the most important thing about chocolate? Children interpret tables, diagrams and atlas maps with 8 compass points and 4 figure grid references to draw conclusions about Mayan population, settlement and land use. What did the ancient Mayan landscape look like? What does it look like now? Children use a range of aerial photographs, historical and recent maps with 8 compass points and 4 figure grid references to describe how Mayan communities change over time. What did the ancient Mayan landscape look like? What does it look like now? 	 links. What and how did the Vikings trade with Europe? Children use a map with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. How did the Vikings get to the UK? Children use a scale to calculate the distance on a map. How did the Vikings get to the UK? What makes planet Earth unique? Children use a range of different maps with symbols and keys, 8 compass points and 6 figure grid references to make inferences about the natural resources, economic trade and trade links. Can we locate significant mountains and rivers on an Ordinance survey map? What impact do these topographic features have on trade? Children use a map with symbols and keys, 8 compass points and 6 figure grid references to make inferences to make inferences about the natural resources, economic trade and trade links. Can we locate significant mountains and rivers on an Ordinance survey map? What impact do these topographic features have on trade? Children use a map with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. Can we locate significant mountains and rivers on an Ordinance survey map? Children use a scale to calculate the distance on a map. How far does a particular river stretch across the landscape 	 Children use a scale to calculate the distance on a map. How far did the HMT Empire Windrush sail? How did the Earth evolve? Children use a map with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. Where is volcano? Children use a scale to calculate the distance on a map. How far did specific natural disaster reach (e.g. lava flow, tsunami floods)? Children use digital technology (Google Earth, IPad, data loggers) to record, interpret and present geographical data. What was the impact of significant natural disasters on life (e.g. migration, resettlement)?