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| **LOWER PRIMARY**  *The aim is for children at this stage to begin to make sense of the world and how they belong. This atlas will feed children’s curiosity and develop their knowledge and skills about people and places, and how they interact.* | | | |
| **Locational knowledge** | **General geographical knowledge, position and significance, UK and Global** | | |
| **All** children will:   * *know that an atlas uses maps and selected information to help us learn more about the world;* * *know the four compass points NSEW;* * *be able to name, locate and identify the countries and capitals of the UK;* * *know where in the world the North and South Poles and Equator are.* | **Most** children will:   * *know what a continent is and that they live in Europe. be able to identify, name and locate 7 continents;* * *be able to name, locate and identify 5 oceans;* * *be able to name, locate and identify the seas surrounding the UK.* | **Some** children will also:   * *know the location of the N. & S. hemispheres, Tropics of Cancer & Capricorn, Arctic and Antarctic Circles;* * *be able to identify lines of latitude and longitude* * *know 8 Compass points;* * *locate and name several of the world's countries, including Russia;* * *be able to use map and images to identify some of the key human and physical features and characteristics of places in the UK and elsewhere.* |
| **Understanding place** | **Simple comparisons and contexts** | | |
| **All** children will be able to:   * *use an atlas to find and talk about where they live in the UK;* * *identify different types of place, e.g. where people live.* * *identify and name some seasonal weather patterns* * *identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles.* | **Most** children will be able to:   * *describe and compare places near the Equator and at the poles;* * *use evidence to compare places at a local scale (e.g. where they live and another place at a similar scale in a non-European country);* * *recognise and describe simple patterns e.g. locations of settlements, deserts, ice caps; migration routes, transport links;* * *talk about how people can make places better and how we might care for environments.* | **Some** children will also be able to:   * *identify and compare some different climate zones, biomes and vegetation belts and make links with human activity e.g. farming;* * *locate and describe some major rivers, mountains and bodies of water and make links with human activity e.g. settlement;* * *comment on simple patterns and begin to make links between physical landscapes and human activity;* * *recognise that human actions impact on the environment in different ways.* |
| **Enquiry and Skills** | **Developing enquiry, mapping, fieldwork, vocabulary and critical thinking** | | |
| **All** children will be able to:   * *use some appropriate geographical vocabulary to recognise and identify places and their features at different scales;* * *begin to ask, and answer some questions, about places and what happens there.* | **Most** children will be able to:   * *use appropriate geographical vocabulary to describe a range of features and places;* * *investigate and compare places at a local scale;* * *begin to notice, and ask questions, about simple patterns and processes;* * *begin to interpret places using simple symbols, keys and diagrams;* * *search for information e.g. using an atlas index.* | **Some** children will also be able to:   * *explain why location matters and why some places are like they are;* * *investigate and record spatial information (e.g., distances, the comparative size of different locations);* * *ask a range of questions about places and processes;* * *confidently search for, and question information;* * *Make predictions about how some places might change in the future and talk about their preferences.* |

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| **UPPER PRIMARY**  *Aim: Children will use the atlas, including maps, images, activities and supporting information, in order to make sense of the world around them.*  *This will include a critical reflection on the material they are using, and on the choices about what such an atlas includes or omits*  *… and how it offers a more or less credible and balanced vision of the world.* | | | |
| **Locational knowledge** | **General geographical knowledge, position and significance, UK and Global** | | |
| **All** children will *be able to*:   * *identify the location of, describe and offer simple explanations for some key human and physical features of a variety of places (e.g. in the UK or another place they have studied);* * *investigate and record spatial information (e.g., distances, the comparative size of different locations);* * *ask a range of questions about places and processes that use geographical vocabulary and draw on prior knowledge of the world.* | **Most** children will be able to:   * *use maps and images to identify a range of significant human and physical features in the local area, the UK and around the world, offering explanations for them;* * *use appropriate Geographical conventions and terminology in the context of using and interpreting maps, so as to make sense of the world (e.g., spatial and locational language, and conventions such as longitude, latitude, the Tropics and the Prime Meridian);* * *be able to provide ideas and questions about how maps and other information sources are used to represent the world in more or less adequate or inclusive ways.* | **Some** children will also *be able to*:   * *use maps and images to identify a wide range of significant human and physical features in the local area, the UK and around the world, offering detailed explanations for them;* * *use appropriate Geographical conventions and terminology in the context of using and interpreting maps, so as to make sense of the world, and provide ideas about ways in which such terms and terminology are used;* * *provide and evidence ideas, and investigate questions, about how maps and other information sources are used to represent the world in more or less adequate or inclusive ways, and some of the choices involved in trying to represent the world.* |
| **Understanding place** | **Simple comparisons and context** | | |
| **All** children will be able to:   * *identify and compare some different climate zones, biomes and vegetation belts and make links with human activity e.g. farming;* * *locate and describe some major rivers, mountains and bodies of water and make links with human activity e.g. settlement;* * *begin to make links and comment on simple patterns and interactions between physical landscapes and human activity;* * *recognise that human actions impact on the environment in different ways.* | **Most** children will be able to:   * *investigate a range of places in the local area, the UK and around the world and to make meaningful comparisons between them;* * *identify and explain the location and key features of major rivers, mountains and bodies of water in the UK, Europe and other parts of the world;* * *identify and explain the location and key features of major cities and other settlements in the UK, Europe and other parts of the world;* * *explore historical patterns in a range of places, thereby using geographical tools and knowledge to both enhance their understanding of history and of change over time, and to inform their ideas about sustainable change in the future;* * *provide ideas and questions about how maps and other information sources are used to represent particular places in more or less adequate or inclusive ways.* | **Some** children will also be able to:   * *investigate a range of places in the local area, the UK and around the world, to make meaningful comparisons between them and explanations for such commonalities and differences;* * *identify the location and key features of major rivers, mountains and bodies of water in the UK, Europe and other parts of the world … and to explain links between these places, people and environments;* * *identify the location and key features of major cities and other settlements in the UK, Europe and other parts of the world … and explain links between these places, people and environments;* * *explore historical patterns in a range of places, and offer some explanations for them, thereby using geographical tools and knowledge to both enhance their understanding of history and of change over time, and to inform their ideas about sustainable change in the future;* * *provide and evidence ideas and investigate questions about how maps and other information sources are used to represent particular places in more or less adequate or inclusive ways, and some of the choices involved in trying to represent them.* |
| **Enquiry and Skills** | **Developing enquiry, mapping, fieldwork, vocabulary and critical thinking** | | |
| **All** children will be able to:   * *use maps and images to identify the location of, describe and offer simple explanations for some key human and physical features of a variety of places (e.g. in the UK or another place they have studied);* * *use maps to investigate and record spatial information (e.g., distances, the comparative size of different locations)* * *ask a range of questions about places and processes that use geographical vocabulary and draw on prior knowledge of the world.* | ***Most*** *children will:*   * *be able to use maps to identify the location of, describe and offer explanations for some key human and physical features of a range of places in the UK, Europe and around the world;* * *understand that different maps represent the world in different ways, and that this may for example distort distance, shape or comparative size;* * *be able to investigate a range of questions about places and processes and to use geographical data and spatial tools as evidence that supports their investigations;* * *consider a range of points of view on places, issues and processes.* | **Some** children will also:   * *be able to use maps to identify the location of, describe and offer explanations for the human and physical features of a range of places in the UK, Europe and around the world;* * *understand why different maps represent the world in more or less adequate or inclusive ways, and explain some of the choices involved in trying to represent the world through 2D maps;* * *be able to critically investigate a range of questions about places, issues and processes, using data and spatial tools as evidence that supports their investigations, and demonstrating that they have considered a variety of perspectives in the process.* |

**Together, the two teaching atlases will help children:**

* Better understand geographical concepts;
* develop their sense of place in the world and well-being;
* engage in thinking about rights, values, ethics and beliefs;
* consider, explore and make informed choices regarding sustainability and the impact of their actions;
* critically engage with local, national and global issues.

**They also promote personal and global attitudes, values and citizenship, where children:**

* Have a positive sense of self;
* Are developing a sense of agency (including as part of their own learning);
* Enjoy and value local and global diversity, human and environmental;
* Think critically about questions related to society, justice and conflict;
* Understand key ideas about their commonalities with others, without ignoring differences;
* Understand key ideas about local and global interdependence (social, cultural, economic, technological and environmental);
* Think critically about questions related to participation and change.

(Adapted from Tide~, 2008)

**In doing this, they form a contribution to children’s personal, social, moral, spiritual and cultural understanding, to the promotion of the Rights of the Child, to PISA global competencies and to ‘British Values’ such as:**

* developing mutual respect and tolerance for other people and cultures;
* making a positive contribution to the lives of those in the school locality and wider world;
* considering different views, participating in and influencing decision-making;
* learning to argue and defend points of view.

(DFE, 2014)

**References**

## DFE (2014) [Promoting fundamental British values as part of SMSC in schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf). London: Department for Education.

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## Tide~ (2008) Global learning in primary schools. Birmingham: Tide~ global learning.