



St Mary's CE (VA) Primary School		Progression of Geography Knowledge and Skills					
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Areas of Study	<p>All Aboard ?</p> <p>What and why do people celebrate ?</p> <p>Who's Afraid of the Big Bad Scarecrow? (Science led - links to Geography)</p> <p>Who goes to the ugly bug ball ?</p> <p>Where shall we go today ?</p>	<p>What is special about living in High Crompton?</p> <p>Can I be a weather presenter?</p> <p>Why can't a Meerkat live in the North Pole ?</p>	<p>Where in the World?</p> <p>What adventures can we have by the sea ?</p> <p>Is Mexico Marvellous?</p>	<p>Are all rivers raging?</p>	<p>¿Dónde en España y Reino Unido? (Where in Spain/UK am I?)</p>	<p>What makes the Earth angry?</p> <p>How can I survive in an extreme environment?</p> <p>What makes an island an island? (UK/Coasts)</p>	<p>Could you survive in a rainforest?</p> <p>Where in the world?</p>
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge NC Statements		Name and locate the world's seven continents and five oceans		Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.			
Locational Knowledge	<p><u>Where shall we go today ?</u></p> <p>Find India, UK and North Pole on a globe</p> <p>Know that St. Mary's school is in Oldham. Know town where I live</p>	<p><u>Why can't a Meerkat live in the North Pole ?</u></p> <p>Know where the equator, North Pole and South Pole are on a globe.</p>	<p><u>Where in the world?</u></p> <p>Name and locate the world's seven continents and five oceans on a globe and world map.</p>	<p><u>Are all rivers raging?</u></p> <p>Locate and name the continents (Y2 revision) on a World Map.</p> <p>Name and locate major World and Uk rivers on a map and atlas.</p> <p><u>World Rivers:</u> Africa:Nile</p>	<p><u>¿Dónde en España y Reino Unido? (Where in Spain/UK am I?)</u></p> <p>Locate at least 8 countries of Europe and their capital cities: UK (revision) Spain, France Ukraine Netherlands Italy, Russia</p>	<p><u>What makes the Earth angry?</u></p> <p>Locate the main earthquake and volcano zones.</p> <p>Name and locate the UK and world's main mountain ranges (Rockies, Andes, Himalayas, Atlas,Great Dividing Range,</p>	<p><u>Could you survive in a rainforest?</u></p> <p>Name and locate countries with equatorial rain forests.</p> <p><u>Where in the world?</u> Name and locate some countries in</p>



				Asia: Yangtze Europe: Volga N. America: Mississippi S. America: Amazon Oceania: Murray	Germany, Greece Locate towns and cities in Catalonia: Barcelona Girona Figueres Tarragona Locate some key physical features in Europe: Rivers Volga, Danube, Ural, Rhine, Loire, Ebro Mountains Alps, Pyrenees, Mont Blanc Coast- Costa Dorada, Costa Brava	Alps, Transantarctic) and highest mountains: Mount Everest UK: Ben Nevis (Grampian Mountains) Snowdon Scafell Pennines (local significance) Mourne mountains (N Ireland) <u>How can I survive in an extreme environment?</u> Locate the world's desert, alpine and tundra biomes. Name and locate the world's largest deserts (Sahara, Gobi, Syrian, Kalahari, Antarctica),	North and South America Name and locate some major cities of N and S America Know key human and physical features of North and South America. Know environmental regions of North and South America.
Locational Knowledge NC		<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>		<i>Locate and name the main counties and cities of the UK, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time.</i>			
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge		<u>Can I be a weather presenter?</u> Name and locate the four countries	<u>Where in the world?</u>	<u>Are all rivers raging?</u> Locate and name the countries	Identify some capital cities of Europe.	<u>What makes an island an island?</u>	



		<p>and capital cities of the United Kingdom and its surrounding seas.</p> <p>Locate Northern England (High Crompton) on a UK map.</p>	<p>Know that the UK is in the continent of Europe. Locate the UK on map and globe.</p> <p><u>What adventures can we have by the sea ?</u> Locate Scotland, the Isle of Coll and High Crompton on a map.</p>	<p>making up the British Isles, with their capital cities (KS1 REVISIT)</p> <p>Name and locate the main rivers in the UK and local area:. Trent, Ure, Ouse, Wye (Wales & England) Tay, Clyde, Spay (Scotland) Bann (N. Ireland) Local: Irk Tame (flows into Mersey) Roch</p>	<p>NW England (Greater Manchester focus)</p> <p>Manchester Liverpool Chester Oldham Rochdale Blackpool Keswick</p>	<p>Name and locate counties of the UK. Identify the regions of the UK and know key topographical features and human characteristics: Scotland Northern Ireland Wales North East North West Yorkshire and Humberside West Midlands East Midlands South West South East East of England Greater London</p>	
<p>Locational Knowledge NC</p>			<p><i>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones including day and night (including night and day).</i></p>				



Locational Knowledge				<u>Are all rivers raging?</u> Identify the position of the Equator, Northern and Southern Hemisphere	<u>¿Dónde en España y Reino Unido? (Where in Spain/UK am I?)</u> Know that Europe is in the Northern hemisphere.	<u>How can I survive in an extreme environment?</u> Identify the position of the equator, Arctic Circle and Antarctic Circle, Northern and Southern hemisphere Know the significance of latitude- Antarctica- (Race to the South Pole text)	<u>Where in the world?</u> Locate latitude and longitude. Identify the position of the Greenwich Meridian Know about time zones and work out time differences. <i>(Links to science)</i>
Place Knowledge NC Statement	<i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW pcc) 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. (ELG UTW pcc) Know some similarities and differences between contrasting environments, drawing on their experiences</i>	<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>	<i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America</i>				



	<p><i>and what has been read in class. (UTW nw)</i></p>					
<p>Place Knowledge</p>	<p><u>All Aboard?</u> Talk about different environments: village, town, seaside, city Talk about my home and where I live. Know address</p> <p>Children around the world Describe their immediate environment (natural environments)</p> <p><u>What and why do people celebrate?</u> Know London is a city and how this is different to where they live</p> <p><u>Where shall we go today?</u> Describe their immediate environment</p> <p><u>Who goes to the ugly bug ball?</u> Think about pollution</p>	<p><u>What is special about living in High Crompton?</u> Pupils develop knowledge about their locality.</p> <p>Talk about where they live.</p> <p>Talk about and find their way around school showing an awareness of where things belong and the people within the school</p> <p><u>Why can't a Meerkat live in the North Pole?</u> Talk about their homes and families and compare them to those in other countries.</p>	<p><u>What adventures can we have by the sea ?</u> Know physical and human features of Isle of Coll.</p> <p>Compare life on a Scottish island to life in a town on the mainland.</p> <p><u>Is Mexico Marvellous?</u> Talk about their homes and families and compare them to those in other countries.</p> <p>Know the physical and human features of the village of Tocuaro, Mexico. Compare with Oldham</p>		<p><u>¿Dónde en España y Reino Unido? (Where in Spain/UK am I?)</u> Compare human characteristics of Catalonia and NW England.</p> <p>Name, describe and compare physical characteristics of Catalonia (Mediterranean Sea, Pyrenees Pica d'Estats Rivers Ebro, Segre, Ter, Cardener) and NW England (Irish Sea, Pennines, Lake District Scafell, Helvellyn Rivers: Mersey, Ribble, Lune) Compare the climate of NW England and Catalonia</p>	<p><u>Could you survive in a rainforest?</u> Study the human and physical features of the Amazon rainforest. Make comparisons with the UK. Examine land use in the Amazon Rainforest.</p>



Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	<p>Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class. (UTW nw)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; ELG (UTW. nw)</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>*key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>					
Human and Physical Geography	<p>All Aboard Talk about different environments</p> <p><u>What and why do people celebrate?</u> What happens in Autumn? Autumn walk Simple map of school grounds naming Rushcroft Road, High Crompton. Look at aerial views of the local area and locate school, church and where they live.</p>	<p><u>What is special about living in High Crompton?</u> Know the physical features of High Crompton: hill, field, soil, vegetation, weather, season Know the human features of High Crompton: street, house, farm, school, church, shop, office, factory</p> <p><u>Can I be a weather presenter?</u></p>	<p><u>What adventures can we have by the sea?</u> Know what a physical feature is. Include beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Know what a human feature is: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><u>Are all rivers raging?</u> Know that a river is a physical feature. Follow the course of a river from its source to the sea. Identify the physical features related to rivers: stream, confluence, estuary source tributary mouth floods</p>		<p><u>What makes the Earth angry?</u> Describe features of mountains, volcanoes and earthquakes. What is a mountain? How were mountains formed? Key features of mountains e.g climate, altitude, vegetation. Know what causes an earthquake.</p>	<p><u>Could you survive in a rainforest?</u> Describe and understand the climate zones of the world. Climate change. Describe and understand key aspects of biomes and vegetation belts (rainforest).</p>



	<p><u>Who's afraid of the Big Bad Scarecrow</u> Spring walk- signs of Spring. Compare weather and nature to other seasons. Weather chart (ongoing).</p> <p><u>Where shall we go today ?</u> Compare hot and cold places: India, North Pole, South Pole</p> <p>Name and compare features of Oldham, London and Blackpool</p> <p><u>Who goes to the ugly bug ball?</u> Compare different types of houses</p>	<p>Know and observe daily weather in High Crompton.</p> <p><u>Why can't a Meerkat live in the North Pole?</u></p> <p>Use basic geographical vocabulary to refer to: sea, ocean, hill, mountain, soil, weather.</p>	<p>Identify the above features on the Isle of Coll and compare with High Crompton (Y1 revision)</p>	<p>landscape delta estuary hill mountain floodplain</p> <p>Know about erosion and deposition.</p>		<p>Know the types of volcano (extinct,dormant, active) What happens when a volcano erupts?</p> <p><u>How can I survive in an extreme environment?</u></p> <p>Describe and understand key aspects of biomes and vegetation belts. Know the features of the tundra, desert and alpine biomes</p>	
Human and Physical Geography		<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>	<i>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.</i>				
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	<p><u>Who goes to the ugly bug ball?</u> Weather in summer</p>	<p><u>Can I be a weather presenter?</u></p> <p>Know daily weather patterns in the UK</p>	<p><u>Where in the world? Is Mexico Marvellous?</u></p>	<p><u>Are all rivers raging?</u></p> <p>Know why</p>	<p><u>¿Dónde en España y Reino Unido? (Where in Spain/UK am I?)</u></p>	<p><u>What makes an island an island?</u></p> <p>Economic activity including trade links</p>	<p><u>Could you survive in a rainforest?</u></p> <p>Economic activity including trade links</p>



	<p><u>Where shall we go today?</u></p> <p>Different locations in England - My town, a city, a coastal resort Hot and cold places Focus: India North Pole</p>	<p>using sources of information. Know seasonal weather patterns using sources of information. Know weather symbols and types of weather Know characteristics of wind, temperature and rainfall in the UK.</p> <p><u>Why can't a Meerkat live in the North Pole?</u></p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Compare life in hot and cold countries with life in UK</p>	<p>Recap learning on hot and cold places (Y1)</p> <p><u>Is Mexico Marvellous?</u></p> <p>Compare the weather in Tocuaro to that in Oldham.</p>	<p>people settled near rivers and why rivers are important.</p> <p>Identify human features linked to the course of a river -village, town, port,bridge.</p> <p>Land use around rivers.</p> <p>Ports as trade links.</p>	<p>Types of settlement and land use in Europe- focus on Catalonia NW England (local area)</p> <p>How people earn a living in Catalonia and NW England.</p> <p>Know why most cities are located on rivers- Y3 revision</p>	<p>UK (tourism, transport links)</p> <p>Settlements Y4 revision- settlement types. Compare different settlements around the UK.</p> <p>Distribution of natural resources including energy, food, minerals and water in UK</p>	<p>(rainforest regions)</p> <p>The distribution of natural resources including food, minerals and water (rainforest regions)</p> <p>Settlements in rainforest</p> <p><u>Where in the world?</u> The distribution of natural resources including food, minerals and water. (worldwide)</p> <p>Economic activity including trade links (worldwide)</p>
<p>Geographical Skills and Fieldwork NC</p>	<p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW pcc)</i></p>	<p><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></p> <p><i>Use simple compass directions (North, South, East and West) and locational and</i></p>	<p><i>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></p> <p><i>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.</i></p>				



	<p>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. (ELG UTW pcc)</p>	<p><i>directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i></p> <p><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></p> <p><i>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></p>		<p><i>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.</i></p>			
<p>Geographical Skills and Fieldwork</p>	<p>All Aboard Draw and follow simple routes on a map. Find a way around school.</p> <p><u>What and why do people celebrate?</u> Autumn walk Simple map of school grounds naming Rushcroft Road, High Crompton. Look at aerial views of the local area and locate school, church and where they live.</p>	<p><u>What is special about living in High Crompton?</u></p> <p>Local Area walk Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment. Draw picture maps of imaginary places and use their own symbols.</p>	<p><u>Where in the World?</u> Use an interactive map Google Earth to find where you live and locate continents. Know and use locational and directional language like 'near', 'far', 'left and 'right' to describe the location of features and routes on a map Know and use the compass points, North, South, East and West to describe the continents in</p>	<p><u>Are all rivers raging?</u> Use maps to identify land use around rivers Use aerial photos to identify features of rivers Draw map of a route around Castleshaw Use Google Earth to locate rivers. Learn how to use map symbols and key (including the use of a simplified Ordnance Survey maps).</p>	<p><u>¿Dónde en España y Reino Unido? (Where in Spain/UK am I?)</u> Begin to use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><u>What makes the Earth angry?</u> Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p> <p><u>How can I survive in an extreme environment?</u> Thematic maps: World biomes</p>	<p><u>Where in the world?</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Recognise the world map as a flattened globe. Use map key to locate physical features e.g land height, climate zones Thematic maps: Climate zones</p>



	<p><u>Who's afraid of the Big Bad Scarecrow?</u> Seasons - Aut, Winter, Spring Environmental walk</p> <p><u>Who goes to the ugly bug ball?</u> Bug hunt in the school grounds Make a happy home for a bug.</p> <p>Describe going on a journey to a special place</p>	<p>Use a simple picture map to move around school. Use relative vocabulary eg bigger/smaller. Follow directions up/ down, left/ right, forwards/ backwards.</p> <p><u>Can I be a weather presenter?</u></p> <p>Collect and record information about daily weather.</p>	<p>relation to each other</p> <p><u>What adventures can we have by the sea?</u> Use aerial photographs to identify human and physical features. Devise a simple map. Use and construct basic symbols in a key. Locate seaside locations on a map.</p> <p><u>Is Mexico Marvellous?</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],</p>	<p>Use fieldwork (Castleshaw focus on rivers) to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>Location of volcanoes</p> <p>Use a key to locate the altitude of different places.</p> <p><u>What makes an island an island?</u> Use fieldwork (Crosby beach visit) to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Could you survive in a rainforest?</u></p> <p>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.</p> <p>Thematic maps: rainforests</p> <p>Draw plans of increasing complexity.</p>
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			to describe the location of features and routes on a map Use and construct basic symbols in a key.				
Progression in Map Skills							
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Direction and Location	Follow directions (Up, down, left/right, forwards/backwards)		Follow directions NSEW	Use 4 compass points to follow and give directions Use letter/ number coordinates to locate features on a map.	Begin to use 8 compass points Use letter/ number coordinates to locate features on a map.	Use 8 compass points . Begin to use 4 figure coordinates to locate features on a map.	Use 4 figure coordinates to locate features on a map. Use Latitude and Longitude . Use 6 figure grid references
Drawing Maps	Draw information from a simple map (Rec UtW 2021). Draw picture maps of imaginary places and from stories		Draw a map of a real or imaginary place	Draw a map of a short route experienced. Make a simple scale drawing.	Draw a map of a short route experienced. Make a simple scale drawing.	Draw thematic maps.	Draw thematic maps. Draw plans of increasing complexity.
Representation		Use own symbols on imaginary maps	Understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols	Recognise some symbols on an OS map.	Recognise OS map symbols. Draw a sketch map using symbols and a key. Use atlas symbols.	Use OS map symbols. Use atlas symbols.
Using Maps		Use a simple picture map to move around school.	Follow a route on a map. Use a plan view.	Follow a route on a map e.g. orienteering Castleshaw/PE	Locate places on larger scale maps e.g map of Europe	Locate places on a world map or globe Compare maps with aerial photos.	Locate places on a world map or globe



			Locate places using a simple atlas.	Use atlases to find out features of places Locate places on larger scale maps e.g map of Europe	Locate places on a world map or globe. Follow a route on a large scale map. Use digital/ computer mapping e.g Google Earth, digimap.	Select map for specific purpose. Use atlases to find out features of places. Use digital/ computer mapping e.g Google Earth, digimap.	Use atlases to find out features of places Use digital/ computer mapping e.g Google Earth, digimap.
Scale/ Distance	Use relative vocabulary e.g.bigger smaller	Use relative vocabulary e.g bigger/smaller	Begin to spatially match places e.g recognise UK on large map/small scale map	Find boundaries of countries on different scale maps.	Find boundaries of countries on different scale maps	Find places on maps of different scales.	Use scale to measure distances. Draw/ use maps and plans at a range of scales.
Map type	Picture maps and globes	Picture maps and globes	Globe Infant Atlas World map	Large scale OS maps Digital maps Junior Atlas Aerial/ oblique photos	Large and medium scale OS maps Digital maps Junior Atlas Aerial/ oblique photos	Use index and contents page of Atlas Use medium range OS maps Digital maps.	Use OS maps Confidently use an atlas. Recognise the world map as a flattened globe. Digital maps
Geographical Vocabulary							
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Features (including weather/ climate)	coast seaside beach season Spring Summer Autumn Winter	hill soil field trees vegetation island land sea ocean desert season spring summer	coast hill stream river lake sea ocean island land valley wood forest	source tributary mouth erosion weathering deposition floods environment relief landscape delta estuary	relief landscape climate temperature rainfall coast mountains vegetation forest	volcano (dormant, active, extinct) earthquake tectonic plates fault landslide Magnitude Richter Scale tsunami mountain ridge range summit peak	rainforest canopy emergent layer understory biome floods drought environment vegetation relief landscape pampas



		autumn winter temperature thermometer rain gauge wind rain cloud frost snow ice storm thunder lightning fog hail weather humid scorching freezing		meander water cycle precipitation condensation evaporation		valley treeline biome vegetation belt desert alpine temperate arid tundra equator environment vegetation relief landscape coast island beach cliff	Atacama desert climate zone temperate climate change global warming
Human Features (including settlements)	monument village town city capital city home house	church school post office road signs shops work jobs road street farm transport house address park village town city capital building bungalow address detached, semi- detached, terrace	port harbour road farm railway journey transport bridge roads station shop park village town city	industry manufacture materials employment market export/ import settlement city town port land use	industry manufacture labour employment landmark settlement population urban rural density port resort land use	industry manufacture raw material labour employment natural resources tourism economy trade population urban rural suburban density port resort land use zone	industry manufacture raw material labour employment fuel/power energy market natural resources cargo export/ import inhabitants Incas indigenous population sparsely/ densely populated urban rural suburban density port resort land use



							zone
Environment	pollution litter traffic environment	environment car traffic busy quiet clean dirty safe peaceful danger litter	environment car traffic busy quiet clean dirty safe dangerous peaceful litter pond wildlife nature vegetation	environment environmental issue pollution (rivers)	environment issue pollution community vehicles	environmental issue environmental quality pollution community vehicles landfill derelict planning conservation	environmental issue deforestation environmental quality pollution community vehicles planning conservation endangered extinction biodiversity



Maps	map globe place near/far left/right up/down North Pole South Pole	map symbol globe plan country place position near/far left/right up/down equator North Pole South Pole Northern hemisphere Southern hemisphere	map symbols globe atlas plan aerial country continent ocean sea position north south east west near/far left/right up/down key route compass	map symbols globe atlas plan aerial country continent ocean area place position co-ordinates aerial photograph scale key route Ordnance Survey digital map north south east west	co-ordinates grid reference distribution region political map physical map aerial photograph scale key routes Ordnance Survey digital map north south east west north- east south- east north- west south- west	4-figure grid reference distribution region political map physical map aerial photograph scale key routes network Ordnance Survey latitude longitude co-ordinates digital map equator north south east west north- east south- east north- west south- west	latitude longitude co-ordinate 4 figure grid reference 6 – figure grid reference distribution region political map physical map thematic map aerial photograph scale key routes network Ordnance Survey digital map equator north south east west north- east south- east north- west south- west
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National Curriculum Statements in italics. Specific knowledge is listed below.