



St Paul's C of E Junior School
Conceptual learning, progression and skills document

Geography informs us about:

- The places and communities in which we live and work;
- Our natural environments and the pressures they face;
- The interconnectedness of the world and our communities within it;
- How and why the world is changing, both globally and locally;
- How our individual and societal actions contribute to those changes;
- The choices that exist in managing our world for the future;
- The importance of location in business and decision-making.

There are 3 main aspects of what we want our learners to achieve:

1. **Contextual world knowledge** of locations, places and geographical features.
2. **Understanding** of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.
3. Competence in **geographical enquiry**, and the application of **skills** in observing, collecting, analysing, evaluating and communicating geographical information.

Expectations:

| | Contextual world knowledge | Understanding | Competence in geographical enquiry , and the application of skills |
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| By age 7 pupils should: | <ul style="list-style-type: none">• Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. | <ul style="list-style-type: none">• Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. | <ul style="list-style-type: none">• Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. |
| By age 9 pupils should: | <ul style="list-style-type: none">• Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. | <ul style="list-style-type: none">• Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. | <ul style="list-style-type: none">• Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They express their opinions and recognise that others may think differently. |
| By the age of 11 pupils should: | <ul style="list-style-type: none">• Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. | <ul style="list-style-type: none">• Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments. | <ul style="list-style-type: none">• Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view. |

For each topic we will consider:

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| Location 1. Where is it in the World? 2. What continent? 3. What country? 4. Surrounding countries? 5. Major cities? | Features of locations: 1. Topography 2. Climate 3. Types of settlement 4. Distribution of natural resources e.g. coal, timber, minerals | | | Children will: 1. Use maps 2. Sketch maps 3. Globes 4. Google Earth 5. Geographical Information Systems 6. Research using IT 7. Examine artefacts and evidence from visits 8. Interview people | | | | | We will: Note the following: 1. Latitude and longitude(time zones) 2. Hemisphere (seasons) Relationship to GMT | | | |
| | Y3 | | | Y4 | | | Y5 | | | Y6 | | |
| | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| TOPIC (1/2 term topics, 1 per term) | British Isles | Wokingham | Europe | Biomes Amazon Rainforest. | Contrasting localities – Italy & UK | Antarctic | Africa - Natural Resources | Natural disasters – earthquakes , volcanoes, floods, tsunamis | London | Rivers | Lake District (weather) | Mountains - ranges in N & S America (Andes and Alaskan range) |
| FIELDWORK | | Local study | | Weather study Surveys | | | | Simulations volcanoes, earthquakes and flooding | | River Emm Mapping River Investigations | | |

Y3 Geography Skills and Progression

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| | Objective (NC) | Skills & activities |
| Locational & Place | Use maps, atlases, globes and digital/computer | <ul style="list-style-type: none"> Build on prior knowledge of UK regions by using maps to locate countries of Europe. Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify |

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| <p>knowledge</p> | <p>mapping (Google Earth) to locate the countries of Europe, include Russia. Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc)</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks. Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. Compare a region of the UK with a region of Italy e.g. Sicily. Identify similarities and differences between this region and a region of the UK.</p> | <p>mountainous areas, urban areas.</p> <ul style="list-style-type: none"> ● Identify hilliest areas and flattest areas as well as decide which rivers they think are the longest. ● Study a range of pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and justify e.g. a mountain top may be in France because there is a large mountain range there. ● Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g. Eiffel Tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks e.g. Tower of London. ● Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. ● Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. ● Critically study photographs – do they think these were taken close to the Equator or further away? ● Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. ● Identify main trade and economy in Sicily and compare to region of the UK. ● Look at settlements, particularly in relation to Reading– what conclusions can be drawn? ● Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers. |
| <p>Human & Physical Geography</p> | <p>Study how human Geography has changed over time (These can all be covered in one or two lessons of each history topic).</p> | <ul style="list-style-type: none"> ● Ask, research and explain the following questions: Why did the xxxx settle where they did? How did they use the land and how has land use changed today? How did they trade? How is that different today? ● Relate land use and trade to settlements. ● Locate and label different countries/continents ● Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. ● Identify the different climate zones of the countries and understand why different food grows there ● Ask questions and find out what food grow best in certain areas |

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| | | <ul style="list-style-type: none"> • Use maps to identify the different countries and their features • Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. |
| Fieldwork | <p>Understand the 8 compass points and use them to explain/identify points on a map.</p> <p>Fieldwork project e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:</p> <p>Residential: houses, flats, hotels, hostels</p> <p>Retail: food, clothing, footwear, sports, toys, furniture, etc....</p> <p>Professional/ Commercial: solicitors, banks, building societies, company offices etc....</p> <p>Industrial and Storage: machine tools, engineering, factories, warehouses</p> <p>Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes</p> <p>Public Authorities: local government offices, police, libraries, hospitals,</p> | <ul style="list-style-type: none"> • Use locational language to describe the location of points on a map of Wokingham. • Tell they are going to visit Wokingham, they will need to plan a tour of the town which shows certain places they want to visit. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. • Take digital photographs of the main features of Wokingham and plot them onto a map, using coordinates to show where these key features are • Undertake environmental surveys of Wokingham- litter, noise, likes/ dislikes, areas for improvement • Make an aerial plan/map of the Town Centre. • Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. |

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| | churches, chapels, schools Other: vacant property, car parking, open spaces, development sites | |
| Y4 Geography Skills and Progression | | |
| Locational & Place knowledge | Objective (NC) | Skills & activities |
| | <p>Understand the difference between the Northern and Southern hemisphere.</p> <p>Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications. (RAINFORESTS)</p> <p>A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest.</p> <p>Identify where some of these are on the world map. Focus in particular on the biomes of Antarctica and on the Amazon rainforest.</p> <p>Whilst studying the Amazon</p> | <ul style="list-style-type: none"> ● Identify the different hemispheres on a map. ● Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. ● Locate and label different countries/continents in the Northern and Southern hemisphere. ● Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. ● Use and explain the term 'climate zone'. ● Identify the different climate zones. ● Ask questions and find out what affects the climate. ● Use maps to identify different climate zones. ● Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. ● Children to ask questions about global warming. ● Discover the cause of global warming and research the implications. ● Reach reasoned and informed solutions and discuss the consequences for the future. ● Identify changes to be made in own lives in response to this. ● Understand the term 'biome'. ● Use knowledge of this term to make suggestions for places in the world which may be biomes. ● Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps. ● Focus on Amazon rainforest –identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources– recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. ● Discuss how the rainforest may be linked to us e.g. trade. ● Locate other rainforests using Google earth and maps, identifying patterns in their location. |

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| | <p>and Antarctica, make comparisons with the UK.</p> <p>Whilst studying Antarctica, look briefly at physical Geography around glaciers.</p> <p>While studying the Amazon rainforest, spend two lessons using maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.</p> | <ul style="list-style-type: none"> • Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions. • Make comparisons between this biome and others, discussing similarities as well as the differences. • Select items required to survive in Antarctic conditions. • Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet. • Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions. • Design interesting and relevant studies that may be carried out in Antarctica. • Compare life in Antarctica with life in the UK. Chn present their views in a variety of ways on what they think life in Antarctica is like. Read real accounts and compare. • Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America. • Identify and mark on a map the different countries of South America. • Identify the major cities and consider how they differ to other regions in the country. • Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. • Using photographs, children to make connections between South America and the UK. • Locate the mountain ranges, rivers and oceans. • Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. • Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. • Ask geographical questions e.g. are there any links? (big cities near rivers, less populated areas near hilly ones etc.). |
| Human & Physical Geography | <p>Whilst studying history, Why did the Romans choose to settle where they did in Britain? What were their settlements like? How did they use the land and how has land use changed</p> | <ul style="list-style-type: none"> • Look at pictures and labeled diagrams of different historical settlements over time. • Produce own pictures and labeled diagrams. • Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? • Study maps Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. |

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| | today? What was Roman Britain like? How did they trade? How is that different today? | <ul style="list-style-type: none"> ● Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main use of the canal now and compare to how it was originally used. Compare with trade in the past. Why has this changed? |
| Fieldwork | Children begin to experiment with and understand 4 figure grid references on maps. | <ul style="list-style-type: none"> ● Design questions and studies to conduct by the Kennet and Avon Canal. ● Identify features of the canal on a map and begin to experiment with four figure grid references, using them to locate and describe local features. ● Undertake surveys about the use of canal boats ● Conduct investigations. ● Classify buildings along the canal ● Use recognised symbols to mark out local areas of interest on own maps. ● Choose effective recording and presentation methods e.g. tables to collect data. ● Present data in an appropriate way using keys to make data clear. ● Draw conclusions from the data. |
| Y5 Geography Skills and Progression | | |
| | Objective (NC) | Skills |
| Locational and Place knowledge | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Africa.</p> <p>Use 4 figure grid references to read maps.</p> <p>Make connections between the Equator and the tropics and Africa.</p> <p>Identify largest urban areas in Africa and the deserts/plains etc.</p> <p>Compare 2 different regions</p> | <ul style="list-style-type: none"> ● Confidently use maps, globes and Google Earth. ● Use atlases/maps to describe and locate places using 4 figure grid references. ● Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. ● Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. ● Ask questions e.g. what is this landscape like? What is life like there? ● Study photos/pictures/maps to make comparisons between locations. ● Identify and explain different views of people including themselves. ● Use maps to locate features volcanoes and other natural disasters (earthquakes/ tsunamis) ● Explain and defend which are physical and which are human disasters. ● Label counties, cities, mountains and rivers. ● Study photographs and maps of London ● Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it |

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| | <p>in Africa, rural/urban. (NATURAL RESOURCES)</p> <p>Look at the Prime/Greenwich Meridian and time zones of each country studied.</p> <p>In- depth study of London: Environmental regions, key physical and human characteristics, major cities and parks. Look at counties, hills, rivers. Study London and how it has changed over time.</p> | <p>change? How may it continue to change?</p> |
| Human and Physical Geography | <p>Earthquakes/natural disasters – floods, tsunamis</p> <p>.</p> <p>Human geography including trade between UK and Europe and Rest of the world.</p> | <ul style="list-style-type: none"> ● Locate places in the world where volcanoes and other natural disasters occur. ● Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. ● Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. ● Ask and answer questions about the effects of volcanoes. ● Discuss how volcanoes affect human life e.g. settlements and spatial variation ● Describe and explain the processes that cause natural disasters. ● Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. ● Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. ● Discover where food comes from. ● Discuss and debate fair trade. ● Investigate the facts and join in a reasoned discussion. ● Generate solutions and promote ethically sound trade ● Research and present Britain's export trade. ● Ask and answer the following geographical questions: What are our main export businesses? Which |

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| | <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Distribution of natural resources.</p> | <p>countries do we trade with most? What may be the reasons for this?</p> <ul style="list-style-type: none"> Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn? |
| Fieldwork LONDON | <p>When studying London, visit the River Thames talk about how the city was built along the river.</p> <p>Children to make field notes/observation notes about the famous buildings and the reasons why they are in specific locations.</p> <p>Children to take photos to support their notes.</p> <p>Children to plan the visit-how they will travel from one place to another using maps.</p> | <ul style="list-style-type: none"> Locate the major cities of the world and draw conclusions as to their similarities and differences. Make field notes/observation notes about the famous structures. Visit the Thames, locate and explain the features. Take photographs to support findings e.g. are the majority of buildings in London new or old Study pictures of the river in past times and compare and contrast. Select a method to present the differences in transport in the area today. Record measurement of |
| Y6 Geography Skills and Progression | | |
| | Objective (NC) | Skills |
| Locational and Place knowledge | <p>6 figure grid references.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how</p> | <ul style="list-style-type: none"> Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Understand how these features may have changed over time. Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village. |

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| | <p>these features have changed over time.</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Children to be able to identify main capital cities/oceans etc.</p> <p>Understand the significance of Latitude and longitude.</p> <p>Study of Mountain Ranges in North and South America (Andes and Alaska range) and the Lake District -Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks.</p> | <ul style="list-style-type: none"> ● Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. ● Use maps to identify longitude and latitude. ● Study maps of the USA to identify environmental regions. Compare and contrast these regions. ● Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. ● Locate all the mountains and mountain ranges and rivers. |
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| Human and Physical Geography | Rivers and the water cycle including transpiration | <ul style="list-style-type: none"> ● Use the language of rivers e.g. erosion, deposition, transportation ● Explain and present the process of rivers.. ● Research and discuss how water affects the environment, settlement, environmental change and sustainability. ● Describe and explain the processes that cause natural disasters. ● Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. ● Study photographs, aerial photographs and maps of Wokingham in Victorian times and in present day. ● Compare maps and aerial photographs. ● Make comparisons and reflect on the reasons for the differences. ● Study population numbers reflect on the reasons for changes. ● Study pictures of building in Wokingham in Victorian times and now conclusions and develop informed reasons for the changes. ● Look at maps on different scales and calculate scales on own maps. |
| Fieldwork Mountain | Use map skills to plan a walking route – this could be applied to the River Emm trip or Henley???? | <ul style="list-style-type: none"> ● Undertake planning a route that will take you from one residential place to another using ordnance survey maps ● use Google maps to calculate distance ● Ask Geographical questions e.g. how are mountains formed? What are the main problems with living in mountainous areas? - Undertake a survey of the local road/ high street - Undertake a general survey of mountainous area, are people tourists or resident?: ● Form and develop opinions e.g. Would the children like to live in a mountainous area? ● Compare town in Lake District with Wokingham ● Make suggestions and reflect on own beliefs. Is it healthier not to live in towns or cities? - With the children's help, design and carry out a survey of the views of people about their choice of place to live. - Use local maps to find other routes - Report on the visit and give details of the journey- present to parents |
| Questions we will ask: | | |

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| <ul style="list-style-type: none"> • Which hemisphere(s) is it in? • Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? • Which time zone(s) is it in? • Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) • Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude? • Where is it in relation to our village/town/city/county/country? • Which bodies of water are nearby? | <p><u>Questions to ask about the location of a continent:</u> Which countries are in this continent?</p> <p><u>...of a country:</u> What is the capital city?, Which major cities are in this country?, Which other countries are nearby?</p> <p><u>...of a city/town/village:</u> Which country is it in?, Which continent is it in?, Which other cities/towns/villages are nearby?, Which county/region is it located in?, What is its grid reference?, What are its origins?</p> |
| <p><u>General questions to ask about any continent/country/city etc:</u></p> | |
| <p><u>Human Geography</u></p> <ul style="list-style-type: none"> • Who lives there? • Which major landmarks are found here? • What human-made features are found here? • How was the land used here now and in the past? • What types of settlement are found here? • What kinds of economic activity happen here? • Which natural resources can be found here? • What is its population? • (If studying a country) What do they export and where do they export it to? <p>(If studying a country) What do they import and where do they import it from?</p> | <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> • Which (terrestrial) biomes are found here? (Rain Forest/Deciduous Forest/Desert/Temperate Grassland/Tropical Grassland/ Taiga/Tundra) • What lives there? • What is the elevation like? • Which major rivers and valleys are found here? • Which major mountains are found here? • Which natural disasters are known to happen here? |

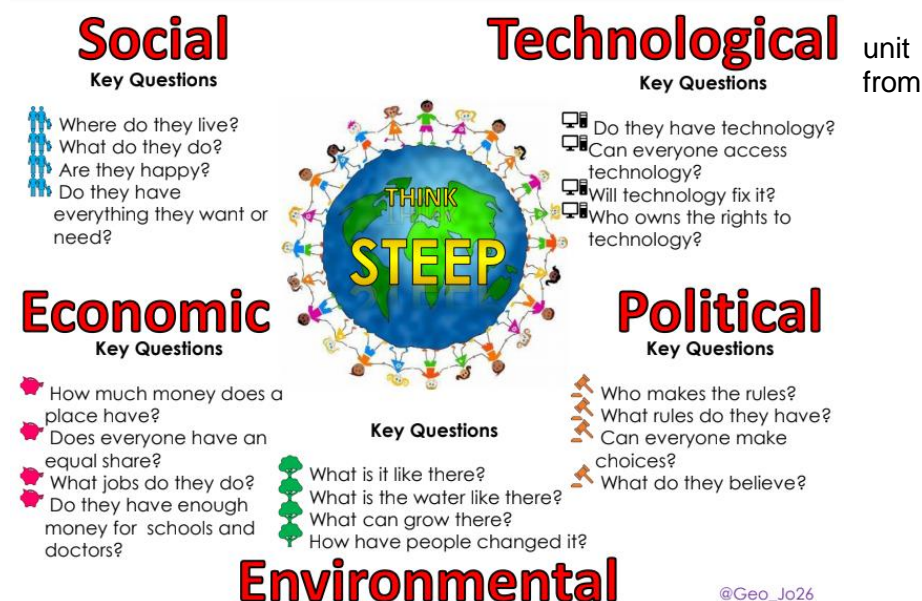
Additional, non-essential questions to ask:

- What is the place famous for?
- What kind of food is eaten here?
- Which religions are followed?
- Which famous people originated from here?
- What are houses and buildings like?
- What happened here in the past?
- Which sports are played here?
- What is it like to live there?

Geography Units

If carrying out a geography-specific unit use the majority of the questions steep to ask more in-depth questions about the place:

- Social
- Technological
- Economic
- Environmental
- Political



When learning about a new place (for example, **during non-geography-based units**, such as history-based units) always carry out these actions:

- 1st: Locate it on a map of the county/region it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres);
- 2nd: Locate it on a map of the country it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres);
- 3rd: Locate it on a map of the world (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres).

Then:

- Use computer mapping (e.g. google maps) to zoom in to and out of the place, discussing location in relation to other known places;
- Locate it on a political map (and look at nearby countries and borders);
- Locate it on a physical/topographic map (and look at elevation, mountains, rivers, bodies of water);
- Locate it on a climate map (and look at the colours used to show different climatic areas);
- Locate it on a map with a satellite image overlay;
- Locate it on a globe (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres);
- Locate it on an Ordnance Survey map (and identify its grid reference and use symbols to locate local features);

- Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country).

Resources

<https://www.rgs.org/schools/teaching-resources/map-skills/> Map work units of work for Y3, 4, 5 and 6
<https://www.ordnancesurvey.co.uk/mapzone/> Ordnance Survey Map Zone
<https://www.geography.org.uk/Curriculum/Mapping> Geographical Association
<https://www.nationalgeographic.org/education/classroom-resources/mapping/> National Geographic Mapping Resources
<https://www.atlasobscura.com/articles/all-places-in-the-atlas-on-one-map> Atlas Obscura interactive map
<https://www.worldatlas.com/> World Atlas.com
<https://www.nstgroup.co.uk/geography-resources> free geography posters
<https://thisisgeography.co.uk/ks2> - looks good needs a subscription