

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessment:</b>	At the end of each term pupils are expected to know, apply and understand the matters, skills and processes taught in the relevant program of study. At the end of each term teacher assessment will be recorded on the foundation tracker. Teacher assessment at the end of each term is based on combinations of classroom participation, observations, self-evaluation, quizzes and work in books.					
<b>1</b>	<u>Locational Knowledge:</u> Name and Locate the World's Seven Continents and Five Oceans		<u>Geographical Skills and Fieldwork:</u> Use Simple Compass Directions and Locational and Directional Language to Describe the Location of Features and Routes on a Map		<u>Geographical Skills and Fieldwork:</u> Use Simple Fieldwork and Observational Skills to Study the Geography of the School and its Grounds and the Key Human and Physical Features of its Surrounding Environment <u>The Geography of Chancel and its grounds.</u> Explore the local area surrounding Chancel.	
<b>2</b>	<u>Locational Knowledge:</u> Name, Locate and Identify Characteristics of the Four Countries and Capital Cities of the UK and its Surrounding Seas		<u>Place Knowledge:</u> Understand Geographical Similarities and Differences through Studying the Physical and Human Geography of a Small Area of the UK and a Small Area of a Contrasting Non-European Country		<u>Human and Physical Geography:</u> Identify Seasonal and Daily Weather Patterns in the UK and the Location of Hot and Cold Areas of the World in Relation to the Equator and the North and South Poles	
<b>3</b>	<u>Human and Physical Geography:</u> Human Geography: Define and Understand Key Aspects of Human Geography: Types of Settlement and Land Use		<u>Human and Physical Geography:</u> Physical Geography: Biomes and Vegetation Belts Trip to Birmingham Botanical Gardens.		<u>Locational Knowledge:</u> Name and Locate Counties and Cities of the UK, Geographical Regions and their Identifying Human and Physical Characteristics, Topographical Features and Land-Use Patterns and Understand How Some of These Aspects Have Changed Over Time	
<b>4</b>	<u>Locational Knowledge:</u> Identify the Position and Significance of Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Arctic Circle, the Prime/Greenwich Meridians and Time Zones		<u>Human and Physical Geography:</u> Physical Geography: The Water Cycle		<u>Human and Physical Geography:</u> Human Geography: Define and Understand Key Aspects of Human Geography: Economic Activity Including Trade Links and the Distribution of Natural Resources Including Energy, Food, Minerals and Water <u>Trade links and natural resources including energy, food, minerals and water in and around Rugeley.</u> Trip to Amazon.	
<b>5</b>	<u>Place Knowledge:</u> Understand Geographical Similarities and Differences Through the Study of Human and Physical Geography of a Region of the UK, a Region of a European Country and a Region of North or South America		<u>Human and Physical Geography:</u> Physical Geography: Rivers Trip to Shugborough to carry out a river study.		<u>Human and Physical Geography:</u> Physical Geography: Climate Zones	
<b>6</b>	<u>Locational Knowledge:</u> Locate the World's Countries Using Maps to Focus on Europe (including Russia) and North and South America Concentrating on their Environmental Regions, Key Physical and Human Characteristics, Countries and Major Cities		<u>Human and Physical Geography:</u> Physical Geography: Mountains		<u>Human and Physical Geography:</u> Physical Geography: Volcanoes and Earthquakes	

Key: statutory, non-statutory, personalised, school visit.

# Geography Skills

<b>Subject Content</b>	<b>KS1</b>	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		
	<b>KS2</b>	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
<b>Skills Progression</b>		<b>Year</b>	<b>National Curriculum Objectives</b>	<b>Vocabulary</b>
Children, during all units of work, will engage in the 4 National Curriculum strands: Locational Knowledge; Place Knowledge; Human and Physical Geography and Geographical Skills and Fieldwork.				
<b>Key Stage 1</b>  <b>Geographical Enquiry</b> <ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as a source of information.</li> <li>Investigate their surroundings.</li> <li>Make observations about where things are e.g. within school or local area.</li> </ul> <b>Direction/Location</b> <ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> <li>Follow directions (N, S, E and W)</li> </ul> <b>Drawing Maps</b> <ul style="list-style-type: none"> <li>Draw picture maps of real and imaginary places</li> </ul> <b>Representation</b> <ul style="list-style-type: none"> <li>Use own symbols on a real or imaginary map</li> </ul> <b>Using Maps</b> <ul style="list-style-type: none"> <li>Use a simple picture map to move around the school.</li> <li>Recognise that it is about a place.</li> </ul> <b>Scale/Distance</b> <ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul> <b>Perspective</b> <ul style="list-style-type: none"> <li>Draw around objects to make a plan.</li> </ul> <b>Map Knowledge</b>		<b>Y1</b>	<b>Autumn</b> <u>Locational Knowledge:</u> Name and Locate the World's Seven Continents and Five Oceans <u>Human and Physical Geography:</u> 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  <b>Spring</b> <u>Geographical Skills and Fieldwork:</u> Use Simple Compass Directions and Locational and Directional Language to Describe the Location of Features and Routes on a Map  <b>Summer</b> <u>Geographical Skills and Fieldwork:</u> Use Simple Fieldwork and Observational Skills to Study the Geography of the School and its Grounds and the Key Human and Physical Features of its Surrounding Environment <u>Geographical Skills and Fieldwork:</u> 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	A - airport, animals, area, atlas, address B - backward, barn, beach, bridge, Britain, building, bungalow C - calm, canal, centre, chapel, church, city, cliff, clinic, cloudy, coal, climate, community, compare, conservation, continent, co-ordinate, county, crops, cottage, compass, country D - damaged, day, desert, different, distance, down, dry, dull, direction E - east, edge, environment, Europe, equator F - factory, faraway, farm, fence, field, fishing, flat, flood, fog, food, forest, forward, freeze G - globe, grid reference, grow H - hail, harbour, hedge, hill, holiday, home, hospital, hotel, house, human I - ice, identify, improve, industry, island J - journey, job K - key

<ul style="list-style-type: none"> <li>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France</li> </ul> <p><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>Picture maps and globes</li> </ul>			<p>L - lake, land, lane, left, leisure  M - map, marsh, mine, motorway, mountain  N - natural, near, next to, night, North pole  O - ocean, office, outskirts  P - path, photograph, pit, places, plan, plants, polar, pollution, pond, port, position  Q - quarry  R - railway, rain, resort, right, river, road, rock, route, resources  S - same, scale, school, sea, season, service, settlement, shop, side, similar, slope, snow, soil, South pole, spoil, spring, station, stone, storm, stream, street, summer, sun, symbol, scale  T - terrace, tide, tip, town, trade, tropical, turn  U - up  V - valley, vegetation, view, village  W - warm, weather, wet, west, winter, wood, work, world  Y - year</p>
<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use books, stories, maps, pictures/photos and the internet as sources of information.</li> <li>Investigate their surroundings.</li> <li>Make appropriate observations.</li> <li>Make simple comparisons between features of different places.</li> </ul> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> <li>Follow directions (N, S, E and W)</li> </ul> <p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>Draw a map of real and imaginary places e.g. add detail to a sketch map from aerial photograph</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Begin to understand the need for a key.</li> <li>Use class agreed symbols to make a simple key.</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Use a plan view.</li> <li>Use an infant atlas to locate places.</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>Begin to spatially match places e.g. recognise UK on a small scale and larger scale map.</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>Look down on objects to make a plan view map.</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate and name on UK map major features e.g. London, River Thames, home locations, seas.</li> </ul>	<h1>Y2</h1>	<p><b>Autumn</b>  <u>Locational Knowledge:</u> Name, Locate and Identify Characteristics of the Four Countries and Capital Cities of the UK and its Surrounding Seas  <u>Geographical Skills and Fieldwork:</u> 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><b>Spring</b>  <u>Place Knowledge:</u> Understand Geographical Similarities and Differences through Studying the Physical and Human Geography of a Small Area of the UK and a Small Area of a Contrasting Non-European Country  <u>Human and Physical Geography:</u> use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Summer</b>  <u>Human and Physical Geography:</u> Identify Seasonal and Daily Weather Patterns in the UK and the Location of Hot and Cold Areas of the World in Relation to the Equator and the North and South Poles</p>	

<p><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>• Find land/sea on globe.</li> <li>• Use teacher drawn base maps.</li> <li>• Use large scale OS maps.</li> <li>• Use an infant atlas.</li> </ul>			
<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Begin to ask/initiate geographical questions.</li> <li>• Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>• Investigate places and themes at more than one scale.</li> <li>• Begin to collect and record evidence</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>• Use 4 compass points to follow/give directions:</li> <li>• Use letter/no. co-ordinates to locate features on a map.</li> </ul> <p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>• Try to make a map of a short route experienced, with features in correct order</li> <li>• Try to make a simple scale drawing.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• Know why a key is needed.</li> <li>• Use standard symbols.</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>• Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>• Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• Begin to draw a sketch map from a high view point.</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>• Begin to identify points on maps A,B and C</li> </ul>	<p><b>Y3</b></p>	<p><b>Autumn</b>  <u>Human and Physical Geography:</u> Human Geography: Define and Understand Key Aspects of Human Geography: Types of Settlement and Land Use  <u>Geographical skills and fieldwork:</u> 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><b>Spring</b>  <u>Human and Physical Geography:</u> Physical Geography: Biomes and Vegetation Belts  <u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  <u>Geographical skills and fieldwork:</u> 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><b>Summer</b>  <u>Locational Knowledge:</u> Name and Locate Counties and Cities of the UK, Geographical Regions and their Identifying Human and Physical Characteristics, Topographical Features and Land-Use Patterns and Understand How Some of These Aspects Have Changed Over Time  <u>Geographical skills and fieldwork:</u> 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>A - agricultural  B - biomes  C - characteristics, coastal, climate zones, causes, conclusions, coordinates, contour lines, confluence  D - distribution, differences  E - economic, effects, ethical, energy, earthquakes, excavate, elevation, endangered, erosion, estuary  F - fieldwork, features, fossil fuels, fault  G - glacial, greenhouse gases, geology  H - human, hemisphere, headland  I - identify, impact, industry, industrial, influences  J -  K -  L - locate, longitude, latitude, land-use, lower course, levees  M - minerals, measure, manmade, mainland, Mediterranean, meanders, mountainous, mouth  N - natural, navigation  O - observe, ordnance survey  P - physical, patterns, population, processes, political, position, peninsula, precipitation  Q - quarry  R - regions, reasons, record, resources, rural, resort  S - significance, settlement, similarities, source</p>

<p><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>• Use large scale OS maps.</li> <li>• Begin to use map sites on internet.</li> <li>• Begin to use junior atlases.</li> <li>• Begin to identify features on aerial/oblique photographs.</li> </ul>			<p>T - trade links, Tropics, time zones, tributaries, topography, tectonic plates, terrestrial</p> <p>U - upper course</p> <p>V - volcanic activity, valley, vegetation belts</p> <p>W - water cycle</p> <p>Y -</p>
<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to questions and offer their own ideas.</li> <li>• Extend to satellite images, aerial photographs</li> <li>• Investigate places and themes at more than one scale</li> <li>• Collect and record evidence with some aid</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>• Use 4 compass points well:</li> <li>• Begin to use 8 compass points;</li> <li>• Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul> <p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>• Make a map of a short route experienced, with features in correct order;</li> <li>• Make a simple scale drawing.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• Know why a key is needed.</li> <li>• Begin to recognise symbols on an OS map.</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>• Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>• Follow a route on a large scale map.</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>• Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• Draw a sketch map from a high view point.</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>• Begin to identify significant places and environments</li> </ul>	<p><b>Y4</b></p>	<p><b>Autumn</b></p> <p><u>Locational Knowledge:</u> Identify the Position and Significance of Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Arctic Circle, the Prime/Greenwich Meridians and Time Zones</p> <p><b>Spring</b></p> <p><u>Human and Physical Geography:</u> Physical Geography: The Water Cycle</p> <p><u>Geographical skills and fieldwork:</u> 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><b>Summer</b></p> <p><u>Human and Physical Geography:</u> Human Geography: Define and Understand Key Aspects of Human Geography: Economic Activity Including Trade Links and the Distribution of Natural Resources Including Energy, Food, Minerals and Water</p> <p><u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Geographical skills and fieldwork:</u> 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><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>• Use large and medium scale OS maps.</li> <li>• Use junior atlases.</li> <li>• Use map sites on internet.</li> <li>• Identify features on aerial/oblique photographs.</li> </ul>			
<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Begin to suggest questions for investigating</li> <li>• Begin to use primary and secondary sources of evidence in their investigations.</li> <li>• Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• Collect and record evidence unaided</li> <li>• 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> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>• Use 8 compass points</li> <li>• Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul> <p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>• Begin to draw a variety of thematic maps based on their own data.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• Draw a sketch map using symbols and a key;</li> <li>• Use/recognise OS map symbols.</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>• Compare maps with aerial photographs.</li> <li>• Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>• Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>• Measure straight line distance on a plan.</li> <li>• Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• Draw a plan view map with some accuracy.</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify significant places and environments</li> </ul>	<p><b>y5</b></p>	<p><b>Autumn</b>  <u>Place Knowledge:</u> Understand Geographical Similarities and Differences Through the Study of Human and Physical Geography of a Region of the UK, a Region of a European Country and a Region of North or South America  <u>Geographical skills and fieldwork:</u> 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><b>Spring</b>  <u>Human and Physical Geography:</u> Physical Geography: Rivers  <u>Geographical skills and fieldwork:</u> 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><b>Summer</b>  <u>Human and Physical Geography:</u> Physical Geography: Climate Zones  <u>Geographical skills and fieldwork:</u> 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><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>• Use index and contents page within atlases.</li> <li>• Use medium scale land ranger OS maps.</li> </ul>			
<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Suggest questions for investigating</li> <li>• Use primary and secondary sources of evidence in their investigations.</li> <li>• Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• Collect and record evidence unaided</li> <li>• 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> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>• Use 8 compass points confidently and accurately;</li> <li>• Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>• Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul> <p><b>Drawing Maps</b></p> <ul style="list-style-type: none"> <li>• Draw a variety of thematic maps based on their own data.</li> <li>• Begin to draw plans of increasing complexity.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• Use/recognise OS map symbols.</li> <li>• Use atlas symbols.</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>• Follow a short route on an OS map. Describe features shown on OS map.</li> <li>• Locate places on a world map.</li> <li>• Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>• Use a scale to measure distances.</li> <li>• Draw/use maps and plans at a range of scales.</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• Draw a plan view map accurately.</li> </ul> <p><b>Map Knowledge</b></p> <ul style="list-style-type: none"> <li>• Confidently identify significant places and environments</li> </ul> <p><b>Style of Map</b></p> <ul style="list-style-type: none"> <li>• Use OS maps.</li> </ul>	<p><b>Y6</b></p>	<p><b>Autumn</b>  <u>Locational Knowledge:</u> Locate the World's Countries Using Maps to Focus on Europe (including Russia) and North and South America Concentrating on their Environmental Regions, Key Physical and Human Characteristics, Countries and Major Cities  <u>Geographical skills and fieldwork:</u> 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><b>Spring</b>  <u>Human and Physical Geography:</u> Physical Geography: Mountains  <u>Geographical skills and fieldwork:</u> 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><b>Summer</b>  <u>Human and Physical Geography:</u> Physical Geography: Volcanoes and Earthquakes  <u>Geographical skills and fieldwork:</u> 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>	

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| <ul style="list-style-type: none"><li>• <i>Confidently use an atlas.</i></li><li>• <i>Recognise world map as a flattened globe.</i></li></ul> |  |  |  |
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