

Progression of Geography Skills and Fieldwork

EYFS	Gathering Information: <ul style="list-style-type: none"> • Make observations about the weather and record using pictures. • Observe and comment about what they can see in the school and its grounds 	Sketching: <ul style="list-style-type: none"> • Draw what they can see in their familiar environment. 	Mapping: <ul style="list-style-type: none"> • Experience a range of maps, photographs/aerial photographs, real maps, maps of the school and classroom, local area. • Bee Bot maps created by children using directional language. • Know about features of different places, recognise and talk about the features of familiar /other places • Children can identify places in the immediate locality. 	Enquiry and Investigation: <ul style="list-style-type: none"> • Comment and ask questions about familiar/other places. • Create a basic map that has purpose e.g. story map. • Identify maps as a tool when travelling from one location to another. • Know that a globe or world map represents countries of the whole world. 	Communication: <ul style="list-style-type: none"> • Talk about the features of different places. • Talk about change in relation to places they are familiar with.
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gathering Information: <ul style="list-style-type: none"> • Assist in keeping a weather chart based on firsthand observations using picture symbols. 	Gathering Information: <ul style="list-style-type: none"> • Use a weather station to keep a weekly weather chart based on first-hand observations 	Gathering Information: <ul style="list-style-type: none"> • Ask and respond to geographical questions (i.e. describe the landscape, 	Gathering Information: <ul style="list-style-type: none"> • Carry out fieldwork selecting appropriate techniques. • Present information 	Gathering Information: <ul style="list-style-type: none"> • Carry out fieldwork enquiry in the local area. • Select appropriate methods for 	Gathering Information: <ul style="list-style-type: none"> • Plan and carry out a fieldwork investigation. • Use a range of graphs to

<ul style="list-style-type: none"> • Use simple fieldwork and observational skills in the school and its grounds. • Carry out fieldwork in the school grounds. • Use a simple method to collect data e.g. 10 frames. 	<p>using picture symbols and present this data.</p> <ul style="list-style-type: none"> • Use a proforma to collect data. • Begin to use their geographical skills, including first-hand observations, to enhance locational awareness. • Carry out fieldwork in the local area. 	<p>why is it like this?)</p> <ul style="list-style-type: none"> • Record information gathered using simple graphs. 	<p>gathered in fieldwork, selecting the most appropriate way including field sketches.</p>	<p>data collection.</p> <ul style="list-style-type: none"> • Use graphs to display data collected. 	<p>display data collected.</p> <ul style="list-style-type: none"> • Evaluate the quality of evidence collected and suggest improvements
<p>Sketching:</p> <ul style="list-style-type: none"> • Draw basic maps, including appropriate symbols and pictures to represent places or features. • Look down on objects and create a plan. 	<p>Sketching:</p> <ul style="list-style-type: none"> • Draw basic maps (e.g., add details to a sketch map from aerial photograph. • Add labels onto a sketch map or photograph of features. 	<p>Sketching:</p> <ul style="list-style-type: none"> • Draw a simple sketch map from observation. • Use standard symbols and a key. 	<p>Sketching:</p> <ul style="list-style-type: none"> • Draw an annotated sketch from observation including descriptive labels and indicating direction. • Begin to recognise and use OS map symbols 	<p>Sketching:</p> <ul style="list-style-type: none"> • Annotate sketches to describe and explain geographical processes and patterns. • Recognise and use OS map symbols and a key understanding why it is important. 	<p>Sketching:</p> <ul style="list-style-type: none"> • Create sketch maps using symbols and a key. • Evaluate their sketch against set criteria and improve it. • Draw plans of increasing complexity. • Begin to use and recognise atlas symbols.
<p>Mapping:</p> <ul style="list-style-type: none"> • Use a simple plan map to 	<p>Mapping:</p> <ul style="list-style-type: none"> • Follow a route on a map. 	<p>Mapping:</p> <ul style="list-style-type: none"> • Follow a route on a map with 	<p>Mapping:</p> <ul style="list-style-type: none"> • Follow a route on a large scale map. 	<p>Mapping:</p> <ul style="list-style-type: none"> • Compare maps with 	<p>Mapping:</p> <ul style="list-style-type: none"> • Follow a short route on an OS map.

<p>move around the school.</p> <ul style="list-style-type: none"> • Know that maps give information about places in the world. • Locate land and sea on maps. • Use maps and aerial photos of the school and local area. • Use plans, maps, globes and aerial images to recognise simple features e.g. buildings, roads and fields. • Use directional language e.g. near/far, up/down, left/right. forwards/backwards • Use relative vocabulary e.g. bigger/smaller, near/far. • Draw a simple map e.g. route map, place in a story. • Use simple compass directions. 	<ul style="list-style-type: none"> • Use plans, maps, globes, atlases and aerial images to locate places and basic human and physical features. • Use simple compass directions to locate named places (N, S, E, W) • Know that symbols mean something on maps. • Use class agreed symbols to make a simple key. 	<p>some accuracy.</p> <ul style="list-style-type: none"> • Locate places studied using a wider range of maps including OS and digital. • Use 4 points compass points to follow/give directions. • Use letter/no. co-ordinates to locate features on a map. • Draw conclusions and make comparison between locations using aerial photos and pictures. • Recognise that contours show height and slope. • Recognise that larger scale maps cover less area. 	<ul style="list-style-type: none"> • Begin to use atlases to find out other information (e.g. temperature) • Identify and link features on maps to photos and aerial views. • Use 4 compass points well. • Begin to use 8 points of a compass. • Use letter/no. co-ordinates to locate features on a map confidently. • Make a map of a short route, with features in correct order. • Describe height and slope from a map. • Use maps at more than one scale. 	<p>aerial photographs.</p> <ul style="list-style-type: none"> • Use atlases to find out other information • Find and recognise places on maps of different scales. • Begin to understand the differences between maps e.g. Google maps vs Google Earth and OS maps. • Use OS map and atlas symbols. • Use 8 points of a compass. • Begin to use 4 figure co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> • Describe the features shown on an OS map. • Follow routes on maps describing what can be seen. • Use atlases to find out data about other places. • Use 8 compass points confidently and accurately. • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid references. • Use lines of longitude and latitude on atlas maps. • Use a scale to measure distances.
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<p>Enquiry and Investigation:</p> <ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple geographical, 'where?', 'what?' and 'who?' questions about the world and their environment. • Recognise differences between their own and others lives. • Use information books/pictures and stories as sources of information. • Investigate their surroundings. • Make observations about where things are e.g. within school or local area 	<p>Enquiry and Investigation:</p> <ul style="list-style-type: none"> • Children are encouraged to ask simple geographical questions; Where is it? What's it like? • Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings. • Make appropriate observations about why things happen. • Make simple comparisons between features of different places. 	<p>Enquiry and Investigation:</p> <ul style="list-style-type: none"> • Ask/initiate more searching geographical questions including 'how?' and 'why?' as well as, 'where?' and 'what?' • Use non-fiction books. Stories, atlases, pictures/photo and internet as sources of information. • Begin to collect and record evidence with some aid. • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations. 	<p>Enquiry and Investigation:</p> <ul style="list-style-type: none"> • Ask and initiate more searching geographical questions and offer their own ideas. • Collect and record evidence with some aid. • Extend sources of information to satellite images and aerial photos. • Analyse evidence and draw conclusion e.g. make comparisons between locations/photos/maps/pictures 	<p>Enquiry and Investigation:</p> <ul style="list-style-type: none"> • Begin to suggest questions for investigating. • Begin to use primary and secondary sources of information in their investigations. • Collect and record evidence with increasing independence. • Analyse evidence and draw conclusions – link findings to their influence on people/ everyday life. 	<p>Enquiry and Investigation:</p> <ul style="list-style-type: none"> • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? • Use primary and secondary sources of information in their investigations. • Analyse evidence and draw conclusions from field work data. Look at patterns and explain reasons behind it.
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<p>Communication:</p> <ul style="list-style-type: none"> • Speak and write about, draw observe and describe simple geographical concepts such as what they can see where. • Use basic geographical vocabulary • Give and follow simple instructions • Use maps and other images to talk about everyday life e.g. where we live, journey to school. 	<p>Communication:</p> <p>As year 1 and: -</p> <ul style="list-style-type: none"> • Notice and describe patterns • Interpret and create meaningful labels and symbols for a range of places inside and outside the classroom. • Use basic geographical vocabulary as well as describe specific local geographical features. 	<p>Communication:</p> <ul style="list-style-type: none"> • Identify and describe geographical features and processes (changes) • Use geographical language related to physical and human processes • Express opinions about what they like and don't like about specific geographical features. • Communicate geographical information through a range of methods including sketch maps, plans, graphs. 	<p>Communication:</p> <ul style="list-style-type: none"> • Identify and describe geographical features, processes (changes) and patterns. • Use geographical language related to physical and human processes • Express opinions about what they like and don't like about specific geographical features and situations. • Communicate geographical information through a range of methods including sketch maps, plans, graphs. 	<p>Communication:</p> <ul style="list-style-type: none"> • Identify and explain increasing complex geographical features, processes (changes), patterns and relationships • Use more precise geographical language relating to physical and human processes. • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. 	<p>Communication:</p> <ul style="list-style-type: none"> • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Use more precise geographical language relating to physical and human processes. • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length
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