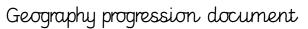


## Geography progression document



EYFS — Understanding the world				
Key area	Substantive knowledge		Disciplinary knowledge	
People and communities	To talk about past events and present events in their own lives and in the lives of family members.  To know the similarities and differences between themselves and others (families, communities and traditions).  To know the name of our school and the town it is in.		<ul> <li>Identify key features, similarities and differences</li> <li>Explain and summarise findings (in discussions)</li> <li>Understanding key concepts (see below)</li> <li>Good communication</li> <li>Teamwork</li> <li>Enquire</li> </ul>	
The world	To know about similarities and differences in relation to places.  To talk about the features of their own immediate environment and how enting the state of their own immediate environment and how enting the state of their own immediate environment and how enting the state of the state of their own and similarities through stories, experiences and very to explore our classroom and forest school.  To follow and create simple maps (including 3D maps) — begin to discuss the state of the school of the sch	ideos. e use of keys. heir school		
Technology	To recognize the range of technology used in places such as home and scho To use a camera to take aerial photographs of a map they have created.	ol.		
	Key concepts		Vocabulary	
Space Place Scale Time Interconnection (s Cultural diversity Cultural awarenes		<ul> <li>buildin</li> <li>town</li> <li>farm</li> <li>road</li> <li>park</li> <li>path</li> <li>people</li> <li>beach</li> <li>sea</li> <li>river</li> </ul>	<ul> <li>season</li> <li>world</li> <li>map</li> <li>water</li> <li>ad</li> <li>local</li> <li>pond</li> <li>rk</li> <li>place</li> <li>left</li> <li>tth</li> <li>globe</li> <li>right</li> <li>ople</li> <li>village</li> <li>near</li> <li>ach</li> <li>city</li> <li>next to</li> <li>a</li> <li>shop</li> <li>behind</li> </ul>	

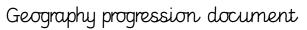






	Year I	
Key area	Substantive knowledge	Disciplinary knowledge
Locational knowledge	To know the names and location of the four countries of the UK.  To name the four capital cities in the UK and <b>identify</b> key characteristics of these capital cities.  To know and name the location of the UK's surrounding seas.  To know the names and location of the world's seven continents and five oceans.  To name and locate the UK's surrounding seas.	<ul> <li>Identify key features, similarities and differences and localities</li> <li>Explain and summarise findings</li> <li>Understanding key concepts (see below)</li> <li>Good communication</li> <li>Teamwork</li> <li>Enquire</li> </ul>
Place knowledge	To understand the similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.	
Human and physical geography	To <b>identify</b> land use within and around our school. To <b>identify</b> seasonal and daily weather patterns in the United Kingdom.	
Geographical skills and fieldwork (map skills and fieldwork)	To use simple picture maps to move around the school.  To use maps and atlases to <b>identify</b> the UK, capital cities and the seas surrounding the UK.  To devise simple maps.  To use relative vocabulary such as bigger, smaller, like and dislike.  To use directional language such as near, far, up, down, left, right, forwards and backwards.  To use simple compass directions (4 point compass — North, South, East and West).  To use and construct basic symbols in a key to represent places or features.  To use photographs and maps to <b>identify</b> features.  To use aerial photographs to recognize basic human and physical features.  To use basic observational skills.  To carry out a small survey of the school and local area.  To draw simple features.  To ask and respond to basic geographical questions.	



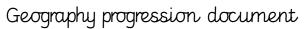




To use a proforma to collect data such as a tally chart.	1
To create sketch maps of a familiar environment with labels of simple features.	ì
To add labels to maps and photographs of the features shown.	i
To use a camera in the field to help to record what is seen.	i

Key concepts		Vocabulary	
• Space	England	• autumn	Australasia (also referred
• Place	<ul> <li>Scotland</li> </ul>	<ul> <li>winter</li> </ul>	to as Oceania)
• Scale	<ul> <li>Wales</li> </ul>	<ul> <li>summer</li> </ul>	<ul> <li>Antarctica</li> </ul>
• Time	<ul> <li>Northern Ireland</li> </ul>	<ul> <li>spring</li> </ul>	• map
<ul> <li>Interconnection (similarities and differences between places and people)</li> </ul>	<ul> <li>United Kingdom</li> </ul>	<ul> <li>weather</li> </ul>	<ul> <li>school</li> </ul>
Cultural diversity	• town	<ul><li>hot</li></ul>	<ul> <li>village</li> </ul>
Cultural awareness	<ul> <li>village</li> </ul>	<ul><li>cold</li></ul>	• town
• Environment	• city	<ul> <li>continent</li> </ul>	• city
Interdependence	<ul> <li>country</li> </ul>	<ul> <li>North America</li> </ul>	• near
Physical and human processes	<ul> <li>similar</li> </ul>	<ul> <li>South America</li> </ul>	• far
	<ul> <li>different</li> </ul>	<ul> <li>Africa</li> </ul>	<ul><li>next to</li></ul>
	• equator	• Europe	<ul><li>behind</li></ul>
	<ul> <li>seasons</li> </ul>	<ul> <li>Asia</li> </ul>	<ul> <li>distance</li> </ul>

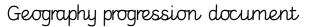






Year 2				
Key area	Substantive knowledge	Disciplinary knowledge		
Locational knowledge	To know the names and location of the four countries of the UK.  To name the four capital cities in the UK and <b>identify</b> key characteristics of these capital cities.  To know and name the location of the UK's surrounding seas.  To know the names and location of the world's seven continents and five oceans.  To name and locate the UK's surrounding seas.  To locate hot and cold areas in relation to the equator and the North and South Poles.	<ul> <li>Identify key features, similarities and differences and localities</li> <li>Explain and summarise findings</li> <li>Understanding key concepts (see below)</li> <li>Good communication</li> <li>Teamwork</li> <li>Enquire</li> </ul>		
Place knowledge	To understand the similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.			
Human and physical geography	To <b>identify</b> seasonal and daily weather patterns of hot and cold areas of the world.  To <b>identify</b> key aspects of coasts and how people use them.  To <b>identify</b> the different types of transport used and to consider why people use different modes of transport.			
Geographical skills and fieldwork (map skills and fieldwork)	To follow a route on a map. To use maps, atlases and globes to locate and name the seven continents and five oceans. To devise simple maps (using aerial photographs to help them to add more detail). To use relative vocabulary such as bigger, smaller, like and dislike. To use directional language such as near, far, up, down, left, right, forwards and backwards. To use simple compass directions (4 point compass — North, South, East and West). To use and construct basic symbols in a key to represent places or features. To use photographs and maps to <b>identify</b> features. To use aerial photographs and plan perspectives to recognize basic human and physical features and landmarks. To locate the world's hot and cold areas including the equator, north and south pole on a globe and world map. To use basic observational skills. To use a compass and locational and directional language to describe the location of features and routes on a map.			







To carry out a small survey of the school and local area.

To draw simple features.

To ask and respond to basic geographical questions.

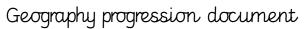
To use a proforma to collect data such as a tally chart.

To create sketch maps of a familiar environment with labels of simple features.

To add labels to maps and photographs of the features shown.

To use a camera in the field to help to record what is seen.			
Key concepts	Vocabulary		
• Space	• earth	• transport	• Antarctica
• Place	<ul> <li>globe</li> </ul>	<ul> <li>map</li> </ul>	<ul> <li>Arctic</li> </ul>
• Scale	<ul> <li>continent</li> </ul>	<ul><li>atlas</li></ul>	<ul><li>compass</li></ul>
• Time	<ul> <li>country</li> </ul>	• key	<ul> <li>location</li> </ul>
<ul> <li>Interconnection (similarities and differences between places and people)</li> </ul>	• ocean	• symbol	<ul> <li>north</li> </ul>
Cultural diversity	• sea	<ul><li>port</li></ul>	<ul><li>east</li></ul>
Cultural awareness	<ul> <li>compare</li> </ul>	<ul> <li>harbor</li> </ul>	<ul><li>south</li></ul>
• Environment	<ul><li>sand</li></ul>	<ul><li>coast</li></ul>	<ul><li>west</li></ul>
Interdependence	• sea	<ul> <li>city</li> </ul>	<ul> <li>northern hemisphere</li> </ul>
Physical and human processes	<ul> <li>seaside</li> </ul>	• town	<ul> <li>southern hemisphere</li> </ul>
	<ul> <li>beach</li> </ul>	<ul><li>village</li></ul>	<ul> <li>equator</li> </ul>
	• town	• hot	<ul> <li>physical features</li> </ul>
	• shop	<ul><li>cold</li></ul>	<ul> <li>human features</li> </ul>

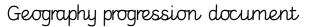






Year 3				
Key area	Substantive knowledge	Disciplinary knowledge		
Locational knowledge	To know the names of cities within the UK. To know the names of counties within the UK. To name and locate key geographical regions of the UK and <b>identify</b> their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns. To understand how some of these aspects change over time. To <b>identify</b> the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricorn, Northern Hemisphere and Southern Hemisphere.	<ul> <li>Identify key features, similarities and differences and localities</li> <li>Explain and summarise findings</li> <li>Understanding key concepts (see below)</li> <li>Good communication</li> <li>Critical thinking</li> <li>Problem solving</li> <li>Teamwork</li> <li>Enquire</li> </ul>		
Place knowledge	To understand geographical similarities and difference through the study of human and physical geography of a region within the UK (locality).			
Human and physical geography	To <b>identify</b> and understand different types of settlements and how they have changed over time.  To understand the key aspects of settlements.  To know and understand key aspects of biome and vegetation belts (linked to Rainforests).  To know and understand key aspects of rivers and the water cycle.			
Geographical skills and fieldwork (map skills and fieldwork)	To locate places using a range of maps including OS and digital.  To locate the UK on a variety of different scale maps.  To use globes, atlases and a range of maps to locate cities and counties within the UK.  To use globes, atlases and a range of maps to locate the position of the equator, northern and southern hemisphere.  To begin to match boundaries (i.e. find same boundary of a country on different scale maps).  To use OS map symbols on maps to name geographical regions and understand the importance of a key.  To use four figure compasses and letter/number co-ordinates to identify features on maps.  To begin to use 8 points of compass.  To begin to use four figure grid references to identify features on a map.  To create a simple scale drawing.  To use standard symbols and understand the importance of a key.			







To 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 (such as pictogram) as well as digital technologies.

To follow a route on a map with some accuracy.

To ask geographical questions.

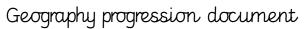
To use appropriate terminology.

To draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction.

To use a camera independently and consider how photos provide useful evidence.

Key concepts		Vocabulary	
• Space	• river	• vegetation belt	• density
• Place	<ul> <li>confluence</li> </ul>	South America	<ul> <li>ordnance survey (OS)</li> </ul>
• Scale	• tributary	<ul> <li>Amazon</li> </ul>	• grid reference
• Time	• stream	<ul> <li>rainforest</li> </ul>	<ul><li>compass</li></ul>
<ul> <li>Interconnection (similarities and differences between places and people)</li> </ul>	<ul> <li>meander</li> </ul>	• emergent	<ul><li>North</li></ul>
Cultural diversity	<ul> <li>estuary</li> </ul>	• canopy	<ul> <li>South</li> </ul>
Cultural awareness	• source	<ul> <li>under canopy</li> </ul>	<ul> <li>East</li> </ul>
Environment	<ul> <li>mouth</li> </ul>	<ul><li>shrub layer</li></ul>	<ul> <li>West</li> </ul>
Interdependence	<ul> <li>precipitation</li> </ul>	<ul> <li>deforestation</li> </ul>	• scale
Physical and human processes	water cycle	<ul> <li>livelihood</li> </ul>	<ul> <li>aerial photograph</li> </ul>
Earth systems	• hills	<ul> <li>sustainable</li> </ul>	<ul> <li>northern hemisphere</li> </ul>
Environmental impact	• mountain	<ul> <li>tropical</li> </ul>	<ul> <li>southern hemisphere</li> </ul>
·	• latitude	<ul> <li>settlement</li> </ul>	<ul> <li>human features</li> </ul>
	<ul> <li>longitude</li> </ul>	<ul> <li>land use</li> </ul>	<ul> <li>physical features</li> </ul>
	Tropics of Capricorn and	<ul> <li>population</li> </ul>	• map
	Cancer	• urban	• key
	<ul> <li>biomes</li> </ul>	• rural	• symbol
	• climate	<ul> <li>suburban</li> </ul>	<ul><li>equator</li></ul>

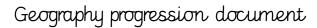






Year 4				
Key area	Substantive knowledge	Disciplinary knowledge		
Locational knowledge	To locate and name countries within Europe (including Russia) as well as their environmental regions, key physical and human features.  To know the name of major European cities.  To know the significance of Prime/Greenwich Meridian and time zones.  To identify the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricorn, Northern Hemisphere and Southern Hemisphere.	<ul> <li>Identify key features, similarities and differences and localities</li> <li>Explain and summarise findings</li> <li>Understanding key concepts (see below)</li> <li>Good communication</li> <li>Critical thinking</li> <li>Problem solving</li> <li>Teamwork</li> </ul>		
Place knowledge	To know and understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece and a small focus on Italy when looking a volcanoes).	<ul> <li>Enquire</li> <li>Demonstrate understanding of key concepts</li> </ul>		
Human and physical geography	To describe and understand key aspects of mountains, volcanoes and earthquakes. To describe and understand key aspects of land use. To begin to describe and understand key aspects of economic activity.			
Geographical skills and fieldwork (map skills and fieldwork)	To locate places using a range of maps including OS and digital.  To locate Europe, European counties (including Russia) and their capital cities on a variety of different scale maps and globes.  To use globes, atlases and a range of maps to locate the position of the lines of latitude/longitude, the equator, northern and southern hemisphere.  To identify features on aerial photographs and digital/computer maps.  To recognize and use OS map symbols including the completion of a key and understand why this is important.  To follow a route on a large-scale map.  To begin to use 8 points of compass and four figure grid references to identify features on a map.  To 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 as well as digital technologies.  To identify features on an aerial photograph/computer map.  To draw a sketch map from a viewpoint.			







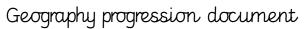
To follow a route on a map with some accuracy.
To ask geographical questions.
To use appropriate terminology.
To draw an annotated sketch from observation including descriptive/explanatory labels

and indicating direction.

To use a camera independently and consider how photos provide useful evidence.

Key concepts		Vocabulary	
<ul> <li>Space</li> <li>Place</li> <li>Scale</li> <li>Time</li> <li>Interconnection (similarities and differences between places and people)</li> <li>Cultural diversity</li> <li>Cultural awareness</li> <li>Environment</li> <li>Interdependence</li> <li>Physical and human processes</li> <li>Earth systems</li> <li>Environmental impact</li> </ul>	<ul> <li>Europe</li> <li>Greece</li> <li>Italy</li> <li>Mediterranean</li> <li>culture</li> <li>capital city</li> <li>Athens</li> <li>volcano</li> <li>Mount Etna</li> <li>Mount Vesuvius</li> <li>erupt</li> <li>lava</li> <li>exclusion zone</li> <li>ash</li> <li>magma</li> <li>magma chamber</li> </ul>	<ul> <li>tectonic plates</li> <li>crust</li> <li>mantle</li> <li>core (inner/outer)</li> <li>land use</li> <li>houses</li> <li>shops</li> <li>commercial</li> <li>industrial</li> <li>rural</li> <li>agricultural</li> <li>latitude</li> <li>longitude</li> <li>Tropics of Capricorn and Cancer</li> <li>equator</li> </ul>	<ul> <li>northern hemisphere</li> <li>southern hemisphere</li> <li>human features</li> <li>physical features</li> <li>map</li> <li>key</li> <li>symbol</li> <li>scale</li> <li>aerial photograph</li> <li>ordnance survey (OS)</li> <li>grid reference</li> </ul>

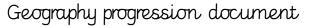






	Year 5	
Key area	Substantive knowledge	Disciplinary knowledge
Locational knowledge	To locate some of the world's countries with a specific focus on the countries within North and South America.  To locate environmental regions, and major cities as well as key physical and human features within the countries being studied.  To know the name of major cities of the countries studying.  To <b>identify</b> the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricorn, Arctic circle, Antarctic circle as well as the Northern Hemisphere and Southern Hemisphere.  To understand the similarities and differences between counties within the UK and states within the USA.	<ul> <li>Identify key features, similarities and differences and localities</li> <li>Explain and summarise findings</li> <li>Understanding key concepts (see below)</li> <li>Good communication</li> <li>Critical thinking</li> <li>Problem solving</li> <li>Teamwork</li> <li>Enquire</li> <li>Demonstrate understanding of key concepts</li> <li>Justify, apply and evaluate findings</li> </ul>
Place knowledge	To know geographical similarities and differences through the study of human and physical geography of a region within North or South America.	
Human and physical geography	To know and understand key aspects of rivers and the water cycle. To know and understand key aspects of climate zones, biomes and vegetation belts. To know and understand key aspects of different types of settlements and land use as well as the distribution of natural resources.	
Geographical skills and fieldwork (map skills and fieldwork)	To use maps, atlases and globes to locate the world's countries (focus on North and South America).  To locate the major cities of North America.  To identify the position and understand the significance of the lines of latitude and longitude, the Equator, Arctic and Antarctic circle as well as the Tropics of Cancer and Tropics of Capricorn.  To compare maps with aerial photographs.  To find and recognize places on maps of different scales.  To use eight figure compasses and to begin to use six figure grid references.  To draw a variety of thematic maps based on their own data.  To draw a sketch map using symbols and a key.  To use and recognize OS map symbols regularly.  To begin to use lines of latitude and longitude on maps.	







To 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 (such as line graphs) as well as digital technologies.

To select a map for a specific purpose (political/physical map).

To select a map for a specific purpose.

To begin to use atlases to find out other information (i.e. temperature).

To select appropriate methods for data collection.

To use a database to interrogate/amend information collected.

To use graphs to display data collected.

To evaluate the quality of evidence collected and suggest improvements.

To **evaluate** their sketch map against a set criteria and improve it.

To use field sketches as evidence in an investigation.

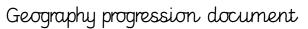
To make a judgement about the best angle or viewpoint when taking an image or completing a sketch.

To use photographic evidence in their investigations.

To evaluate the usefulness of the images.

Key concepts		Vocabulary		
<ul> <li>Space</li> <li>Place</li> <li>Scale</li> <li>Time</li> <li>Interconnection (similarities and differences between places and people)</li> <li>Cultural diversity</li> <li>Cultural awareness</li> <li>Environment</li> <li>Interdependence</li> <li>Physical and human processes</li> <li>Earth systems</li> <li>Environmental impact</li> <li>Sustainable development</li> </ul>	<ul> <li>northern hemisphere</li> <li>southern hemisphere</li> <li>latitude</li> <li>longitude</li> <li>equator</li> <li>Tropics of Capricorn and Cancer</li> <li>Arctic circle</li> <li>Antarctic circle</li> <li>antarctica</li> <li>biomes</li> <li>climate</li> <li>climate zone</li> <li>time zones</li> <li>prime meridian</li> <li>Greenwich Mean Time (GMT)</li> <li>river</li> </ul>	<ul> <li>condensation</li> <li>evaporation</li> <li>precipitation</li> <li>infiltration</li> <li>surface run-off</li> <li>source</li> <li>tributary</li> <li>waterfall</li> <li>confluence</li> <li>meander</li> <li>oxbow lake</li> <li>channel</li> <li>V-shaped valley</li> <li>mouth</li> <li>delta</li> <li>estuary</li> <li>erosion</li> <li>land use</li> </ul>	<ul> <li>upper course</li> <li>middle course</li> <li>lower course</li> <li>trade</li> <li>population density</li> <li>states</li> <li>human features</li> <li>physical features</li> <li>map</li> <li>key</li> <li>symbol</li> <li>scale</li> <li>aerial photograph</li> <li>ordnance survey (OS)</li> <li>grid reference</li> </ul>	

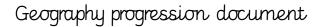






Year 6						
Key area	Substantive knowledge	Disciplinary knowledge				
Locational knowledge	To know the name of some of the world's countries (focus on Europe due to European study and trip to France).  To know the name of the major/capital cities of the world (focus on Europe).  To <b>identify</b> the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricorn, Arctic circle, Antarctic circle, Northern Hemisphere and Southern Hemisphere as well as Prime/Greenwich Meridian and time zones.	<ul> <li>Identify key features, similarities and differences and localities</li> <li>Explain and summarise findings</li> <li>Understanding key concepts (see below)</li> <li>Good communication</li> <li>Critical thinking</li> <li>Problem solving</li> <li>Teamwork</li> <li>Enquire</li> <li>Demonstrate understanding of key concepts</li> <li>Justify, apply and evaluate findings to demonstrate/explain their understanding.</li> <li>Critique and hypothesis about matters such as debt, famine, poverty, affluent, industry, economy as well as the fieldwork they carry out.</li> </ul>				
Place knowledge	To know geographical similarities and differences through the study of human and physical geography of a region within the UK and a region in a European country (France).					
Human and physical geography	To know and understand key aspects of economic activity including trade links.  To know and understand key aspects of the distribution of natural resources including energy, food, minerals and water.  To know and understand key aspects of types of settlement and land use and how/why these have changed over time.  To know and understand key aspects of climate zones and rivers.					
Geographical skills and fieldwork (map skills and fieldwork)	To use maps (including digital), atlases and globes to locate some of the world's countries. To identify the position and significance of the lines of latitude and longitude, the Equator, Arctic and Antarctic circle, Tropics of Cancer, Tropics of Capricorn as well as Prime/Greenwich Meridian and time zones (including day and night).  To follow a short route on an OS map.  To describe features shown on an OS map.  To use atlases to find out data about other places (such as trade distribution).  To use eight figure compasses and six figure grid references accurately.  To use lines of latitude and longitude on maps.  To draw plans of increasing complexity.  To begin to use and recognize atlas symbols.  To 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 (such as pie charts) as well as digital technologies.  To select appropriate methods for data collection.  To use a database to interrogate/amend information collected.					







To use graphs to display data collected.

To **evaluate** the quality of evidence collected and suggest improvements.

To **evaluate** their sketch map against a set criteria and improve it.

To use field sketches as evidence in an investigation.

To make a judgement about the best angle or viewpoint when taking an image or completing a sketch.

To use photographic evidence in their investigations.

To evaluate the usefulness of the images.

To evaluate the use Juness of the images.					
Key concepts	Vocabulary				
<ul> <li>Space</li> <li>Place</li> <li>Scale</li> <li>Time</li> <li>Interconnection (similarities and differences between places and people)</li> <li>Cultural diversity</li> <li>Cultural awareness</li> <li>Environment</li> <li>Interdependence</li> <li>Physical and human processes</li> <li>Earth systems</li> <li>Environmental impact</li> <li>Sustainable development</li> </ul>	<ul> <li>economy</li> <li>natural resources</li> <li>man-made resources</li> <li>trade links</li> <li>distribution</li> <li>settlements</li> <li>land use</li> <li>imports</li> <li>exports</li> <li>global supply chain</li> <li>globalisation</li> <li>fairtrade</li> <li>industrial</li> <li>residential</li> <li>urban</li> <li>rural</li> <li>transport</li> <li>culture</li> </ul>	<ul> <li>language</li> <li>religion</li> <li>agriculture</li> <li>farming</li> <li>government</li> <li>population</li> <li>economic</li> <li>social</li> <li>political</li> <li>environmental</li> <li>northern hemisphere</li> <li>southern hemisphere</li> <li>latitude</li> <li>longitude</li> <li>equator</li> <li>Tropics of Capricorn and Cancer</li> <li>Arctic circle</li> </ul>	<ul> <li>Antarctic circle</li> <li>time zones</li> <li>prime meridian</li> <li>Greenwich Mean Time (GMT)</li> <li>change</li> <li>continuity</li> <li>human features</li> <li>physical features</li> <li>map</li> <li>key</li> <li>symbol</li> <li>scale</li> <li>aerial photograph</li> <li>ordnance survey (OS)</li> <li>grid reference</li> </ul>		