





Geography Curriculum



Intent	<p>Meadow Park Academy's geography curriculum aims to inspire pupils to become analytical and inquisitive thinkers who cumulatively develop an expansive understanding of their world. Building curiosity and deeper thinking is at the core of our approach and we aim to equip pupils with the skills to think like geographers and the knowledge to foster a deep curiosity about the world. Our lessons encourage deep and diverse thinking, ensuring pupils can build knowledge free from stereotypes and be informed by diverse physical, environmental, and cultural perspectives. Our geography curriculum is aligned with the National Curriculum and is focused on developing pupils' geographical skills, substantive knowledge and disciplinary knowledge. In addition, we emphasise skills that will benefit pupils outside the classroom, such as map reading, spatial awareness, global awareness and knowledge of environmental issues. Understanding the world and its diverse cultures is crucial for developing pupils' cultural capital. Our curriculum is designed to be inclusive, recognising the diverse global experiences of pupils and ensuring it meets the needs of everyone. With this in mind, each of our sequenced units seeks to level the pupils' cultural capital through open-ended questioning and cumulative knowledge. Our curriculum also addresses local issues, encouraging pupils to become aware of and care about the environmental issues affecting their local area.</p>
Implementation	<p>Meadow Park Academy's geography curriculum organises knowledge into the four key strands outlined in the National Curriculum: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Every lesson in our geography curriculum begins with an enquiry-based discussion. This allows teachers to assess prior knowledge while allowing pupils to share their experiences. At the end of each lesson, the pupils will be able to answer the question posed at the start. This cyclical structure allows for flexibility and reinforces prior learning. Our curriculum prioritises the depth, rather than the breadth, of knowledge. While pupils will not learn about every country in the world, they will frequently re-visit knowledge to develop a deeper understanding of certain topics. For example, the UK is covered in-depth in Years 1, 2, 4 and 5, while European culture is taught in both the 'Italy' unit in Year 3 and the 'Europe' unit in Year 4. The curriculum is coherently planned and sequenced in this way so that it is innately ambitious. In alignment with the Ofsted Education Inspection Framework, our units are designed to help pupils "remember in the long term the content they have been taught". The spiral and cyclical design of our curriculum allows each 'block' of knowledge to reintroduce those that came before, meaning that prior learning is continually reinforced. Recap prompts, AfL questions and topic threads are all built into the curriculum. Cross-curricular links are included where appropriate to allow teachers to consider connecting a lesson to another curriculum area, such as science, DT, maths and art.</p>
Impact	<p>As outlined in the sections above, our geography curriculum champions curiosity. We want pupils to leave every lesson with the desire to learn more about each topic. Our curriculum encourages pupils to explore their own interests and dig deeper into the knowledge that has stood out to them.</p>

Long Term Overview: Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Reception			<p style="text-align: center;">Mapping school</p> <p><u>Overview</u> Children will learn about the world, starting with their immediate environment and building on the firm foundations from the Early Years Foundation Stage. Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>		<p style="text-align: center;">Africa (Kenya)</p> <p><u>Overview</u> Children will learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p style="text-align: center;">By the seaside</p> <p><u>Overview</u> Children will learn about the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.</p> <p><u>Curriculum Links</u> Bournemouth Oceanarium trip</p> <p><u>Experiences</u></p>
 Year 1	<p style="text-align: center;">The World</p> <p><u>Overview</u> This unit will introduce world geography, building children's understanding of scale from the local area, to the UK to the world. Recognising that this conceptual understanding will take time for children, they will study the world in more depth in Year 2 and also in KS2. In this unit children encounter rainforests, they will learn more about these in Year 3 Biomes and Year 6 The Amazon Rainforest.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u> Divergent Drama – Oceans and Continents</p>		<p style="text-align: center;">The UK</p> <p><u>Overview</u> This unit introduces the United Kingdom. Children will begin to name, locate and identify the countries of the UK and the surrounding seas. They will build on this knowledge when they continue studying the UK in Year 2. Children will make progress in this unit as they build knowledge of the UK and learn more about each country. The UK's landscape, weather and agriculture are covered throughout the lessons, giving the children an opportunity to share their own experiences. They will make progress in their map work as they use atlases to identify the countries of the UK, recognising that the maps of the UK show a much larger area than the maps of the local area they used in the previous unit. This understanding will help form a foundation from which they can later understand scale in KS2.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>		<p style="text-align: center;">My local area</p> <p><u>Overview</u> This unit focuses on map work, developing children's understanding of aerial perspective and direction alongside knowledge of their local area. Children make progress within this unit by starting with aerial views to develop their conceptual understanding of map perspective. They then use simple fieldwork to study the geography of their school using a compass to describe directions. They will build on this understanding gained from hands-on experience when they explore maps of their school site before drawing their own. Finally, when the children have secured knowledge of their school site, they will compare it with a contrasting example, which will help them to understand geographical similarities and differences..</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u> Local Area walk</p>	





Geography Curriculum

<p style="text-align: center;">Year 2</p> 	<p style="text-align: center;">The World</p> <p style="text-align: center;"><u>Overview</u></p> <p>This unit builds on children’s knowledge of the world from Year 1 and provides further opportunities to learn and remember more about the continents and oceans. This unit extends children’s learning by looking more closely at hot and cold areas of the world and how climate and weather affect people and places.</p> <p style="text-align: center;"><u>Curriculum Links</u></p> <p style="text-align: center;"><u>Experiences</u></p>		<p style="text-align: center;">The UK (London)</p> <p style="text-align: center;"><u>Overview</u></p> <p>This unit builds on children’s knowledge of the UK from Year 1. The children will study each country of the UK in more depth, identifying capital cities and key geographical characteristics. Asking children ‘what would a geographer say...’ develops their disciplinary knowledge, giving insight into how geography experts think. Framing the lessons with these questions encourages children to think geographically and to notice physical and human geographical features. Over the unit, the children will work towards producing a guide to the United Kingdom. Teachers can choose whether the children present this as individual booklets or leaflets or as a collection of the children’s work as a class display or book.</p> <p style="text-align: center;"><u>Curriculum Links</u></p> <p style="text-align: center;"><u>Experiences</u></p>		<p style="text-align: center;">Reading and the Atlas Mountains</p> <p style="text-align: center;"><u>Overview</u></p> <p>This unit builds on children’s knowledge and skills from Year 1 - My School. It provides opportunities to reconnect to previous learning and explore maps of the school, while also extending children’s geographical understanding to include the local area. Children will explore how maps use symbols to represent human and physical features.</p> <p style="text-align: center;"><u>Curriculum Links</u></p> <p style="text-align: center;"><u>Experiences</u></p>	
<p style="text-align: center;">Year 3</p> 			<p style="text-align: center;">Settlements</p> <p style="text-align: center;"><u>Overview</u></p> <p>This unit introduces the different types of settlements: hamlets, villages, towns and cities. Children will be taught how to use four-figure grid references and will understand why geographers and other people might use them.</p> <p>They will apply their knowledge of settlements to learn more about their local area, building on knowledge from KS1. They will explore OS maps and use the eight-point compass to describe locations. They will also learn about their settlement changing over time and will understand that land can be used for different reasons across time periods. They will conduct fieldwork to find out what type of settlement their school is in and explore how their settlement could be improved.</p> <p style="text-align: center;"><u>Curriculum Links</u></p> <p style="text-align: center;"><u>Experiences</u></p>	<p style="text-align: center;">Biomes</p> <p style="text-align: center;"><u>Overview</u></p> <p>This unit builds on children’s knowledge of the world, including continents, from KS1. Children will locate, identify and describe different biomes around the world. They will also explore why different biomes are important and what they provide for the animals and plants that live there. This knowledge will be applied in following units, including Italy in Year 3, the UK and Europe in Year 4 and rainforests in Year 6. Children will be using subject-specific vocabulary alongside their locational knowledge.</p> <p style="text-align: center;"><u>Curriculum Links</u></p> <p style="text-align: center;"><u>Experiences</u></p> <p>RHS Wisley Gardens – Plant hunters</p>		<p style="text-align: center;">Italy</p> <p style="text-align: center;"><u>Overview</u></p> <p>In this unit, pupils will study Italy, and specifically Venice as a region in a European country. They will continue to build their knowledge of Europe as they move into KS2. Throughout the unit, pupils will consider what a geographer would say about various regions in Italy. This helps to develop their disciplinary knowledge and understand what geographers look at when they study places. They will explore Italy’s landscapes, climate, food production and volcanoes and will analyse why tourists may choose to travel there. Understanding how geographers analyse a place’s human and physical features forms good foundational knowledge for future learning.</p> <p style="text-align: center;"><u>Curriculum Links</u></p> <p style="text-align: center;"><u>Experiences</u></p>
<p style="text-align: center;">Year 4</p> 		<p style="text-align: center;">Volcanoes, Mountains and Earthquakes</p> <p style="text-align: center;"><u>Overview</u></p> <p>This unit will provide foundational knowledge for KS3. Children do not need to fully understand tectonic plate theory at this stage but it is helpful to have some knowledge of this as it explains where many earthquakes occur and where volcanoes are present.</p> <p style="text-align: center;"><u>Curriculum Links</u></p> <p style="text-align: center;"><u>Experiences</u></p>	<p style="text-align: center;">The UK</p> <p style="text-align: center;"><u>Overview</u></p> <p>Across this curriculum, there are three units dedicated to the United Kingdom. Two of these feature in KS1 and one in KS2. This supports pupils to learn and remember more over time. Each time they encounter the UK, they draw upon prior knowledge and use that knowledge to better understand geographical features and processes. In this unit, they will build on prior learning by exploring how the United Kingdom is divided into</p>		<p style="text-align: center;">Blue Planet</p> <p style="text-align: center;"><u>Overview</u></p> <p>This unit will link previous work in science (States of Matter: The Water Cycle, Year 4) and geography, identifying the range of bodies of water on our planet and their physical and human features. Children will then research changes to these water bodies and the impact it has had on local and global climates, and how we can conserve our world.</p> <p style="text-align: center;"><u>Curriculum Links</u></p>	




Geography Curriculum

			<p>counties, identifying unique food, wildlife and culture. They will also use their map skills to find physical and human features. They will expand their geographical vocabulary as they work through the units, learning and applying new words.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>		<p><u>Experiences</u></p>	
<p>Year 5</p> 	<p>Europe</p> <p><u>Overview</u></p> <p>This unit provides an opportunity to build on knowledge from Year 1 - The World, Year 2 and Year 3 - Italy. In each lesson, the children will deepen their understanding of European geography. Children will develop their locational knowledge and their understanding of physical and human features. They will explore the similarities and differences between northern, southern, western and eastern Europe, focusing on the climate, culture, key landmarks and various human and physical features. They will become familiar with the flags of Europe's 44 countries as well as some important capital cities.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>		<p>Our connected world</p> <p><u>Overview</u></p> <p>This unit enables the children to develop an understanding of time zones, how the world is connected and how geographers divide the world into sections for locational purposes (latitude, longitude and tropics). Children will learn about global trade, understanding how goods are moved around the world and the impact of weather. They will learn about drought and flooding and how these can be devastating for farmers and crops.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>		<p>Our local area</p> <p><u>Overview</u></p> <p>This unit focuses on the children's progress in map-reading skills. They will use grid referencing maps to identify features of your local area and plan journeys from one point to another. They will also use the terms "physical" and "human features" from previous units to investigate what their local area contains and how they could improve it by making changes.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u> Local area walk</p>	
<p>Year 6</p> 		<p>North America</p> <p><u>Overview</u></p> <p>This unit explores the physical and human features of the continent of North America (building on knowledge from Year 1 - The World and Year 5 - Our Blue Planet), securing children's locational knowledge and developing their place knowledge. Children will build on their knowledge of earthquakes from Year 4 when they find out about the San Andreas fault line. They will study a current geographical challenge - wildfires in California.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>Amazon Rainforest</p> <p><u>Overview</u></p> <p>This unit builds on the knowledge gained from the biomes unit in Year 3. This unit revisits biomes and focuses on the Amazon Rainforest, a tropical forest biome. Children will develop locational knowledge and will understand that due to its size and location, South America is a diverse continent with equatorial regions and regions with proximity to the Antarctic circle.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>	<p>My Place</p> <p><u>Overview</u></p> <p>'My Place' is the final unit in this Geography curriculum, created to give pupils an opportunity to showcase the knowledge and skills they've developed throughout their primary education. Pupils are asked to apply their geographical knowledge and express their personal thoughts and feelings about a place that holds special meaning to them. If the goal of a geography curriculum is to help pupils develop a deeper understanding of the world around them, this unit offers a meaningful chance for them to demonstrate what they've learned. Pupils will have the autonomy to make decisions about their learning, choose how to communicate their understanding, and conclude their primary geography education with a valuable opportunity to share their insights from their own unique perspective.</p> <p><u>Curriculum Links</u></p> <p><u>Experiences</u></p>		








Substantive knowledge

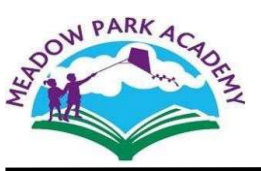
	Place knowledge	Locational knowledge	Human geography	Physical geography
 <p>Reception</p>	<p>Mapping School Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Africa Name and locate the continent of Africa on a world map and the UK.</p>	<p>Mapping School Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>By the seaside Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Africa 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.</p> <p>By the seaside Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Mapping School 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</p> <p>Africa 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</p> <p>By the seaside 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</p>
 <p>Year 1</p>	<p>The World Name and locate the world’s seven continents and five oceans.</p> <p>The UK Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>My local area Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>My local area Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>My local area 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.</p>
 <p>Year 2</p>	<p>The World Understand geographical similarities and differences through the study of human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country. Name and locate the world’s seven continents and five oceans.</p> <p>The UK (London) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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>Reading and the Atlas Mountains Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>The World Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>The UK (London) Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Reading and the Atlas Mountains</p>	<p>The World 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. 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>The UK (London) 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.</p>
 <p>Year 3</p>	<p>Italy Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p>		<p>Settlements Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>Biomes Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p>



	<p>Blue Planet 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>The UK 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.</p>		<p>Blue Planet Describe and understand key aspects of 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>The UK Describe and understand key aspects of 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>Volcanoes, Mountains and Earthquakes Describe and understand key aspects of 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>Blue Planet 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>The UK 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>Volcanoes, Mountains and Earthquakes 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>Europe 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</p> <p>Our local area 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</p>	<p>Our connected World 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 (including day and night)</p>	<p>Our connected World Describe and understand key aspects of 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>North America 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>Amazon Rainforest 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>My place 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>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</p>		<p>North America Describe and understand key aspects of 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>Amazon Rainforest Describe and understand key aspects of 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>My place Describe and understand key aspects of 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>North America 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>Amazon Rainforest 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>My place 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>

Geography Curriculum

	Geographical skills	Fieldwork
 <p>Reception</p>	<p>Mapping School Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Mapping School Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Africa Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>By the seaside Explore the natural world around them, making observations and drawing pictures of animals and plants</p>
 <p>Year 1</p>	<p>The World 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>My local area 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>My local area Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
 <p>Year 2</p>	<p>The World 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>Reading and the Atlas Mountains 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>Reading and the Atlas Mountains Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
 <p>Year 3</p>	<p>Settlements 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>Settlements Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
 <p>Year 4</p>	<p>Blue Planet Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
 <p>Year 5</p>	<p>Our connected World Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Our local area Use the eight points of a compass, four-figure 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Our local area Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
 <p>Year 6</p>	<p>Amazon Rainforest Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>My place Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four-figure 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>	



Geography Curriculum

