## Geography Skills, Knowledge and Vocabulary Progression

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	I can name and describe 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	capital city, United Kingo Scotland (Edinburgh), Wa Ireland (Belfast), Africa, (Oceania), Europe, North	ales (Cardiff), Northern Antarctica, Australasia	(Madrid), Turkey, South Ar Aires), Brazil (Sao Paolo, R Colombia, Peru, North Am States of America (Washing Central America, Guatemal		northern and southern hemisp Arctic/ Antarctic Circle, longi zones, tropical, sub-tropical, t	n, England, London, Bristol, equator, heres, Tropics of Cancer/ Capricorn, tude and latitude, degrees, climate emperate, polar, arid, mediterranean, e, mountains, tundra, time zone, time (GMT), local 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?  Children use maps, atlases and globes to name and locate oceans and seas around the UK. What	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 oceans and seas around the UK. What ocean and sea	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?  Why should we care about the environment?	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?  What's the most important thing about chocolate?  Children use maps, atlases and globes to name and locate the main countries	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?  Children identify the equator, northern and southern hemispheres, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle. when	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/Antarctic Circle, and lines of longitude and latitude. Which countries were affected by WW2?

Locational		oceans and seas did	surround the United	Children use maps,	and major cities in North/	using maps, atlases and	
Knowledge		the Matthew /SSGB	Kingdom?	atlases and globes to	Central America. What does	globes. Where did the	<ul> <li>Children identify and describe six</li> </ul>
Knowleage		sail? Experience:	What makes Bristol	name and locate the	North/ Central America look	Vikings invade and settle?	major climate regions. Which
		Matthew /SSGB.	Brilliant?	main countries and	like now? What did it look	vikings invade and settle.	countries were affected by WW2?
		Watthew /BBGB.	• Children use maps,	major cities in South	like during Mayan	■ Children identify and	countries were affected by WW2:
		Why is water precious?	atlases and globes to	America. What does	occupation?	describe three major	■ Children explain how time zones
		• Children use maps,	name and locate of	South America look like	occupation:	climate zones (e.g.	work using the words including
		atlases and globes to	countries and cities	now? What did it look	Children use maps, atlases	tropical, temperate, polar	Prime/Greenwich Meridian. What
		name and locate the	within the UK. Where is	like in the past?	and globes to identify the	when using maps, atlases	time zones did people on the
		world's seven	Bristol?	like in the past:	position of the Equator and	and globes. Where did the	Windrush travel through?
		continents and five	Blistoi!	Children use maps,	the northern and southern	Vikings invade and settle?	willdrush travel through?
		oceans. What are	Children use maps,	atlases and globes to	hemispheres, and describe	Vikings invade and settle?	
				identify the position of		Have baye the Ancient	
		Earth's oceans and	atlases and globes to		how it affects climates in	How have the Ancient	
		seas? How can we	name and locate oceans	the Equator and the	both hemispheres. What	Greeks influenced us?	
		keep them healthy?	and seas around the UK.	northern and southern	does North/ Central	Children identify the	
			Where is Bristol?	hemispheres, describe	America look like now?	equator, northern and	
				how it affects climates	What did it look like during	southern hemispheres,	
			What makes Africa	in both hemispheres.	Mayan occupation?	Tropics of Cancer/	
			Amazing?	What does South		Capricorn, Arctic/	
			<ul><li>Children use maps,</li></ul>	America look like now?		Antarctic Circle. when	
			atlases and globes to	What did it look like in		using maps, atlases and	
			name and locate world's	the past?		globes. Where did the	
			seven continents and			Ancient Greeks live?	
			five oceans. Where is				
			Africa?			<ul><li>Children identify and</li></ul>	
						describe three major	
						climate zones (e.g.	
						tropical/ warm, temperate,	
						polar when using maps,	
						atlases and globes Where	
						did the Ancient Greeks	
						live?	
	I can describe my	I can describe what the	I can describe what the place	I can compare the human and	I can compare the human and	I can describe the geographical	I can describe the geographical
	immediate	place I live in is like.	I live in is like.	physical features of a place in	physical features of a place in the	similarities and differences of a	similarities and differences of a region
Place	environment and	1		the UK to North or South	UK and Europe.	region of the UK and a	of the UK and the Americas.
	how places might vary from one	I can identify natural and	I can identify and describe	America.	•	European country.	
Knowledge	another.	man-made features.	natural and man-made		I can compare the human and		
			features.		physical features of a place in the		
	I can describe				UK to North or South America.		
	similarities and		I can compare the human and				
	differences of different places.		physical features of a place in				
	unitetent places.		the UK to a place outside of				
			Europe.				
	<del></del>	Vocabulary: city, town, vills	ft f 1	We sales and bound for the sales		Vaaahulamu human faatuma nh	l ysical feature, region, settlement,
	Vocabulary:	VOCADINARY: CITY, TOWN VIII	age, factory, farm, nouse.	vocabiliary: numan learnire in	nysical feature, region, serriement	i <b>vocabiliary:</b> niiman leadire, oo	
	Vocabulary: hard, soft, heavy,	office, port, harbour, shop, b			hysical feature, region, settlement, ment, land use, resources, trade,		ity, population, government, democracy,

	light, smooth, rough, light, dark, wet, dry, people, person, animal, plant, flower, tree  Context:	man-made, sand, oil, metal, wood, stone, concrete, glass, leather, plastic, paper  Additional Year 2 Vocabulary: culture, language, religion, development (standard of living), education, employment  Who are the real heroes?  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  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.			re, facilities, architecture, inguage, religion, landform, ocean, peninsula, gulf, mountain, hill, quator, northern hemisphere, ropical, temperate, polar,	ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, equator, northern hemisphere, southern hemisphere, climate, tropical, sub-tropical, temperate, polar, arid, mediterranean, dry-temperate, cold-temperate, mountains, tundra vegetation, biome, aquatic, desert, forests, rainforest, forest, woodland, grasslands, tundra  Se?  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	
		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 materials have been used to construct our historic town, Shirehampton? Experience: Shirehampton Walking Tour.  What makes Africa Amazing?  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		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?	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.	
Human & Physical Geography	I can explore the natural world around me, making observations.  I know some similarities and differences between the natural world around me and contrasting environments.  I understand some important processes and	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 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.

	changes in the natural world around me, including the seasons.	Vocabulary: beach, cliff, mountain, sea, ocean, rive season, weather, city, tow house, office, port, harbot winter, spring, wind, rain, hot, warm, cold  Additional Year 2 Vocal temperature, degrees, rain	er, soil, valley, vegetation, n, village, factory, farm, ar, shop, summer, autumn, s snow, hail, sleet, fog, sun, bulary: thermometer,	resources, trade, urban, ru facilities, architecture, recre language, religion, ocean, o peninsula, gulf, mountain, h desert, northern hemisphere	pulation, government, land use, ral, farming, agriculture, cation, transport, culture, coast, river, island, cape, delta,	peninsula, gulf, mountain, hil cycle, evaporation, transpirati off, river, tidal river, estuary, delta, mouth, source, fresh wa range, tectonic plates, force, c summit, peak, ascent, descent Additional Year 6 Vocabula mantle, fault, eruption, sill, vc conduit, dormant, ash, active, epicentre, fault line, fore shoot	eature, coast, river, island, cape, delta, l, valley, plateau, plain, desert, water on, condensation, precipitation, runstream, lake, tributary, current, bank, ater, saltwater, mountain, mountain contour, altitude, elevation, erosion, c, vegetation, biome  ary: vvolcano, Ring of Fire, magma, ent, eruption, crust, extinct, core, crater, earthquake, after shock, ck, main shock, magnitude, Mercallie cales, seismic, tremor, tsunami
Human & Physical Geography		Who are the real heroes?  Children describe human and physical features of the place in which they live. 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 how the UK weather changes through the seasons (e.g. present knowledge via seasonal artwork). What seasons are described in our traditional tales?  Why is water precious?  Children measure through observation and describe daily changes in the local weather over a	What makes Bristol brilliant?  Children describe human and physical features of the place in which they live. What are Bristol's landmarks and traditional tales? Experience: Clifton Suspension Bridge  What makes Africa Amazing? Children describe and compare seasonal weather changes between UK and Africa. What is it like to live in Africa?  Children measure using a thermometer and describe daily changes in local weather over a period of time. How does the weather in England compare with the weather in Africa?	Would you prefer to live in Ancient Egypt or the Stone Age?  Children identify why early settlers of Ancient Egypt and Stone Age Europe chose to live near certain physical features (e.g. those that support resources, trade links, and defence). What physical features support the needs of people in Ancient Egypt and Stone Age Europe?  Children identify how the human features of Stone Age in Europe changed over time (e.g. culture, language, religion, government, economics, and architecture). What does Europe look like now? What did it look like in the Stone Age? How is it	What did the Romans do for us? How has Europe changed? Children identify why early Roman settlers chose to live near certain physical features (e.g. those that support resources, trade links, and defence). What physical features support the needs of early Roman settlers? Children identify how the human features of England's landscape changed over time 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 identify why the Mayan civilisation chose to live near certain physical features (e.g. those that support resources, trade links, and defence. What physical features	Why were the Vikings such successful conquerors?  Children explain how the physical features influenced how and where the Vikings chose to live. Why did the Vikings leave Scandinavia? Why did the Vikings find England a desirable place to settle?  What makes planet Earth unique? Children identify key topographical features of places in the UK and understand how some of these aspects have changed over time (e.g. Snowdon, Ben Nevis, River Thames, River Severn). How has our landscape been carved?  Children describe the parts of a river. How has our landscape been carved?	How did the Earth evolve?  Children identify how and why volcanoes erupt. How have natural disasters carved Earth's landscape?  Children explain why and where earthquakes. How have natural disasters carved Earth's landscape?  Children identify land-use patterns; and understand how some of these aspects have changed over time. How have natural disasters affected population distribution across Earth?

Exemption of face, What is weather richyly The continues that the weather richyly The continues of the weather richyly The continues of the richident selected by the recommendation of the continues of the richident selected by the recommendation of the selection of the richident selected by the recommendation of the selection			period of time. What is		similar/ different?	supported the needs of the Mayan	Evporionas: Divor	
**Children compare the physical floaters of the English with the formation that the environment of the formation to the forma								
Coveragina No.  Slicks & Field work  Lean explore of mirrar stand drawing pictures of mirrar stand drawing pictures of mirrards and drawing pictures of describe position.  Lean use coordinates to describe position.  Lean use coordinates to describe position.  Poweraldury: Veralt Vocabulary: and policy graphs and of the contract					Experience: Museum	Civinsation:	Expedition.	
time environment?  Coographical Salik & Field work  Team to explore the character of the finglish with hypon the human features of the Mayan Landscape book carried?  Coographical Salik & Field work  Team to explore the character state of the character					3371 1 11	Children compare the physical	- CI 11 1 1 1 1	
**Children selentify how the hauman fotures of a land steps have changed over time. What are the changed states of the changed in the compare the physical features.    Compatible Sunse.			picture chart?					
I can explore the mutual and drawing and artificences of a final manual physical features of a manual and drawing pictures of a minutal and drawing and the minu								
Can explore the characteristics of the char							landscape been carved?	
Ecographical Skills & Field work    Came explore the making observations and drawing plants.   I cam use coordinates to identify a location.   I cam use a map to making observations and drawing plants.   I cam use a map to make the following the coordinates to identify a location.   I cam use a map to make the following the coordinates to identify a location.   I cam use a map to make to describe the coordinates to identify a location.   I cam use a map to graph the location of the coordinates to identify a location.   I cam use a map to graph the location of the coordinates to identify a location.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to make to describe position.   I cam use a map to trace a multiple position.   I cam use a map to trace a multiple position.   I cam use a map to trace a multiple position.   I cam use a map to trace a multiple position.   I cam use a map to trace a multiple position.								
Company   Comp					landscape have changed		Children describe the water	
Ceographical Salik & Fleid  I can explore the natural work observations and drawing and drawing and drawing and drawing and drawing notervations of unitals and plants.  I can explore the natural work of unitals and plants.  I can explore and drawing and drawing and drawing notervations of unitals and plants.  I can explore the natural work of unitals and plants.  I can explore the natural work of unitals and plants.  I can use drawings and drawing and drawing notervations of unitals and plants.  I can use a map to make the natural work of unitals and plants.  I can use coordinates to identify a location.  I can use work to describe position.  I can use work to describe position.  I can use amp to may be to show human and physical features.  I can use work to describe position.  I can use amp to may be to describe position.  I can use amp to may be to describe position.  I can use amp to may be to describe position.  I can use amp to may be to describe position.  I can use amp to may be to describe position.  I can use amp to may be to describe position.  I can use amp to may be to a location.  I can use a map to may be to a location.  I can use a map to may be to a location.  I can use a map to may be to a location.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.					over time. What are the		cycle. How has our landscape	
Cougraphical features of England and the Amazona Boomer What are the characteristics of England and the Amazona Boomer What are the characteristics of England and the Amazona Boomer What are the characteristics of England is bloomer? What are the characteristics of England is lower of England is bloomer? What are the characteristics of England is lower in the provision of the Mayon are closed in the Caracteristics of England is lower in the provision of the Mayon are the claims. It can use a range of different maps to make inferences about the natural resources, economic trade and					effects of deforestation to	similar and different.	been carved?	
Continue compare the physical features on small and cacage changed over time (e.g. culture, language, religion, greatment, commiss, and architecture). What are the characteristics of the Amount bottomer? Experience. Visit from a chiral control of Fingland's honore? How are the characteristics of the Amount bottomer what are the characteristics of the Fingland's honore? How are the Amount bottomer? Experience. Visit from a chiral control of Fingland's honore? How are the characteristics of the Amount bottomer what are the characteristics of the Amount bottomer what are the characteristics of the Amount bottomer in the Amount bottomer what are the characteristics of the Amount bottomer in the Amount bottomer what are the characteristics of the Amount bottomer in the Amount bottomer what are the characteristics of the Amount bottomer in the Amount bottomer what are the characteristics of the Amount bottomer in the Amount bottomer what are the characteristics of the Amount bottomer in the Amount bottomer in the Amount bottomer what are the characteristics of the Amount bottomer in the Amount bottomer in the Amount bottomer what are the characteristics of the Amount and architecture?  I can use distinguish the care of the Mayon Land architecture?  I can use a said under the core of the Mayon Land architecture?  I can use a said under the core of the Mayon Land architecture?  I can use a said under the core of the Mayon Land architecture					the Amazon Rainforest?	Children identify how the		
*Collidera compare the physical features of England and the Amazon Rainforest. What are the heart-cristics of England as biome? How are they similar add different? Experience: Visit from environmental statils & Field work.    Coegraphical Skills & Field work   Lean use drawings and simple technology to observe and necrord the environment. I can draw a simple map observations and framing observations and plunts.   Lean use coordinates to identify a location.   Lean use a map key and recognise and interpret simples on an ordanace survey map.   Lean use of figure grid references, symbols and keys (including the use of Ordanace Survey maps).   Lean use a map to make inferences about the natural resources, economic trade and trade links.   Lean use a scale to calculate the distance on a map.   Lean use a figure grid references where the natural resources, economic trade and trade links.   Lean use a scale to calculate the distance on a map.   Lean use a figure grid references, symbols and keys (including the use of Ordanace Survey maps).   Lean use a figure grid references, symbols and keys (including the use of Ordanace Survey maps).   Lean use a map to trace a route.   Lean u								
Tean explore the natural work   Tean use drawings and simple technology to work					Children compare the			
Coographical Skills & Field work   Coographical Skills & Field work						1 0		
Rainforest. What are the characteristics of the Anazon biome? What are the characteristics of the Anazon biome? What are the characteristics of the Anazon biome? How are they similar and different? Expenses—and from environmentalist and sword around me, making observations and drawing a nimilast and drawing pictures of animals and plants.  I can use coordinates to identify a location.  I can use North, South, East and West to describe position.  I can use a map to rain interpret tables, diagrams and atlas maps to intentify a location.  I can use North, South, East and West to describe position.  I can use a map to rain interpret tables, diagrams and atlas maps to intentify a location.  I can use ocordinates to identify a location.  I can use North, South, East and West to describe position.  I can use a map to rain interpret tables, diagrams and atlas maps to intentify a location.  I can use North, South, East and West to describe position.  I can use a map to rain interpret tables, diagrams and atlas maps to intentify a location.  I can use ocordinates to identify a location.  I can use North, South, East and West to describe position.  I can use a map to rain interpret tables, diagrams and atlas maps to intentify a location.  I can use a range of different maps to make inferences about the natural resources, comomic trade and trade links.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a figure grid references, symbols and keys (including the use of Chanace Survey maps).  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the								
Cographical Skills & Field					Dainforcat What are the	3		
Can use drawing and work   Can use drawings and plants.   I can use drawing and plants.   I can use coordinates to identify a location.   I can use a map to make inferences about the natural resources, coonomic trade and trade links.   I can use a range of different maps to make inferences about the natural resources, coonomic trade and trade links.   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a map to make inferences about the natural resources, coonomic trade and trade links.   I can use a scale to calculate the environmental interpret and land use   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a scale to calculate the distance on a map.   I can use a map to make infere								
Coographical Skills & Field work						Mayan landscape look like? What		
Can explore the natural work   Can drawing observations and drawing pictures of animals and plants.   Can use coordinates to identify a location.   Can use a map to may be to describe position.   Can use a map to trace a route.						does it look like now?		
I can explore the natural world around me, making observations and drawing pictures of animals and plants.  I can use drawings and simple technology to observe and record the environment.  I can use ordinates to identify a location.  I can use coordinates to identify a location.  I can use North, South, East and West to describe position.  I can use a map to make inferences about the natural world around significance information and plants.  I can use coordinates to identify a location.  I can use sample wap to recognise and interpret tables, diagrams and atlass maps to retrieve information environment.  I can use coordinates to identify a location.  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 tables, diagrams and atlass maps to retrieve information environment.  I can use coordinates to identify a location.  I can use se ordinates to identify a location.  I can use se ordinates to identify a location.  I can use a map key and recognise and interpret tables, diagrams and atlass maps to retrieve information environment.  I can use ordinates to identify 8 compass points and use 4 figure grid references shouth the natural resources, economic trade and trade links.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a figure grid references, symbols and and use of figure prid references about the natural resources, conomic trade and trade inks.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a figure grid references symbols and and use 4 figure grid references symbols an								
Tean explore the natural world around me, making work work					2			
Can use drawings and simple technology to observe and reacord the natural work work   Can design a map using symbols to show human and physical features.   Can design a map using symbols to show human and physical features.   Can use North, South, East and West to describe position.   Can use North, South, East and West to describe position.   Can use Apparatus e.g. thermometers to olecation.   Can use a paparatus e.g. thermometers to olecation.   Can use a paparatus e.g. thermometers to olecation.   Can use a paparatus e.g. thermometers to colect geographical data.   Vocabulary: Wocabulary:   Vocabulary: Wocabulary: waps. Seecth map 1   Can use drawings and simple technology to observe and record the simple map and physical features.   Can interpret tables, diagrams and atlas maps to retrieve information of								
Can explore the natural world around me, making observations and drawing pictures of animals and plants.   Can design a map using symbols to show human and physical features.   Can use coordinates to identify a location.   Can use oroninates to identify a location.   Can use a map to make inferences about the natural resources, economic trade and trade links.   Can identify 8 compass points and use 4 figure grid references about population, settlement and land use   Can identify 8 compass points and use 4 figure grid references.   Can use a scale to calculate the distance on a map.   Can use a scale to calculate the distance on a map.   Can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps).   Can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps).   Can use 8 compass points to navigate to a location.   Can use 8 compass points to navigate to a location.   Can use a map to trace a route.   Can use a map to trace					*	1 11		
Can explore the natural work   Can use drawings and simple technology to observe and record the natural observations and drawing pictures of animals and plants.   Can design a map using symbols to show human and physical features.   Can use coordinates to identify a location.   Can use North, South, East and West to describe position.   Can use ocordinates to identify a location.   Can use ocordinates to identify to we place changes over time by using a range of aerial photographs, historical and recent maps.   Can use a map to trace a route.   Can use a map					environmentalist			
Can explore the natural skills & Field work   Can use drawings and physical features.   Can use coordinates to observed and plants.   Can use coordinates to identify a location.   Can use a map key and recognise and interpret symbols on an ordnance survey map.   Can interpret tables, diagrams and atlas maps to observe information resources, economic trade and trade links.   Can interpret tables, diagrams and atlas maps to observe information resources, conomic trade and trade links.   Can use a range of different maps to make inferences about the natural resources, ceonomic trade and trade links.   Can use a scale to calculate the distance on a map.   Can interpret tables, diagrams and atlas maps to observe information resources, economic trade and trade links.   Can use a scale to calculate the distance on a map.   Can identify 8 compass points and use 4 figure grid references.   Can use a map to identify a location.   Can use a map to identify a location.   Can use a map to identify how a place changes over time by using a range of aerial photographs, historical and recent maps.   Can use a scale to calculate the distance on a map.   Can use a map to make inferences about the natural resources, economic trade and trade links.   Can use a calculate the distance on a map.   Can use a range of different maps to make inferences about the natural resources, economic trade and trade links.   Can use a figure grid references.   Can use a tenute points and use 4 figure grid references.   Can use a tenute points and use 4 figure grid references.   Can use a map to make inferences and trade links.   Can use a figure grid references.   Can use a map to make inferences and trade links.   Can use a figur								
the natural world around world around world around work world a Stalls & Field work  Work  Work  the natural world around Stalls & Field swork  Work  work  work  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 laints.  I can use coordinates to identify a location.  I can use a map key and I can use coordinates to identify a location.  I can use a map key and I can use a map key and I can use a map key and I can use a map to identify how a place changes over time by using a range of aerial photographs, historical and recent maps.  I can use a map to trace a route.			<del>                                     </del>		<u> </u>			
Skills & Field work  Wor		I can explore						
environment.  I can draw a simple map e.g. my route to school. pictures of animals and plants.  I can design a map using symbols to show the meating and traves.  I can use North, South, East and West to describe position.  I can use North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to may sheet maps.  I can use a map to may sheet members to collect geographical data.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  I can use coordinates to identify a location.  I can use coordinates to identify a location.  I can use coordinates to identify a location.  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.  I can use a range of aerial photographs, historical and recent maps  I can use a range of aerial photographs, historical and recent maps.  I can use a range of aerial photographs, historical and recent maps.  I can use a map to trace a route.  I can use a map to trace a route.		the natural				diagrams and atlas maps to	different maps to make	to make inferences about the natural
environment.  I can use coordinates to identify a location.  I can use coordinates to identify a location.  I can use North, South, East and West to describe position.  I can use North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a map to may graphical data.  I can use a map to may graphical data.  I can use a map to may seed to may a simple map e.g. my route to school.  I can use sordinates to identify a location.  I can use North, South, East and West to describe position.  I can use a map to may sabout population, settlement and land use a figure grid references.  I can identify 8 compass points and use 4 figure grid references.  I draw conclusion from maps about population, settlement and land use and land use a figure grid references.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a figure grid references.  I can use a figure grid references.  I can use a figure grid references.  I can use 6 figure grid references.  I can use 8 compass points to navigate to a location.  I can use 8 compass points to navigate to a location.  I can use a map to trace a route.  I can use a map to map segments to each and trade links.  I can use a scale to calculate the distance on a map.  I can use 6 figure grid references.  I can use 6 figure grid references.  I can use 8 compass points to navigate to a location.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to may deep to a location.  I can use a map to may deep to a location	Geographical	world around	observe and record the	and physical features.	to retrieve information	retrieve information	inferences about the natural	resources, economic trade and trade
work    Can use a map to identify a location.   Can use a map to identify a location.				1 3			resources economic trade	links
observations and drawing pictures of animals and plants.  I can draw a simple map e.g. my route to school.  I can use North, South, East and West to describe position.  I can use a map to trace a route.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a scale to calculate the distance on a map.  I can use a figure grid references  about population, settlement and land use  I can use a 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 8 compass points to navigate to a location.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  Vocabulary:  Vocabulary: Year 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: arial map, ordinance survey maps, google map.		me, making		L can use coordinates to	Lean identify 8 compass	Lean identify 8 compace	· ·	
and drawing pictures of animals and plants.  I can use North, South, East and West to describe position.  I can use North, South, East and West to describe position.  I can use a map to describe position.  I can u	WUIK	observations	T 4:1				and trade miks.	I1- 411-4- 4b-
pictures of animals and plants.  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 describe position.  I can use a map to 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 map to navigate to a location.  I can use a map to describe position.  I can use a map to describe position.  I can use a map to describe position.  Vocabulary:  Vear 1 Vocabulary: map, sketch map, plan, birds  I can use North, South, East and West to describe position.  I can use North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a range of aerial photographs, historical and recent maps.  I can use a range of aerial photographs, historical and recent maps.  I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data.  Vocabulary:  Vocabulary: A vear 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: arial map, ordinance survey maps, google map,				identity a location.				
animals and plants.  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.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to trace a route.  I can use a map to trace a route.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  I can use North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  Vocabulary: animals and use  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.  I can use a map to trace a route.  I can use a map to trace a route.		_	e.g. my route to school.		grid references	references		distance on a map.
plants.    blants   b		pictures of					the distance on a map.	
plants.    blants   b		animals and	I can design a map	I can use North, South,	I draw conclusion from	I draw conclusion from maps		I can use 6 figure grid references,
human and physical features.  I can use a map key and recognise and interpret symbols on an ordnance survey map.  I can use North, South, East and West to describe position.  I can use apparatus e.g. thermometers to collect geographical data.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  position.  settlement and land use an		plants	using symbols to show	East and West to describe	maps about population.	about population, settlement	I can use 6 figure grid	symbols and keys (including the use
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 to navigate to a location.  I can use a map to navigate to a location.  I can use a paparatus e.g. thermometers to collect geographical data.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  I can use a map key and recognise and interpret symbols on an ordnance survey map busing a range of aerial photographs, historical and recent maps.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  Vocabulary: Year 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: a rial map, ordinance survey maps, google map,		piants.						
I can use a map key and recognise and interpret symbols on an ordnance survey map.  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 North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to trace a route.  I can use a map to trace a route.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: a li can identify how a place changes over time by using a range of aerial photographs, historical and recent maps.  I can use 8 compass points to navigate to a location.  I can use 8 compass points to navigate to a location.  I can use a map to trace a route.			1 0	position.	settlement and land use	and fand use		of Ordinance But vey maps).
I can use coordinates to identify a location.  I can use North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a paparatus e.g. thermometers to collect geographical data.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  recognise and interpret symbols on an ordnance survey map.  changes over time by using a range of aerial photographs, historical and recent maps.  I can use 8 compass points to navigate to a location.  I can use a map to trace a route.  I can use a map to trace a route.  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: arial map, ordinance survey maps, google map,			leatures.		T			
identify a location.  I can use North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a paparatus e.g. thermometers to collect geographical data.  I can use a paparatus e.g. thermometers, rain gauge and technology to collect geographical data.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  symbols on an ordnance survey map.  using a range of aerial photographs, historical and recent maps.  I can use 8 compass points to navigate to a location.  I can use a map to trace a route.  I can use a map to trace a route.  Vocabulary: Year 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: arial map, ordinance survey maps, google map,							Ordnance Survey maps).	
survey map.  I can use North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a map to navigate to a location.  I can use a pparatus e.g. thermometers to collect geographical data.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  Survey map.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  I can use a map to trace a route.  Vocabulary: arial map, ordinance survey maps, google map,			I can use coordinates to					navigate to a location.
I can use North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a range of apparatus e.g. thermometers to collect geographical data.  I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: arial map, ordinance survey maps, google map,			identify a location.	symbols on an ordnance	using a range of aerial	range of aerial photographs,	I can use 8 compass points	
I can use North, South, East and West to describe position.  I can use a map to navigate to a location.  I can use a range of apparatus e.g. thermometers to collect geographical data.  I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: arial map, ordinance survey maps, google map,				survey map.	photographs, historical	historical and recent maps.	to navigate to a location.	I can use a map to trace a route.
East and West to describe position.  I can use a map to navigate to a location.  I can use a range of apparatus e.g. thermometers to collect geographical data.  I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data.  Vocabulary:  Year 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: arial map, ordinance survey maps, google map,			Lean use North South					
describe position.  I can use a range of apparatus e.g. I can use apparatus e.g. thermometers to collect geographical data.  I can use a paratus e.g. I can use apparatus e.g. I can use apparatus e.g. I can use a range of apparatus e.g. I can use				Lean use a men to	and recent maps		Lean use a man to trace a	
I can use apparatus e.g. thermometers, rain gauge and technology to collect geographical data.  Vocabulary: Year 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: arial map, ordinance survey maps, google map,		I					•	
I can use apparatus e.g. thermometers, rain gauge and technology to collect geographical data.  Vocabulary: Year 1 Vocabulary: map, sketch map, plan, birds  Vocabulary: table, diagram, pictogram, bar graph, line  Vocabulary: arial map, ordinance survey maps, google map,			describe position.	navigate to a location.			route.	
thermometers to collect geographical data.    Vocabulary:   Year 1 Vocabulary: map, sketch map, plan, birds   Vocabulary: table, diagram, pictogram, bar graph, line   Vocabulary: arial map, ordinance survey maps, google map,		I						
thermometers to collect geographical data.    Vocabulary:   Year 1 Vocabulary: map, sketch map, plan, birds   Vocabulary: table, diagram, pictogram, bar graph, line   Vocabulary: arial map, ordinance survey maps, google map,		I		I can use apparatus e.g.	thermometers, rain gauge			
Vocabulary:     Year 1 Vocabulary: map, sketch map, plan, birds     Vocabulary: table, diagram, pictogram, bar graph, line     Vocabulary: arial map, ordinance survey maps, google map,								
Vocabulary: Year 1 Vocabulary: map, sketch map, plan, birds Vocabulary: table, diagram, pictogram, bar graph, line Vocabulary: arial map, ordinance survey maps, google map,								
Vocabulary: Map, sketch map, plan, birds map, sketch		I		geograpinear data.	geographical data.			
vocabulary: map, sketch map, plan, birds pan, birds problem of the		X7 1 1	Van 1 Vas bullion	alastala arang a 1 - 1 - 1	We coholomy ( 11 P	i-t b 1 1'	Weeksless '1 '	
I map, sketch I eve view, position, location, direction, route, path. I graph, pie chart, data, atlas, map, aerial photograph, birds I political map, topographic map, physical map, economic/resource.			<b>Year I Vocabulary:</b> map	o, sketch map, plan, birds				
		map, sketch						
direction, navigate, symbol, key, coordinates, north, eye view, scale, key, symbols, equator, northern map, scale, key, symbols, location, compass, direction, bearing,			direction, navigate, symb	ol, key, coordinates, north,	eye view, scale, key, symbol	ols, equator, northern	map, scale, key, symbols, loca	ation, compass, direction, bearing,

Nova Curriculum								
	map, plan, picture,  south, east, west, forwards, backwards, left, right, near, far  Additional Vocabulary for Year 2: ordinance survey map, thermometer, temperature, degrees, rainfall, lowest, highest		hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), four figure grid reference, grid box, eastings, northings, thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average		north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, eastings, northings, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (kms)			
Geographical Skills & Field work	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.  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.	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 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. What are Shirehampton walking tour).  What makes Africa Amazing?  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?	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 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	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. 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?	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 links. What and how did the Vikings trade with Europe?  Children use a map with symbols 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?  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 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?	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?  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)?	

	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?	Children use a scale to calculate the distance on a map. How far does a particular river stretch across the landscape	