



Geography Overview with links to the National Curriculum

KS1 Year One

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1 What is it like here?	• To locate the school on an aerial photograph. • To create a map of the classroom. • To locate key features of the playground. • To draw a simple map. • To investigate how we feel about our playground. • To create a design to improve our playground.	Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its

		grounds and the key human and physical features of its surrounding environment.
Spring 1 What is the weather like in the UK?	• To locate the four countries of the UK. • To identify seasonal changes in the UK. • To identify the four compass directions. • To investigate daily weather patterns. • To identify daily weather patterns in the UK. • To understand how the weather changes with each season.	<i>KS1: Pupils should be taught to Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> <i>KS1: Pupils should be taught to Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i> <i>KS1: Pupils should be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i> <i>KS1: Pupils should be taught to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i> <i>KS1: Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</i>
Summer 1 What is it like to live in Shanghai?	• To recognise physical and human features. • To draw a sketch map. • To name and locate some continents on a world map.	<i>KS1: Pupils should be taught to Name and locate the world's seven continents and five oceans</i>

	• To identify physical and human features of a non-European country. • To describe what it is like in Shanghai. • To compare Shanghai to a small area of the UK.	<i>KS1: Pupils should be taught to</i> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <i>KS1: Pupils should be taught to</i> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <i>KS1: Pupils should be taught to</i> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <i>KS1: Pupils should be taught to</i> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <i>KS1: Pupils should be taught to</i> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <i>KS1: Pupils should be taught to</i> use simple fieldwork and observational skills to study the geography of their school and its grounds and
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		the key human and physical features of its surrounding environment
Summer 2		

Year two.

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1 Would you prefer to live in a hot or cold place.	• To name and locate the seven continents. • To locate the North and South Poles. • To locate the Equator on a world map. • To compare the UK and Kenya. • To investigate local weather conditions. • To identify key features of hot and cold places.	<i>KS1: Pupils should be taught to name and locate the world's seven continents and five oceans</i> <i>KS1: Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i>

		identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <i>KS1: Pupils should be taught to use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>KS1: Pupils should be taught to use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <i>KS1: Pupils should be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i> <i>KS1: Pupils should be taught to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</i> <i>KS1: Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i> use simple fieldwork and observational skills to study the geography of their school and its grounds and the
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		key human and physical features of its surrounding environment.
Autumn 2		
Spring 1 Why is our world wonderful.	• To identify geographical characteristics of the UK. • To locate some of the world's most amazing places. • To know the names of the five oceans and locate them on a map. • To understand how to draw human and physical features on a sketch map. • To investigate local habitats and record findings. • To understand how to present findings in a bar chart.	<i>KS1: Pupils should be taught to name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> <i>KS1: Pupils should be taught to use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>KS1: Pupils should be taught to use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <i>KS1: Pupils should be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i> <i>KS1: Pupils should be taught to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i> <i>KS1: Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</i>

		devise a simple map; and use and construct basic symbols in a key <i>KS1: Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i>
Spring 2		
Summer 1 What is it like to live by the coast?	• To locate the seas and oceans surrounding the UK. • To explain what the coast is. • To identify the physical features of the coast. • To identify human features on the coast. • To investigate how people use the local coast. • To present findings on how people use the local coast.	<i>KS1: Pupils should be taught to name and locate the world's seven continents and five oceans</i> <i>KS1: Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> <i>KS1: Pupils should be taught to use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>KS1: Pupils should be taught to use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <i>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i> <i>KS1: Pupils should be taught to use simple compass directions (North, South, East and West) and locational and directional language [for example, near</i>

		and far; left and right], to describe the location of features and routes on a map <i>KS1: Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i> <i>KS1: Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i>
Summer 2		

Year 3

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1		

Autumn 2 Why do people live near volcanoes?	• To name and describe the layers of the Earth. • To explain how and where mountains are formed. • To explain why volcanoes happen and where they occur. • To recognise the negative and positive effects of living near a volcano. • To explain what earthquakes are and where they occur. • To observe and record the location of rocks around the school grounds and discuss findings.	Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Pupils should be taught to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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		Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Spring 1		
Spring 2 Who lives in Antarctica?	• To understand the position and significance of lines of latitude. • To describe the location and physical features of Antarctica. • To describe the human features of Antarctica. • To use four-figure grid references to plot Shackleton's route to Antarctica. • To plan a simple route on a map using compass points. • To follow instructions involving compass points and map a simple route.	Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

		Pupils should be taught to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps,
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		plans and graphs, and digital technologies.
Summer 1		
Summer 2 Are all settlements the same?	• To describe different types of settlements. • To identify the human and physical features in the local area. • To discuss why physical and human features are in particular locations. • To describe how land use in the local area has changed. • To identify land use in New Delhi. • To compare land use in two different locations.	Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Pupils should be taught to describe and understand key aspects of: human

		geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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Year 4

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1		
Autumn 2 Why are rainforests important to us?	- To describe and give examples of a biome and find the location and some features of the Amazon rainforest. - To describe the characteristics of each layer of a tropical rainforest. - To understand the lives of indigenous peoples living in the Amazon rainforest. - To describe why tropical rainforests are important and understand the threats to the Amazon. - To understand how local woodland is used using a variety of data collection methods. - To analyse and present findings on how local woodland is used.	Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Pupils should be taught to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,

		mountains, volcanoes and earthquakes, and the water cycle Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Spring 1		
Spring 2 Where does our food come from?	• To explain the impact of food choices on the environment. • To understand the importance of trading responsibly. • To describe the journey of a cocoa bean. • To map and calculate the distance food has travelled. • To design and use data collection methods to find where our food comes from.	Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human

	To discuss the advantages and disadvantages of buying both locally and imported food.	characteristics, countries, and major cities Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Pupils should be taught to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical
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		features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Summer 1		
Summer 2 What are rivers and how were they used?	• To describe how the water cycle works. • To recognise the features and courses of a river. • To name and locate some of the world's longest rivers. • To identify and locate human and physical features on a map. • To describe how rivers are used. • To collect data on the features of a local river.	Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Pupils should be taught to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

		Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
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Year 5

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1		
Autumn 2 What is life like in the Alps?	• To locate the Alps on a map. • To locate the key physical and human characteristics of the Alps. • To describe the physical and human features of an Alpine region. • To investigate what there is to do in the local area using data collection.	Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental

	• To understand similarities and differences between the local area and an Alpine area. • To understand the human and physical geography of the Alps.	regions, key physical and human characteristics, countries, and major cities Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Pupils should be taught to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
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		Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Spring 1		
Spring 2 Why do oceans matter?	• To explain the importance of our oceans. • To locate and describe the significance of the Great Barrier Reef. • To explain the impact humans have on coral reefs and oceans. • To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	Pupils should be taught to Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental

	• To collect data on the types of litter polluting a marine environment. • To present, analyse and evaluate data collected.	regions, key physical and human characteristics, countries, and major cities Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land- have changed over time Pupils should be taught to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including
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		sketch maps, plans and graphs, and digital technologies.
Summer 1		
Summer 2 Would you like to live in the desert?	• To summarise the characteristics of a desert biome. • To locate and explore features of deserts. • To describe the physical features of a desert environment. • To explain the different ways humans can use deserts. • To describe some of the threats facing deserts. • To explore the similarities and differences between two physical environments.	Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Pupils should be taught to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

		Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
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Year 6

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1		
Autumn 2 Why does population change?	- To understand the change and distribution of the global population. - To define birth and death rates and describe why they change. - To recognise the push and pull factors influencing migration. - To begin to understand the impact climate change can have on the global population. - To collect data showing how population impacts the amount of traffic and litter in an area. - To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	Pupils should be taught to Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

		Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Spring 1		
Spring 2 Where does your energy come from?	• To know why energy sources are important. • To understand the benefits and drawbacks of different energy sources. • To understand how energy is generated in the United States. • To know how energy sources are distributed in an area. • To explain reasons for choosing an energy source. To collect and present data on where to position a solar panel on the school grounds.	Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key

		topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use the eight points of a compass, four and six-figure grid
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		references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Summer 1		
Summer 2 Field work Enquiry	• To develop an enquiry question. • To determine the most effective data collection methods for fieldwork. • To plan a route for a fieldwork trip. • To collect the data to answer the enquiry question. • To determine an answer to the enquiry question. • To present my findings.	Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

		Pupils should be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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