Hunningley Primary Academy
The best in everyone™
Part of United Learning

Geography Whole School Overview

	Unit	Substantive Knowledge	Disciplinary Knowledge
Nursery	**Autumn** **Marvellous Me** **Polar Express**	• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue to develop positive attitudes about the differences between people.	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain 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.
	Spring **On the Move** **On the Farm**	• Begin to understand the need to respect and care for the natural environment and all living things.	
	Summer **Once Upon a Time** **All Creatures Great and Small**	• Talk about what they see, using a wide vocabulary. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
Reception	**Autumn** **Me and My World** *All about me, my school and my family* **My Heroes** *People who help us and superheroes*	• Talk about members of their immediate family and community.	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain 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.
	Spring **Castles, knights and dragons** *Fantasies and fairy tales* **Spring in our Step** Exploring life cycles	• Draw information from a simple map. • Understand that some places are special to members of their community. Explore the natural world around them.	
	Summer **Where we live** *Our local area and significant buildings and individuals, both now and in the past*	• Recognise some similarities and differences between life in this country and life in other countries. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.	

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	Science Detectives		
	Unit	**Substantive Knowledge**	**Disciplinary Knowledge**
Year 1	Autumn **Here I am** *Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork* **Local link:** Local walk	• We live on the **Earth**. • My home, our school and our community is at the **local scale**. • Human settlements can be a **city**, **town**, or **village**, depending on their size. • **Human** features are man-made, **physical** features are those that would be there without humans **Geographical scale:** Our community is at the local scale	• A plan view is the view of an object or place from above • Look down on objects to draw a plan view of them • Draw a route on a map and label features in correct order • Interpret and give locations and directions using left and right • Recognise simple hazards and steps we can take to avoid them • Draw a basic fieldsketch of one area • Observe and name features in the environment
	Spring **Where we are** *Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features*	• My home, our school and our community is at the local scale, UK and countries are at the **national scale** • The UK is made of four **countries**: England, Scotland, Wales and Northern Ireland • **Rural** means countryside, **urban** means towns and cities • The **capital cities** of the four countries in the UK are **London** (England), **Edinburgh** (Scotland), **Cardiff** (Wales) and **Belfast** (Northern Ireland) • Features in rural areas include **farm**, **hill**, **mountain**, **forest** and **river** • Features in urban areas include **office**, **shop**, **house**, **factory** • **Coastal** areas are areas of land that are near the sea. They can be rural or urban • Features in coastal areas include **beach**, **cliff**, **harbour** and **port** **Geographical scale:** Our country is at the national scale **Location & place:** Countries and capital cities of the UK; some human and physical features of the UK **Interconnections:** Humans are affected by physical features everyday (e.g. weather)	• Identify land and water on a map • Identify country boundaries on a map
	Summer **There you are**	• There are seven **continents** in the world, six of which people live on. • There are countries within each continent (except Antarctica)	• Use an atlas to find the right map • A globe is a round map of the Earth

Geography Whole School Overview

	Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya	• While the school and community are at the local scale, and countries are at the national scale, continents are at the **global scale** • The **equator** is an imaginary line **across** the earth • The **North Pole** and the **South Pole** are at the top and bottom of the Earth • Kenya is a country in Africa • There are poorer and wealthier areas in every city • Human and physical features of Nairobi and local city in UK • Human and physical features of Naro Maru and local rural area in UK **Location & place:** Seven continents; Equator, North Pole and South Pole Comparison of areas in UK with areas in contrasting non-European country (Kenya) **Geographical scale:** Continents are at the global scale When making comparisons, the two places need to be at the same scale	• Use and interpret 2 compass points (N and S)
Year 2	**Unit**	**Substantive Knowledge**	**Disciplinary Knowledge**
	Autumn **Mini Mappers** *Studying the human and physical geography of the local area with an introduction to scale and fieldwork*	• The UK and our local area have daily weather patterns. • Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning) • Weather is a description of what the conditions are like in a particular place. • We can gather information about the weather in a particular place.	• Identify patterns (in the weather) • Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (*or 1 metre, if pupils have learned this in maths by this stage in Y2*) • Draw a sketch map of a route with some approximate scale and features in correct order • Use and interpret 4 compass points
	Spring **Hot and Cold Deserts** *Locating hot and cold deserts, and identifying common physical*	• The weather is short-term. **Climate** is long-term summary of the weather conditions • **Precipitation** is the fall of water as rain, sleet, snow or hail • **Deserts** are places where there is very little precipitation • **Hot deserts** have a very hot and dry climate • **Cold deserts** have a very cold and dry climate • Hot and cold deserts are found in all **continents** and vary in size • Hot deserts are usually found near the **Equator** • Cold deserts are usually found near the **North** and **South Poles** • Features of a hot desert include rocks, **sand dunes**, **oases**, and small **settlements**.	• Identify similarities and differences between two non-local places

	and human features	• Features of a cold desert include **mountains**, **ice sheets**, and small **settlements**, including **research stations**. • The **Sahara** Desert is the largest hot desert in the world; the **Antarctic** Desert is the largest cold desert (and the largest desert overall) **Location & place:** Locating hot and cold deserts across the world **Geographical scale:** Some physical features – like rivers or deserts – span local, national and even global scales **Interconnections:** Human features are often shaped by physical features	
	Summer **Rivers, Seas and Oceans** *Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas*	• **Rivers**, **lakes**, **seas** and **oceans** are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans • Rivers travel from **highland** areas (the **source**) to **lowland areas** (the **mouth**) • Human features around rivers include **valleys**, **mountains**, **hills** and **vegetation** • The seas that surround the UK are the **North** Sea, the **Irish Sea** and the **English Channel** • There are five **oceans** in the world. These are larger than seas • The seas around the UK flow into the **Atlantic Ocean** • **Land use** is how land is used by humans. • Land use is often different around rivers and **coastal** areas **Location & place:** Seas surrounding the UK and the five oceans	
Year 3	**Unit**	**Substantive Knowledge**	**Disciplinary Knowledge**
	Autumn **United Kingdom** *Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features*	• The **UK** is made of four countries: England, Scotland, Wales and N Ireland; **Great Britain** is made up of England, Scotland and Wales; **British Isles** is made up of England, Scotland, Wales, Northern Ireland and Ireland • England and the UK are split into **regions** • Regions in England and the UK are split into **counties** • There are several **mountain ranges** in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) • The three longest rivers in the UK are the Severn, Thames and Trent	• Use and interpret 8 compass points • Identify county boundaries on a map • Give and interpret standard OS symbols • Political maps show human boundaries and features; physical maps show physical boundaries and features

	across the UK and in one region	• Settlements can be **hamlets**, **villages**, **towns** and **cities**, depending on their size • Physical features of the North West (or other region) include **mountains**, **hills**, **forests**, **cliff**, **beach**, **river**, and **valley** • Human features of the North West (or other region) include **national parks**, **hamlets**, **villages**, **towns** and **cities**, **factories**, **offices** • **Land use** in the North West has changed over time (green space is filled; towns have become larger) **Location & place:** Rivers of the UK; UK, Great Britain, British Isles; counties and regions in the UK; land use in the UK	
	Spring 1 **Investigating Mountains and Volcanoes** *Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere*	• The Earth is made of four main layers: the **inner core** (solid), the **outer core** (liquid), the **mantle** (semi-liquid) and the **crust** (solid) • The upper part of the mantle and the crust combine to make the **lithosphere**. The lithosphere is split into **tectonic plates** that meet at plate boundaries. • Tectonic plates can be **oceanic** (heavier) or **continental** (lighter). • Because the **mantle** is semi-liquid, tectonic plates move around each other • **Fold mountains** can be formed when two **continental** plates move towards each other and collide • The **Himalayas** (Asia), **Alps** (Europe) and the **Andes** (South America) are all fold mountain ranges. • **Volcanoes** (and fold mountains) can be formed when an **oceanic** plate and a **continental** plate move toward each other • Volcanoes can be **active**, **dormant** or **extinct** • The **Pacific Ring of Fire** is an imaginary line where lots of volcanoes exist • Products of volcanoes include **lava**, **pyroclastic flows**, **ash clouds**, **lahars** • Volcanoes can also be **tourist** attractions; provide **nutrients** in the soil; and the heat can be used to heat water • **La Soufriere** is a volcano on the island of St Vincent in the Caribbean that erupted in April 2021. • **Etna** is a volcano on the island of Sicily (Italy) which erupts regularly, including at least 50 times in 2021. **Power, empire & democracy**	• World maps can be drawn from different perspectives, including the Pacific-centred map • Explain similarities and differences, using geographical knowledge

		• Different places have different systems of government. Some can be autocratic
		  • Empires are large areas of land that are controlled by one person or group of people
		  • People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies	

	Summer 1 **Europe** Ancient Greece	• **Europe** is made up of 50 countries; **Russia** is split across Asia and Europe • The **Alps** stretch across France, Italy, Switzerland, Austria and other countries. The **Lake District** is a National Park in England • The **Amalfi Coast** is located in Italy and there are a variety of human and physical features along the Amalfi Coast. **Bournemouth** is located on the south coast of England, and there are a variety of human and physical features there • We can categorise effects into **social**, **economic** and **environmental** • **Tourism** is the business of supporting and encouraging people to visit a place for fun • The four locations experience positive impacts (social and economic) and negative (environmental and social) from tourism Many people in the four locations t rely on tourism, and there are ways that it can be managed **responsibly** **Location & place:** Locating countries (including Russia) in Europe; Human and physical features of the Amalfi Coast and the Alps **Interconnections:** There are similarities and differences between places, even if they have similar physical and/or human features **Geographical scale:** Recognise maps at the local, national and global level and select the most appropriate one	• Say whether a map is at the local, national or global scale • Spatially match locations on maps of different scales • Identify a range of political and physical boundaries
Year 4	**Unit**	**Substantive Knowledge**	**Disciplinary Knowledge**
	Autumn **Brazil** *Locating lines of longitude and*	• Lines of **longitude** and **latitude** are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the **Prime Meridian**. Lines of latitude run east to west. The main ones are called the **Equator**, **Tropics of Cancer** and **Capricorn**, **Arctic** and **Antarctic Circle**	

	latitude; understanding Brazil's physical features and climate, and its human settlements	• The Equator splits the Earth into the **Northern** and **Southern Hemispheres**; the Prime Meridian splits the Earth into the **Eastern** and **Western Hemispheres** • **South America** is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. The **Andes Mountains** are found along the entire western coast of South America, covering 7 countries • Brazil's physical geography is split into three main regions: the **Amazon rainforest**, the **Cerrado** and the **Brazilian highlands** • **Indigenous** people are the first people who lived in the place and the generations of people who came after. The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for **agriculture**, but are also **hunter-gatherers** • **Rio de Janeiro** is one of the largest cities in the Brazilian highlands, Some of its population live in **favelas** (makeshift settlements), but there are also wealthy areas that are popular with tourists **Location and Place** Locating countries in South America Physical and human features of Brazil Lines of longitude and latitude	
	Spring **Rainforests** *Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face*	• **Rainforests** are forests that are found in places with **high temperatures** and lots of **precipitation** • They are found between the **Tropics of Cancer** and **Capricorn**, in the area known as the **Tropics** • Rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American) • Rainforests are made of four main layers of different heights: the **emergent**, the **canopy**, the **understory** and the **forest floor** • Each layer of the rainforest has different types of plants and animals that live there • A **symbiotic relationship** is a long-term relationship between one or more species. **Mutualism** is where this both species in the relationship receive benefits • Animals and plants have **adapted** to life in the rainforest (**buttress roots**, **lianas**, **spider monkey**, **toucan**, and **fire ants**) • Rainforests provide the Earth with many benefits, including releasing lots of **oxygen**, having plants that can be used to make medicine, and they are the only home to lots of **species**	• Draw an object to scale • Recognise that people have differing opinions about environmental issues

		• Chopping down trees is called **deforestation** • **Deforestation** of the Amazon rainforest is making way for **agriculture** and **logging** **Interconnections** Human activity can affect physical features (e.g. deforestation of Amazon)	
	Summer **Earthquakes and Human Settlements** *Understanding why earthquakes take place and what effects they had in Haiti and Japan*	• An **earthquake** is the sudden shaking of the Earth's surface. They are caused by movements of the **tectonic plates**. Minor earthquakes can occur anywhere; major earthquakes usually occur at **plate boundaries** • Earthquakes usually occur at boundaries where the plates are sliding past each other, or where an **oceanic** plate is being forced under the **continental** plate (where some volcanoes are formed) • The **focus** is the point inside the **lithosphere** where the earthquake came from; the **epicentre** is the point on the Earth's surface above • The size of an earthquake is measured on the **Richter scale**, which goes from 1-10. Those measuring 7 or higher cause major damage • Countries in the world can be classified as **low- medium- or high-income countries** (LIC, MIC, HICs). They appear in all continents • Humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and having earthquake survival kits • Haiti is a LIC in North America that experienced an earthquake in 2010. Tohoku is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011 • Primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects • The responses to earthquakes in HICs and LICs differ **Location & place:** Location and effects of earthquakes in Haiti/Japan **Geographical scale:** While physical effects are felt most at the local or national scale, the response can be at the global scale **Interconnections:** Humans adapt to living in earthquake-prone areas There are similarities and differences between LICs, MICs and HICs	• Locate places and features using letter and number coordinates on a map
Year 5			
	Autumn **World Trade**	• **Natural resources** are substances that occur naturally in the environment, like **wood**, **food**, **water** and **fossil fuels**.	• Locate places using 4-figure grid references

	Understanding the distribution of the world's natural resources and these are traded between places across the world	• **Fossil fuels** are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items • **Natural resources** are unevenly distributed across the world, and can be renewable or non-renewable • **North America** is made up of 23 countries, across **Northern America**, **Central America** and the **Caribbean**. It is surrounded by the Arctic, Atlantic; Pacific. • There are five regions of North America: **Mountainous West**, **Great Plain**, **Canadian Shield**, **Eastern Region** and **Caribbean** • **Trade** is the process of buying and selling goods. **Imports** are goods that are brought into the country. **Exports** are goods that are traded out of the country • UK imports food from across the world. • There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. **Agriculture** has moved from **subsistence** to **commercial** so that food can be traded • **Fair trade** is a way of making sure that farmers are paid a fair price for the food they grow **Location & place:** Locating countries in North America **Geographical scale:** Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global **Interconnections:** Many places at the local, national and global scale rely on trading with other places across the world	• Express opinions about environmental issues with reasons
	Spring **Investigating Water** *Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn*	• The amount of water on Earth is constant • Water cycle: Evaporation from the air, and **transpiration** from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. **Surface runoff** is where water collects in lakes or rivers and is taken back to sea • **Saltwater** is a **solution** of salt **dissolved** in water. **Freshwater** has little or no salt dissolved in it. The majority of Earth's water is saltwater. Of the remaining freshwater, almost 70% is frozen in ice caps or glaciers near the North and South Poles • The distribution of freshwater is uneven across Earth, and some continents receive more precipitation than others • **Mississippi** River is the second longest river in USA, North America; **Danube** River is the second longest in Europe and flows through	• Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units)

		central and southeastern European countries; **Severn** River is the longest river in the UK • A river has three **courses**: **upper**, **middle** and **lower** • Three river processes : **erosion**, **transportation**, **deposition** • **Waterfalls** form in the upper course, when the water erodes soft rock • **Meanders** form in the middle course, by erosion and deposition • **Floodplains** form in the lower course, by deposition • Land use includes **agriculture** (including fishing), **recreational** (including tourism), **residential**, **industry**, **defence** and **transport** • There are similar and different **land uses** along different stretches of the rivers Mississippi, Danube and Severn (including **poor/wealthy**, **rural/urban** areas) **Location & place:** Human and physical features around a local river and Danube, Mississippi and Severn rivers Distribution of the world's water	
	Summer **Climates Across the World** *Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming*	• Vertical lines called **meridians** split the Earth is split into 24 different **time zones**. Each time zone is a number of hours ahead or behind London, at the **Prime Meridian**. Some countries are too large for one zone and operate in multiple time zones • **Climate zones** share long-term weather patterns. Six main ones: **polar**, **temperate**, **arid**, **tropical**, **Mediterranean** and **mountains** • Climate zones are usually found in more than one continent; and continents of Europe, North America and South America have several climate zones Some climate zones (e.g. temperate) usually have a much higher **population density** than others • **Biomes** are areas of the world that, because of similar climates, have similar landscapes, animals (**fauna**) and plants (**flora** or **vegetation belt**): **tundra**, **tropical rainforests**, **coral reefs**, **temperate forests** and **hot deserts** • Flora and fauna that have adapted to life in the tundra (Arctic hare, polar bear) hot desert (cactus, camel, Saharan silver ant, cape ground squirrel) temperate forest (deciduous and coniferous trees with thick bark, red squirrels, hedgehogs, and southern wood ants) coral reefs (soft coral, pistol shrimp & goby fish, octopus & grouper) • **Global warming** relates to an increase in Earth's temperature only; it causes **climate change** which relates to a broader set of changes. Global warming and climate change both happen naturally but both have been accelerated by **human activity**	• The Mercator projection is what is commonly use but distorts continents to make European countries look larger. Peters projection shows continents on a more accurate scale • Interpret and construct climate graphs

		• Global warming is caused by too many **greenhouse gases** in the atmosphere from burning **fossil fuels**, **agriculture**, **deforestation** We can prevent further climate change by using less electricity, **reforestation** and **afforestation**, and by using less and **recycling more**. If humans do not act now, global warming and climate change will continue and have major impacts. **Location and Place** Locating climate zones and biomes across the world; time zones	
Year 6			
	Autumn **Improving the Environment** *Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment*	• Some locations are better suited to some renewable energy sources than others, based on their **physical** and **climate** features • **Plastics** take hundreds of years to break down. They can kill **organisms** directly or indirectly by destroying **habitats** • Plastic waste is created across the world, and often ends up in oceans • The **Great Pacific Garbage Patch** is an area of plastic waste in the Pacific Ocean, three times the size of Spain and Portugal combined • Plastic **pollution** can be reduced by using less single-use plastic (e.g. plastic bags, straws) and **recycling** more plastic • **Sustainable cities** limit damage to their environment • Sustainable cities are found across the world including: Beddington (UK, Europe); Curitiba (Brazil, South America); Dongtan City (China; Asia); Melbourne (Australia, Oceania); Vancouver (Canada, North America); and Cape Town (South Africa, Africa) **Geographical scale:** Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate	• Locate places on a world map using longitude and latitude • Evaluate responses to environmental issues
	Spring **On the Move** *Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the*	• **Maslow's hierarchy of needs** show what humans need to survive and thrive • **Migration** is the process of moving from one place to another. It does not have to be between countries, but where it is it is called **immigration** (in) or **emigration** (out) • People migrate because of **push** and **pull factors** • Case study: El Salvador, Guatemala, Honduras (Northern Triangle) to USA • Push factors encouraging people to emigrate from the **Northern Triangle** include violent crime and poverty	

	benefits of migration to the UK	• Pull factors encouraging people to migrate to USA include lower rates of violent crime, prospect of higher-paid jobs and family reunification. 'The American Dream' does not come true for a lot of immigrants • **Forced migration** occurs when people can no longer live safely in their country. When people are forced to leave their country, they **seek asylum** in another country • Case study: Syria to countries in Europe • **Asylum seekers** make up a very small proportion of **immigrants** to the UK • The UK has benefitted from immigration in many ways (economic, social and cultural) **Location & place:** Migration from Syria to countries in Europe; and Northern Triangle to USA **Interconnections:** Migration is usually the result of a related set of push and pull factors	
	Summer **I am a Geographer** *Posing questions, completing fieldwork and presenting a geographical investigation*	This unit is designed to teach the disciplinary skills needed a geographer so no substantive knowledge is being explicitly taught.	• Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units) • Create questionnaires and surveys • Locate places and features using 6-figure grid references • Produce a detailed risk assessment

KS3 Curriculum

Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • Are competent in the geographical skills needed to: • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Locational Knowledge	*Place Knowledge*	Human and Physical Knowledge	*Geographical Fieldwork and Skills*
• Extend their locational knowledge and deepen their spatial awareness of the world's countries	• *Understand geographical similarities, differences and links between places through the study*	• Understand, through the use of detailed place-based	• *Build on their knowledge of globes, maps and atlases and apply and develop this*

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using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities	*of human and physical geography of a region within Africa, and of a region within Asia.*	exemplars at a variety of scales, the key processes in: • Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts • Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary • Sectors; and the use of natural resources • Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	*• knowledge routinely in the classroom and in the field* *• Interpret Ordnance Survey maps in the classroom and the field, including using grid* *• References and scale, topographical and other thematic mapping, and aerial and* *• satellite photographs* *• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data* *Use fieldwork in contrasting locations to collect, analyse and draw conclusions from* *• Geographical data, using multiple sources of increasingly complex information.*