Geographical Skills and Fieldwork Progression Map

Geographical Skills and Fieldwork KS1	EYFS	KS1	
	Reception	Year 1	Year 2
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	-Children will locate UK on World map -Children will locate England on UK map -Children will locate Africa on world map -Children will have access to globes, maps and atlases.	-Children will locate countries on a UK map -Children will name and locate the four countries of the United Kingdom on a map -Children will use maps, pictures and stories to find out about different places -Children will begin to locate some countries and continents studied in Year 1 on an age-appropriate world map/globe (e.g. countries named only). -Children will begin to use atlases (directed by teacher) to locate countries and continents studied in Year 1. -Children will locate some countries and continents (Africa, Europe, Antarctica and Australia) studied in Year 1 on an age-appropriate world map/globe.	-Children will look at the world maps, atlas and globes to predict weather conditions based upon its position relating to the equator. -Children will use a world map to identify where the 7 continents of the world are. -Children will use a world map to identify the 5 oceans. -Children will use a globe and world map to identify the location of the UK. -Children will use an atlas to identify the 4 home nations and their surrounding seas and ocean's.
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.	-Children will use directional language to describe the location of features on a simple map. (in front, behind, next to, far away, and near to). -Children will draw their own simple maps and plans.	-Children will use locational/directional language to describe the location of features and routes on a map. (in front, behind, next to, far away, and near to).	-Children will follow basic instructions around the playground to guide each other around. -Children will use the 4 basic compass points to references objects position on a map. -Children will use the 4 basic compass points along with positional language to point out different landmarks in a country. -Children will use the 4 basic compass points along with positional language to point out different countries on a world 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.	-Children will use historical photographs to compare building then and now in their local environment. -Children will draw a simple map and plan and talk about some features.	-Children will use aerial photographs to recognise landmarks and human/physical features. -Children will draw a simple map and label some human/physical features -Children will draw a simple map and label some human/physical features.	-Children will create a map of the school that has to include a detailed key and compass. -Children will look at landmarks across the globe and identify if they are human or 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.	-Children will walk around the school environment (inside and out), local are (Eston square) and talk about the features that they observe. -Children will talk about the buildings in their local area and what they sell/are used for (church, shops, homes, police station) -Children will look at the weather where we live and identify how it can change from day to day / season to season.	-Children will collect data virtually from webcams of a woodland environment and collate it to help answer an inquiry question. 'What animals live in a woodland?' -Children will create graphs using Purple Mash to display their results and use their graph to answer the enquiry question. -Children will look at the weather where we live and identify how it can change from day to day, collect results and record on a chart. -Children will make simple observational skills to study the local environment in the context of weather in the UK./local environment -Children will use locational/directional language to describe the location of features and routes on a map. (in front, behind, next to, far away, and near to). -Children will use observational skills to study the school grounds and describe its human and physical features.	-Children will use images of the school to create their own map of the environment. -Children will observe the local area looking for key landmarks to place on a map of the school and surrounding areas.

Geographical Skills and Fieldwork KS2	KS2			
	Year 3	Year 4	Year 5	Year 6
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	- Children will use atlases to locate the River Thames and River Ganges to compare. - Children will; use a combination of maps and atlases to identify main urban and rural areas around the UK. - Children use a variety of maps and atlases to identify where rainforests and located. - Children will use atlases to locate which countries the amazon rainforest covers.	- Children will use maps, atlases, globes, and digital mapping to locate European countries, capital cities, and key physical features such as mountains, rivers, and coastlines. - Children will identify and describe the location and characteristics of Mediterranean countries, focusing on Greece and its surrounding seas. - Children will use digital and interactive maps to explore how people live, work, and travel across Europe, identifying patterns in land use and climate. - Children will use online mapping tools to locate and describe the world's oceans, recognising their size, depth, and importance to the planet. - Children will use digital resources and research to explore the impact of ocean pollution and climate change on marine environments.	-Children will use atlases, maps of the UK and Google Maps to locate and identify rivers, mountains and cities. -Children will use atlas and Google Earth to map key features of Egypt including capital city, River Nile, significant landmarks, seas and deserts. - Children will plot on the map where power stations are and use a key to identify the difference between the different types of power stations (Coal, Nuclear, Solar and Wind). - Children will plot on a world map the countries when items are imported and exported from.	-Children will use atlases, maps of the UK and Google Maps to locate and identify regions and counties in England. -Children will use lines of latitude and longitude to locate countries using globes, maps and atlases. -Children will use the Prime Meridian to work out the different time zones across the world. -Children will use co-ordinates of latitude and longitude to label a map of the world and use an atlas to identify the capital city. -Children will use atlas and Google Earth to map key features of the Arctic and Antarctica. -Children will use an atlas to label significant countries and capitals in North and South America.
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.	- Children will draw an eight-point compass and use it identify landmarks and features across India. - Children will use a variety of maps and topographic maps to identify how land is used in the UK and how it fits that purpose.	- Children will use the eight points of a compass and four-figure grid references to describe the position of countries, cities, and geographical features within Europe and the UK. - Children will interpret map symbols and keys to identify physical and human features such as mountain ranges, ports, rivers, and tourist destinations. - Children will compare maps of the UK and Greece, describing similarities and differences in land use and physical geography. - Children will use topographical maps to locate coastal and island features, including bays, headlands, and seas surrounding Europe.	-Children will use maps and four and six-figure grid references to locate different locations across Teesside -Children will use six-figure grid references on OS maps to identify exact locations across Teesside - Children will use the eight points of a compass to follow a journey through Malham and identify the OS symbols and name them.	-Children will use maps and four and six-figure grid references to locate different locations along the Jurassic Coast. -Children will use six-figure grid references on OS maps to identify exact locations. -Children will use the scale on the map to consider how distances travelled in a straight line compare with distances travelled along transport networks. -Children will use the eight points of a compass to help them to navigate across an OS map of central London. - Children will use six-figure grid references to locate and the label on a map the seven new wonders of the 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.	- Children will draw a simple sketch map (with a basic key) of India, utilising symbols. - Children will create an information map of a part of Eston to show how land is used. - Children will create visual tower representations of the population of UK cities based of researched data. - Children will plot rainforest temperate and rainfall data on a graph.	- Children will use fieldwork to observe, record, and describe human and physical features in the local area, such as land use, transport links, and green spaces. - Children will create sketch maps of the school and surrounding environment, including keys, compass directions, and labels. - Children will collect data through observation or digital sources (e.g. Google Earth or webcams) to compare local geography with coastal or island regions studied. - Children will present findings using annotated maps, graphs, digital slides, or short reports explaining similarities and differences between local and European environments. - Children will investigate how human activity, such as pollution or land development, can affect local and global environments, making links to ocean protection and sustainability.	- Children will create a sketch map of the River Tees that shows towns it passes through along with human and physical features identified e.g. meanders, High Force. The sketch map will show the height above sea level of the course of the River Tees and upper, middle and lower course will be identified. - Children will consider how the velocity of the river can affect which animals and plants can live there and whether the river bed is rocky or muddy. - Children will collect data virtually from visitors of Malham and collate it to help answer an inquiry question. - Children will create graphs to show monthly average rainfall, daylight hours and temperatures for Egypt in comparison to the UK. - Children will collect data to calculate how to make potential CO_2 reductions by making small changes.	-Children will compare findings about the counties of North Yorkshire, Cumbria and Greater London and draw plausible and justifiable conclusions based on topological features and changes in patterns of land use. -Children will use a variety of sources of evidence to compare the local area of Redcar to the past and suggest reasons for the changes observed. -Children will create a scaled sketch map of Redcar using symbols and a legend explaining significant changes in terms of coastal erosion, land use patterns and economic changes. -Children will record data along a section of coastline and use data to reach a geographical conclusion on how the process of longshore drift affects the size of pebbles on the beach. -Children will collect and use data in a table to create a line graph to compare daylight hours in the Arctic, Antarctica and the UK. -Children will use maps, graphs and tables to identify the similarities and differences between Death Valley and the Eston Hills.