

Geography Fieldwork & Enquiry Skills/ Mapping Progression Map

EYFS

Understanding of the World - Past and Present

EYFS pupils should have plentiful opportunities to freely explore their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity of the school (e.g. local streets, park, shop, church etc). They can become familiar with these places through first-hand sensory exploration, observation and talk. They should have opportunities to ask questions and follow their own interests. These early experiences will provide opportunities for language development as pupils name and describe what they see in discussion with peers and adults. Know some similarities and differences between things in the past and now, drawing on their experiences.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Learn about our world through our senses - Describe their local environment using their senses (Our senses: see, hear, smell, touch and taste.)
- Make observations and begin to name features of their locality
- Compare different environments with the one in which they live (e.g. educational visits)
- Explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)
- Use small world play or the role play area to represent a visited place
- Take digital photos (e.g. of a collection of natural objects, buildings in the locality)
- Sequence photos to recall features seen on a visit or short walk
- Experience different weather conditions and their effects on the environment (eg Snow/Ice/ Wind etc).
- Know that a drawing can represent something real-Draw 2D representations of familiar objects
- Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area.
- Know that words can describe how to move - Follow directions related to movement. E.g. stand up, sit down, come forwards, move backwards
- Know that we can describe something by comparing it to something else-Use relative vocabulary such as bigger, smaller, like, dislike
- Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.
- Express their feelings about places they visit, saying which features they like/dislike

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- 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 and the key human and physical features of its surrounding environment.

NC Objectives	Year 1	Year 2
<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<ul style="list-style-type: none"> • Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. 	<ul style="list-style-type: none"> • Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map and follow/create a route in the local area.
<p>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.</p>	<ul style="list-style-type: none"> • Explore aerial views of the local area, recognising the main features and the way symbols have been used. 	<ul style="list-style-type: none"> • Use aerial images to recognise basic physical and human features.
<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<ul style="list-style-type: none"> • Begin to use globes, atlases and digital maps to locate areas of the United Kingdom (its countries, capitals and surrounding seas; and explore their features. 	<ul style="list-style-type: none"> • Use globes, atlases and digital maps to locate and identify the world's continents and oceans; including the location of the UK, Europe, Kenya and Africa; to identify and describe where places are in the world, including Northern and Southern hemispheres. • Use digital maps to navigate, using compass directions to find the locations of different continents from the UK.

	<ul style="list-style-type: none"> • Annotate a simple map of the UK with some of its key features (countries and capital cities). • Explore aerial views of the local area, recognising the main features and the way symbols have been used. • Begin to create a simple map of the local area, using a simple key and compass rose (N and S). • Begin to understand that maps can be used to navigate an area. 	<ul style="list-style-type: none"> • Create a simple map using key symbols and a compass rose (N, E, S, W).
<p>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.</p>	<ul style="list-style-type: none"> • Investigate their surroundings and express what they like/dislike about the area. • Make observations about where things are (around school and in local area) (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings). • Talk about & draw simple features that they have observed. • Record and label what they have seen (Use photographs to support recording of colours, objects, textures etc.) • With support, begin to ask geographical questions eg. What would you like to improve in your local area? What is it like to live in this place? 	<ul style="list-style-type: none"> • With support, gather evidence, eg. A survey, about a place and record it (pictograms, tally chart, Venn, Carroll etc.) such as, weather, transport etc. • Use observational skills to attempt to make simple drawings of appropriate scale. Add labels or photograph of features onto a map. • Discuss, record and label observations using geographical vocabulary. • Investigate their surroundings, expressing their own views and considering other people's views. • With support, ask questions geographical questions about things such as how local housing can improve, the location of places, how things have changed in the local area.
<p>Key stage 2</p>		

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geographical Skills & 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.

NC Objectives	Year 3	Year 4	Year 5	Year 6
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<ul style="list-style-type: none"> • Use evidence from maps, aerial images and other sources to find out about my local area, UK cities, counties and regions. • Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world. • Use world maps to label the Earth's plates and to explain what happens at plate boundaries. 	<ul style="list-style-type: none"> • Use maps (including Ordnance Survey maps) to identify mountainous areas, urban and rural areas of Europe- using keys and symbols; using map reading skills and knowledge of keys to compare two different regions. • Use historical maps as evidence when investigating a local area. • Interpret a range of maps and aerial views of Rome, Italy and the Mediterranean region. 	<ul style="list-style-type: none"> • Use globes and atlases (Physical & political maps) to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil. Also identify the location of North America and its countries; The location of the 'Seven Summits' on a world map. • Identify the position and significance of lines of Latitude and Longitude, Tropics of Cancer and Capricorn; Northern and Southern hemispheres. • Interpret maps (including digital maps) and aerial views of the Americas, South-East Brazil, Rio de Janeiro and the Amazon at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied. 	<ul style="list-style-type: none"> • Independently select the most appropriate map that for what it is being located
<p>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>	<ul style="list-style-type: none"> • Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK 	<ul style="list-style-type: none"> • Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates. 	<ul style="list-style-type: none"> • Use globes, atlases and maps (Physical & political maps) to identify the main human and physical features of South America; Extending mapping skills from 4point grid referencing to 6point grid references. 	<ul style="list-style-type: none"> • Use evidence from fieldwork to annotate an Ordnance Survey map of local area, showing how it meets people's needs; including devising symbols and a key, and referencing some key sites using 6 figure grid references.

<p>build their knowledge of the United Kingdom and the wider world.</p>	<p>volcanoes, mountains and mountain ranges</p> <ul style="list-style-type: none"> Use globes and atlases and digital imagery to locate key topographical features of the Northeast including hills, mountains, coasts and rivers on a map; identify the location and distribution of UK rivers and other major rivers around the world navigate using the 8 compass points (N, S, E, W SE, SW, NE, NW) Begin to use maps (including ordnance survey maps) to navigate using 4 figure references grids 	<ul style="list-style-type: none"> Use globes, atlases and digital imagery to name and locate European countries (including Russia) and major cities; to locate Iceland, Italy and the “The Ring of Fire”; naming the main oceans and countries in this area; explaining how countries are located in comparison to each other using 8 compass points. 	<ul style="list-style-type: none"> Interpret a range of maps and aerial views of North America; use lines of longitude and latitude; 6 figure grid references to describe locations within North America. 	
<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<ul style="list-style-type: none"> Collect and record evidence about a place and record using bar graphs. Collect data about a place to compare with other locations (rainfall, temperature etc.) With support, analyse data collected and form simple conclusions & begin to form own questions about sustainable transport to enquire. Sketch a free hand map of an area (using scale) in the Northeast of England, identifying key topographical features such as rivers and local land use; including a title, key and 8-point compass rose). 	<ul style="list-style-type: none"> Collect and record evidence about a location and present findings in a suitable form. Collect data about a location and begin to look for patterns in their results. Compare findings on a location with other locations and draw simple conclusions (human and physical features). Draw an annotated sketch of a location from observation including descriptive and explanatory labels and indicating direction and position. 	<ul style="list-style-type: none"> Independently decide how to collect data about a location and present findings in an appropriate form. (North America Vs Europe) Analyse and compare findings with information about other locations and draw conclusions (focus on land use). (North America Vs Europe) Use a variety of sources as evidence to compare the local area to the past (maps, photos, anecdotes etc.) Create a simple scaled sketch map of a location/feature. Make semi-independent decisions on how to collect data to answer own questions. Such as interviews, questionnaires, observations (North America Vs Europe) 	<ul style="list-style-type: none"> Independently decide how to collect evidence and present in chosen form, justifying choices made to answer own questions. Compare findings about a location with other location and draw plausible, justified conclusions. Use a variety of sources as evidence to compare the local area to the past and suggest reasons for changes observed. Create a scaled sketch map of a location/feature using symbols and a legend.