

	Year 1 Skills	Year 1 Language	Year 2 Skills	Year 2 Language
Investigating Places	<ul style="list-style-type: none"> <li>-Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>-Use information books/pictures as sources of information.</li> <li>-Use picture maps and globes.</li> <li>-Ariel Photographs</li> </ul>	map, plan, key, location, next to, far from, behind, near, under, left, right, forwards, backwards, distance, how far, north, south, east, west, globe, country, continent, ocean, land, sea, North Pole, South Pole, Pacific Ocean, Atlantic Ocean, British Isles, Asia, Africa, Europe, North America, South America, Australia, Antarctica, England, Scotland,	<ul style="list-style-type: none"> <li>-Children encouraged to ask simple geographical e.g.; Where is it? What's it like?</li> <li>-Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>-Find land/sea using globes.</li> <li>-Use teacher drawn base maps.</li> <li>-Use large scale OS maps.</li> <li>-Use an infant atlas . Ariel Photographs to plan perspectives</li> </ul>	habitat, atlas, globes, ariel photographs, grid references, coast, mountain, vegetation valley, port, harbour shop comparison, features
Investigating Patterns	<ul style="list-style-type: none"> <li>-Investigate their surroundings.</li> <li>-Make general observations about where things are e.g. within school or local area.</li> <li>-Identify seasonal and daily weather patterns.</li> </ul>	Wales, Northern Ireland, Republic of Ireland , London, Edingurgh, Cardiff , Belfast, compass , seasons, weather beach, coast, cliff, forest, hill, sea, ocean, soil, city, town, village, factory, farm, house,shop, key, symbol,	<ul style="list-style-type: none"> <li>-Investigate their surroundings.</li> <li>-Make appropriate observations about why things happen.</li> <li>-Make simple comparisons between features of different places.</li> </ul>	
Communicate Geographically	<ul style="list-style-type: none"> <li>-Use own symbols on imaginary maps.</li> <li>-Draw picture maps of imaginary places and from stories.</li> <li>-Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>		<ul style="list-style-type: none"> <li>-Understand the need for a key.</li> <li>-Use class agreed symbols to make a simple key.</li> <li>-Use simple grid references.</li> </ul>	

	Year 3 Skills	Year 3 Language	Year 4 Skills	Year 4 Language
Investigating Places	<ul style="list-style-type: none"> <li>-Begin to ask/initiate geographical questions.</li> <li>-Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>-Use large scale OS maps.</li> <li>-Begin to use map sites on internet.</li> <li>-Begin to use junior atlases.</li> <li>-Begin to identify features on aerial/oblique photographs.</li> </ul>	<p>oblique photographs, climate zone, vegetation belts, rivers, volcanoes, earthquake, tropical, temperate, polar, arid,</p>	<ul style="list-style-type: none"> <li>-Ask and respond to questions and offer their own ideas.</li> <li>-Use NF books, stories, atlases, pictures/photos, internet.</li> <li>-Extend to satellite images and arial photographs.</li> <li>-Use large and medium scale OS maps.</li> <li>-Use junior atlases.</li> <li>-Use map sites on internet.</li> <li>-Identify features on aerial/oblique photographs.</li> </ul>	<p>water cycle, settlements, Ordnance Survey, -shire, ford, -field meanings.</p>
Investigating Patterns	<ul style="list-style-type: none"> <li>-Investigate places and themes at more than one scale</li> <li>-Begin to collect and record evidence</li> <li>-Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>		<ul style="list-style-type: none"> <li>.-Investigate places and themes at more than one scale</li> <li>-Collect and record evidence with some aid</li> <li>-Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	
Communicate Geographically	<ul style="list-style-type: none"> <li>-Follow directions (as Yr 1 and inc'. NSEW)</li> </ul>		<ul style="list-style-type: none"> <li>-Draw a map of an imaginary place from a birds eye view,</li> <li>-Follow a route on a map.</li> </ul>	

	Year 5 Skills	Year 5 Language	Year 6 Skills	Year 6 Language
Investigating Places	<ul style="list-style-type: none"> <li>-Begin to suggest questions for investigating.</li> <li>-Begin to use primary and secondary sources of evidence in their investigations.</li> <li>-Use index and contents page within atlases.</li> <li>-Use medium scale land ranger OS maps.</li> </ul>	range, fold mountains, fault block mountains, dome mountains, plateau mountains, foot, tree line, snowline, ridge, outcrop, summit, face, meander, source, ox-bow, levee, delta, mouth, estuary, tributary, confluence, waterfall, v-shaped, u-shaped	<ul style="list-style-type: none"> <li>-Suggest questions for investigating.</li> <li>-Use primary and secondary sources of evidence in their investigations.</li> <li>-Use OS maps.</li> <li>-Confidently use an atlas.</li> <li>-Recognise world map as a flattened globe.</li> </ul>	biomes, vegetation belts, grid reference navigation trade routes, longitude , latitude
Investigating Patterns	<ul style="list-style-type: none"> <li>-Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>-Collect and record evidence unaided</li> <li>-Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>		<ul style="list-style-type: none"> <li>-Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>-Collect and record evidence unaided</li> <li>-Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>	
Communicate Geographically	<ul style="list-style-type: none"> <li>-Use the eight points of a compass, four and six-figure grid references, symbols and key.</li> </ul>		<ul style="list-style-type: none"> <li>-Use the eight points of a compass, four and six-figure grid references, symbols and key.</li> </ul>	