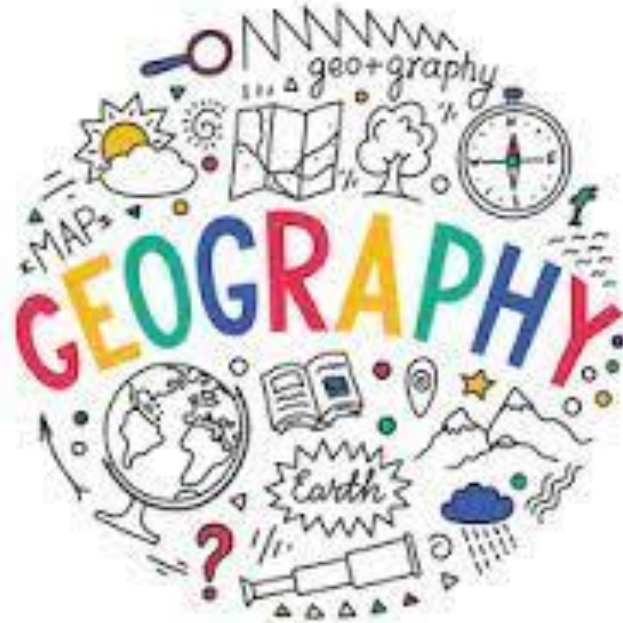




Curriculum Geography - Whole School





Curriculum Subject Rationale

Intent:	<p>Many children at Wilbraham come to school with an extensive knowledge and experience of different cultures and places. At Wilbraham, our <i>Geography</i> curriculum aims to nurture that curiosity for the world, the people who live on it and the variety of physical features it contains. The curriculum is progressive and ensures that metacognitive skills are used continuously to create building blocks of prior knowledge and future learning. Through a knowledge and skills based curriculum, we aim to instil our children with an open-minded, analytical and critical attitude towards the World, enabling them to become forward thinking global citizens who are fully aware of the co-dependence of people and their planet.</p>
Implementation:	<p><i>Geography</i> at Wilbraham is designed within a progressive curriculum which builds upon and revisits knowledge and skills taught year upon year. The units of work in each term are designed to give students a cohesive breadth of knowledge and skills that they can apply locally, nationally and to the wider world. Each unit of work is planned to discover or work towards a big enquiry question, with each lesson having a small focus and piece of the puzzle to enable children to fully understand and tackle the big question. As with all other areas of our curriculum, metacognition is important within our <i>Geography</i> lessons and each lesson begins with a bridge back activity to continue revisiting previous learning and using it as a foundation for future learning.</p> <p>Teachers are encouraged to use a local or a tangible starting point/stimulus for learning and children use this as their point of reference when considering <i>Geographical</i> concepts, ideas or methods on a wider scale. Outcomes and vocabulary are mapped out on the curriculum document and ensure that all staff are aware of where each child is coming from and where they are heading. This is used to enable all children to access and thrive within the <i>Geography</i> lessons.</p>
Impact	<p>The impact of our <i>Geography</i> curriculum is for children to have a clear understanding of what <i>Geography</i> is and how learning about <i>Geography</i> is relevant to many aspects of life as a global citizen. The curriculum nurtures pupils to be critical thinkers who are inspired to continue learning and build upon the knowledge they have gained during their time at Wilbraham Primary School. Upon leaving year 6, our pupils are able to remember previous learning and explicitly build on this year on year. They have an awareness of Earth's diversity and key physical and human processes. They have developed geographical skills, fieldwork skills and have an understanding of geography locally, nationally and globally. Pupils begin to understand their wider world and the implications that we as global citizens have on it developing an understanding of environmental issues.</p>



Curriculum Map Subject - EYFS

EYFS

	People , Culture & Communities	The Natural World	Vocabulary
Nursery	<p>Continue to develop positive attitudes between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials • Plant seeds and care for living plants • begin to understand the need to respect and care for the natural environment and all living things. 	<p>Local Place Seasons Map World Globe Weather Seasons Countryside</p>
Reception	<ul style="list-style-type: none"> • describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • understand some important processes and changes in the natural world around them, including the seasons. • continue to explore the natural world around them., making observations and drawing pictures of animals and plants. • begin to draw information from a simple map. 	<p>Forest Park Building Road Ocean Town Village City, Capital City Country Environment Changes Human/Physical features</p>



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Which countries make up the UK?		How is England different to Egypt?		What would a map of our playground look like?	
Y2			How do maps, atlases and globes help us explore the world?	Is Manchester the greatest city to live?	Is Manchester the greatest city to live?	
Y3	What is the difference between a mountain and a volcano?		What is the life like in Italy?		How do we use land and how has this changed over time?	



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4			Why are Earth's Biomes Different?	Where Does a River Go?		How is Life Different Around the UK?
Y5	Comparing the Northwest with another UK region?		Where are the Earth's earthquakes most severe?		What do the Northwest of England and Mexico have in common?	
Y6		What time is it around the world?		Why do people migrate?		How could we improve Platt Fields Park?



Curriculum Map

Subject - Overview Y1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Which countries make up the UK?</p> <ul style="list-style-type: none"> -Identifying UK on a map, globe, atlas -Locating countries within the UK and know what country we live in. -Key information about the four countries (language, flag, traditions, capital cities) -Label countries on a map -Using locational and directional language (near and far; left and right) -Describe simple routes on a map of the UK 		<p>How is England different to Egypt?</p> <ul style="list-style-type: none"> -Locate hot and cold places in the world in relation to North and South pole -Identify the hottest and coldest seasons in England. -Match the seasons to the months of the year -Observe seasonal and daily weather patterns across the year in the local area -Use a thermometer to measure temperature -Locate Egypt on a map and identify weather patterns in that country 		<p>What would a map of our playground look like?</p> <ul style="list-style-type: none"> -Explore maps -Explore using aerial view -Devise simple maps of small area/table with objects on. -Shared map of the classroom- identifying features and labelling -Explore surrounding area (playground) -Draw a map of the playground and identify key human and physical features -Use locational language to discuss maps of the playground -Edit map to improve- what would they include to make it better? 	
<p>Key Vocabulary: Scotland, Wales, N. Ireland, England, Country / City Direction - Right/ left, near, far, geographic location, island, sea</p>		<p>Key Vocabulary: Sun/sunny, Wind Snow, Rain, Thunder, Hot/cold, Equator, temperature, degrees thermometer ,Summer, Winter Autumn, Spring, geography location</p>		<p>Key Vocabulary: human / physical features surrounding area environment school grounds geographic location</p>	



Curriculum Map

Subject - Endpoints Year 1

By the end of Year 1

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
<ul style="list-style-type: none"> Use maps to locate and name the four countries of the United Kingdom Know which country they live in 	<ul style="list-style-type: none"> Locate and describe hot and cold areas of the world in relation to the Equator and the North and South Poles Identify seasonal and daily weather patterns in the United Kingdom (using thermometers to measure the temperature, observational skills to record rain patterns and computer data to compare this to another location closer to the equator) 	<p>School grounds field work unit</p> <ul style="list-style-type: none"> Identify human and physical features of the school grounds and surrounding areas Know that a map shows a birds eye view of an area 	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
<ul style="list-style-type: none"> Use maps of the UK to locate the four countries Describe the location of features on a map of the UK Describe simple routes on a map of the UK Use locational and directional language (near and far; left and right) 	<ul style="list-style-type: none"> Use locational and directional language (near and far; left and right), to describe the location of features and routes on a map Use simple maps of the World to locate the hot and cold places Observe and record weather patterns using a simple tally chart 	<p>Devise a simple map (start simple by drawing a birds eye view of a table with different items on, progress to drawing simple maps of the classroom. Children will move on to creating simple maps of an area in school such as the playground)</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features 	<p>The vocabulary to be taught is highlighted in each unit of work.</p>



Curriculum Map

Subject - Overview Y2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>How do maps, atlases and globes help us explore the world?</p>	<p>Is Manchester the greatest city to live?</p>	<p>Is Manchester the greatest city to live?</p>	
		<ul style="list-style-type: none"> -Explore maps, atlases and globes. -Use maps, atlases and globes to identify where we live. -Locate and name the four countries in the UK and their capital cities. -Understand some key physical and human characteristics of the four countries in the UK and their capital cities -Identify and locate all 7 continents of the world -Identify and locate oceans of the world? 	<ul style="list-style-type: none"> -Locate Manchester and Nairobi on a map. -Explore key physical and human characteristics of Manchester using maps and other sources. -Explore what life is like in Manchester and the local area around school using fieldwork. 	<ul style="list-style-type: none"> -Explore key physical and human features of Nairobi using maps and other sources, and make comparisons to Manchester. -Explore what life is like in Nairobi. What is life like in Nairobi? Use fieldwork observations to make simple comparisons. 	
		Continent - Asia, Africa, North America, South America, Antarctica, Australasia or Oceania, Europe Seas and Oceans - Arctic, Southern, Pacific, Atlantic, Indian Compass Points - North, East, South, West North/ Irish/ Celtic Seas / English Channel	Capital city - Belfast, Cardiff, Edinburgh, London Compass Points - North, East, South, West landmarks village, factory, farm, office, port, Harbour, cliff, coast, mountain.	Compass Points - North, East, South, West similar / different / compare key symbols landmark human / physical features	



Curriculum Map

Subject - Endpoints Year 2

By the end of Year 2

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
	<ul style="list-style-type: none"> Locate and name the seven continents and five oceans of the world. Using world maps, atlases and globes Locate and name the four countries of the UK and their capital cities Locate and name the surrounding seas of the UK Understand some key physical and human characteristics of the four countries in the UK and their capital cities 	<p>Compare Manchester to Nairobi</p> <ul style="list-style-type: none"> Understand some of the key physical and human characteristics of Manchester and compare these to that of Nairobi. Locate Manchester and Nairobi on a map Make comparisons between life in Manchester and Nairobi through geographical observations and recordings (weather/climate, transport etc) 	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map 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 	<ul style="list-style-type: none"> 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 Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map 	The vocabulary to be taught is highlighted in each unit of work.



Curriculum Map

Subject - Overview Y3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What is the difference between a mountain and a volcano?</p>		<p>How do we use land and how has this changed over time?</p>		<p>How is life in the North of Italy different to life in the North of England?</p>	
<ul style="list-style-type: none"> -What is inside the Earth? the four layers of the Earth and their properties -Tectonic plates and how they cause things to happen on the surface of the Earth -What are the parts of a volcano? -How does a volcano erupt? -The features of mountains 		<p>Local area study.</p> <ul style="list-style-type: none"> -Where is Fallowfield? -How do we use land and how has this changed over time? -How do we use the land in Fallowfield? -How has the land use of Fallowfield changed over time? Why? 		<ul style="list-style-type: none"> -Locate Italy on a map. Explore its location within Europe and to other nearby countries. How has this location affected Italy over time -Human features of Italy -Mountains/Volcanoes of Italy - Physical features of Italy -Climate of Italy 	
<p>Key Vocabulary: Volcano, Magma, Lava, conduit, eruption, mountain, range,</p>		<p>Asia, Africa, North America, South America, Antarctica, Australia/ Oceania/ Australasia, Europe</p> <p>Global warming / Climate change</p> <p>Country, Capital city</p>		<p>Compass points: NW NE SE SW grid reference contours North/ Irish/ Celtic Seas, English Channel Fieldwork Plan, aerial photograph, map key symbols, Ordnance Survey map/ Scale Observe , measure /record environmental region Symbols key, city, town, village, factory, house, office,, shop,</p>	



Curriculum Map

Subject - Endpoints Year 3

By the end of Year 3

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
<ul style="list-style-type: none"> Describe and understand mountains Describe and understand volcanoes 	<ul style="list-style-type: none"> Understand how land use is affected by population, society and space. 	<ul style="list-style-type: none"> Build location knowledge of the world focusing on Europe. Use maps, globes and atlases to name and locate countries, capital cities, and continents. Locate tectonic plates, volcanoes, mountains and mountain ranges within Europe. 	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
<ul style="list-style-type: none"> use atlases, globes and to locate countries, volcanoes, mountains and describe features studied use diagrams to explain a concept. 	<ul style="list-style-type: none"> use globes, maps and atlases to make sense of our local area use the eight points of a compass, and simple coordinates (D4 etc in an atlas), symbols and key to build their knowledge of the United Kingdom and the wider world. 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 pictograms. 	<ul style="list-style-type: none"> Study environmental regions, key physical and human characteristics of a region in Italy and compare with Greater Manchester. Think critically about the impacts of geographical features, sustainability and comparisons between places in the world. 	The vocabulary to be taught is highlighted in each unit of work.



Curriculum Map

Subject - Overview Y4

Autumn 1	Autumn 2	Spring 1	Spring	Summer 1	Summer 2
	<p>Why are Earth's Biomes Different?</p>		<p>Where Does a River Go?</p>		<p>How is Life Different Around the UK?</p>
	<ul style="list-style-type: none"> -Study the woodland biome on the school grounds. <i>What would I find in Woodland biome?</i> -Atlas study of the world and climate zones. <i>What is a climate zone?</i> -Understand how climate zones affect biomes and vegetation belts. Explore the features of some biomes briefly (desert, grassland, savannah, tundra, marine) <i>sWhat id the difference between a desert, grassland and a savanna biome?</i> -Study the Amazon Rainforest in Brazil in detail (location, features, physical and human elements of the biome) <i>What are the key features of the Amazon rainforest in Brazil?</i> -Compare the local woodland biome to that of a rainforest. <i>How is our woodland biome different to the Amazon Rainforest?</i> -Use critical Geography skills to discuss, explain and persuade related to the Amazon Rainforest. -Sustainability issues affecting the Amazon Rainforest. Why is it important to protect places like this? 		<ul style="list-style-type: none"> -Features of a river -River flow direction -Erosion and deposition and how a meander is formed -Understanding rivers on maps and locate some rivers of the world. Follow a river from mouth to source. -River study fieldwork project -Study the Amazon river in Brazil. How does it affect life there? -Study the effects of global warming on rivers. Why is it important to protect the Amazon river and the planet? 		<ul style="list-style-type: none"> -What is a settlement? Are all settlements in the UK the same? -County vs Country (UK). Name and locate counties of the UK https://www.bbc.co.uk/teach/class-clips-video/articles/zybmm39 -Greater Manchester Explore the region of Greater Manchester and its identifying human and physical characteristics -Life in a coastal county Explore key human and physical features, topographical features (including hills, mountains, coasts and rivers) of a coastal county. -Life in a rural county Explore key human and physical features, topographical features (including hills, mountains, coasts and rivers) of a rural county. -Which county would they choose to live in, why?
	<p>Key Vocabulary: Differences/similarities, Compare/ contrast, Change / effect Climate zones / Biomes / Environmental Region / Vegetation belts ecosystems adaptation (Tundra, Coniferous & Deciduous Forest, Aquatic, Grassland, Desert/Savannah)</p>		<p>Key Vocabulary: Erosion, deposition, water cycle, meander, mouth, bank, tributary, delta, confluence, estuary, source</p>		<p>Key Vocabulary: Urban region / Rural 8 Compass points: NW NE SE SW 4 figure grid reference Symbols City/country/continent, Atlas/map/globe Equator, county, Land use, Formation, interaction between physical and human processes Topographic maps - Contours / Global warming / Climate change and Ozone depletion and acid rain</p>



Curriculum Map

Subject - Endpoints Year 4

By the end of Year 4

Knowledge Endpoints	Knowledge Endpoints		Knowledge Endpoints	Vocabulary
<p>Cross curricular link with history study of the ancient civilization, Ancient Greece.</p> <ul style="list-style-type: none"> Understand and explain the importance of physical geography to settlements throughout history 	<ul style="list-style-type: none"> Describe the features of some major biomes and vegetation belts Understand how climate zones affect biomes Study the features of a rainforest biome in detail 	<ul style="list-style-type: none"> Explain how the water cycle works - science link Describe the features of rivers <ul style="list-style-type: none"> What are the features of a river Erosion and deposition How are rivers used today? Using a map, follow a river from mouth to source (River Bollin) Using maps, plan a study of a river (River Bollin) - planning a route, discussing effectiveness of testing points and methods of measurements. Measuring the velocity of the river at different points to test knowledge gained in unit of learning 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom Explore UK geographical regions and their identifying human and physical characteristics Explore key topographical features (including hills, mountains, coasts and rivers) of counties and cities in the UK 	
Skills Endpoints	Skills Endpoints		Skills Endpoints	Vocabulary
<ul style="list-style-type: none"> Use a range of devices such as maps, atlases, globes to locate countries and describe features studied. use the 8 points of a compass, begin to use 4 figure grid references, symbols and key (begin to use Ordnance Survey maps) to locate countries around Greece. 	<ul style="list-style-type: none"> 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, pictograms and bar charts. Use a range of devices such as maps, secondary sources, atlases, globes to locate countries and describe features studied. 		<ul style="list-style-type: none"> use the 8 points of a compass, begin to use 4 figure grid references, symbols and key (begin to use Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use a range of devices such as maps, atlases, globes to locate countries and describe features studied. 	<p>The vocabulary to be taught is highlighted in each unit of work.</p>



Curriculum Map

Subject - Overview Y5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Is living in Devon the same as living in Northwest England?</p>		<p>Where are Earth's earthquakes most severe?</p>		<p>What is different about life in England and life in Manchester?</p>	
<p>-Where is the Northwest of England located in the UK? -What are the Physical and Human features of NW England? -Where is Devon located in the UK? -What are the Physical and Human features of Devon? -What is the same and what is different? Is living the same in Devon as it is in Northwest England?</p>		<p>-Bridge back to year 3 and study the Earth's structure, tectonic plates and their movements. -Use maps and atlases to study where Earthquakes and other natural disasters occur. Is there a pattern? -Study a range of Earthquake case studies from around the world. Explore the physical and human impact. -Plan and design and earthquake proof building/city.</p>		<p>-Locate Manchester on a map and discuss what we know. Locate Sonora on a map and make assumptions based on what we already know. (Location, climate zones, vegetation belts, language, biomes etc.) Draw sketch maps of each place. -What is a settlement? What is a city? What makes Greater Manchester a city? How is this different to Sonora? -Physical features of Manchester and Sonora. What is the same and different? -Human features of Greater Manchester and Sonora. What is the same and different?</p>	
<p>Human features, natural features, compare, contrast, similar, difference, settlement, population, population density, land use.</p>		<p>Land use 4/6 figure grid reference Natural resources Geographical influences / significance Trade Economy Global warming / Climate change</p>		<p>Equator, Latitude 4 figure grid reference Latitude / Longitude / North/ South hemisphere Tropics of Capricorn and Cancer Global warming / Climate change Vegetation, Headland, Resort, Cliff, Bay Formation, interaction between</p>	



Curriculum Map

Subject - Endpoints Year 5

By the end of Year 5

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
<p>Manchester and Devon area study (building on from what the children already know after comparing Manchester to Nairobi in year 2 as well as studying Fallowfield in detail and looking at its land use patterns over time in year 3)</p> <ul style="list-style-type: none"> Investigate the human and physical features of Manchester and Devon Investigate the types of settlement and land use, economic activity including trade links in both areas. Types of settlement and land use of the UK throughout history Trade links throughout history Distribution of natural resources throughout history 	<p>Earthquakes study Describe and understand key aspects of: Physical geography, including volcanoes and earthquakes.</p> <p>Investigate why earthquakes happen and why they are more prevalent in different parts of the world.</p> <p>Understand key vocabulary around tectonic plates.</p> <p>Understand key vocabulary around earthquakes and volcanoes.</p>	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map. Building on from the study of Manchester in Spring 2 - Understand geographical similarities and differences through the study of human and physical geography of the Northwest of England, the Northwest of Mexico and the Northwest of Spain. 	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
<ul style="list-style-type: none"> Use maps and atlases to locate Manchester and Devon Use maps and other devices to explore land use, settlements, economic activity and trade links 	<ul style="list-style-type: none"> Use and understand earthquake distribution maps Use photographic sources and videos to understand the impact of earthquakes and volcanoes Understand how to prepare for earthquakes and how to mitigate their 	<ul style="list-style-type: none"> Use the 8 points of a compass, confidently use 4 figure grid references, symbol of Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Use sketch maps, plans and diagrams. 	<p>The vocabulary to be taught is highlighted in each unit of work.</p>



Curriculum Map

Subject - Overview Y6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>What time is it around the world?</p>		<p>Why do people migrate?</p>		<p>How could we improve Platt Fields park?</p>
	<p>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,</p> <p>-Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>		<p>-Settlements - identify different types of settlement and the distribution of natural resources including energy, food, minerals and water.</p> <p>-Investigate trade and industry, land use and economic activity .</p> <p>-Compare modern day Iraq with an ancient civilisation, drawing comparisons and differences.</p>		<p>-What and where is Platt Fields Park? Look at historical maps to see how the area of and around the park has changed. Discuss how the park is used by the population.</p> <p>-Visit the area to make initial observations, record sketch maps and take notes to generate enquiry question.</p> <p>-Work in teams to generate own enquiry questions and plan fieldwork study</p> <p>-Secondary visit to the area to carry out chosen fieldwork study and record findings.</p> <p>-Analyse findings critically and make their proposals of how to improve the area</p>
	<p>Latitude/Longitude/North/ Southern Hemisphere Tropics of capricorn/cancer Time zones Greenwich Meantime</p>		<p>Trade, Economy, Settlement Natural Resources Derelict Analysis of data and statistics Geographical influences.</p>		<p>Map Ordnance Survey Orientation Grid Reference</p>



Curriculum Map

Subject - Endpoints Year 6

By the end of Year 6

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> Settlements - types of settlement and the distribution of natural resources including energy, food, minerals and water Trade and industry, land use and economic activity including the distribution of natural resources 	<ul style="list-style-type: none"> Local area field study Using a compass to locate features on an ordnance survey map use fieldwork to observe, measure, record and present the human and physical features in the local area choosing an appropriate way of presenting the findings (graphs, maps, sketches, diagram 	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features studied. Analyse data and statistics 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features studied. Use the eight points of a compass, 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. Analyse data and statistics 	The vocabulary to be taught is highlighted in each unit of work.