

## LONG-TERM PLANNING PATHWAYS

These Pathways will help you structure your long-term planning. They offer a logical sequence of geographical topics, using Oddizzi's Schemes of Work, to support progression and curriculum coverage. Each Pathway contains links to the Schemes and a Progression Narrative. We will be adding additional age-specific resources to support vocabulary and map-work development in summer and early autumn 2019.

**Pathway 1—Place based planning.** This 'light touch' sequence centres on one place-based study each year. Other geographical content can be delivered through shorter stand-alone topics, or as part of structured cross-curricular planning (e.g. linked to Science or History). ***If choosing this pathway, each year group has one full scheme provided by Oddizzi. The other topics listed have a range of resources to support the learning but not a full scheme to follow.***

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**Pathway 2—Total Geography** offers more comprehensive curriculum coverage and addresses topics in greater depth. It involves three Geography-led topics each year. Skills and knowledge acquired in the autumn and spring terms feed into a place-based study in the summer. ***Each of these topics has a scheme and full resource pack provided by Oddizzi—with the exception of the South American units, North America and Europe (only medium term plans). Full schemes will be available in January/February 2020.***

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For both Pathways, pupils accumulate knowledge as they progress. For example, in Year 1's local area study, children learn basic geographical concepts, knowledge, vocabulary and skills through the concrete experience of a familiar place. This then allows them to make meaningful comparisons with the Zambian locality of Mugumareno Village in Year 2. During Key Stage 2, this knowledge of places feeds into regional studies from the Americas, Europe and the UK. Knowledge becomes both broader and deeper as pupils progress and become familiar with an ever-wider range of places. This growing knowledge is also fed by the development of locational knowledge, geographical skills and a growing understanding of human and physical processes. (At Key Stage 2, we have not considered it necessary that places in each year should be more distant than in the previous one. Rather, we have taken the view that a growing understanding of varied places and processes around the world should inform a conceptually rich understanding of life in the UK and Europe in Years 5 and 6.)

Please note that you could adapt any of Oddizzi's place-based Schemes and Medium-Term Plans to fit in with other places you are teaching about. For example, the final lesson on a European region could look at Rome or another location, rather than Athens. Meanwhile, the plans and activities we offer on Mugumareno could be adapted for a different non-European locality. Indeed, the North America plans could be



redesigned (e.g. around a road trip) and the final lesson could be based on a city other than New York. The UK regional and local area Schemes have already been designed for you to tailor to the places where you live and work.

The Pathways help meet the requirements of the 2019 Ofsted framework:

- **Intent.** They help assure curriculum breadth, coverage, content and a structure that enables clear progression in knowledge and skills. (Ofsted Handbook, 157: *"It is clear what end points the curriculum is building towards, and what pupils will need to be able to know and do at those end points ... The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points."*)
- **Implementation.** The teaching activities in the Oddizzi Schemes will help assure lively, effective and appropriate learning based on the structured Pathways.
- **Impact.** Oddizzi's assessment frameworks will help demonstrate that teaching has resulted in clear and appropriate outcomes.

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<b>Pathway 1 – Place-based planning</b>				
<b>Year group</b>	<b>Column-A Place-based studies (Full Schemes)</b>	<b>Column-B Locational knowledge (Selected activities)</b>	<b>Column-C Geographical processes (Selected activities)</b>	<b>Column-D Additional opportunities</b>
<b>1</b>	<b>Local area</b>	<b>United Kingdom</b>	<b>Weather and seasons</b>	
<b>2</b>	<b>Mugumareno Village, Zambia</b>	<b>Continents and oceans</b>	<b>Hot and cold places</b>	<ul style="list-style-type: none"> <li>fieldwork</li> </ul>
<b>3</b>	<b>Rio and South East Brazil</b>	<b>North America (locational knowledge of the Americas) (medium term plan)</b>	<b>Climate zones</b>	<ul style="list-style-type: none"> <li>topical opportunities</li> </ul>
<b>4</b>	<b>South America – the Amazon (medium-term plan)</b>	<b>South America (locational knowledge of the Americas) (medium-term plan)</b>	<b>Rainforests Rivers</b>	<ul style="list-style-type: none"> <li>use of maps</li> <li>geographical vocabulary</li> </ul>
<b>5</b>	<b>Local area and region – Upper KS2</b> (NB: The Lower KS2 Local Area scheme does not assure coverage of ‘a region within the UK’)	<b>United Kingdom</b>	<b>(Rivers – as appropriate for area) (Mountains – as appropriate for area)</b>	
<b>6</b>	<b>European region (medium-term plan)</b>		<b>Mountains Volcanoes and earthquakes (NB: this is a longer Scheme)</b>	

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**Lyme Community Primary School - Long term plan**

**Pathway 1 – Place-based planning**

## Progression Narrative

This 'light touch' sequence centres on one place-based study each year. These place-based studies are listed in Column A (yellow). The studies typically follow an Oddizzi Scheme of six lessons.

Other geographical content can be delivered through shorter stand-alone topics, or as part of integrated cross-curricular planning. For example, *weather and seasons, climate zones and rainforests* can be linked to science-led topics. Topics are listed as Column B (locational knowledge—blue) and Column C (geographical processes—green). We suggest that you pick and choose suitable activities from the linked Oddizzi Schemes. Children can apply some locational knowledge and knowledge of processes (Columns B and C) in the context of the places they are studying (Column A).

This pathway ensures *minimum* compliance with the National Curriculum (England). It ensures progression in knowledge, especially place knowledge, as well as scope for developing geographical skills. In addition to the places studied, we advise that pupils should have at least one opportunity to carry out fieldwork each year, and that this should have a strong emphasis on geographical concepts and skills, especially map work and data collection/presentation. Opportunities should also be taken wherever possible to highlight 'geography in the news'; to use maps, globes and atlases; and to reinforce key geographical vocabulary within other subjects. These additional opportunities are listed in Column D (pink). Further age-specific resources to support map work and vocabulary development will be available in summer 2019.

The Pathway assumes a school curriculum organised around year groups on an annual planning cycle, rather than combined year groups on a rolling cycle.

### Year 1

By the end of Year 1, children should *know*:

- the location and features of the local area, situating it within the nations of the UK (whose principal features and place names they should also know);
- this should include a basic understanding of the local climate, including seasonal change.

By the end of Year 1, children should be *able to*:

- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
- work together to create a simple map of the local area;
- observe, record, discuss and ask questions about the main features of the local area, based on direct experience;
- use appropriate vocabulary when describing local features and those of the UK, including words for seasons and local weather.

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In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and map work, through opportunities within other subjects and via ‘geography in the news’.

### **Year 2**

By the end of Year 2, children should *know*:

- the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent;
- the names and locations of the other continents and the world’s oceans;
- where the world’s main hot and cold regions are, and how this variation might affect everyday life differently in the UK to Zambia.

By the end of Year 2, children should be *able to*:

- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features, and comparing these with the UK;
- use globes and atlases to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- use globes and atlases to identify the world’s hot and cold regions, locating the UK and Zambia within them;
- use appropriate vocabulary when describing and comparing a contrasting locality in Zambia, including words for hot and cold regions;
- make use of the four main compass points when describing the location of these key locations and regions.

**NB:** The activities on a Zambian village could be adapted for a different non-European locality, country and continent.

In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days.

### **Year 3**

By the end of Year 3, children should *know*:

- the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting it with places previously studied;
- where the world’s main climate zones are, and how this variation might affect everyday life differently in South-East Brazil from places previously studied;

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- processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.

By the end of Year 3, children should be *able to*:

- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

#### Year 4

By the end of Year 4, children should *know*:

- the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil;
- the key elements of a river and how these distinctively apply to the Amazon;
- the key elements of a rainforest biome, how these contrast with other biomes, the main location of the world's rainforests, and how these things distinctively apply to the Amazon;
- how some people have adapted to life in rainforests, including the Amazon;
- the key elements of the water cycle and how these apply to the Amazon.

By the end of Year 4, children should be *able to*:

- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;
- use globes and atlases to identify the location and distribution of rainforest and other biomes;
- use appropriate vocabulary when describing the Amazon; rainforest and other biomes; river features and place locations.

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In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

### Year 5

By the end of Year 5, children should *know*:

- the location and principal features of their local region when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as economic and political processes and patterns of land use, settlement and change) operate within the local region;
- ways in which the location and physical geography of the region impact on (and are impacted by) human activity in the region;
- ways in which the location and distinctive features of the region compare and contrast with those of other places studied.

By the end of Year 5, children should be *able to*:

- interpret a range of maps and aerial views of the local region, applying this information to their understanding of it and for route planning;
- use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;
- use appropriate vocabulary when describing key information about the local region to external audiences.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry (and to make regular use of globes and atlases), through opportunities within other subjects, via 'geography in the news' and/or through additional dedicated fieldwork days.

### Year 6

By the end of Year 6, children should *know*:

- the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;
- ways in which the location and physical geography of the region impact on (and are impacted by) human activity in the region – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;
- ways in which the location and distinctive features of Greece and the Athens region (including everyday life), compare and contrast with those of other places studied (especially the local region);

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By the end of Year 6, children should be *able to*:

- interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);
- look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;
- use globes and atlases to identify the location of Greece and the Mediterranean;
- use and apply appropriate vocabulary when describing the location and distinctive features of the Mediterranean, Greece and Athens.

NB: The study of a European region could conclude by looking at Rome or another city, region and country, rather than Athens and Greece.

In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and map work), and to do so with a greater degree of confidence and independence. They should continue to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should take place through opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days that include a degree of independent investigation.

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**Pathway 2 – Total Geography**

Pathway 2 - Total Geography				
Year group	Autumn <i>(Full Schemes)</i>	Spring <i>(Full Schemes)</i>	Summer <i>(Full Schemes)</i>	Additional opportunities
1	<b>Weather and climate*</b> (fieldwork opportunity)	<b>United Kingdom*</b> (fieldwork opportunity)	<b>Local area*</b> (integrates fieldwork)	<ul style="list-style-type: none"> <li>• fieldwork (opportunities linked to Schemes are marked with an asterisk: selected activities from the <b>Lower KS2 Local Area Scheme</b> could be used at any point in Key Stage 2) •</li> <li>• topical opportunities •</li> <li>• use of maps •</li> <li>• key geographical vocabulary •</li> </ul>
2	<b>Continents and oceans</b>	<b>Hot and cold places</b>	<b>Mugumareno Village, Zambia</b>	
3	<b>Climate zones</b>	<b>North America</b> <i>(medium-term plan)</i>	<b>Rio and South-East Brazil</b>	
4	<b>Rivers*</b> (fieldwork opportunity)	<b>Rainforests</b>	<b>South America – the Amazon</b> <i>(medium-term plan)</i>	
5	<b>Mountains*</b> (fieldwork opportunity)	<b>Volcanoes and earthquakes</b> (NB: this is a longer Scheme)	<b>European region</b> <i>(medium-term plan)</i>	
6	<b>United Kingdom*</b> (fieldwork opportunity)		<b>Local area and region - Upper KS2*</b> (integrates fieldwork)	

## Pathway 2 – Total Geography

### **Progression Narrative**

This Pathway assures full National Curriculum (England) coverage, and goes into more depth than Pathway 1 in relation to locational knowledge and geographical processes. The Pathway involves three Geography-led Schemes each year, making use of all the Oddizzi Medium-Term Plans and Schemes of Work.

Core skills, knowledge, vocabulary and concepts acquired in the autumn and spring terms are applied towards the end of the year in the context of a place-based study. As in Pathway 1, place knowledge is cumulative and comparative.

The Pathway assumes a school curriculum organised around year groups on an annual planning cycle, rather than combined year groups on a rolling cycle. It assumes that the school is able to commit approximately six lessons each term to a geography-led topic, with extra time required in the spring term of Year 5, but a break in the spring term of Year 6.

As in Pathway 1, there should still be opportunities for pupils to carry out fieldwork at least once each year (some opportunities are highlighted). This should have a strong emphasis on geographical concepts and skills, especially map work and data collection/presentation. Opportunities should still also be taken wherever possible to reinforce geographical knowledge and vocabulary, including locational knowledge (e.g. where countries are), through ‘geography in the news’; to use maps, globes and atlases; and to reinforce key geographical vocabulary within other subjects. This is shown as a separate ‘additional opportunities’ column, running across all the year groups. While children should always be assessed for knowledge, schools might identify one of these elements (such as map work skills) as something they can readily monitor, assess and check for progression. We will be adding additional resources to support vocabulary and map work development in summer 2019.

### **Year 1**

By the end of Year 1, children should *know*:

- basic vocabulary and concepts about weather and the climate;
- the main nations and features of the UK, including their locations and related key vocabulary;
- the location and features of the local area.

By the end of Year 1, children should be *able to*:

- create a simple weather chart;
- annotate a simple map of the UK with some of its key features;
- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
- work together to create a simple map of the local area;
- observe, record, discuss and ask questions about the main features of the local area, based on direct experience;
- make connections between their investigation of the local area and what they have learned about weather, climate and the UK;
- use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.

In addition, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and map work through incidental opportunities within other subjects and via 'geography in the news'.

## **Year 2**

By the end of Year 2, children should *know*:

- the names and locations of the world's continents and oceans, and some information about each of them;
- where the world's main hot and cold regions are, and some information about what they are like;
- the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent;
- how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.

By the end of Year 2, children should be *able to*:

- use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
- use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;
- make use of the four main compass points when describing the location of these key locations and regions.
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NB: The activities on a Zambian village could be adapted for a different non-European locality, country and continent.

In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

### Year 3

By the end of Year 3, children should *know*:

- where the world's main climate zones are (building on their prior understanding of hot and cold regions);
- the location and main human and physical features of North and South America;
- the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;
- how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;
- the location of South-East Brazil and Rio de Janeiro within the South American continent;
- about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.

By the end of Year 3, children should be *able to*:

- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use globes, atlases and maps to identify the main human and physical features of North and South America;
- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

NB: The North America plans could be adapted or redesigned (e.g. around a road trip) and the final lesson could be based on a city other than New York.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

#### Year 4

By the end of Year 4, children should *know*:

- the key elements and features of a river;
- the key elements of the water cycle;
- the names of – and key information on – the world’s main rivers;
- basic ideas about flood management;
- the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world’s rainforests (including the Congo);
- the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil;
- how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;
- how some human beings have adapted to life in the rainforest and the Amazon.

By the end of Year 4, children should be *able to*:

- interpret and explain key information on rivers;
- evaluate a range of possible flood prevention measures;
- use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon;
- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;
- use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days. For example, fieldwork in the autumn term observing and recording the features of a local river or waterway would strongly support learning that term, while subsequently feeding into work on the Amazon in the summer.

#### Year 5

By the end of Year 5, children should *know*:

- the names and locations of the world’s principal mountains, volcanoes and areas at risk from earthquakes;
- the main features and types of mountains;
- how some people have adapted to life in mountainous areas;

- the main features and causes of volcanoes and earthquakes;
- the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;
- ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;
- how people can respond to a natural disaster, such as an earthquake;
- ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied;
- about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).

By the end of Year 5, children should be *able to*:

- interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);
- look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;
- use globes and atlases to identify the location of Greece and the Mediterranean;
- use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.

NB: The study of a European region could conclude by looking at Rome or another city, region and country, rather than Athens and Greece.

In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

## Year 6

By the end of Year 6, children should *know*:

- the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;



- ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;
- ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.

By the end of Year 6, children should be *able to*:

- interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;
- use appropriate vocabulary when describing key information about the UK and the local region to external audiences.

In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and map work), and to do so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and/or through additional dedicated fieldwork days that include a degree of independent investigation.