

Geography - Early Years

	NC Programme of study	Activities	Trips and Visits	Texts
Nursery	<p>UW/TW</p> <p><i>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</i></p> <p><i>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</i></p> <p><i>Talks about why things happen and how things work.</i></p> <p><i>Developing an understanding of growth, decay and changes over time.</i></p> <p><i>Shows care and concern for living things and the environment.</i></p>	<p>Encourage chn to explore map making through child initiated activities i.e. treasure map.</p> <p>World map displaying where our families come from in each classroom.</p> <p>Make observations of daily weather, plants and minibeasts, what can you see?</p>	<ul style="list-style-type: none"> • Local environment - walk to Hodgkin Park to look at seasonal changes, library. • Nature walk - Jesmond Dene. • Wider world beaches - Whitley Bay, South Shields. • Scotswood Gardens (with age appropriate objectives and activities). 	<ul style="list-style-type: none"> • Find Your Way - First Facts (big book) • Barnaby Bear's Atlas - Tony Richardson (big book) • Whatever Next! - Jill Murphy • Blue Penguin - Petr Horacek • Mr Gumpy's Outing - John Burningham • We're going on a bear hunt - Vivien French • We're going on a picnic - Pat Hutchins

	NC Programme of study	activities	Trips and Visits	Texts
Reception	<p>UW/TW</p> <p>Looks closely at</p> <ul style="list-style-type: none"> • similarities, • differences, • patterns • and change. <p><i>Children know about similarities and differences in relation to</i></p> <ul style="list-style-type: none"> • places • objects • materials • and living things. <p><i>They talk about the features of their own immediate environment and how environments might vary from one another.</i></p> <p><i>They make observations of animals and plants and explain why some things occur, and talk about changes.</i></p>	<p>Comparing objects - natural and found objects, leaves. Comparing the weather/seasons - changes to ice/snow etc.</p> <p>Using birds eye view photographs and local maps to locate landmarks i.e. the church, Hodgkin park.</p> <p>Making own maps looking at immediate environment i.e. classroom and garden.</p> <p>Using a globe to locate our country, look at photographs, videos to compare our local area to another country i.e. desert, mountains etc. Visiting city centre, farm and coastline to compare and contrast.</p> <p>Observing caterpillars change into butterflies over time.</p> <p>Plant seeds to observe growth and change.</p>	<ul style="list-style-type: none"> • Local environment - walk to Benwell shops, library visit. • Bridges along the quayside. • Broxfield Farm - looking at rural areas, exploring woodland, animals in the environment, • Scotswood gardens (with age appropriate objectives and activities) 	<ul style="list-style-type: none"> • Mapwork 1 - Wayland (big book) • Seasons - Monica Hughes (big book) • Oliver's Vegetables - Vivien French (story sack) • The Train Ride - June Crebbin • William and the Night Train - Mij Kelly • Handa's Surprise - Eileen Browne • Immi - Karin Littlewood • The Jolly Postman - Janet and Allan Ahlberg

Geography - KS1

Year Group	NC Programme of study	Activities	Trips and Visits	Texts
Year 1	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> ▪ name, locate and identify characteristics of the four countries of the United Kingdom. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> ▪ identify seasonal and daily weather patterns in the United Kingdom. <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> ▪ use simple locational and directional language [for example, near and far; left and right], to 	<p>Use maps to locate UK, focus on four countries and characteristics.</p> <p>Local area/school. Buildings in city local area/rural area.</p> <p>Observe, compare and contrast season over time.</p> <p>Map of school/route to school.</p>	<p>Hodgkin Park</p> <p>Broxfield Farm Howick Hall</p> <p>Newcastle city centre</p>	<p>The Queen's Knickers</p> <p>Tree : Seasons Come, Seasons Go. Patricia Heggarty and Britta Tekentrup.</p> <p>Town Mouse and Country Mouse</p> <p>Handa's Surprise</p> <p>Handa's Hen</p>

	<p>describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries and countries studied. ▪ 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 ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds. 	<p>Aerial photos of local area to recognise landmarks human/physical features.</p> <p>Map of the school grounds.</p>		
Skills				
	<p><u>Geographical enquiry</u></p> <p>Ask simple questions e.g. Where is this place? What is it like and why? How and why is it changing? How does this place compare with another? How and why are places connected?</p> <p>To investigate the surroundings of the school grounds.</p>			

Map work

Make memory maps with simple personal keys/titles/directions.

Link personal pictorial key to symbols.

Draw a pictorial map of a place.

Use a simple map to move around school.

Name local places on a map of local area.

Label a map of the UK with the 4 countries.

Use a junior atlas to locate a country.

Year Group	NC Programme of study	Activities	Trips and Visits	Texts
Year 2	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> ▪ name, locate and identify characteristics of capital cities of the United Kingdom and its surrounding seas. ▪ name and locate the world's seven continents and five oceans <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> ▪ identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<p>Bamburgh coastline compared with the Lizard Island and the Great Barrier Reef, Australia. <i>Human and Physical features of the coastline.</i></p>	<p>Bamburgh - Grace Darling Museum.</p> <p>Northumberland coastline</p> <p>Related places in Scotswood</p> <p>Local lighthouses - Whitley Bay, Souter</p>	<p>How a Lighthouse Works (human and physical features)</p> <p>Hello Lighthouse (human and physical features)</p> <p>The Lighthouse Keeper (human and physical features)</p> <p>Non-fiction texts about Australia, Great Barrier Reef and Lizard Island.</p>

Geographical skills and field work

- use simple compass directions (North, South, East and West) to describe the location of features and routes on a map
- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- 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.

Map of Hodgkin Park / route to Hodgkin Park from school with a simple key.

Australia topic - continent and surrounding oceans.

Use aerial photos of Australia & Bamburg to recognise landmarks and human/physical features.

Route to Hodgkin Park.

	Skills
	<p data-bbox="271 161 568 197"><u>Geographical enquiry</u></p> <p data-bbox="271 236 1986 316">Ask and answer geographical questions (such as: What is this place like? What do people do in this place? How has this place changed?).</p> <p data-bbox="271 357 1785 394">Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>
	<p data-bbox="271 480 418 517"><u>Map work</u></p> <p data-bbox="271 555 1684 592">Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p data-bbox="271 633 1059 670">Label a map of the world with the continents and oceans.</p> <p data-bbox="271 711 1496 748">Use a junior atlas, world map or globe to locate countries, continents and oceans studied.</p>

KS2 Scheme of Work Geography

Year Group	NC Programme of study	Activities	Trips and Visits	Texts
Y3	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ▪ 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. ▪ 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>Types of settlement and land use, comparison of UK to South Africa.</p> <p>Investigate the physical and human geographical features of Italy.</p> <p>Discover how Italian culture has influenced Britain today.</p>	<p>Local food bank.</p> <p>North East Coast</p> <p>Woodhorn Museum</p> <p>Farm visit</p> <p>Hodgkin Park, Scotswood Road, Hadrian's Wall, Benwell Temple (History links)</p>	<p>Eyewitness Italy</p>

Place knowledge

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 (Italy).

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to

	<p>build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none">▪ 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.			
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Year Group	NC Programme of study	Activities	Trips and Visits	Texts
Y4	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ▪ 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><i>Place knowledge</i></p> <ul style="list-style-type: none"> ▪ 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 (Spain). <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> ▪ describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p>Use fieldwork to observe, measure, record and present human and physical features in the local area.</p> <p>(Armstrong Road)</p> <p>European country -- Spain - locate on a map, focussing on key physical and human characteristics. Geographical similarities and differences</p> <p>Identifying the position and significance of latitude, longitude, equator and the hemispheres.</p>	<p>Armstrong Road</p> <p>Cragside</p>	<p>Pebble in my pocket (CLPE English link)</p>

- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- 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.

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Year Group	NC Programme of study	Activities	Trips and Visits	Texts
Y5	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ▪ 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. ▪ 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>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America. 	<p>Human and physical features of Greece.</p> <p>Climate zones, vegetation belts and biomes Region of south America (Brazil)</p> <p>Explore and investigate the geographical features of our local area - bridges walk.</p>	<p>Sunderland Winter Gardens</p> <p>Bridges along the river Tyne.</p> <p>Tynemouth, South Shields.</p> <p>Ferry across River Tyne.</p> <p>Ouseburn.</p>	<p>Running Wild, Michael Morpugo</p> <p>Wild Animals of the South, Dieter Braun</p> <p>The Explorer, Katherine Rundell</p> <p>National Geographic Lonely planet</p>

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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
- 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.

Year Group	NC Programme of study	Activities	Trips and Visits	Texts
Y6	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> ▪ 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. ▪ 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><i>Place knowledge</i></p> <ul style="list-style-type: none"> ▪ 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><i>Human and physical geography</i></p> <ul style="list-style-type: none"> ▪ describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p>North America.</p> <p>Extreme Earth - climate change, natural disasters.</p> <p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</p>	<p>Nissan plant (Trade and Economics)</p> <p>Visit to/from the British Red Cross charity</p> <p>Local area</p>	<p>Floodland by Marcus Sedgwick</p> <p>Survivors by David Long & Kerry Hyndman</p> <p>If all the World were a village by David J. Smith</p> <p>Flood by Alvaro F. Villa</p> <p>Hurricane by David Wiesner</p> <p>Holes by Louis Sachar (links with America)</p> <p>Everything: Volcanoes and Earthquakes by National Geographic Kids</p>

- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.
- 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.

Geography Skills Progression

	Y3	Y4	Y5	Y6
Geography Enquiry	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and the themes at more than one scale. • Begin to collect and record evidence. • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Extend to satellite images, Ariel photographs. Investigate places and themes at more than one scale. • Collect and record evidence and draw conclusions e.g. make comparisons between locations photos/ pictures/ maps. 	<ul style="list-style-type: none"> • Begin to suggest questions for investigating. • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scales; contrasting and distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations. 	<ul style="list-style-type: none"> • Suggest questions for investigating. • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scales; contrasting and distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations.
Geographical skills and fieldwork (Fieldwork)	<ul style="list-style-type: none"> • Gather information, • Ask geographical questions. • Use a simple database to present findings from fieldwork. Record findings from fieldtrips. • Use a database to present findings. • Use appropriate terminology. • Sketching. • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction. Audio/Visual Select views to photograph. • Add titles and labels giving date and location information. Consider how photos provide useful evidence use a camera independently. 		<ul style="list-style-type: none"> • Gather information. • Ask geographical questions. • Use a simple database to present findings from fieldwork. Record findings from fieldtrips. • Use a database to present findings. • Use appropriate terminology. • Sketching. • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction. • Audio/Visual Use sketches as evidence in an investigation. Select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns. 	

	<ul style="list-style-type: none"> • Locate position of a photo on a map. 	<ul style="list-style-type: none"> • Audio/Visual. • Make a judgement about the best angle or viewpoint when taking an image or completing a sketch. • Use photographic evidence in their investigations. • Evaluate the usefulness of the images. 		
Geographical skills and fieldwork (Map Skills)	<p>Using maps</p> <ul style="list-style-type: none"> • Follow a route on a map with some accuracy. • Locate places using a range of maps including OS & digital. • Begin to match boundaries (e.g. find same boundary of a country on different scale maps). • Use four figure compasses, and letter/number coordinates to identify features on a map. <p>Map Knowledge</p> <ul style="list-style-type: none"> • Locate the UK on a variety of different scale maps. • Name & locate the counties and cities of the UK. <p>Making maps</p> <ul style="list-style-type: none"> • Try to make a map of a short route experiences, 	<p>Using maps</p> <ul style="list-style-type: none"> • Follow a route on a map with some accuracy. • Locate places using a range of maps including OS & digital. • Begin to match boundaries (e.g. find same boundary of a country on different scale maps). • Use four figure compasses, and letter/number coordinates to identify features on a map. <p>Map knowledge</p> <ul style="list-style-type: none"> • Locate Europe on a largescale map or globe. • Name and locate countries in Europe (including Russia) and their capitals cities. <p>Making maps</p> <ul style="list-style-type: none"> • Recognise and use OS map symbols, including completion of a key and 	<p>Using maps</p> <ul style="list-style-type: none"> • Compare maps with aerial photographs. Select a map for a specific purpose. • Begin to use atlases to find out other information (e.g. temperature). • Find and recognise places on maps of different scales. • Use 8 figure compasses, begin to use 6 figure grid references. <p>Map knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries; focus on North & South America. • Identify the position and significance of lines of longitude & latitude. <p>Making maps</p> <ul style="list-style-type: none"> • Draw a variety of thematic maps based on their own data. • Draw a sketch map using symbols and a key. 	<p>Using maps</p> <ul style="list-style-type: none"> • Follow a short route on an OS map. • Describe the features shown on an OS map. Use atlases to find out data about other places. Use eight-figure compass and 6-figure grid reference accurately. • Use lines of longitude and latitude on maps. <p>Map knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages. <p>Making maps</p> <ul style="list-style-type: none"> • Draw plans of increasing Complexity.

	<p>with features in current order.</p> <ul style="list-style-type: none">• Create a simple scale drawing.• Use standard symbols, and understand the importance of a key.	<p>understanding why it is important.</p> <ul style="list-style-type: none">• Draw a sketch map from a high viewpoint.	<ul style="list-style-type: none">• Use and recognise OS map symbols regularly.	<ul style="list-style-type: none">• Begin to use and recognise atlas symbols.
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Geographical Vocabulary

Key Geography Vocabulary:				Other useful words for this age group - may be recap on previous key vocabulary or new words to introduce	Challenge for this age group
	Human features	Physical features	Specific content Geographical map skills and fieldwork		
EYFS	building town farm road park path people	beach sea lake river desert mountain / hill countryside forest / wood weather seasons	map local place globe positional language - in, out, on, off, under, over, behind, in front, next to,	village city shop land house motorway language world water pond	
KS1	Human As above plus... key human features, city, town, village, factory, farm, house, office, port, harbour, shop, Capital city, Country,	Physical As above plus... key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, autumn, winter, spring, summer, weather, marine,	As above plus... name and locate the world's 7 continents and five oceans Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian name, locate and identify characteristics of the 4 countries and capital cities of	As above plus... Environment recycle compass compass points: East North South West fieldwork plan aerial photograph map key symbols equator hot/cold direction key Country Continent globe atlas address	scale route planner grid vegetation urban rural challenge diverse places, resources and natural and human environments,

			<p>the United Kingdom and its surrounding seas</p> <p>England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/Irish/Celtic Seas English Channel United Kingdom</p>	<p>right, left, near, far patterns characteristics surrounding seas contrasting non-European</p>	
<p>Lower KS2</p>	<p>Human geography As above plus... Urban region Europe Country County Economy Trade Energy</p>	<p>Physical geography As above plus... Landscape Hills and mountains N.B. including the UK names e.g. Pennines Grampians, Cambrians Southern Uplands Cotswolds North and South Downs etc.) coast Rural Climate Erosion deposition earthquake volcano water cycle</p>	<p>As above plus... Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Minerals</p>	<p>As above plus... globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation</p>	<p>Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services Precipitation Tropics of Capricorn and Cancer terrestrial</p>

		<p>Alps Geology Minerals and rock types e.g Chalk, Slate Granite Sandstone Biomes/ Vegetation belts e.g. Tundra Coniferous & Deciduous Forest Mediterranean Mountainous Desert</p>		interconnected and change over time.	
Upper KS2	<p>As above plus... Trade Deforestation Derelict Economy</p>	<p>As above plus... Tributary confluence meander ox bow estuary mouth source biomes climate zones</p>	<p>As above plus... Analysis of data Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer Time differences</p>	<p>As above plus... spatial variation vegetation Erosion deposition Headland Resort Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems</p>	<p>Relief Digital mapping</p>