



## THE ARUN VILLAGES FEDERATION

*Enabling every child to thrive and succeed*

### Threshold Concepts Map in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical enquiry</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher led enquiries, to ask and respond to simple closed questions.</li> <li><input type="checkbox"/> Use information books/pictures as sources of information.</li> <li><input type="checkbox"/> Investigate their surroundings</li> <li><input type="checkbox"/> Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li><input type="checkbox"/> Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li><input type="checkbox"/> Investigate their surroundings</li> <li><input type="checkbox"/> Make appropriate observations about why things happen.</li> <li><input type="checkbox"/> Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to ask/initiate geographical questions.</li> <li><input type="checkbox"/> Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li><input type="checkbox"/> Investigate places and themes at more than one scale</li> <li><input type="checkbox"/> Begin to collect and record evidence</li> <li><input type="checkbox"/> Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and respond to questions and offer their own ideas.</li> <li><input type="checkbox"/> Extend to satellite images, aerial photographs</li> <li><input type="checkbox"/> Investigate places and themes at more than one scale</li> <li><input type="checkbox"/> Collect and record evidence with some aid</li> <li><input type="checkbox"/> Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to suggest questions for investigating</li> <li><input type="checkbox"/> Begin to use primary and secondary sources of evidence in their investigations.</li> <li><input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li><input type="checkbox"/> Collect and record evidence unaided</li> <li><input type="checkbox"/> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Suggest questions for investigating</li> <li><input type="checkbox"/> Use primary and secondary sources of evidence in their investigations.</li> <li><input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li><input type="checkbox"/> Collect and record evidence unaided</li> <li><input type="checkbox"/> 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</li> </ul>
<b>Direction/Location</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow directions (as Yr 1 and inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 4 compass points to follow/give directions</li> <li><input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 4 compass points well:</li> <li><input type="checkbox"/> Begin to use 8 compass points;</li> <li><input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 8 compass points;</li> <li><input type="checkbox"/> Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use 8 compass points confidently and accurately;</li> <li><input type="checkbox"/> Use 4 figure co-ordinates confidently to locate features on a map.</li> <li><input type="checkbox"/> Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing maps</b>	<input type="checkbox"/> Draw picture maps of imaginary places and from stories.	<input type="checkbox"/> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	<input type="checkbox"/> Try to make a map of a short route experienced, with features in correct order; <input type="checkbox"/> Try to make a simple scale drawing.	<input type="checkbox"/> Make a map of a short route experienced, with features in correct order; <input type="checkbox"/> Make a simple scale drawing.	<input type="checkbox"/> Begin to draw a variety of thematic maps based on their own data.	<input type="checkbox"/> Draw a variety of thematic maps based on their own data. <input type="checkbox"/> Begin to draw plans of increasing complexity.
<b>Representation</b>	<input type="checkbox"/> Use own symbols on imaginary map.	<input type="checkbox"/> Begin to understand the need for a key. <input type="checkbox"/> Use class agreed symbols to make a simple key.	<input type="checkbox"/> Know why a key is needed. <input type="checkbox"/> Use standard symbols.	<input type="checkbox"/> Know why a key is needed. <input type="checkbox"/> Begin to recognise symbols on an OS map.	<input type="checkbox"/> Draw a sketch map using symbols and a key; <input type="checkbox"/> Use/recognise OS map symbols.	<input type="checkbox"/> Use/recognise OS map symbols; <input type="checkbox"/> Use atlas symbols.
<b>Using maps</b>	<input type="checkbox"/> Use a simple picture map to move around, e.g. within school or local area; <input type="checkbox"/> Recognise that it is about a place.	<input type="checkbox"/> Follow a route on a map. <input type="checkbox"/> Use a plan view. <input type="checkbox"/> Use an infant atlas to locate places.	<input type="checkbox"/> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	<input type="checkbox"/> Locate places on large scale maps, (e.g. Find UK or India on globe) <input type="checkbox"/> Follow a route on a large scale map.	<input type="checkbox"/> Compare maps with aerial photographs. <input type="checkbox"/> Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) <input type="checkbox"/> Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	<input type="checkbox"/> Follow a short route on an OS map. Describe features shown on OS map. <input type="checkbox"/> Locate places on a world map. <input type="checkbox"/> Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
<b>Scale/Distance</b>	<input type="checkbox"/> Use relative vocabulary (e.g. bigger/smaller, like/dislike)	<input type="checkbox"/> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	<input type="checkbox"/> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	<input type="checkbox"/> Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	<input type="checkbox"/> Measure straight line distance on a plan. <input type="checkbox"/> Find/recognise places on maps of different scales. E.g. river Nile)	<input type="checkbox"/> Use a scale to measure distances. <input type="checkbox"/> Draw/use maps and plans at a range of scales.
<b>Perspective</b>	<input type="checkbox"/> Draw around objects to make a plan.	<input type="checkbox"/> Look down on objects to make a plan view map.	<input type="checkbox"/> Begin to draw a sketch map from a high view point.	<input type="checkbox"/> Draw a sketch map from a high view point.	<input type="checkbox"/> Draw a plan view map with some accuracy.	<input type="checkbox"/> Draw a plan view map accurately.
<b>Map knowledge</b>	<input type="checkbox"/> Learn names of some places within/around the UK. E.g. Home town, cities,	<input type="checkbox"/> Locate and name on UK map	<input type="checkbox"/> Begin to identify points on maps A,B and C	<input type="checkbox"/> Begin to identify significant places and environments	<input type="checkbox"/> Identify significant places and environments	<input type="checkbox"/> Confidently identify significant

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	countries e.g. Wales, France.	major features e.g. London, River Thames, home location, seas.				places and environments
<b>Style of map</b>	<input type="checkbox"/> Picture maps and globes	<input type="checkbox"/> Find land/sea on globe. <input type="checkbox"/> Use teacher drawn base maps. <input type="checkbox"/> Use large scale OS maps. <input type="checkbox"/> Use an infant atlas	<input type="checkbox"/> Use large scale OS maps. <input type="checkbox"/> Begin to use map sites on internet. <input type="checkbox"/> Begin to use junior atlases. <input type="checkbox"/> Begin to identify features on aerial oblique photographs.	<input type="checkbox"/> Use large and medium scale OS maps. <input type="checkbox"/> Use junior atlases. <input type="checkbox"/> Use map sites on internet. <input type="checkbox"/> Identify features on aerial/oblique photographs.	<input type="checkbox"/> Use index and contents page within atlases. <input type="checkbox"/> Use medium scale land ranger OS maps.	<input type="checkbox"/> Use OS maps. <input type="checkbox"/> Confidently use an atlas. <input type="checkbox"/> Recognise world map as a flattened globe.

### Progression in Vocabulary

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
animals beach building city Countryside desert England farm festivals flag forest globe hill house journey lake land language local map mountain park path people place pond rainforest river road sea seasons	autumn building beach capital city castle church city cloud clothes cliff coast cold compass country countryside desert equator farm forest freezing frosty ground hot island local area map misty month office place people	adapt atlas beach cliff coast compass continent diagram desert east England Europe facilities farm forest globe habitat harbour hill human island Ireland local area man-made maps mountain north oceans office people photograph	atlases capital cities climate zones compass contents destination east European countries famous volcanoes human features index landscape land use locality map index Mediterranean mountain range north east north west Northern Hemisphere Ordnance Survey settlement physical feature Pompeii	aerial photograph aftershock ash cloud atlas avalanche British Isles cities compass - 8 points locality dormant earthquake economic activity eruption European Union globe Great Britain human features island key maps measure Ordnance Survey physical features rainfall survey	aerial photograph Amazon Arctic Circle climate countries distance economical features Europe fieldwork graph human features itinerary journey land use locality maps mountain regions Ordnance Survey physical features river bank sketches source symbols water cycle	aerial photographs Antarctic circle Arctic Circle biomes climate zones distribution energy food human features locality measurements minerals national resources Ordnance Survey physical features scale symbols settlements time zones Tropics: Cancer & Capricorn vegetation belts

### Geography Learning Challenges for Higher Achievers

	<b>Geographical Enquiry</b>	<b>Physical Geography</b>	<b>Human Geography</b>
<b>Year 1</b>	<p>What do you like or dislike about your locality?                      Why might people want to visit their locality?                      Find about..... in your locality? Which resources could you use apart from a book or picture?                      Think of three questions about the weather in your locality.                      Develop a weather chart for your locality.                      Make plausible predictions about what the weather may be like for the rest of the week in your locality.</p>	<p>Compare a hot and cold place – what are the differences?                      Describe a locality using words and pictures.                      How does the weather change each season? Create a visual representation.                      Name the key features associated with a town or villages e.g. 'church', 'farm', 'shop', 'house'? Sort the key features to show which would be more likely in a town or a village.</p>	<p>How might the lives of people who live in hot places be different to people who live in cold places?                      Explain why people would wear different clothes at different times of the year.                      Think of as many different jobs that people living in your local area might do. Why might that be?</p>
<b>Year 2</b>	<p>Compare your locality to somewhere you have visited. How are they different?                      Find out about your locality by asking a range of people questions. How does what they say differ?                      Find out about a similar place to your locality by using different sources of evidence.                      How is the weather different in different places in the UK? Create a weather chart for two different places in the UK.</p>	<p>In your locality, what are some physical features that make your locality special? Why are they special or of interest?                      Find out about and describe some physical features which are in the wider local area.                      Create a map of your wider local area showing some special physical features. Use a simple key with some different key symbols from your agreed class symbols.                      Compare and contrast your locality's features to somewhere different in the UK.</p>	<p>Describe some human features of their own locality. How are they different to physical features?                      How are the jobs people do in your area different to the jobs people may do in other areas in the UK? Why might this be?                      Do you think that people ever spoil an area? How?                      Do you think that people try to make the area better? How?                      How would you try to improve your local area?                      Explain what facilities a town or village might need.                      Can you explain how the weather affects different people in your locality?</p>
<b>Year 3</b>	<p>Describe a place using geographical words.                      Using a map and its key, identify key features of a locality.                      Locate features on a map using 4 figure grid references.</p>	<p>Describe how some physical features, such as mountains and volcanoes are formed.                      How do weather or climatic phenomenon happen, for example, an earthquake, a tornado, etc.?</p>	<p>How might a physical event, e.g. a volcano or earthquake, have an impact on people's lives and human features in an area?</p>

	<p>Create a chart to explain some basic OS map symbols.</p> <p>How long would it take to get to a given destination in the UK taking account of different modes the mode of transport?</p>	<p>Identify a place in a different country and describe its physical features using geographical words. How does it differ to your locality in England?</p> <p>Having identified N, S, E, and W on a map, refine the location of physical features using the points of the compass NE, SE, SW, NW.</p>	<p>Explain why a locality has certain human features. Why might a place have developed and changed over a period of time?</p> <p>Identify a place in a different country and explore how the lives of people living there would be different from their own.</p>
<b>Year 4</b>	<p>Using different sources of evidence, carry out a survey to discover features of the main cities in your county and a neighbouring county.</p> <p>Using an aerial photograph of a place, create and label the same features on a map.</p> <p>Using a map of Great Britain, plan a journey to a place in each of the four countries, accurately calculating distance (in km and miles) and a route. How do meteorologists accurately measure wind speed, rainfall and temperature? Can you set up a way to do this in your school?</p>	<p>Describe the main features of major cities in the UK. What is similar and what is different? Can you explain why this is?</p> <p>Identify the main physical differences between cities and villages. Using appropriate symbols to represent different physical features create map to show the differences of a city and a village in your local area.</p> <p>Explain how a locality has changed over time with reference to physical features. Suggest why this has happened.</p>	<p>Why are people attracted to live in cities? Why are people attracted to live in villages? Can you explain why people may choose to live in a village rather than a city?</p> <p>Explain how a locality has changed over time with reference to human features. Suggest why this has happened.</p> <p>Explore a local environmental issue. How many different views about it can you find? What is your view?</p> <p>How are people trying to manage their environment?</p> <p>Suggest different ways that a locality could be changed and improved.</p>
<b>Year 5</b>	<p>Using a range of sources of evidence, collect information about a place and use it in a report for children in Key Stage 1.</p> <p>Plan a journey to a place in another part of the world, taking account of distance and time? Work out how distance and time may change dependent on the mode of transport.</p> <p>Plan an accurate holiday itinerary to another part of the world. How can you use maps and information to create an itinerary?</p>	<p>Identify major cities of the world that are situated by/on/beside certain physical features, e.g. rivers, the coast, volcano, etc.</p> <p>Explain how the physical feature has been central to the development of the city. Is the physical feature still significant?</p> <p>Explain how a location fits into its wider geographical location with reference to physical features.</p> <p>Explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.</p>	<p>Explain why people are attracted to live in places influenced by certain human features. Does age, gender or ethnicity influence choices? What human features would attract you to live in a place and why?</p> <p>Explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p>Investigate and report on ways in which humans have both improved and damaged the environment of a particular location.</p>
<b>Year 6</b>	<p>Use maps with a range of scales and explain why a particular scale has been used for a particular map.</p> <p>Use maps, aerial photos, plans and web resources to describe what a locality or might be like. Define geographical questions to guide their research.</p>	<p>Create an extended description of the physical features of different places around the world. How are the physical features affected by human features in an area?</p> <p>Compare and contrast the places, identifying how climatic and environmental factors affect the physical features.</p> <p>Can they accurately use a 4 figure grid reference?</p>	<p>Create an extended description of the human features of different places around the world. How are human features affected by physical features in an area?</p>

	<p>Choose the best way to present and show information collected to answers defined geographical questions.</p>	<p>Investigate time zones and how they may affect an extended journey around a continent.</p> <p>What does the term 'sustainable development' mean? Explain it using a particular geographical context.</p>	<p>Compare and contrast the places, identifying how climatic and environmental factors affect the human features.</p> <p>Explain how human activity has caused an environment to change significantly. What is the impact of this on the world as a whole?</p> <p>Analyse population data on two settlements and report on findings and questions raised.</p>
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