



Geography Progression Document

Aims:

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum Objective

Key Vocabulary

This list is not exhaustive and may be edited to reflect the age of the pupils

Progression of component skills

This relates to the geography skills which pupils should have developed and practised

Nursery

End points

- To explore the natural environment through sensory experiences.
- To talk about their community and the lives of people within the community.
- Understand the life cycle of a plant and animal.
- Respect and care for the natural environment and living things.
- To be aware of and talk about the different cultures and beliefs around the world, knowing there are different countries in the world, different religions, have positive attitudes to differences in families and communities.

- World
- Country
- City
- Town
- Street
- Place
- House
- Home
- Natural
- Living

See Developing Curriculum Nursery for component skills.

Reception

End points and Early Learning Goals

• To talk about members of their family and community and describe people who are familiar. • To explore maps and draw information from them. • To recognise and talk about similarities and differences between life in their and in other countries. • To explore the natural world and use their senses to make observations. • To explore different environments and understand the effects of changing seasons. <u>The Natural World ELG</u> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants. <u>People Culture and Communities</u> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.	• Up, down, left/right, forwards/backwards, near, far • Map • Weather • Environment • Similar • Different • Route • Natural world • Seasons • Feature • Local	See Developing Curriculum Reception for component skills.
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National Curriculum Objective	Key Vocabulary This list is not exhaustive and may be	Topic and Key Questions The answers to these key questions relate to the essential knowledge which pupils should have acquired by the end of a topic	Working Geographically This relates to the geographical skills which pupils have developed and practised by the end of a topic
Year 1			
Locational knowledge - To be able to name, locate and identify characteristics of the four countries of the UK, their capital cities and its surrounding areas. - To be able to use world maps, and globes to identify the United Kingdom and its countries - To be able to use simple compass directions (North, South, East and West) and locational directions to locate the countries of the United Kingdom the seas around the British Isles.	- Up, down, left/right, forwards/backwards, near, far - Town, countryside, country, city, England, Wales, Northern Ireland, Scotland, UK, United Kingdom, urban, rural, busy, quiet, traffic, houses, office blocks, fields, farms, landmark, buildings, map, capital city	<u>Exploring our country and the United Kingdom</u> - What is a country? - What country do you live in? - What are the four countries of the United Kingdom? - Where are they? - What is a capital city? - What are their capital cities? - What is the purpose of a map?	- Teacher led enquiries - Pupils to ask and respond to simple closed questions. - Use information books/pictures/maps/a globe as sources of information. - Investigate their surroundings - Follow directions (up/down/, left/right, forwards/backwards) - Draw a simple picture map (including from stories) - Use and understand basic symbols on a map (imaginary map) - Make observations about where things are on a map and a globe - Learn names of some places within/around the UK. E.g. – home town, countries, cities. - Use vocabulary (bigger, smaller, like, dislike.) - Recognise that a map is about a place.
Physical and Human Geography To be able to identify seasonal and daily weather patterns in the UK and explain how weather impacts on human behaviour		<u>Our wonderful weather</u> - What are seasons? - What are the differences between the seasons? - What is the weather like in autumn, spring, summer, winter? - Why do the seasons matter to human beings?	- Teacher led enquiries, - Pupils to ask and respond to simple closed questions. - Observe and record information about the seasons - Use information books/pictures as sources of information. - Investigate their surroundings.

	- Weather, The United Kingdom, Changes, Seasons, daily, Day-day, Temperature, Thermometer - Sun, rain, thunder, snow, wind - Autumn, winter, spring, summer.		
Place Knowledge - To develop an understanding of pupils' local area. - To use simple fieldwork and observational skills to study the geography of the school, its grounds and the local area - To be able to devise a simple map and use and construct basic symbols and a key	- Bury, Town, Detached, Semi-detached, Terraced, Bungalow, Caravan, Flat, cottage. - Shops, restaurant, cinema, park, factory - Playground, hall, classroom, map	<u>What is it like to live in Bury</u> - Where is Bury? - What are the geographical features of Bury? - How do I find my way around Bury? - Where is my school on a map? - What types of homes are in Bury? - What type of home do I live in? - How do you create and read a map?	- Teacher led enquiries - Pupils to ask and respond to simple closed questions. - Use information books/pictures as sources of information e.g. Infant atlases, - Investigate their surroundings - Make observations about where things are e.g. within school or local area. - Draw a simple picture map using their own made-up symbols - Use a simple map to move around the school - Construct a key using basic symbols - Use fieldwork to observe, record and present information about the local area - Draw around objects to make a plan
Year 2			
Locational knowledge - To be able to name and locate the world's seven continents and five oceans. - To be able to use world maps, atlases and globes to identify the continents and oceans	- Earth, globe, Asia, Europe, Africa, North America, South America, Australasia, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic - Pollution, protect, marine animals, atlas, map, - North, south, east and west	<u>The world's continents and oceans</u> - What are the names of the seven continents and five oceans? - Where are they? - Name two or three differences between the continents? - Why are our oceans important? - How can we protect them and marine animals?	- Children encouraged to ask simple geographical questions; where is it? What's it like? - Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. - Make simple comparisons between features of different places. - Find land and sea on a globe

		What is an atlas and how is it different to a map?	- Locate and name some features on a map such as rivers, cities - Use infant atlases to identify locate places - Use simple compass directions
Physical and Human Geography To be able to identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in relation to the Equator and the North and South Poles	- Weather, climate, Changes Equator North Pole, South Pole, Arctic, Antarctica - Seasons, daily, Temperature, Thermometer - Sun, rain, thunder, snow, wind - Data, climate, protection, location, tourist	<u>Seasonal and daily weather patterns</u> - What is the weather like where I live in this season and why? - What is the climate of the United Kingdom? - What is the equator and how does it affect climate? - Where are the hottest places on earth? - Where are the coldest places on earth?	- Children encouraged to ask simple geographical questions; where is it? What's it like? - Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. - Investigate their surroundings - Make simple comparisons between features of different places. - Make appropriate observations about why things happen. - Use fieldwork to observe, record and present information about the weather
Place Knowledge - To be able to compare their local area to a small area in a contrasting non-European country –i.e. Pakistan. - To be able to use plans and simple maps. - To be able to use aerial photographs and place plans to recognise landmarks and basic human and physical features	- Pakistan, Islamabad, European, non-European - weather, - location, climate, population, landmarks, housing, shops, leisure, farming, housing, industry, factories, schools, 4 point compass, symbols, map	<u>A comparison of Bury and Islamabad</u> - Where is Islamabad? What country is it in? - What is life like in Islamabad? - What are the big differences between life in Islamabad and life in Bury? - What are the 4 compass points? - What symbols might you find on a simple map?	- Children encouraged to ask simple geographical questions; where is it? What's it like? - Use non-fiction books, stories, maps, pictures/aerial photos and internet as sources of information. - Investigate their surroundings - Draw simple maps of a real or imaginary place and add some detail to a sketch map or aerial photograph - Follow simple compass directions NSEW - Begin to understand the need for a key in a map - Use class agreed symbols to make a simple key - Begin to spatially match places e.g recognise UK on a small scale and larger scale map - Follow a route on a map

			• Make appropriate observations about why things happen. • Make simple comparisons between features of different places. • Use a plan view and lockdown on objects.
Year 3			
Physical and Human Geography Locational knowledge • To be able to understand key aspects of the world's climate zones and why changes are occurring • To understand geographical similarities and differences between Bury and a region in South America • To be able to use fieldwork to observe, measure and record and present the human and physical features of their local area using a range of methods including maps, plans, graphs and digital technologies • To be able to use maps, atlases and globes and digital/computer mapping to locate countries and describe the features studied	• Map, UK, Continents, Compass, Birds eye view, Key, Climate change, Grid references, Symbols, climate zones, rainforest, OS map, atlas, globe	<u>Comparing life in the rainforests of South America to life in Bury</u> • What are the different climate zones? • How is the world's climate changing and why? • What is a rainforest and why are rainforests important to humans? • How is life in a rainforest different to life in Bury? • What impacts are humans having on rainforests? • What is an OS map and what is it used for? • What is the difference between an atlas and a globe? • Can you locate climate zones on a digital map?	• Begin to ask/initiate geographical questions. • Use non-fiction books, stories, junior atlases, pictures/photos and internet as sources of information. • Use large scale OS maps, atlases and globes and digital/computer mapping to locate countries and describe the features studied • Investigate places and themes at more than one scale and identify points on maps (ABC) • Use 4 compass to follow and give directions • Use letters and number coordinates to locate features on a map • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations. • Begin to find boundaries (E.g. find same boundary of a country on a different scale maps) • Begin to identify features on ariel/oblique photographs.
Physical Geography • To be able to describe and understand some key aspects of volcanoes and earthquakes.	• Core, Inner core, Crust, Mantle, Outer core, Magma, sphere • Volcano, Eruption, Main vent, Crater, chamber,	<u>The Earth's structure</u> • What is the earth made of? • What is a volcano and what effects does it have?	• Begin to ask/initiate geographical questions. • Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information

	Affect, Dormant, Active, Extinct, Risk, Benefit, Epicentre, Shockwave • Power, Strength, Richter, Mercalli, Tsunami, Ocean, Wave, Vibrations, High risk, • Dangerous, Protection, Prevent, volcano, boundary, countries, represent.	• What is an earthquake and what effects does it have? • Why do volcanoes/earthquakes happen? Can we predict or prevent them? • How are volcanoes represented on maps? • What is a boundary and what does this look like on a map?	• Use atlases, globes and digital/computer mapping to locate countries and describe features. • Investigate places and themes at more than one scale • Begin to draw a sketch map from a high point view.
Physical and Human Geography Place knowledge • To be able to locate some of the countries focussing on Europe concentrating on key physical and human features. • To be able to understand the concepts of trade links, settlements and land use • Special focus on settlements and trade links with France (link to MFL)	• Map, UK, Continents, Compass, Birds eye view, • Key, Urban, Rural, Human features, Physical Features. • Biomes, rivers, grassland, forest, trade, letters and coordinates, geographical features, symbols, represent	<u>Countries of Europe with a focus on France</u> • What are geographical physical features? • What are geographical human features? • What are the major countries of Europe? • Where is France and what are some of its key physical and human geographical features? • How can you use letters and coordinates to locate geographical features on a map? • What links does the United Kingdom have with France? • Can you use a variety of different maps to locate countries and describe physical and human features? • What is a key and why is it needed? • What geographical symbols do you know of and what do they represent?	• Begin to ask/initiate geographical questions, • Use atlases, globes and digital/computer mapping to locate countries and describe features. • Investigate places and themes at more than one scale (including using larger scale maps) • Use letters and number coordinates to locate features on a map • Try to make a simple scale drawing and understand why a key is needed • Know why a key is needed • Begin to use standard geographical symbols • Collect, record and analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.

Year 4

Locational knowledge

- To be able to describe and understand key aspects of mountains – physical and human features.
- To be able to use Ordnance survey/maps/types of mountains/how formed/plants and animals that live on the mountain range.
- To be able to locate the Alps mountains in the world.

- Mountain, Himalayas, Alps, Andes, Rockies, Pyrenees
- Volcanic, Fault block, Fold, Dome, Climate, Weather, Cold, letter and number coordinates, 8 points, compass, features, map, aerial photos

The European Alps

- Where are the Alps?
- What are the key geographical features of the Alps?
- What is the climate like on the Alps?
- What plants and animals live on the Alps?
- Who is Lucy Walker and what did she achieve?
- What are the 8 points on a compass?
- How do you use letter and number coordinates to locate features on a map?
- What are aerial photographs and why are they useful?

- Ask and respond to questions and offer their own ideas.
- Use satellite images, aerial photographs, atlases, globes and digital/computer mapping to locate countries and describe features on large scale maps
- Identify features on aerial /oblique photographs
- Be able to find the boundaries of countries on large/medium scale OS maps.
- Investigate places and themes at more than one scale
- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
- Begin to identify significant places and environments

Physical and Human Geography

- To understand geographical similarities and differences through the study of human and physical geography of a region of the UK
- To be able to understand the key features of a region of UK, its geographical features and land use patterns and understand how these have changed over time
- To be able to use maps to build their knowledge of

- Yorkshire, York, Similarities, Differences, Bury, Distance, Miles, Map,
- Map of UK, Key, Symbols, reference, Grid, high view point, Aerial, sketch, OS map, scale drawing

Yorkshire

- How do you locate the county of Yorkshire on a map?
- Why do we need maps?
- What are the key features of Yorkshire and how does it differ to Greater Manchester?
- How has Yorkshire changed over time and why?
- What is a key and why is it needed on a map?
- What further symbols can you identify on an OS map and what do they symbolise?
- What does a map look like from a high view point and how does this differ from other viewpoints?

- Ask and respond to questions and offer their own ideas.
- Use satellite images, aerial photographs, atlases, globes and digital/computer mapping to locate countries and describe features.
- Investigate places and themes at more than one scale
- Understand why a key is needed on a map and begin to recognise more symbols on an OS map
- Collect, record and analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map
- Use fieldwork to observe, record and present information about Yorkshire

Yorkshire and describe the features studied To be able to use the eight points of a compass and grid references to read maps		What is scale and why is it important?	- Draw a sketch map from a high viewpoint - Follow routes on a large scale map - Make a map of a short route experienced with features in the correct order - Create a simple scale drawing
Physical and Human Geography - To be able to describe and understand some key aspects of rivers and the water cycle - To be able to use fieldwork to observe, measure and record and present information about some key features of water and the water cycle	- River, Irwell, Ganges, Thames, Amazon, Nile, Bury, Grid, Map, River, Stream, Source - water cycle, evaporation, condensation, precipitation, source, cloud, erosion, transportation, deposition, sand and silt, pebbles, boulders - source, meander, shallow, deep, current, channel - tributary, confluence, flood plain, fertile, ox bow lake, mouth, estuary, delta - Pollution/plastic, number coordinates, locate	<u>Rivers and the water cycle</u> - How can you use letters and number coordinates to locate places on a map? - What is a river and what does it do? - Where do rivers come from? - How important are rivers to humans? Why? - Where does water come from and does it disappear? - What is the water cycle and why is it important to humans? - How can we protect our rivers from pollution?	- Ask and respond to questions and offer their own ideas. - Use satellite images, aerial photographs, atlases, globes and digital/computer mapping to locate countries and describe features - Use 4 compass points and begin to use 8 compass points - Use letter and number coordinates to locate features on a map confidently - Collect, record and analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps - Use fieldwork to observe, measure and record and present information about some key features of water and the water cycle

Year 5

Locational knowledge To be able to name and locate the countries and cities of the UK, geographical regions and their identifying physical and human characteristics, key topographical features (e.g. rivers)and land use patterns: and understand how some of these	- United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Glasgow, Belfast - Manchester, London, Birmingham - Counties, Farming, Food production, Climate, Relief, Soils, Product	<u>The United Kingdom</u> - What countries make up the United Kingdom and what are the main differences in land use between them? - What are the trade links between the countries? - What is the difference between a region, a county, a city, a town and a village?	- Begin to suggest questions for investigating and use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Compare maps with aerial photographs - Collect and record evidence unaided and analyse evidence and
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aspects have changed over time To be able to plot the cities and countries on a map using the eight points of the compass, four and six figure grid references, symbols and a key	- Landmarks, Cities, Mountains, Rivers, Seaside resorts, land use - Population growth, Industrial Revolution, Development, Sub-urbanisation, Motor transport - Topological map, Three Peaks, Physical features, Climate, Temperate maritime, thematic map, eight point compass, north, south, east, west, north east, north west, south east, south west, four and six figure grid reference, sources, countries,	- How does the region of the Midlands compare to the region of the Highlands of Scotland? - How do you use a four figure grid reference to locate cities in the UK? - How do you use the eight points on a compass to locate regions in the UK? - What is a thematic map? What are they used for? - How do you use a four figure grid reference? Why is it useful? - How do symbols and keys help you to read a range of different maps? How do they help you to build your knowledge of the wider world? - What are the main difference in the land use between the different countries in the UK? (use a map)	draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life - Use the eight points of the compass, four figure grid references, symbols and a key to build knowledge of the UK and the wider world to read maps. - Use indices and contents pages in atlases
Place knowledge To understand geographical similarities and differences through the study of human and physical geography of a country in Europe and a region in Canada	Canada, North America, Europe, Italy, physical characteristics, Continents, country, ordinance survey, mountains, rivers, Alberta, region, physical characteristics, human characteristics, population, tourism, climate, weather, four and six figure grid references, indices, contents pages	<u>The differences and similarities between Italy and Canada</u> - Where are the countries of Canada and Italy? What are the geographical features (population, place on earth, climate, terrain) of both countries? - What are the similarities and differences between the Alberta region of Canada and Southern Italy? - What human and physical features are similar and different between the Alberta region of Canada and Southern Italy? - What human and physical features are similar and different between Ottawa and Rome?	- Begin to suggest questions for investigating and use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life - Begin to use atlases to find out about different features in the world e.g. the wettest. hottest or coldest places - Measure straight line distance on a plan

		• How do the climates compare between Canada and Italy? • What are indices and contents pages in an atlas and why are they useful?	• Select a map for a specific purpose (OS map to find local village in Canada.) • Find and recognise places on more than one scale e.g. major rivers or cities in Canada or Italy • Use and recognise OS map symbols • Compare maps with Ariel photos • Draw a plan view map with some accuracy
Physical and Human Geography • To be able to describe and understand types of land use, and trade links for food as well as the biomes and vegetation belts which determine where food is grown • To be able to use eight points of the compass, four and six figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world to read maps	• Biomes, vegetation, crops, land use, trade links, natural, organic, vegetarian, vegan, meat eater, fair trade, conditions, grow, straight line distance,	<u>Food around the world</u> • Where does our food come from? • What conditions determine where food is grown? • What is a trade link and why are they important? • Why is fair trade important? • How can you measure a straight line distance on a plan? Why is this useful? -	• Begin to suggest questions for investigating and use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record and analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life • To use eight points of the compass, four and six figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world to read maps • Use fieldwork to observe, record and present information about different types of food • Begin to draw thematic maps based on their own data about food • Draw a sketch map using symbols and a key

Year 6

Locational knowledge

- To identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere. The Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich meridian and time zones
- To be able to use eight points of the compass, four and six figure grid references, symbols and key to build their knowledge of the wider world .

- Globes, atlases, maps, latitude, longitude, hemisphere, equator, tropics, continents, Northern hemisphere, Southern hemisphere. The Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Prime/Greenwich meridian and time zones
- Biome, Coastal, Arid, Humid, Highlands, Endemic, Native
- Introduced
- Galapagos, Continent, Ocean, Climate, Wildlife, habitats, eight points compass, four and six figure grid reference,

The Galapagos Islands

- What is the difference between longitude and latitude?
- Where are the Tropics of Cancer and Capricorn?
- Where are the tropics and where are the coldest regions of the world?
- How do we determine time zones and what causes them?
- Where are the Galapagos Islands located? Can you talk about them position and climate using the lines on a world map.
- Why is it one of the most popular tourist destinations in the world?
- How can use a six figure grid reference, symbols and a compass help to build your knowledge of the UK and wider world and to read maps?

- Suggest questions for investigating
- Use primary and secondary sources of evidence in their investigations.
- Collect and record evidence unaided
- Use eight points of the compass, four and six figure grid references, symbols and key to build their knowledge of the wider world and to read maps
- Analyse evidence and draw conclusions from looking at maps and other evidence
- Begin to use 6 figure grid references; use longitude and latitude on atlas maps
- Use and recognise OS symbols and use atlas symbols
- Use OS maps
 - Follow a short route on an OS map. Describe features shown on an OS map.

Physical and Human Geography

- To be able to describe and understand key aspects of:, human geography including types of settlement and land use, economic activity and the use and distribution of natural resources including energy .

- Dam, Hydroelectricity, Renewable energy, Waterway, Turbine, Flood, Reservoir
- Chernobyl, Nuclear power, Fission
- Turbine, Disaster, Fallout, Radiation
- Energy, Renewable, Sustainable, Carbon emissions, Fossil fuels, Wind Turbine, Wind farm, Pollution, Wildlife, Nimbyism, Stakeholder

The world's natural resources and how this impacts on our use of energy

- What is fossil fuel and what are the positive and negatives about the use of fossil fuels for energy?
- What is the difference between renewable and non-renewable energy and can you name examples of each?
- What are the future prospects and possibilities for energy?
- How can solar energy impact the world today?

- Suggest questions for investigating
- Use primary and secondary sources of evidence in their investigations.
- Investigate places with more emphasis on the larger scale; contrasting and distant places
- Collect and record evidence unaided
- Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

	• Coal, Non-renewable, Canal, River • Waterway, Mines, Lock gates, Aqueduct • Greta Thornburg	• What is a thematic map and how can you create one based on data to energy provision in the UK? • Why would this be useful in today's climate?	• Use fieldwork to observe, record and present information about different types of fuel • Draw a variety of thematic maps based on their own data relating to energy provision in the UK
Physical and Human Geography Locational knowledge • To be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. The focus will be on theme parks around the world • To be able to describe and understand key aspects of: human geography including types of settlement and land use, economic activity and the use and distribution of natural resources including energy .	• America, North America, Florida, Australia, China, Asia, South Africa, Pakistan, Brazil, South America, United Kingdom, Human, Physical, City, Landscape, Land use Retail, residential, industrial business • climate, continent, vegetation, rivers, mountains, volcanoes, earthquakes theme parks complex maps	<u>Theme parks around the world</u> • What geographical physical and human features impact on where you will find theme parks? • What are the differences between theme parks in different parts of the world? Why? • What is the future for theme parks? • How can you create a map to show where theme parks are located in the world? •	• Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Locate places on a world map • Confidently use an atlas and identify significant places and environments • Use a scale to measure distances • Use maps and plans of different scales • Draw a plan of increasing complexity about where theme parks are located • Use an atlas to investigate places with more emphasis on the larger scale; contrasting and distant places, weather patterns etc • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it • Recognise world map as a flattened globe. • Draw a plan view map accurately