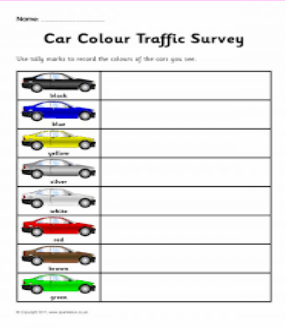
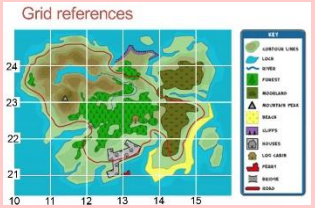
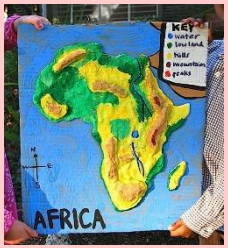
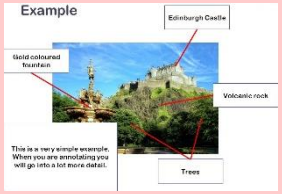
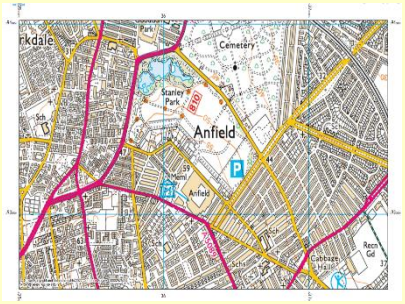
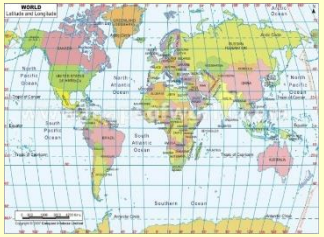
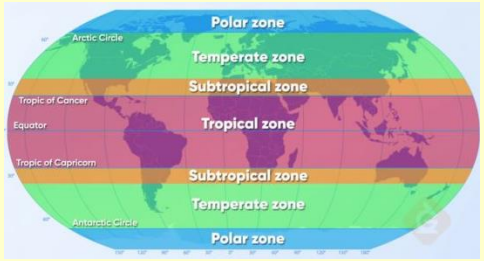
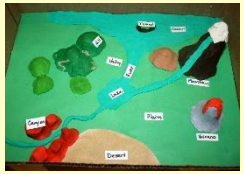
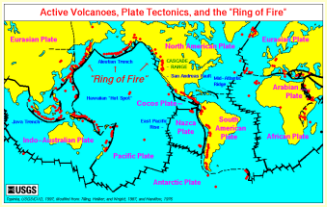
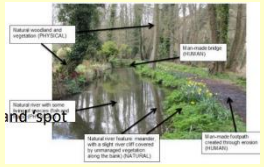
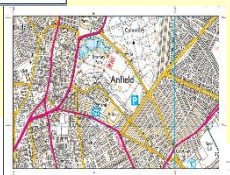
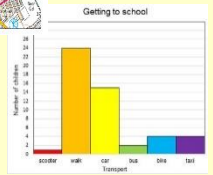
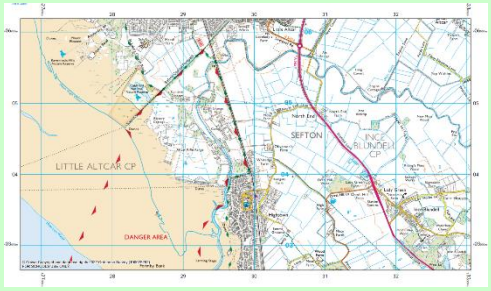
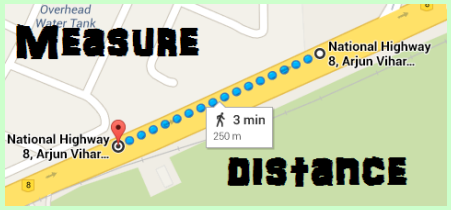
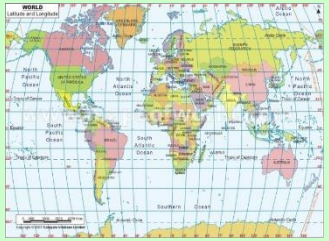
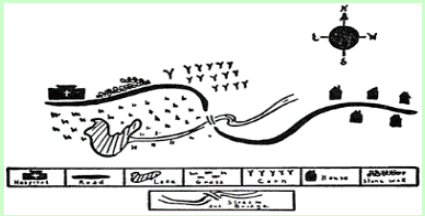
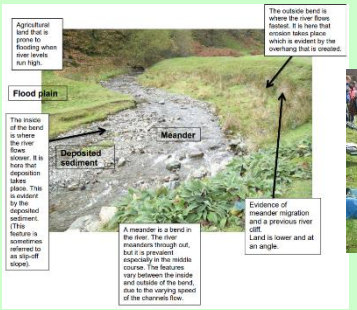
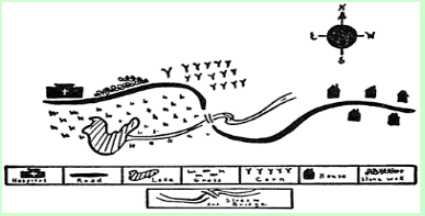
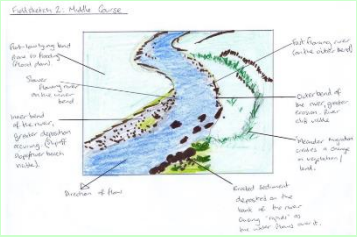
Geographical Skills and Fieldwork – Year Group Progression

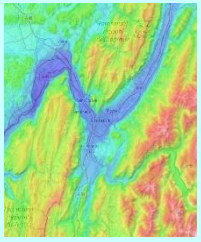
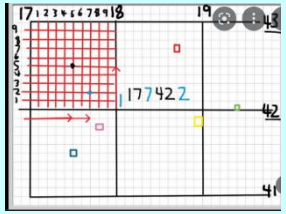
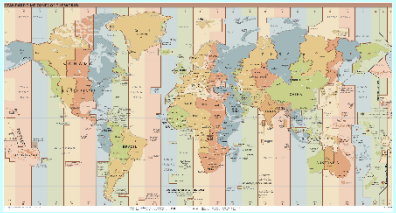
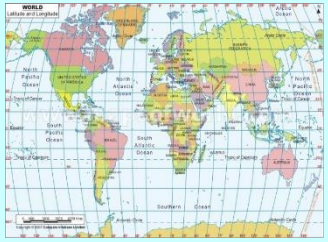
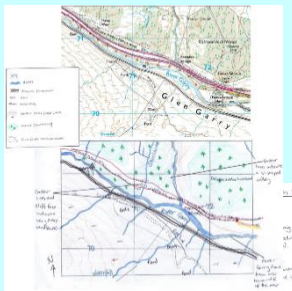
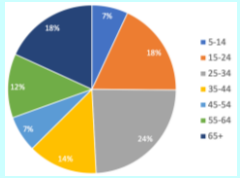
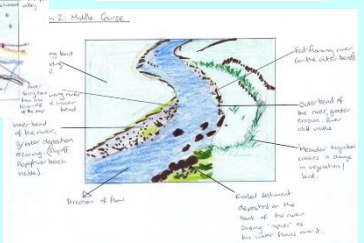
The pictorial examples are suggestive and not exhaustive. This is a guide to show the type of maps, activities, etc to include during topic studies.

	Mapping skills	Geographical Skills and Fieldwork opportunities
YEAR 1	• Use simple maps of the local area e.g. Google maps, aerial view, aerial photographs. • To devise a simple map; and use and construct basic symbols in a key e.g. school grounds / local area. • Use world maps, atlases and globes to identify the United Kingdom and its countries and capital cities. • Draw a simple aerial view map of locations studied, e.g. River Thames with London Eye, Buckingham Palace, Palace of Westminster, Hamleys north and south of the river. • Use locational and directional language (e.g. near/far; left/right) and N/S/E/W to describe the location of features and routes. • Label and annotate aerials views, maps and photographs to describe physical features of UK, its 4 countries and capital cities. • Use aerial views, maps and photographs to recognise landmarks – human and physical features.      	• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Ask and respond to simple geographical questions: What is the weather like in…..? What is it like to live in…? • Walk observations • Traffic survey.   

	Mapping skills	Geographical Skills and Fieldwork opportunities
YEAR 2	• Use maps and photographs to annotate, describe and explain key physical features, including: beach, coast, hill, mountain. • Use maps (including Digimaps) and photographs to annotate and describe key human features, including: city, town, village, farm, house, office, port and shop. • Use simple 2 figure references to locate landmarks, key features on Digimaps • Understand and describe some defining physical features of the equator area, north and south poles; and defining human features of the equator area, north and south poles, e.g. few buildings, few people at the poles. • Use world maps, atlases and globes to identify Kenya, its features and position in relation to continents, countries and oceans. • Use simple compass directions (N/S/E/W) and locational and directional language e.g. near and far; left and right - to describe the location of features and routes on a map, hot/cold locations relative to the equator. • Know and use new OS maps symbols: pub, toilets, contours (not including reading number), hostel, bridleway, non-coniferous trees, minor road, post office, fishing.     	• Ask simple geographical questions e.g. What is it like to live in this place? • Ask and answer geographical questions. • Use simple fieldwork and observational skills to contrast local geography with Grasmere's, including photography and streetscapes. • Photography from local walks.    

	Mapping skills	Geographical Skills and Fieldwork opportunities
YEAR 3	• Locate and place local landmarks on aerial and OS maps using four-figure grid references. • Use 4-figure grid references to mark/identify features on a map. • Describe locations using 4 and 8 points of a compass (N/NE/E/SE/S/SW/W/NW) • Use topographical maps to develop physical understanding. • Make plans and maps using symbols and keys (topic-listed OS symbols) • Read and annotate OS maps (Digimaps). • Use and interpret maps, globes, atlases and digital/ computer mapping to locate countries and key features.        	• Ask, research and respond to geographical questions. • Use a geographical case study to consider a topic question from different points of view. • Recognise that different people hold different views about an issue and begin understand some of the reasons why. • Use fieldwork (questionnaires, photography, observations) to observe, measure, record and present the human and physical features in the local area. • Land studies for suitability. • Streetscapes – sketching.     

	Mapping skills	Fieldwork opportunities
YEAR 4	• Identify and describe the location of some significant rivers of the UK – use N/NE/E/SE/S/SW /W/NW • Measure straight line distances using the appropriate scale. • Explore features on OS maps using 4 and 6-figure grid references: areas of agriculture, floodplains, etc. (Digimaps) • Draw maps showing river features and journey within the locality. • Read lines of latitude • Know and locate Northern and Southern Hemispheres. • Draw accurate maps with more complex keys (e.g. Amalfi coast and surrounding areas, focus flooding area). • Annotate, describe and explain aerial views, maps (including topographical) and photographs to understand defining human and physical features of the Mediterranean. • Locate and describe vegetation belts globally and within the Mediterranean: rainforest, temperate forest, desert, grassland, savannah, tundra, taiga forest, ice. (locate Russia and its defining features – mainly taiga and tundra).      	• Conduct fieldwork observing and measuring physical features: river flow, river width/depth at different courses of the river. • Take field sketches of significant river features. • Draw accurate maps of European locations (e.g. Amalfi coast and surrounding areas).    

	Mapping skills	Fieldwork opportunities
YEAR 5	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Explore features on OS maps using 6 figure grid references. • Measure distance and height using OS maps. • Identify and describe European locations in relation to physical and human features. • To identify, describe and annotate (maps and photos) key features of contrasting locations. • Identify location of flood zones, including locally and further afield. • Read atlas/maps using lines of latitude, longitude and time zones, and identify biomes. • Locate and describe defining characteristics of South America, including Rio de Janeiro, Brasilia (Brazil) Buenos Aires (Argentina), La Paz (Bolivia), Caracas (Venezuela). • Locate and map out biomes (aquatic, desert, forest, grassland, tundra) – South America and globally. • Read time zones of contrasting locations. • Locate areas by population density (chloropleth maps).        	• Conduct fieldwork, including field sketches. • Gather and record data. • Use case studies to understand geographical themes and answer topical questions. • Recognise that different people hold different views about an issue and begin understand some of the reasons why. • Observe sites and make on-site field sketches. • Draw accurate maps with more complex keys.     

	Mapping skills	Fieldwork opportunities
YEAR 6	• 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). • Read atlas/maps using lines of latitude, longitude and time zones. • Locate and map out the distribution of natural resources globally, including energy, food, minerals and water) • Locate cold areas/countries of the world (Russia – iron, nickel, titanium, gold, diamonds, timber in Siberia; and Arctic – oil, gas, minerals, aggregates). • Annotate (label, describe and explain) defining features on current day maps and photographs. • Use maps, aerial views and photographs to chart changes in human features as land use has changed over time. • Use historical maps and data to highlight Liverpool's population changes over time. • Locate the world's countries involved in world trade. • Locate environmental regions, countries, cities associated with key sectors of world trade. • Know time zones of key players in global trade.	• Fieldwork - use fieldwork to observe, measure, record and present the human and physical features in the local area. • Gather and record data. • Use case studies to understand geographical themes and answer topical questions. • Recognise that different people hold different views about an issue and begin understand some of the reasons why. • Observe sites and make on-site field sketches. • Draw accurate maps with more complex keys.