

National Curriculum Coverage: Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>KS1 statutory Location Name and locate the world's seven continents and five oceans</p>	<p>When: Spring 1 Literary canon link: The Snail and the Whale, by Julia Donaldson Focus: World Continent/ Ocean names</p> <p>KLIs:</p> <ul style="list-style-type: none"> • Locate and name the continents on a range of maps/ atlas' • Locate and name the Oceans on a range of maps • Use simple language to describe an ocean/ continent in relation to the UK/ other continents nearby. • Learn the climate zone and explain the weather in each. 					
<p>KS1 statutory Location Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>When: Spring 1 Literary canon link: The Snail and the Whale, by Julia Donaldson Focus: Four nations of the United Kingdom Characteristics which make up the four nations</p> <p>KLIs:</p> <ul style="list-style-type: none"> • Understand what a globe/ map is and how to use them. • Know and locate the four nations on a map • Know and locate the four seas surrounding the UK • Know the difference between the UK, British Isles and Great Britain 					

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	<ul style="list-style-type: none"> Recognise the flag and emblems of the four nations 					
<p>KS1 statutory Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>When: Summer 1 Literary canon link: The Jungle Book Rudyard Kipling: Abridged Ladybird Classics Focus: Comparison of place in the UK with a place in India Combined history/ geography study</p> <p>KLIs:</p> <ul style="list-style-type: none"> Locate both countries of study and identify continent. Study of UK focus human/ physical features Study of India human/ physical features 				<p>When: Autumn 1/ 2 Literary canon link: Mortal Engines, by Philip Reeve Foci: Comparison between London and East Sussex.</p> <p>KLIs:</p> <ul style="list-style-type: none"> Declarative knowledge used to clearly explain the location of Bromley/ East Sussex Locate four human features of London and consider how their use has changed over time e.g. undergrounds in WW1/ 2 Locate four human features of East Sussex and consider how their use has changed over time e.g. town halls Locate four physical features of London and consider their uses including Thames River. Locate four physical features of East Sussex and consider their uses including Thames Ouse. 	
<p>KS1 statutory Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p>When: Spring 2 Literary canon link: The Ice Trap, by Meredith Hooper Focus: Exploration of Ernest Shackleton of the Antarctic</p> <p>KLIs:</p> <ul style="list-style-type: none"> Identify the climate zone in Antarctica. 	<p>When: Spring 1/ 2 Literary canon link: Asha and the Spirit Bird, by Jasbinder Bilan Focus: Position and significance of focus country</p> <p>KLIs:</p>	<p>When: Spring 1/ 2, Summer 2 Literary canon link: Running on the Roof of the World, by Jess Butterworth Journey to Jo'burg, by Beverley Naidoo Focus: Position and significance of focus country</p> <p>KLIs:</p>	<p>When: Spring/ summer (secondary text) Literary canon link: Journey to the River Sea, by Eva Ibbotson Running wild, by Michael Morpurgo Focus: Position and significance of focus country</p>	<p>When: Spring1 Literary canon link: The Giver, by Lois Lowry Focus: Hemisphere location and significance.</p> <p>KLIs:</p> <ul style="list-style-type: none"> To identify Russia's location in the N Hemisphere

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		<ul style="list-style-type: none"> Weather in the Tundra Physical feature- Flora and fauna in the continent Big question- Why does nobody live in Antarctica? 	<ul style="list-style-type: none"> Recap on locational knowledge of Antarctic Understand and explain why the arctic may have similar time zone/ climate to Antarctica. Identify the hemisphere of focus country Describe location to equator and the effect on country's climate zone Identify and talk about distance from Greenwich Meridian and the effect on time zone 	<ul style="list-style-type: none"> Identify the hemisphere of focus country Describe location to equator and the effect on country's climate zone Identify and talk about distance from Greenwich Meridian and the effect on time zone 	KLIs: <ul style="list-style-type: none"> Identify the hemisphere of focus country Describe location to equator and the effect on country's climate zone Identify and talk about distance from Greenwich Meridian and the effect on time zone 	<ul style="list-style-type: none"> Describe the location to the equator and effect this has on its climate/ seasons. Comparison of Russia's location with the UK and how this effects our time zones/ seasons
KS1 statutory Human and Physical Geography Use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Linked terminology for all other units. Particular reference in year 1 to : Physical feature Sea Ocean Season Weather City Town Forest House Farm Harbour shop	Linked terminology for all other units. Particular reference in year 2 to: Physical feature Human feature Beach Cliff Coast Hill Mountain Sea Ocean River Soil Valley Vegetation Village	Literary canon link: Asha and the Spirit Bird, by Jasbinder Bilan Focus: Physical geography- Fold Mountains/ Shield volcano KLIs: <ul style="list-style-type: none"> To understand the features of a mountain To draw a diagram with the main features of a mountain To identify and explain how a fold mountain occurs (earthquake) and relate this knowledge to the Himalayas 	Literary canon link: Running on the Roof of the World, by Jess Butterworth Focus: Physical geography- Earthquakes KLIs: <ul style="list-style-type: none"> To understand what tectonic plates are To identify why earthquakes, happen and draw a diagram with main features including, focus, epicentre and fault line To explain the main effects to the physical environment of earthquakes using photos and the Richter scale To explain the human effects of an earthquake using source photos/ videos and the Mercalli scale 	Literary canon link: Running Wild, by Michael Morpurgo Focus: Climate zones, Features and effects of a stratovolcano/ composite volcano KLIs: <ul style="list-style-type: none"> Recap tectonic plates Draw a diagram of composite volcano with labelled main features Understand when/ how a composite volcano forms Explain how the physical landscape is changed by a volcano by using photos and close read Case study- Krakatoa and the human/ physical effects of the volcano. (Refer to the volcano making the 	When: Spring 1 Literary Canon link: The Giver, by Lois Lowry Foci: Declarative locational knowledge, Russia's Volga River. KLIs: <ul style="list-style-type: none"> Identify Russia on a variation of map/ atlas/ globes showing different information. Explain with clarity the location of Russia relating to hemisphere/ climate zone and location in relation to the UK. Understand the variation of biomes and vegetation belts in Russia. Declarative knowledge on human characteristics e.g. flag, language spoken, religion, population, immigration/ migration, GDP Declarative knowledge for physical characteristics by

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					loudest noise in the world	<p>identification of at least 5 physical features including dense forest and rivers.</p> <p>When: Spring1</p> <p>Literary canon link: The Giver, by Lois Lowry</p> <p>Focus: The course of a river from source to mouth</p> <p>KLIs:</p> <ul style="list-style-type: none"> • To explain in basic terms how that the water cycle is the journey water takes, from land to the sky and back again • To explain and describe the key features of a river (upper, middle and lower courses) • To draw a diagram of a river with main features labelled • To understand the process of erosion and deposition; as well as its effect on the three courses <p>Consider the impact of erosion and deposition on the landscape surrounding the Volga River</p>
<p>KS1 statutory Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>When: Spring 1/2 Literary canon link: The Snail and the Whale, by Julia Donaldson Focus: World Continent/ Ocean names KLIs:</p> <ul style="list-style-type: none"> • Locate and name the continents on a range of maps/ atlas' / globes. 					
<p>KS1 statutory Geographical skills and fieldwork Use simple compass directions (North, South, East and West)</p>	<p>When: Swimming lessons Literary Canon Link:</p>					

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and locational and directional language, to describe the location of features and routes on a map	<p>The Snail and the Whale, by Julia Donaldson/ The Hodgeheg</p> <p>Focus: map skills</p> <p>KLIs:</p> <ul style="list-style-type: none"> Follow a simple map on the way to swimming lessons. <i>Possibility of leaving school early to navigate using map/ compass. Have lunch at The Pavilion?</i> Use of a compass Use of a map to help direct us to swimming lessons Possible English link: Writing direction to swimming using directional language. 					
<p>KS1 statutory Geographical skills and fieldwork</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>When: Autumn 1</p> <p>Literary canon Link: Katie in London, by James Mayhew</p> <p>Focus: Geographical skills</p> <p>KLIs</p> <ul style="list-style-type: none"> Use aerial photos to recognise landmarks in Bromley. 	<p>When: Spring1/ 2</p> <p>Literary canon Link: Ice Trap, Meredith Hooper</p> <p>Focus: Geographical skills</p> <p>KLIs</p> <ul style="list-style-type: none"> Draw a map of Shackleton's journey including a basic key Use aerial pictures to find locations spoken about in the book e.g. Stromness Whaling Station. 		<p>When: Spring</p> <p>Literary canon link: Running on the roof of the World, by Jess Butterworth</p> <p>Focus: Using digital mapping/ ICT programs to explore and locate the country of focus.</p> <p>KLIs:</p> <ul style="list-style-type: none"> Locate the country of focus using OS maps/ digital maps Find physical/ human main features and describe. 		<p>When: Spring</p> <p>Literary canon link: The Giver, by Lois Lowry</p> <p>Focus: Using digital mapping/ ICT programs to explore and locate the country of focus.</p> <p>KLIs:</p> <ul style="list-style-type: none"> Locate the country of focus using OS maps/ digital maps Find physical/ human main features. Describe and compare to UK landmarks Use Airpano to help with comparison
<p>KS1 statutory Geographical skills and fieldwork</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>	<p>When: Autumn 1</p> <p>Literary canon link: Katie in London, by James Mayhew</p> <p>Focus: understanding our immediate surroundings.</p> <p>KLIs:</p> <ul style="list-style-type: none"> Identify school on a map 		<p>When: Summer</p> <p>Literary canon link: Beowulf by, <i>Michael Morpurgo</i></p> <p>Focus: Map skills in a rural area: Hailsham</p>		<p>When: Autumn 1/ 2</p> <p>Literary canon link: Mortal Engines, by Phillip Reeve</p> <p>Focus: Map skills in an urban area</p>	

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of its surrounding environment.	<ul style="list-style-type: none"> Notice local POI e.g. woodland, library, train station, shopping centre. Talk about the school and its surroundings using simple directional language. 		KLIs: <ul style="list-style-type: none"> Identify human/ physical features in East Sussex Use source pictures/ maps to locate identified features whilst in chosen location Take sketches of identified locations Compare sketches with source pictures to discuss differences to physical features (beach wall, groins erected) and human features (acid rain damage, erosion, leisure area closed due to lack of tourists). 		KLIs: <ul style="list-style-type: none"> Identify human/ physical features in London Use source pictures/ maps, (6-digit grid reference) to locate identified features whilst in chosen location Take sketches of identified locations Compare sketches with source pictures to discuss differences to physical features and the effect on human/ physical surroundings. 	
Key Stage 2						
KS2 statutory Locational knowledge 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.	When: Summer 1 Literary canon link: Paddington Bear, by Michael Bond Focus: Comparison of London/ Bromley with Peru/ San Miguel KLIs: <ul style="list-style-type: none"> Locate both countries of study and identify continent. Study of London human/ physical features – Paddington on a journey Study of Peru human/ physical features- Paddington's grandparents on a journey 				When: Spring 1&2 Literary canon link: Journey to the River Sea, by Eva Ibbotson Foci: Declarative knowledge on location of South America, the Amazon in Brazil. KLIs: <ul style="list-style-type: none"> Locational knowledge on South America including Brazil and the countries surrounding it To identify South America/ Brazil on a range of maps/ atlas/ globes To identify the physical and human features of Brazil on a map. Declarative knowledge on human geography e.g. flag, language spoken, 	When: Spring 1 Literary Canon link: The Giver, by Lois Lowry Foci: Declarative locational knowledge, Russia's Volga River. KLIs: <ul style="list-style-type: none"> Identify Russia on a variation of map/ atlas/ globes showing different information. Explain with clarity the location of Russia relating to hemisphere/ climate zone and location in relation to the UK. Understand the variation of biomes and vegetation belts in Russia. Declarative knowledge on human characteristics e.g. flag, language spoken, religion, population,

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					religion, population, immigration/ migration, GDP. <ul style="list-style-type: none"> Being able to identify at least 4 physical features on a map including dense forest. 	immigration/ migration, GDP <ul style="list-style-type: none"> Declarative knowledge for physical characteristics by identification of at least 5 physical features including dense forest and rivers.
KS2 statutory Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	When: Autumn 1 Literary canon link: Katie in London, by James Mayhew Focus: Four nations of the United Kingdom Characteristics which make up the four nations KLIs: <ul style="list-style-type: none"> Know and locate the four nations on a map Know and locate the four seas surrounding the UK Know the difference between the UK, British Isles and Great Britain Recognise the flag and emblems of the four nations 				When: Autumn 1/ 2 Literary canon link: Mortal Engines, by Philip Reeve Focus: Comparison between London and East Sussex. KLIs: <ul style="list-style-type: none"> Declarative knowledge used to clearly explain the location of Bromley/ East Sussex Locate four human features of London and consider how their use has changed over time e.g. undergrounds in WW1/ 2 Locate four human features of East Sussex and consider how their use has changed over time e.g. town halls Locate four physical features of London and consider their uses including Thames River. Locate four physical features of East Sussex and consider their uses including Thames Ouse. 	
KS2 statutory Locational Knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern		When: Spring 1/2 Literary canon link: The Ice Trap, by Meredith Hooper Focus:	When: Spring 1/ 2 Literary canon link: Asha and the Spirit Bird, by Jasbinder Bilan Focus:	When: Spring 1/ 2, Summer 2 Literary canon link: Running on the Roof of the World, by Jess Butterworth	When: Spring/ Summer (secondary text) Literary canon link: Journey to the River Sea, by Eva Ibbotson	When: Spring1 Literary canon link: The Giver, by Lois Lowry Focus:

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Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		<p>Exploration of Ernest Shackleton of the Antarctic</p> <p>KLIs:</p> <ul style="list-style-type: none"> Identify the climate zone in Antarctica. Weather in the Tundra Physical feature- Flora and fauna in the continent Big question- Why does nobody live in Antarctica? 	<p>Position and significance of focus country</p> <p>KLIs:</p> <ul style="list-style-type: none"> Recap on locational knowledge of Antarctic Understand and explain why the arctic may have similar time zone/ climate to Antarctica. Identify the hemisphere of focus country. Describe location to equator and the effect on country's climate zone Identify and talk about distance from Greenwich Meridian and the effect on time zone 	<p>Journey to Jo'burg, by Beverley Naidoo</p> <p>Focus: Position and significance of focus country</p> <p>KLIs:</p> <ul style="list-style-type: none"> Identify the hemisphere of focus country Describe location to equator and the effect on country's climate zone Identify and talk about distance from Greenwich Meridian and the effect on time zone 	<p>Running wild, by Michael Morpurgo</p> <p>Focus: Position and significance of focus country</p> <p>KLIs:</p> <ul style="list-style-type: none"> Identify the hemisphere of focus country Describe location to equator and the effect on country's climate zone Identify and talk about distance from Greenwich Meridian and the effect on time zone 	<p>Hemisphere location and significance.</p> <p>KLIs:</p> <ul style="list-style-type: none"> To identify Russia's location in the N Hemisphere Describe the location to the equator and effect this has on its climate/ seasons. Comparison of Russia's location with the UK and how this effects our time zones/ seasons
<p>KS2 statutory Place knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>When: Summer 1</p> <p>Literary canon link: Paddington Bear, by Michael Bond</p> <p>Focus: Comparison of London/ Bromley with Peru</p> <p>KLIs:</p> <ul style="list-style-type: none"> Locate both countries of study and identify continent. Study of London human/ physical features – Paddington on a journey Study of Peru human/ physical features- Paddington's grandparents on a journey 				<p>When: Spring/ Autumn</p> <p>Literary canon link: Journey to the River Sea, by Eva Ibbotson Mortal Engines by, Phillip Reeve</p> <p>Focus: Human and Physical geography of Brazil/ UK</p> <p>KLIs:</p> <ul style="list-style-type: none"> Explain the human geography of Brazil e.g. flag, language spoken, religion, population, immigration/ migration, GDP. Explain the physical geography of Brazil e.g. Amazon To compare the similarities and differences between the physical/ human features of Brazil 	<p>When: Spring 1</p> <p>Literary canon link: The Giver by, Lois Lowry</p> <p>Focus: Similarities and differences in human/ physical geography between Uk and Russia</p> <p>KLIs</p> <ul style="list-style-type: none"> Identify and explain human geography of Russia including, flag, language spoken, religion, population, immigration/ migration, GDP. Explain the similarities and differences for human/ physical geography and factors which may affect these e.g. difference in GDP of each country

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					with the UK (in the summer term)	
<p>KS2 statutory Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>			<p>When: Spring 1 Literary canon link: Asha and the Spirit Bird, by Jasbinder Bilan Focus: Physical geography- Fold Mountains/ Shield volcano</p> <p>KLIs:</p> <ul style="list-style-type: none"> To understand the features of a mountain To draw a diagram with the main features of a mountain To identify and explain how a fold mountain occurs (earthquake) and relate this knowledge to the Himalayas 	<p>When: Spring 1 Literary canon link: Running on the Roof of the World, by Jess Butterworth Focus: Physical geography- Earthquakes</p> <p>KLIs:</p> <ul style="list-style-type: none"> To understand what tectonic plates are To identify why earthquakes happen and draw a diagram with main features including, focus, epicentre and fault line To explain the main effects to the physical environment of earthquakes using photos and the Richter scale To explain the human effects of an earthquake using source photos/ videos and the Mercalli scale 	<p>When: Summer Literary canon link: Running Wild, by Michael Morpurgo Focus: Climate zones, Features and effects of a stratovolcano/ composite volcano</p> <p>KLIs:</p> <ul style="list-style-type: none"> Recap tectonic plates Draw a diagram of composite volcano with labelled main features Understand when/ how a composite volcano forms Explain how the physical landscape is changed by a volcano by using photos and close read Case study- Krakatoa and the human/ physical effects of the volcano. (Refer to the volcano making the loudest noise in the world) 	<p>When: Spring1 Literary canon link: The Giver, by Lois Lowry Focus: The course of a river from source to mouth</p> <p>KLIs:</p> <ul style="list-style-type: none"> To explain in basic terms how that the water cycle is the journey water takes, from land to the sky and back again To explain and describe the key features of a river (upper, middle and lower courses) To draw a diagram of a river with main features labelled To understand the process of erosion and deposition; as well as its effect on the three courses Consider the impact of erosion and deposition on the landscape surrounding the Volga River
<p>KS2 statutory Human and physical geography Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>					<p>When: 1. Spring- distribution of natural resources 2. Autumn- settlements</p> <p>Literary canon link: 1. Journey to the River Sea, by Eva Ibbotson 2. Mortal Engines</p>	<p>When: Spring1 Literary canon link: The Giver, by Lois Lowry Focus: Economic activity including trade links on the Volga river</p> <p>KLIs:</p>

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					<p>Focus:</p> <p>1. Impacts of using natural resources including energy, food, mineral and water</p> <p>2. Types of settlement</p> <p>KLIs: 1. (distribution of natural resources)</p> <ul style="list-style-type: none"> • Research the natural resources provided by the Amazon Rainforest and how they are used. • Describe how resources e.g. medical ingredients/ food/ wood are distributed around the world. • Consider the advantages and disadvantages of distribution of the Amazon resources <p>KLIs: 2. (types of settlement)</p> <ul style="list-style-type: none"> • Understand the definition of a settlement and locate types within area of foci: London/ East Sussex • Draw features of an urban/ rural settlement and label • Consider factors that make a settlement suitable e.g. water, food source, electric, healthcare... • Compare land use in different settlements • Create a leaflet to explain the similarities and differences of different settlements and how this is an advantage / disadvantage to 	<ul style="list-style-type: none"> • Research how the Volga River has been used for trade in the past? How it is used today? • What products does Russia trade? Where do they go? • How does Russia's trade effect their GDP?

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					communities living there	
<p>KS2 statutory Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>When: Spring 1/2 Literary canon link: The Snail and the Whale, by Julia Donaldson Focus: World Continent/ Ocean names</p> <p>KLIs: Locate and name the continents on a range of maps/ atlas'/ globes.</p>			<p>When: Spring Literary canon link: Running on the roof of the World, by Jess Butterworth Focus: Using digital mapping/ ICT programs to explore and locate the country of focus.</p> <p>KLIs:</p> <ul style="list-style-type: none"> Locate the country of focus using OS maps/ digital maps Find physical/ human main features and describe. 		<p>When: Spring Literary canon link: The Giver, by Lois Lowry Focus: Using digital mapping/ ICT programs to explore and locate the country of focus.</p> <p>KLIs:</p> <ul style="list-style-type: none"> Locate the country of focus using OS maps/ digital maps Find physical/ human main features. Describe and compare to UK landmarks Use Airpano to help with comparison
<p>KS2 statutory Geographical skills and fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>			<p>When: Summer Literary canon link: Beowulf by, <i>Michael Morpurgo</i> Focus: Map skills in a rural area: Hailsham</p> <p>KLIs:</p> <ul style="list-style-type: none"> To use an OS map to navigate to POI e.g. a pier using map skills. Start to use 4-digit grid references to talk about locations Complete an orienteering activity using compasses and maps to find set locations (treasure hunt in Hailsham) 		<p>When: Autumn Literary canon link: Mortal Engine, by Phillip Reeve Focus: Map skills in an urban area</p> <p>KLIs:</p> <ul style="list-style-type: none"> To use an OS map to navigate a list of given locations in London with a 6-digit grid reference. Navigate through London to find given locations using a map and compass 	
<p>KS2 statutory Geographical skills and fieldwork Use fieldwork to observe, measure, record and present the human and physical</p>			<p>When: Summer Literary canon link: Beowulf by, <i>Michael Morpurgo</i> Focus:</p>		<p>When: Autumn Literary canon link: Mortal Engines, by Phillip Reeve Focus:</p>	

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features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			<p>Map skills in a rural area: Hailsham</p> <p>KLIs:</p> <ul style="list-style-type: none"> • Identify human/ physical features in East Sussex • Use source pictures/ maps to locate identified features whilst in chosen location • Take sketches of identified locations • Compare sketches with source pictures to discuss differences to physical features (beach wall, groins erected) and human features (acid rain damage, erosion, leisure area closed due to lack of tourists). 		<p>Map skills in an urban area</p> <p>KLIs:</p> <ul style="list-style-type: none"> • Identify human/ physical features in London • Use source pictures/ maps, (6-digit grid reference) to locate identified features whilst in chosen location • Take sketches of identified locations • Compare sketches with source pictures to discuss differences to physical features and the effect on human/ physical surroundings. 	