

# Subject Map

## Subject: Geography

Local area: Little/Ladywood School, Little Lever, Bolton Town Centre,

Country studies: UK, Sahara Desert, Arctic, Spain- European Location

Skill development: Maps, atlases, compasses, photographs, digimaps.

	Term 1	Term 2	Term 3
Year 1	Place knowledge/ Human and Physical Features	Geographical skills and fieldwork-directions	Location Knowledge
	<p>To recognize my house and visit it to take photos.</p> <p>To create a picture of my house using collage materials.</p> <p>To visit a city or shops and understand this was made by people and is a human feature.</p> <p>To visit a farm to identify the differences between this and the city.</p> <p>To show an awareness of the differences between physical/natural and human/manmade features of places</p>	<p>To use forwards and back symbols to describe how to get to a familiar area of the classroom.</p> <p>To use left and right symbols to describe which way to get to a familiar area of the classroom.</p> <p>To follow directions given by an adult to find buried treasure.</p> <p>To make a model of a familiar area in school to record its key features.</p> <p>To record key features of an area in school using symbols.</p>	<p>To begin to understand who can help us in our community – police, firemen/women, paramedic, doctor, mum, dad, teachers.</p> <p>To role play people who help us and dress up as police, firemen/women, doctors, nurses, teachers, mummies and daddies.</p> <p>To understand where to find people who help us e.g. mum/dad – home, teachers – school, police – police station, doctors – hospital</p> <p>To visit a police station and understand who works there and what they do.</p> <p>To visit a fire station and understand who works there and what they do.</p>
	<p>To recognize my house from a choice of 2 and visit it to take photos.</p> <p>To create a picture of a house using collage materials.</p> <p>To explore materials linked to own house/houses.</p>	<p>To follow arrow symbols to move around familiar areas.</p> <p>To introduce using forwards, backwards and sideways vocabulary and symbols to get to a familiar area of the classroom.</p> <p>To follow symbols and arrows to find buried</p>	<p>To explore who can help us in our community – police, firemen/women, paramedic, doctor, mum, dad, teachers.</p> <p>To role play with support people who help us and dress up as police, firemen/women, doctors, nurses, teachers, mummies and daddies.</p>

	<p>To visit a city or shops and use symbols or words such as 'busy', 'cars' and 'noisy'.</p> <p>To visit a farm and use symbols or words such as 'no cars', 'quiet' and 'animals'.</p> <p>To explore natural materials.</p>	<p>treasure.</p> <p>To find key features of school using symbols as clues.</p> <p>To make a simple model of a familiar area in school to record its key features with support.</p>	<p>To explore where to find people who help us e.g. mum/dad – home, teachers – school, police – police station, doctors – hospital</p> <p>To visit a police station and explore who works there and what they do.</p> <p>To visit a fire station and explore who works there and what they do.</p>
	<p>To select my own house from a choice of two.</p> <p>To make marks to begin to represent my own house.</p> <p>Explore materials and sensory trays in relation to houses.</p> <p>To visit a local shop and identify sounds they hear.</p> <p>To visit a farm and identify sounds they hear.</p> <p>To participate in exploration of physical and human objects- bricks and plastics/ leaves and wood.</p>	<p>To follow an arrow to move from one place to another.</p> <p>To follow a forward and backward arrow to move around the classroom or hall.</p> <p>To participate alongside peers in finding buried treasure.</p> <p>To follow simple instructions to find areas in the school environment.</p> <p>To make a simple model of a familiar area in school and match symbols to this.</p>	<p>To explore resources related to people who helps us in our community- police, firemen/women, paramedic, doctor, mum, dad, teachers.</p> <p>With adult support, engage for short periods in role play and participate in dressing up as police, firemen/women, doctors, nurses, teachers, mummies and daddies.</p> <p>To interact with others, beginning to play alongside whilst exploring other people- doctors and nurses.</p> <p>To turn take with an adult whilst role playing other people- mummies and daddies.</p> <p>To participate in community visits to the police station/fire station or visits from the police/firefighters.</p>
	<p>To observe different houses, including my own.</p>	<p>To explore how to move around obstacles.</p> <p>To begin to follow an arrow symbol to move forwards and backwards with adult</p>	<p>To explore objects of reference related to people who help us.</p>

	<p>To make marks on my own house beginning to recognise it.</p> <p>To begin to initiate interaction with peers and adults when exploring cities and farms e.g. small word or during educational visit.</p> <p>To visit local shops and develop awareness of sounds in the environment.</p> <p>To visit a farm and develop awareness of sounds in the environment.</p> <p>To engage in sensory exploration of physical and human objects- bricks and plastics/ leaves and wood.</p>	<p>support.</p> <p>To play alongside others when finding buried treasure.</p> <p>To visit a familiar area of school and explore this with support.</p> <p>To observe an adult finding a familiar area of school.</p> <p>To participate in the making of a simple model of a familiar area of school.</p>	<p>To show an awareness of other people- firemen/ women.</p> <p>To initiate interaction with others when role playing other people- doctors and nurses.</p> <p>To make marks when exploring other people- teachers.</p> <p>To observe an adult role playing other people- mummies and daddies.</p> <p>To play alongside others during supported role play of people who help us and dress up as police, firemen/women, doctors, nurses, teachers, mummies and daddies.</p>
Year 2	Place knowledge	Geographical skills and fieldwork- map work/ Human Geography	Location Knowledge
	<p>To visit an area of school and <b>express</b> what they think of it, what do they like/not like?</p> <p>To look at photographs of an area and describe what they can see and what do they like/not like?</p> <p>To visit an area of school and describe what has been made by people (human).</p> <p>To visit an area of school and describe what is natural (physical).</p> <p>To <b>make simple comparisons</b> between a human feature and a physical feature e.g. trees and school.</p>	<p>To <b>make a sensory map</b> of school using large symbols and physical objects to record its features.</p> <p>To explore physical features in the school area and <b>ask a simple question</b> about it e.g. what colour? Where is an object?</p> <p>To explore human features in the school area and talk about why they are there.</p> <p>To look at simple maps and <b>identify their symbols</b> – what do they represent? (Digimaps)</p> <p>To look at photographs and <b>explain what they show</b> what features are physical and what features are human.</p>	<p>To explore litter, why should we pick it up? How does it look if we don't?</p> <p>To role play a familiar area in school being messy – how can we make it better? How does this make us feel?</p> <p>To go litter picking and recycle what we find into 3 categories e.g. plastic, glass, paper.</p> <p>To learn about the environment, why not to drop litter, why to recycle, <b>to use symbols to describe why</b> we need to do this.</p> <p>To plant a tree / seed and watch it grow, look after it, care for it. <b>Record</b> how it has grown using symbols.</p>

		<p>To visit an area we have seen on a map/plan and try to find the physical and human features we looked at.</p>	<p>To move the plant we have grown outside and let it grow, explaining why.</p>
	<p>To <b>visit an area of school</b> and describe what they think of it- functional tier pupil voice vocabulary.</p> <p>To look at photograph of an area of school and label using symbols what they can see and say what they like and don't like.</p> <p>To visit an area of school and label using symbols what people have made (human).</p> <p>To visit an area of school and label using symbols what is natural. (physical).</p> <p>To look at photographs of an area label human and physical features.</p>	<p>To <b>make a sensory map/plan of school</b> in a group using pictures and physical objects.</p> <p>To look at a familiar place (pictures/real life) and <b>draw / choose a symbol to represent it.</b></p> <p>To explore human features in the school area and <b>explain</b> what they are used for (symbol support)</p> <p>To explore physical features in the school outside environment <b>and record these through use of camera or children's own drawings.</b></p> <p>To look at a simple map and <b>identify its symbols</b> (key).</p> <p>To visit an area we have seen on a map/photographs and try to find the features we looked at (symbol support).</p>	<p>To role play a familiar area in school being messy – how can we make it better?</p> <p>To explore litter, is it human or physical? Should we pick it up?</p> <p>To go litter picking and recycle what we <b>find into 2 categories</b> e.g. plastic, glass, paper</p> <p>To learn about the environment, why not to drop litter, why to recycle.</p> <p>To plant a tree / seed and watch it grow, look after it, care for it.</p> <p>To move the plant we have grown outside and <b>make marks to represent it.</b></p>
	<p>To visit an area of school and express their opinion of it- exploratory tier vocabulary, adults to model pupil voice.</p> <p>To match symbols to a picture of an area of school, expressing an opinion on it.</p> <p>To visit an area of school and with prompts match symbols to pictures of the physical features of it.</p>	<p>To participate alongside peers in making a sensory map of school representing familiar areas.</p> <p>To explore familiar areas of school.</p> <p>To make marks to represent a familiar area within school, match a symbol from a choice of 2 to represent it.</p>	<p>To participate in litter picking around school- identify clean and dirty.</p> <p>To actively participate in a litter picking activity during an educational visit.</p> <p>To role play a litter picking activity- beginning to sort litter into two categories (recycling).</p>

	<p>To visit an area of school and with prompts match symbols to pictures of the human features of it.</p> <p>To attend to pictures of areas within school and label this with symbols to name the area e.g. playground, forest, garden, classroom, hall.</p>	<p>To take a picture of an outdoor area in school using an IPAD or camera.</p> <p>To match symbols to familiar locations on a map of school.</p> <p>To visit an area seen on a photograph and 'find the same' features seen on the picture.</p>	<p>To plant a seed, taking part in watering it and showing care and concern for it.</p> <p>With adult support, move plant to outdoors- developing vocabulary- water, soil, seed, roots, plant.</p> <p>To make marks representing the plant.</p>
	<p>To understand that their actions cause a reaction.</p> <p>To visit an area of school and <b>describe what they think of it-</b> I like it or I don't like it.</p> <p>To engage when visiting an area of school using symbols (to develop understand of single words with adult modelling) match these concrete objects e.g. tree, house, road.</p> <p>To recognise familiar adults in photographs within different places.</p>	<p>To visit different features/areas of the school and <b>express own opinion</b> e.g. I like it/I don't like it.</p> <p>To seek help when I need it when exploring an area of school.</p> <p>To observe a familiar place in school (real life experience) and begin to make marks to represent it.</p> <p>To show awareness of how to manipulate and move objects when exploring a sensory map of school.</p> <p>To engage when participating in <b>making a map using symbols.</b></p> <p>To being to develop my understanding of familiar single words- place names (ball pool/ forest/ sensory garden).</p>	<p>To explore areas around school whilst using a bin to collect litter.</p> <p>To participate/observe in/a litter picking during an educational visit in the community.</p> <p>To engage in a simple role play activity, with adult support to tidy up an area of school beginning to 'find the same'.</p> <p>To actively explore sensory activities related to tree/seed planting beginning to take turns with others.</p> <p>To briefly participate in planting a seed/tree outside with others developing an understanding of single words- soil, tree.</p>
<p><b>Year 3</b></p>	<p><b>Place knowledge / Geographical skills and fieldwork- map work</b></p>	<p><b>Human and Physical Geography</b></p>	<p><b>Location knowledge</b></p>
	<p>To name hot places (desert) and the animals that live there.</p>	<p><b>To use pictures and symbols to create a map of Little Lever.</b></p>	<p>To name different types of weather and explore what happens during each type of</p>

	<p>To identify cold places (arctic) and the animals that live there.</p> <p>To identify the north and south poles on a world map/globe and talk about why it is cold here.</p> <p>To identify the equator on a map/globe and talk about why it is hot here.</p> <p>To describe human and physical features of a hot place (including, beach, forest, hill, sea, river, season, and weather/ city, town, farm and shop)</p> <p>To describe human and physical features of cold place. (including, beach, forest, hill, sea, river, season, and weather/ city, town, farm and shop)</p> <p>Compare and contrast <b>two aerial photographs</b> of the desert and arctic</p>	<p>To introduce simple fieldwork and observational skills to study the geography of Little Lever eg using directional language, locating places on a map.</p> <p><b>To draw and describe</b> the key human features and landmarks of our local area. E.g. church, shops.</p> <p>To describe the key physical features and landmarks of our local area. E.g. fields, trees, river, season</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Little Lever).</p>	<p>weather.</p> <p>To identify the seasons summer, winter, spring and autumn.</p> <p>To complete a weather study.</p> <p>Watch weather reports and understand about the types of weather we have in the UK.</p> <p>Record local weather within a table over a set period of time ie week, month.</p> <p>To <b>compare photographs</b> of weather in two contrasting places and make simple comments eg UK and Africa.</p>
	<p>To name through practical experiences hot places and the animals that live there.</p> <p>To name through practical experiences cold places and the animals that live there.</p> <p>To identify the location of cold areas (north and south poles) of the globe.</p> <p>To identify the location of hot areas (equator) on the globe.</p> <p>To identify and represent using symbols,</p>	<p>To visit Little Lever to observe landmarks such as library, supermarket and park following a simple map.</p> <p>To introduce simple observational skills to study the geography of Little Lever eg using directional language, mark making, photographs (link to computing).</p> <p>To use pictures, objects and symbols to <b>create a map</b> of Little Lever as a group.</p> <p>To introduce the language human features</p>	<p>To name the weather and explore what we might see and/or feel e.g. what clothes do we wear? Is it hot/cold?</p> <p>Identify different types of weather</p> <p>To identify the seasons summer, winter, spring and autumn and understand what weather is linked to which Season</p> <p>Watch weather reports and understand about the types of weather we have locally.</p>

	<p>writing or drawing human and physical features of a hot place.</p> <p>To identify and represent using symbols, writing or drawing human and physical features of cold place.</p> <p><b>To identify which is hot/cold area from aerial photographs- digi-maps.</b></p>	<p>and relate these to Little Lever. E.g. church, shops.</p> <p>To introduce the language of physical features and relate these to the features of Little Lever. E.g. trees, field.</p> <p>To identify the known physical and human features of Little Lever <b>on a simple map</b> using preferred communication method.</p>	<p>To explore the weather today, what does the symbols for this look like, what was the weather like yesterday? eg morning group.</p> <p>To make a rain catcher and <b>record</b> the amount of rain collected over a period of time</p> <p>To <b>compare photographs</b> of weather in two contrasting places and label weather and location eg UK and Africa</p>
	<p>To identify hot and cold through a range of sensory stimuli.</p> <p>To label, using preferred communication method, hot places and the animals which live there through a range of sensory opportunities.</p> <p>To understand the concept of hot (desert) through multi-sensory approaches.</p> <p>To explore a globe and match symbols to the hot and cold locations on it.</p> <p>To create a simple craft representing hot and cold places on the globe.</p> <p>To express an opinion using pupil voice or choice board for hot or cold locations/or participate in a class vote.</p> <p>To explore a variety of aerial photographs showing hot/cold locations.</p>	<p>To visit Little Lever and express their opinion on it using pupil voice.</p> <p>To visit Little Lever and match symbols to key locations using map symbols such as library, supermarket and park.</p> <p>To participate in making a simple map of Little Lever alongside peers.</p> <p>To explore human features in the environment related to Little Lever and school environment e.g. shops, library and road.</p> <p>To explore physical features in the environment related to Little Lever and school environment e.g. trees, water etc.</p> <p>To create a simple map of Little Lever through sensory exploration using a range of multi-sensory approaches.</p>	<p>To explore a range of weather through different methods such as attention autism, tuff trays or videos.</p> <p>To identify the clothes we need for different types of weather.</p> <p>To create a craft or piece of art relating to the seasons, relating to changes we see or weather for each season.</p> <p>To match the weather symbols to the weather of the day. Track for the week.</p> <p>To make a rain catcher and observe the changes over a period of time.</p> <p>To look at photos from two contracting locations e.g. UK and Africa and identify the weather in each place- begin to show awareness of difference.</p>

	<p>To react to hot and cold stimuli.</p> <p>To explore animals which live in hot and cold places through small world activities.</p> <p>To participate in exploring hot places through sensory experiences for short periods of time.</p> <p>To begin to take turns with others when exploring cold places through sensory experiences for short periods of time.</p> <p>To actively take part in a simple craft activity to represent hot and cold places in the world.</p> <p>To express their own preferences using a communication board for cold or hot countries. Beginning to communicate likes and dislikes.</p> <p>To <b>explore a variety of aerial photographs</b> from contrasting hot and cold areas- digi-maps.</p>	<p>To visit areas of the Little Lever and express their own opinion- 'I like it' and 'I don't like it'.</p> <p>To observe landmarks in a small local area known to the children (Little Lever) following a simple map.</p> <p>To visit familiar areas of Little Lever and match these to symbols or other emerging methods of communication (object of reference/pictures).</p> <p>Potentially apply solutions systematically to problems- pressing the button on the crossing whilst on an educational visit.</p> <p>To take part in representing features of our local area through mark making, small world activities or making physical representations/craft.</p>	<p>To react to stimuli in relation to weather- rain, snow, sun.</p> <p>To explore different props and dress up in clothes appropriate for different weather conditions- coat in winter, cap in summer.</p> <p>To dress for the weather with support- putting on a coat if raining or taking off jumper if the weather is hot.</p> <p>To engage in a short craft activities to represent the four seasons summer, winter, spring and autumn.</p> <p>With support make a rain catcher and observe it filling over time.</p> <p>To <b>explore a variety of photographs</b> in two contrasting locations eg UK and Africa</p>
<b>Year 4</b>	<b>Geographical skills and fieldwork- directions and compasses</b>	<b>Location knowledge</b>	<b>Human and physical Geography/ Place knowledge</b>
	<p>To understand what a compass does, make and label one (North, South, East and West).</p> <p>To <b>use a compass</b> to find items in the classroom using compass directional language [forwards and backwards; left and right; north, east, south and west].</p> <p>To verbally use directional language to guide</p>	<p>To name and locate the world's seven continents using digimaps or a globe.</p> <p>To name and locate the world's five oceans using digimaps or a globe</p> <p>To visit a beach / coastline and talk about the sea and its features.</p>	<p>To learn about an area of the UK and its human and physical features.</p> <p>To learn about an area of Europe (Spain) (contrasting to the UK) and its human and physical features.</p> <p>To describe the similarities &amp; differences</p>

<p>a peer on a treasure hunt.</p> <p>To use a beebot and <b>describe where you are directing</b> it to go using directional language e.g. left right</p> <p>To use directional language to <b>describe where something is on a map</b> (written or using symbols).</p> <p>To <b>draw a simple diagram</b> of a treasure hunt for their peers or another class to follow using directional language.</p>	<p>To visit a forest and talk about the similarities and differences between this area and where we live. E.g. Does it have vegetation, soil etc.</p> <p>To understand what a mountain/ hill is and describe it's features.</p>	<p>between the two case study areas.</p> <p>To name and identify England and Scotland and explore its characteristics.</p> <p>To name and identify Wales and Ireland and explore its characteristics.</p> <p>To learn about the seas surrounding the UK, where they are and to label them on a map.</p>
<p>To learn what a compass does and explore one.</p> <p>To use a compass to find N, S, E, W in the classroom.</p> <p>To follow directional symbols to find buried treasure in class.</p> <p>To use a beebot and get it to follow a set of arrows/symbols.</p> <p>To follow directional symbols to find buried treasure on a map.</p> <p>To describe where something is on a map using some geographical language / symbols.</p>	<p>To explore and begin to name the different continents using symbols and real objects.</p> <p>To explore and begin to name the different oceans using symbols and real objects.</p> <p>To visit a beach / coastline and identify the ocean and its features using symbols.</p> <p>To visit a forest and identify its features. E.g. plants, dirt, rocks, water. Using symbols.</p> <p>To understand what a mountain/ hill is and look at pictures or visit one.</p>	<p>To visit a local area in the UK (Little Lever) and explore it's human and physical features through <b>first hand observation</b>.</p> <p>To begin to explore an area of Europe (contrasting to the UK) and it's human and physical features.</p> <p>To <b>identify some similarities and differences</b> between the two case study areas.</p> <p>To <b>name and identify England and Scotland</b> and <b>identify their location on a map</b> using DigiMaps.</p> <p>To <b>explore England and Scotland's characteristics</b> such as mountains- Ben Nevis, rivers- Thames and lakes using an Atlas or DigiMaps.</p> <p>To <b>label the North and Irish seas</b> surrounding the UK, and find them on a</p>

			map using an Atlas
	<p>To explore the cause and effect of a compass and turn their body to face north and south.</p> <p>To independently find objects (motivating) hidden at North, South, East and West in the classroom.</p> <p>To follow simple instructions to follow arrows to find hidden items.</p> <p>With support, use a beebot to follow a simple route on a beebot map.</p> <p>To actively participate in finding buried treasure, beginning to show an awareness of following arrows.</p> <p>To label locations on a simple map to show key locations and mark the location of buried treasure.</p>	<p>To explore a range of objects relating to each continent, with adult modelling match these to the location on the map.</p> <p>To use a communication board/pictures to identify objects during sensory exploration of beach/ocean.</p> <p>To visit the beach/coast and communicate about what they see/hear/smell using preferred communication methods.</p> <p>To create a physical representation (mark making, painting, collage) of the forest in response to a visit there. Adults to model key vocabulary- dirty, mud, leaves, trees.</p> <p>To develop understanding about hills/mountains through a range of experiences such as walking up a hill, using car ramps noticing up and down.</p>	<p>To participate in an educational visit to Little Lever, identifying human and physical features seen using symbols to match- find the same.</p> <p>To explore objects from an European country and identify some differences such as related to temperature.</p> <p>To explore a digi-maps map of the UK such as building small world on it to represent buildings or mark making on it to follow footpaths or roads.</p> <p>To match symbols/pictures to major UK landmarks on a digi-maps map e.g. Ben Nevis, River Thames and Hadrian's Wall.</p> <p>To actively participate in activities relating the UK seas, matching symbols/pictures to them on a map.</p>
	<p>To explore and <b>manipulate a compass.</b></p> <p>To show awareness of finding known/motivational objects in the classroom.</p> <p>To follow forwards and backwards arrows to retrieve a familiar object or go to a familiar place.</p>	<p>To explore a range of objects relating to each continent.</p> <p>To use gross and fine motor skills when exploring sensory activities to represent the beach and ocean.</p> <p>To actively explore events such as collecting items from the forest to create a physical representation of this.</p>	<p>To participate in an educational visit to a local area in the UK.</p> <p>To explore objects from a European country.</p> <p>To manipulate and move objects when exploring a sensory map of the UK.</p>

	<p>To explore the beebots and with adult support create a simple sequence of movement.</p> <p>To take part in a shared activity alongside others to find buried treasure.</p> <p>To be aware of the effects of the movements whilst finding buried treasure <b>on a map</b>.</p>	<p>To explore and respond to activities for an extended period of time relating to hills/mountains for example, pushing a car down a hill/ramp.</p> <p>To take turns with others whilst exploring ramps to represent mountains.</p>	<p>Match objects to symbols representing major UK landmarks e.g. River Thames, Ben Nevis and Hadrians Wall.</p> <p>To show awareness of a map of the UK through small world play.</p> <p>To participate in new activities when exploring the 'seas'/water (through sensory tray/attention autism etc).</p>
<p><b>Year 5</b></p>	<p><b>Human and Physical Geography</b></p>	<p><b>Place knowledge</b></p>	<p><b>Geographical skills and fieldwork- directions and compasses</b></p>
	<p>To describe different types of settlements- city and town.</p> <p>To describe different types of settlements- farm and countryside</p> <p>To describe different types of settlements- beach and coast.</p> <p>To understand different land use and economic activity e.g. farming, forest vs housing, industry.</p> <p>To <b>describe</b> how natural resources are distributed e.g. energy, water</p> <p>To <b>explain</b> how natural resources are distributed e.g. food (farm to fork).</p> <p>To describe why you would build a town in a specific location.</p>	<p>To locate countries of the UK using <b>an atlas and/or map</b>.</p> <p>To locate cities of the UK using a <b>map</b>.</p> <p>To <b>identify and describe</b> human characteristics of regions in the UK Big Ben, London Eye, Buckingham Palace, Angel of the North, train lines, Hadrian's wall- develop an understanding of the similarities.</p> <p>To identify rivers and hills on maps, understanding what their own OS symbols are.</p> <p>To identify and describe physical characteristics of regions in the UK e.g. mountains, rivers, coasts and give reasons why these are different.</p>	<p><b>To ask and respond to questions</b> about the human &amp; physical features of a local park (e.g. Moses Gate)</p> <p>To observe the human &amp; physical features of the Little Lever village by creating a plan of the area.</p> <p>To <b>use a compass</b> whilst visiting a local area using compass directional language [extend to 8 point compass language].</p> <p>To observe and describe the human &amp; physical features of a local street (e.g. Masefield Rd) using digital technologies.</p> <p>To understand that symbols and drawings can be used to create a key for a map (<b>OS symbols/see digimaps</b>).</p> <p>To make a map/plan of school using symbols and a key for a peer to follow (<b>OS symbols/see digimaps</b>).</p>

	<p>To label different types of settlements- farm and countryside</p> <p>To label different types of settlements- city and town.</p> <p>To describe different types of settlements- beach and coast.</p> <p>To make comments during small world different activities on land use and economic activity e.g. farming, forest vs housing, industry.</p> <p>To understand through sensory experiences and objects how natural resources are distributed e.g. energy, water</p> <p>To describe how natural resources are distributed e.g. food (farm to fork)</p>	<p>To explore countries of the UK on a simple map relating objects of reference and symbols to this.</p> <p>To locate major cities of the UK on a simple map- London, Edinburgh, Cardiff, Manchester.</p> <p>Through practical activities, identify human characteristics of the UK e.g. Big Ben, London Eye, Buckingham Palace, Angel of the North, train lines, Hadrian's wall. Identify why these are similar.</p> <p>To develop an understanding of what a river and mountain is.</p> <p>To explore physical characteristics of regions in the UK e.g. mountains, rivers, coasts. Identify that there are differences.</p> <p>To describe physical characteristics of regions in the UK e.g. mountains, rivers, coasts</p>	<p>To <b>respond to questions</b> about the human and physical features of the local area (e.g. Little Lever).</p> <p>To use a compass whilst visiting a local area using compass directional language [extend to 4 point compass language].</p> <p>To observe the human and physical features of Bolton town centre by planning a visit of the area as a group using digi-maps.</p> <p>To observe the human &amp; physical features of a Bolton town Centre using digital technologies.</p> <p>To <b>have an understanding of OS symbols</b> and how they are used to represent features on a map.</p> <p>To label a map/plan of Bolton town Centre using <b>OS symbols</b>.</p>
	<p>To recognize different types of settlements- farm and countryside.</p> <p>To recognise different types of settlements- city and town.</p> <p>To label different types of settlements- beach and coast through a sensory activity.</p> <p>To actively participate in a small world activity focusing on farming, forest vs housing.</p>	<p>To match an object/picture to a place known to them.</p> <p>Label with symbols/objects major cities of the UK on a basic map- London, Edinburgh, Cardiff.</p> <p>Makes marks on a map representing the UK, adding symbols/photographs to show UK landmarks. e.g. Big Ben, London Eye, Buckingham Palace, Angel of the North, train lines, Hadrian's wall.</p>	<p>To actively participate in an educational visit to the local area (Little Lever), noticing stimulus.</p> <p>Using a communication board answer questions about features seen in the local area (Little Lever).</p> <p>To explore the cause and effect of using a compass, turning their body to face north and south with adult prompts.</p>

	<p>Use cause and effect to begin to develop an understanding of how natural resources are distributed.</p> <p>To begin to understand where food comes from, for example, growing vegetables or milling flour.</p>	<p>To explore mountains through activities which represent these such as snow/cold at the top or ramps to represent the hill.</p> <p>To label pictures or crafts, with symbol support, mountains, rivers and coasts.</p>	<p>To show an awareness of key vocabulary whilst exploring a small world tray- houses, roads, buildings.</p> <p>To visit Bolton town Centre- using symbols to identify features of the area.</p> <p>To use digital technology to represent Bolton town Centre- for example taking a photo or using drawing technology.</p> <p>To show an awareness that a map/aerial photograph can represent some features we have seen on an educational visit.</p>
	<p>To explore a small world farm and countryside sensory tray.</p> <p>To attempt to copy an adult make a small world city and town settlement.</p> <p>To participate in group (attention autism, sensory story) representing the movement of water.</p> <p>To attend to a cause and effect activity related to lights and sounds (industry and land use) expressing likes and dislikes using pupil voice.</p> <p>To begin to name some food items with support.</p> <p>To show awareness of where food comes from through a variety of sensory experiences.</p>	<p>To briefly show interest in/engage with pictures of places known to them.</p> <p>To explore objects representing UK cities- London, Edinburgh, Cardiff.</p> <p>To make marks on a simple map of the UK.</p> <p>To participate with a group activity making a model of a UK landmark.</p> <p>To explore and access different surfaces e.g. uneven/uphill/downhill.</p> <p>To explore sensory activities relating to water and sand representing rivers and coasts.</p>	<p>To participate in an educational visit to a local park and explore the area.</p> <p>To <b>take notice and match symbols</b> within their local area</p> <p>To explore using a compass whilst visiting a local area</p> <p>Use a small world tray to engage with play relating to houses, roads developing an understanding of single words.</p> <p>To visit a Bolton town centre and take a photograph using the camera or ipad.</p> <p>To visit Bolton town centre and express their own likes and dislikes in relation to the area (Pupil voice communication board).</p>

Year 6	Human and physical Geography	Place Knowledge	Geographical skills and fieldwork- map work/ Location knowledge
	<p>To explore climates across the world.</p> <p>To understand and describe earthquakes and volcanoes and begin to locate these on a map.</p> <p>To understand and learn about rivers across the world and describe their features from their own research.</p> <p>To <b>use atlases</b> to understand where mountains are and describe their features.</p> <p>To understand the water cycle.</p> <p>To describe why certain plants grow in certain areas of the globe (biomes and vegetation belts).</p>	<p>To locate European countries on a map.</p> <p>To locate Russia, North and South America on a globe/world map.</p> <p>To be able to name and describe some of the countries of the world and their major cities using a range of resources such as map, globe and atlas.</p> <p>To be able to <b>name and describe</b> some of the countries of the world and their physical and human features.</p> <p>To <b>discuss</b> countries of the world and their environmental regions such as in relation to their position to the equator or poles.</p>	<p>To plan and follow a journey using digital maps (digi-maps) to complete a Geocaching activity.</p> <p>To <b>collect data by observing</b> and recording traffic in two contrasting areas eg Rivington and Little Lever village/Bolton Town Centre.</p> <p>To <b>present data</b> collected using appropriate software eg purplemash, boardmaker</p> <p>To observe &amp; present the human &amp; physical features of a local street (e.g. Masefield Rd) using digital technologies.</p> <p>To <b>develop an understanding of four figure grid references using digi-maps or OS maps</b></p>
	<p>To take part in an activity representing hot and cold places across the world and label with a symbol.</p> <p>To find out about earthquakes and volcanoes through small world and role play- creating their own volcanoes.</p> <p>To research a river in our world (e.g. the Amazon, the Nile) and begin to describe this.</p> <p>To use atlases to identify and find out about mountains.</p>	<p>To match and sort countries of the world and their weather.</p> <p>To label some countries of the world (with a focus on Europe)</p> <p>To label North and South America on a globe/world map.</p> <p>To be able to name some of the countries of the world and match photos and objects to the physical features.</p> <p>To be able to name some of the countries</p>	<p>To follow a journey using <b>digital maps (digi-maps) to complete a Geocaching activity</b></p> <p>To <b>collect data</b> by observing and recording traffic in two contrasting areas in a simple tally chart e.g. Rivington and Bolton Town Centre.</p> <p>To <b>input data collected using appropriate software</b> eg purplemash, boardmaker</p> <p>To <b>observe</b> the human &amp; physical features of a local street (e.g. Masefield Rd) using digital technologies.</p>

	<p>To understand how it rains (simple water cycle).</p> <p>To understand why plants grow in certain places.</p>	<p>of the world and their major cities. (human)</p>	<p><b>To identify human &amp; physical features of a local street (e.g. Masefield Rd) on a map.</b></p> <p><b>To develop an understanding of grid references and where these are located on a map.</b></p>
	<p>To explore hot and cold places across the world.</p> <p>To participate in activities exploring earthquakes and volcanos with adult support</p> <p>To explore water/ river and begin to use symbols to describe it.</p> <p>To experience hill and begin to label uphill/downhill/ uneven.</p> <p>To respond to sensory stimuli related to water cycle/rain (tuff tray activity, sensory craft, attention autism) observing the results of their own actions.</p> <p>To understand that plants need rain and sun to grow.</p>	<p>To match countries on a globe, to match weather symbols.</p> <p>To match a symbol to 3 countries of the world (with a focus on Europe).</p> <p>Match symbols to pictures from a range of countries in contrasting locations e.g. ice to Antarctica and sand to Gobi Desert.</p> <p>To actively participate in a sensory activity relating to a country of the world focusing on a physical feature relating to weather.</p> <p>To express their own feelings, likes and dislikes relating to the weather in different contrasting countries.</p>	<p>To participate in a journey using digital maps( digi-maps) to complete a Geocaching activity</p> <p>To take part in a traffic survey, identifying busy and quiet using symbols to support</p> <p>To be aware that when pressing a button this increases the total on the data collection when using appropriate software.</p> <p>To take a photo of a human and physical feature of a local street and label with support.</p> <p>To match a human and physical feature on a map.</p>
	<p>To participate in an activity linked to hot and cold places.</p> <p>To demonstrate anticipation when exploring volcanos and earthquakes.</p> <p>To explore through touch and sight water/river sensory experiences and use a communication board to identify water.</p>	<p>To move and manipulate a globe.</p> <p>To experience some objects from a range of countries around the world.</p> <p>To match objects to pictures from a range of countries e.g. ice to Antarctica and sand to Gobi Desert.</p>	<p>To engage in a journey using digital maps</p> <p>To anticipate a car whilst engaging in a traffic survey.</p> <p>To be aware of cause and effect when entering data eg purplemash, boardmaker</p>

	<p>To explore and access different surfaces e.g. uneven/uphill/downhill.</p> <p>To demonstrate anticipation during a simple water cycles experiment.</p> <p>To express a preference from a choice of 2 when choosing where to put their plant.</p>	<p>To explore a range of resources and sensory stimuli relating to busy cities (e.g. cars, roads and loud noises).</p> <p>To observe and participate in sensory weather activities relating to countries of the world (e.g. tuff tray activity, sensory craft, attention autism).</p> <p>To express own feelings, likes and dislikes relating to weather (Pupil voice communication boards).</p>	<p>To take a photograph of a local street (e.g. Masefield Rd) using ipad/cameras</p> <p>To point to key features ie road, shop on photographs or within the local community</p>
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