



Coverage and Progression of the Geography National Curriculum								
Coverage and Progression of Geographical & Fieldwork Skills								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7 Key Stage 3 Objectives:
Ongoing Geographical Skills								
N C / E L G			Key Stage 1: L.O.1: To be able to understand basic subject-specific vocabulary relating to human and physical geography.		Lower Key Stage 2: L.O.1: To be able to <u>build</u> their knowledge and understanding beyond the local area, including the location and characteristics of a range of the world's most significant human and physical features.		Upper Key Stage 2: L.O.1: To be able to <u>extend</u> their knowledge and understanding beyond the local area, including the location and characteristics of a range of the world's most significant human and physical features.	
	S k i l l s			-Use simple geographical vocabulary to describe key human/physical features of locations e.g. <i>hill, local, erode, coastline, woods.</i>	-Use geographical vocabulary to describe key human/physical features of locations e.g. <i>beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season.</i>	- <u>Begin to build</u> their ability to describe key human/physical features of a place, using more <u>technical</u> and <u>geographical</u> vocabulary and use this vocabulary to describe geographical processes. E.g. <i>river, meander, flood plain, location, industry, transport.</i>	- <u>Build</u> their ability to describe key human/physical features of a place, using more <u>technical</u> and <u>geographical</u> vocabulary and use this vocabulary to describe geographical processes. E.g. <i>contour, height, valley</i>	- <u>Begin to extend</u> their ability to describe key human/physical features of a place, using more <u>technical</u> and <u>geographical</u> vocabulary and use this vocabulary to describe geographical processes. E.g. <i>river, erosion, deposition, transportation, coasts, longshore drift, headland.</i>



Ongoing Geographical Skills									
N C / E L G	Early Years - ELG: Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.		Key Stage 1: L.O.2: To begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Lower Key Stage 2: L.O.2: To begin to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		Upper Key Stage 2: L.O.2: To be able to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
	N C i n y e a r G r o u p	-Observe and identify features in the place they live and the natural world. -Find out about their environment and talk about features they like and dislike. -Use a diverse range of props, photos, books to notice & talk about similarities & differences.	-Examine change over time. -Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.. -Describe some actions which people in their own community do that help to maintain the area they live in. -Draw information from a simple map. -Interpret range of sources of geographical information, including maps, globes, photographs	To use simple fieldwork and <u>observational skills</u> to <u>begin to</u> identify human and physical features of school and its grounds. e.g. note taking, videoing, sketches, observations.	To use simple fieldwork and <u>observational skills</u> to <u>securely</u> identify human and physical features of school and its grounds.	To use fieldwork to <u>observe, measure and record</u> some human and physical features in the local area. Beginning to use methods that include <u>sketch maps and graphs, with support.</u>	To use fieldwork to <u>observe, measure and record</u> some human and physical features in the local area, using methods that include <u>sketch maps and graphs, with some support.</u>	To <u>observe, measure, record and present</u> human and physical features in the local area using a range of methods including <u>sketch maps and plans</u> as well as <u>the developing use of graphs and digital technologies.</u>	To <u>observe, measure, record and present</u> human and physical features in the local area using a range of methods including <u>sketch maps and plans</u> as well as <u>the secure use of graphs and digital technologies.</u>



Fieldwork Skills - Geographical Enquiry (An enquiry is a question that you set out to prove or disprove in a fieldwork investigation.)

Skills	-Teacher led enquiries.	-Teacher led enquiries, to ask and respond to simple closed questions.	-Children encouraged to ask and respond to simple geographical questions e.g. <i>Where is it? What's it like here? What is it like to live in this place?</i>	-Begin to ask and respond to geographical questions e.g. <i>Describe the landscape, Why is it like this? How is it changing? What do you think about that?</i>	-Ask and respond to questions and offer their own ideas. e.g. <i>What is this landscape like? What will it be like in the future?</i>	-Ask and respond to questions and offer their own ideas. e.g. <i>What is this landscape like? How has it changed? What made it change? How is it changing?</i>	-Ask and respond to questions and offer their own ideas. e.g. <i>What is this landscape like? How is it changing? What patterns can you see? How have the patterns changed?</i>	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
	-Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..					-Begin to suggest questions and studies for investigating.	-Suggest questions and studies for investigating.	

Fieldwork Skills - Observing Skills

Skills	-Observe and identify features in the place they live and the natural world.	-Observe/examine change over time.	-Make <u>simple</u> observations of the school grounds e.g. <i>identify where things are and physical & human features such as <u>number of trees/shops/houses.</u></i>	-Make <u>more detailed</u> observations of the school grounds and its surrounding environment e.g. <u><i>number/types of trees/plants/animals seen.</i></u>	-Beginning to make <u>detailed</u> observations of the school grounds and its surrounding environment e.g. <u><i>number/types of trees/plants/animals seen etc.</i></u>	-Make <u>detailed</u> observations of the school grounds and its surrounding environment e.g. <u><i>number/types of trees/plants/animals seen etc.</i></u>	-Confidently make <u>detailed</u> observations of the school grounds <u>with a focus on its surrounding environment</u> e.g. <u><i>number/types of trees/plants/animals seen etc.</i></u>	-Confidently make <u>detailed</u> observations of the school grounds <u>with a focus on its surrounding environment</u> e.g. <u><i>number/types of trees/plants/animals seen etc.</i></u>	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.



Fieldwork Skills - Measuring Skills									
S k i l l s					- <u>Begin to</u> measure and record human/physical features in the local area <u>with support</u> e.g. <i>rainfall, temperature, wind speed, noise levels etc.</i>	- <u>More accurately</u> measure and record human/physical features in the local area <u>with some support</u> e.g. <i>rainfall, temperature, wind speed, noise levels etc.</i>	- <u>More accurately</u> measure and record human/physical features in the local area, <u>unaided</u> e.g. <i>rainfall, temperature, wind speed, noise levels etc.</i>	- <u>Accurately</u> measure and record human/physical features in the local area, <u>unaided</u> e.g. <i>rainfall, temperature, wind speed, noise levels etc.</i>	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
	Fieldwork Skills - Recording Skills - Collecting/Recording evidence in the field								
S k i l l s					- <u>Begin to</u> collect and record evidence <u>with support</u> . -Choose effective recording methods <u>with support</u> e.g. 1. <i>tables to collect data</i> 2. <i>annotating a base map with information</i> 3. <i>field sketches of different scenes, street-scapes or views that they see,</i> 4. <i>taking photographs and recording the location and information they are collecting</i> 5. <i>collecting the views of people they might meet</i>	-Collect and record evidence <u>with some support</u> . -Choose effective recording methods <u>with some support</u> e.g. 1. <i>tables to collect data</i> 2. <i>annotating a base map with information</i> 3. <i>field sketches of different scenes, street-scapes or views that they see</i> 4. <i>taking photographs and recording the location and</i>	-Collect and record evidence <u>unaided</u> . -Choose effective recording methods <u>unaided</u> using multiple pieces of evidence e.g. 1. <i>tables to collect data</i> 2. <i>annotating a base map with information</i> 3. <i>field sketches of different scenes, street-scapes or views that they see,</i> 4. <i>taking photographs and recording the location and information they are collecting</i>	-Collect and record evidence <u>unaided</u> . -Choose effective recording methods <u>unaided</u> using multiple pieces of evidence e.g. 1. <i>tables to collect data</i> 2. <i>annotating a base map with information</i> 3. <i>field sketches of different scenes, street-scapes or views that they see,</i> 4. <i>taking photographs and recording the</i>	Key Stage 3: -To use fieldwork in contrasting locations to <u>collect</u> , analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.



					<p><i>on their fieldwork such as local shopkeepers or office workers or people who might be in the local area.</i></p> <p><i>6. completing tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops.</i></p>	<p><i>information they are collecting</i></p> <p><i>5. collecting the views of people they might meet on their fieldwork such as local shopkeepers or office workers or people who might be in the local area.</i></p> <p><i>6. completing tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops.</i></p>	<p><i>5. collecting the views of people they might meet on their fieldwork such as local shopkeepers or office workers or people who might be in the local area.</i></p> <p><i>6. completing tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops.</i></p>	<p><i>location and information they are collecting</i></p> <p><i>5. collecting the views of people they might meet on their fieldwork such as local shopkeepers or office workers or people who might be in the local area.</i></p> <p><i>6. completing tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops.</i></p>	
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Fieldwork Skills - Recording Skills - Drawing field sketches, sketch maps, sketch plans and graphs									
S k i l l s			- <u>Begin to</u> use simple field sketches.	-Use simple field sketches and diagrams.	<u>With support:</u> -Use more detailed field sketches and diagrams.	<u>With some support:</u> -Use more detailed field sketches and diagrams.	<u>Developing Use:</u> -Draw detailed field sketches <u>begin to</u> show understanding of pattern, movement and change.	<u>Secure Use:</u> -Field sketches <u>more accurately</u> show understanding of pattern, movement and change.	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
					- <u>Begin to</u> draw sketch maps using symbols and a key. - <u>Begin to</u> draw graphs to record data.	-Draw sketch maps using symbols and a key. -Draw graphs to record data.	- <u>Begin to</u> draw sketch maps and plans using a key. -Draw <u>more accurate</u> graphs to record data.	-Draw sketch maps and plans using a key. -Draw <u>accurate</u> graphs to record data.	
Fieldwork Skills - Recording Skills - Using digital technologies									
							-Have a developing use of digital technologies <i>e.g. taking digital photos, digital mapping, Google Maps/Earth</i>	-Have a secure use of digital technologies <i>e.g. taking digital photos, digital mapping, Google Maps/Earth</i>	Key Stage 3: To use <u>Geographical Information Systems (GIS)</u> to view, analyse and interpret places and data.
Fieldwork Skills - Presenting Skills - Presenting data when back in school									
S k i l l s							- <u>Begin to</u> present data in an appropriate way <u>with support</u> <i>e.g. graphs with keys to make data clear, pie charts, bar charts.</i>	-Present data in an appropriate way <i>e.g. graphs with keys to make data clear, pie charts, bar charts.</i>	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple



							-Begin to use digital technologies to present data in an appropriate way <i>e.g. digital photographs/ graphs/ charts/ maps etc.</i>	-Begin to use digital technologies to present data in an appropriate way <i>e.g. digital photographs/ graphs/ charts/ maps etc.</i>	sources of increasingly complex information.
Fieldwork Skills - Analysing									
Skills			-Begin to explain simple patterns (<i>e.g. count traffic and explain what the pattern is</i>)	-Begin to explain simple patterns and offer explanations why (<i>e.g. count traffic and explain why the flow changes at different times</i>).	-Begin to analyse evidence and draw conclusions by making comparisons between two locations or human/physical features (<i>e.g. using photos and pictures</i>).	-Analyse evidence and draw conclusions by making comparisons between multiple locations or human/physical features (<i>e.g. using photos/ pictures/ maps</i>).	-Analyse evidence and draw multiple conclusions by making comparisons between multiple locations or human/physical features (<i>e.g. comparing historic maps of varying scales, comparing temperature of various locations & their influence on people/ everyday life</i>).	-Analyse evidence and draw multiple conclusions by making comparisons between multiple locations or human/physical features (<i>e.g. from fieldwork data on land use comparing land use/ temperature, look at patterns and explain reasons behind it</i>).	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
Locational Knowledge - United Kingdom									
NC/EL	Early Years - ELG: Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.	Key Stage 1: L.O.3: To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Lower Key Stage 2: L.O.3: To be able to name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).	Upper Key Stage 2: L.O.3: To be able to 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					



G				patterns; and understand how some of these aspects have changed over time.	
Locational Knowledge - The World					
N C / E L G	<p>Early Years - ELG: - Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.</p>	<p>Key Stage 1: L.O.4: To be able to name and locate the world's seven <u>continents</u> and five <u>oceans</u>.</p>	<p>Lower Key Stage 2: L.O.4: To be able to locate the <u>world's countries</u>, using maps to <u>focus on Europe</u> (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Upper Key Stage 2: L.O.4: To be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and <u>North and South America</u>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Key Stage 3: To extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on <u>Africa, Russia, Asia (including China and India), and the Middle East</u>, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</p>
Locational Knowledge - Position and Significance					
N C / E L G		<p>Key Stage 1: L.O.6: To be able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. *Rest of objective see Pg 7.</p>	<p>Lower Key Stage 2: L.O.5: To be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Upper Key Stage 2: L.O.5: To be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, <u>the Prime/Greenwich Meridian and time zones (including day and night)</u>.</p>	



Place Knowledge					
N C / E L G	<p>Early Years - ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Key Stage 1: L.O.5 To be able to understand geographical similarities and differences through studying the human and physical geography of <u>a small area of the United Kingdom and a small area in a contrasting non-European country.</u></p>	<p>Lower Key Stage 2: L.O.6: To be able to understand geographical similarities and differences through the study of human and physical geography of <u>a region of the United Kingdom and a region in a European country.</u></p>	<p>Upper Key Stage 2: L.O.6: To be able to 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, <u>and a region within North or South America.</u></p>	<p>Key Stage 3: To understand geographical similarities, differences and links between places through the study of human and physical geography of <u>a region within Africa, and of a region within Asia.</u></p>
Human and Physical Geography - Physical Geography - Weather Patterns					
N C / E L G	<p>Early Years - ELG: Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Key Stage 1: L.O.6: To be able to identify seasonal and daily weather patterns in the United Kingdom <u>and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</u></p>			<p>Key Stage 3: To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: -physical geography relating to: [...] <u>weather and climate</u>, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.</p>
Human and Physical Geography - Physical Geography					
N C / E L G	<p>Early Years - ELG: Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.</p>	<p>Key Stage 1: L.O.7: To use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 	<p>Lower Key Stage 2: L.O.7: To describe and understand key aspects of physical geography, including: <u>rivers, mountains, and the water cycle.</u></p>	<p>Upper Key Stage 2: L.O.7: To describe and understand key aspects of physical geography, including: <u>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</u>, and the water cycle.</p>	<p>Key Stage 3: To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: -physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils;</p>



	Understand some important processes and changes in the natural world around them, including the seasons.							weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
Human and Physical Geography - Human Geography								
N C / E L G	<p>Early Years - ELGs: Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Key Stage 1: L.O.8: To use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Lower Key Stage 2: L.O.8: To describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including food and water.</p>	<p>Upper Key Stage 2: L.O.8: To describe and understand key aspects of human geography, including: types of settlement and land use, <u>economic activity including trade links</u>, and the distribution of natural resources <u>including energy, food, minerals</u> and water.</p>	<p>Key Stage 3: To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: -human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p>			
	Geographical Skills: Map Skills - Using Maps							
N C / E L G	<p>Early Years - ELG: Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.</p>	<p>Key Stage 1: L.O. 9 To be able to 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>	<p>Lower Key Stage 2: L.O.9: To be able to use maps, atlases to locate countries studied.</p>	<p>Upper Key Stage 2: L.O. 9: To be able to use maps, atlases, globes and <u>digital/computer mapping</u> to locate countries and describe features studied.</p>	<p>Key Stage 3: To build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.</p>			
		-Interpret range of sources of	-Use a simple map of the world to	-Use simple maps/atlases/glob	-Begin to use larger scale maps/atlases to	-Use larger scale maps/atlases to	-Begin to use large scale maps/atlases to	-Use large scale maps/atlases to



P r o g r e s s i o n o f S k i		geographical information, including maps, globes, <u>photographs</u> .	locate the United Kingdom and its countries, with support.	es of the world to locate the United Kingdom and its countries.	locate the United Kingdom and its countries e.g map of Europe.	locate the United Kingdom and its countries e.g map of Europe.	locate countries, e.g find the UK and other countries studied on a more complex map/atlas/globe.	locate countries, e.g find the UK and other countries studied on a more complex map/atlas/globe, more confidently.	
			-Use a simple map of the world to locate other countries/continents/oceans studied.	-Use simple maps/atlases/globes of the world to locate other countries/continents/oceans studied.	-Begin to use larger scale and more detailed maps/atlases to locate <u>some</u> countries of Europe.	-Use larger scale and more detailed maps/atlases to locate <u>many</u> countries of Europe.	-Use larger scale and more detailed maps/atlases to locate <u>many</u> countries of Europe and <u>some</u> countries of North and South America. -Begin to use digital/computer mapping to locate countries. -Begin to use maps/atlases/globes/computer mapping to <u>find out about/describe geographical features</u> of countries studied. (e.g. Find the wettest	-Use larger scale and more detailed maps/atlases to locate <u>many</u> countries of Europe and <u>many</u> countries of North and South America. -Use digital/computer mapping to locate countries more confidently. -Use maps/maps/atlases/globes/computer mapping to <u>find out about/describe geographical features</u> of countries studied	



I L S							part of the world/a country).	more confidently. (e.g. weather patterns, mountain regions).	
							-Begin to use maps and atlases more appropriately by using contents and indexes.	-Use maps and atlases more appropriately by using contents and indexes.	-Confidently use maps and atlases more appropriately by using contents and indexes.
Geographical Skills - Directional/Locational Skills - Compass Directions									
N C / E L G		Key Stage 1: L.O.10: To be able to 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.		Lower Key Stage 2: L.O.10: To be able to 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 on their developing knowledge of the United Kingdom and the wider world.		Upper Key Stage 2: L.O. 10: To be able to 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 on their developing knowledge of the United Kingdom and the wider world. - same as LKS2			
			-Follow simple directions (left/right,	-Follow simple compass directions (North, East,	-Use 4 points of a compass to give/follow	-Confidently use 4 points of compass to give/follow	-Use 8 points of a compass well to give/follow directions	-Confidently use 8 points of a compass well to	



		forwards/backwards, up/down, near/far) to describe the location of features and routes on a map.	South, West) to describe the location of features and routes on a map.	directions and/or to describe the location of a country or geographical feature.	directions and/or to describe the location of a country or geographical feature. -Begin to use 8 points of a compass to give/follow directions and/or to describe the location of a country or geographical feature.	and/or to describe the location of a country or geographical feature.	give/follow directions and/or to describe the location of a country or geographical feature.	
Geographical Skills - Directional/Locational Skills - Grid References								
				Lower Key Stage 2: L.O.10: To be able to use the eight points of a compass , four and six-figure <u>grid references</u> , symbols and key (including the use of Ordnance Survey maps) to build on their developing knowledge of the United Kingdom and the wider world.	Upper Key Stage 2: L.O. 10: To be able to use the eight points of a compass , four and six-figure <u>grid references</u> , symbols and key (including the use of Ordnance Survey maps) to build on their developing knowledge of the United Kingdom and the wider world. - same as LKS2		Key Stage 3: -Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.	



					<p>-Begin to use 4 figure grid references to locate/describe a country or geographical feature on an Ordnance Survey map.</p> <p>-Begin to use symbols and keys to locate geographical features when writing 4 figure grid references on a map.</p>	<p>-Confidently use 4 figure grid references to describe a country or geographical feature on an Ordnance Survey map.</p> <p>-Begin to use 6 figure grid references to describe a country or geographical feature on an Ordnance Survey map.</p> <p>-Confidently use symbols and keys to locate geographical features on a map when writing 4 figure grid references.</p> <p>-Begin to use symbols and keys to locate geographical features on a map when writing 6</p>	<p>-Confidently use 4 figure grid references to describe a country or geographical feature on an Ordnance Survey map.</p> <p>-Use 6 figure grid references to describe a country or geographical feature on an Ordnance Survey map.</p> <p>-Use symbols and keys to locate geographical features on a map when writing 4 and 6 figure grid references.</p>	<p>-Confidently use 4 and 6 figure grid references to describe a country or geographical feature on an Ordnance Survey map.</p> <p>-Confidently use symbols and keys to locate geographical features on a map when writing 4/6 figure grid references.</p>	
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					figure grid references.			
Geographical/Fieldwork Skills - Using aerial photographs/plan perspectives								
N C / E L G	Early Years - ELG: Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.		Key Stage 1: L.O. 11: To be able to 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.					
	S k i l l s		-Interpret range of sources of geographical information, including maps, globes, photographs.	-Study aerial photographs of the school and label it with key human/physical features (e.g. school, church, park, shops).	-Study aerial photographs and maps of the school/local area and use simple compass directions (N, E, S, W) and directional/locational language to describe the location of human/physical features.			
Geographical/Fieldwork Skills - Using/Drawing maps with symbols/keys in the field								
N C / E L G	Early Years - ELG: Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.		Key Stage 1: L.O. 11: To be able to 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.					
								Key Stage 3: -Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.



S k i l l s		-Draw information from a simple map.	-Draw/make a simple map of the school grounds/local area.	-Draw/make a simple map of the school grounds/local area.	-Draw/make <u>more accurate</u> maps and plans of the school grounds/local area.	-Draw/make <u>more accurate</u> maps and plans of the school grounds/local.	-Begin to draw plans of increasing complexity. -Draw/make thematic maps based on their own data, including many human/physical features.	-Draw plans of increasing complexity. -Draw/make a variety of thematic maps based on their own data, including many human/physical features.	
				-Begin to understand the need for a key. -Use simple class agreed symbols to make a simple key.	-Know why a key is needed. -Begin to recognise/use OS map symbols and keys in their own maps.	-Know why a key is needed. -Begin to recognise/use OS map symbols and keys in their own maps.	-Know why a key is needed. -Recognise/use OS map symbols and keys in their own maps. -Begin to recognise/use more complex atlas symbols and keys in their own maps.	-Know why a key is needed. -Confidently recognise/use OS map symbols and keys in their own maps. -Recognise/use more complex atlas symbols and keys in their own maps.	
Fieldwork Skills - Observing, Measuring, Recording and Presenting Skills									
N C / E L G	Early Years - ELG: Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.	Key Stage 1: L.O. 12: To be able to 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.	Lower Key Stage 2: L.O.11: To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and graphs.	Upper Key Stage 2: L.O.11: To 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, <u>plans</u> and graphs, <u>and digital technologies</u> .	Key Stage 3: -To use fieldwork in contrasting locations to collect, <u>analyse</u> and <u>draw conclusions</u> from geographical data, using multiple sources				



N C i n y e a r G r o u p	<p>-Observe and identify features in the place they live and the natural world.</p> <p>-Find out about their environment and talk about features they like and dislike.</p> <p>-Use a diverse range of props, photos, books to notice & talk about similarities & differences.</p>		<p>-Examine change over time.</p> <p>-Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.</p> <p>-Describe some actions which people in their own community do that help to maintain the area they live in.</p> <p>-Draw information from a simple map.</p> <p>-Interpret range of sources of geographical information, including maps, globes, photographs.</p>		<p>To use simple fieldwork and <u>observational skills to begin to identify</u> human and physical features of school and its grounds. e.g. note taking, videoing, data collection, sketches, observations.</p>		<p>To use simple fieldwork and <u>observational skills to securely identify</u> human and physical features of school and its grounds.</p>		<p>To use fieldwork to <u>observe, measure and record</u> some human and physical features in the local area. Beginning to use methods that include <u>sketch maps and graphs, with support.</u></p>		<p>To use fieldwork to <u>observe, measure and record</u> some human and physical features in the local area, using methods that include <u>sketch maps and graphs, with some support.</u></p>		<p>To <u>observe, measure, record and present</u> human and physical features in the local area using a range of methods including <u>sketch maps and plans</u> as well as <u>the developing use of graphs and digital technologies.</u></p>		<p>To <u>observe, measure, record and present</u> human and physical features in the local area using a range of methods including <u>sketch maps and plans</u> as well as <u>the secure use of graphs and digital technologies.</u></p>		<p>of increasingly complex information.</p> <p>Key Stage 3: -To use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p>	
	Fieldwork Skills - Geographical Enquiry (An enquiry is a question that you set out to prove or disprove in a fieldwork investigation.)																	



S k i l s		-Teacher led enquiries. -Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”..	-Teacher led enquiries, to ask and respond to simple closed questions.	-Children encouraged to ask and respond to simple geographical questions e.g. <i>Where is it? What's it like here? What is it like to live in this place?</i>	-Begin to ask and respond to geographical questions e.g. <i>Describe the landscape, Why is it like this? How is it changing? What do you think about that?</i>	-Ask and respond to questions and offer their own ideas. e.g. <i>What is this landscape like? What will it be like in the future?</i>	-Ask and respond to questions and offer their own ideas. e.g. <i>What is this landscape like? How has it changed? What made it change? How is it changing?</i> - <u>Begin to</u> suggest questions and studies for investigating.	-Ask and respond to questions and offer their own ideas. e.g. <i>What is this landscape like? How is it changing? What patterns can you see? How have the patterns changed?</i> -Suggest questions and studies for investigating.	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
	Fieldwork Skills - Observing Skills								
S k i l s	-Observe and identify features in the place they live and the natural world.	-Observe/examine change over time.	-Make <u>simple</u> observations of the school grounds e.g. <i>identify where things are and physical & human features such as <u>number of trees/shops/houses.</u></i>	-Make <u>more detailed</u> observations of the school grounds and its surrounding environment e.g. <i><u>number/types of trees/plants/animals seen.</u></i>	-Beginning to make <u>detailed</u> observations of the school grounds and its surrounding environment e.g. <i><u>number/types of trees/plants/animals seen etc.</u></i>	-Make <u>detailed</u> observations of the school grounds and its surrounding environment e.g. <i><u>number/types of trees/plants/animals seen etc.</u></i>	-Confidently make <u>detailed</u> observations of the school grounds <u>with a focus on its surrounding environment</u> e.g. <i><u>number/types of trees/plants/animals seen etc.</u></i>	-Confidently make <u>detailed</u> observations of the school grounds <u>with a focus on its surrounding environment</u> e.g. <i><u>number/types of trees/plants/animals seen etc.</u></i>	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
Fieldwork Skills - Measuring Skills									



S k i l l s					- <u>Begin to</u> measure and record human/physical features in the local area <u>with support</u> e.g. <i>rainfall, temperature, wind speed, noise levels etc.</i>	- <u>More accurately</u> measure and record human/physical features in the local area <u>with some support</u> e.g. <i>rainfall, temperature, wind speed, noise levels etc.</i>	- <u>More accurately</u> measure and record human/physical features in the local area, <u>unaided</u> e.g. <i>rainfall, temperature, wind speed, noise levels etc.</i>	- <u>Accurately</u> measure and record human/physical features in the local area, <u>unaided</u> e.g. <i>rainfall, temperature, wind speed, noise levels etc.</i>	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
Fieldwork Skills - Recording Skills - Collecting/Recording evidence in the field									
S k i l l s					- <u>Begin to</u> collect and record evidence <u>with support</u> . -Choose effective recording methods <u>with support</u> e.g. <i>1.tables to collect data 2. annotating a base map with information 3. field sketches of different scenes, street-scapes or views that they see, 4. taking photographs and recording the location and information they are collecting 5. collecting the views of people they might meet on their fieldwork such</i>	-Collect and record evidence <u>with some support</u> . -Choose effective recording methods <u>with some support</u> e.g. <i>1.tables to collect data 2. annotating a base map with information 3. field sketches of different scenes, street-scapes or views that they see 4. taking photographs and recording the location and information they are collecting</i>	-Collect and record evidence <u>unaided</u> . -Choose effective recording methods <u>unaided</u> using multiple pieces of evidence e.g. <i>1.tables to collect data 2. annotating a base map with information 3. field sketches of different scenes, street-scapes or views that they see, 4. taking photographs and recording the location and information they are collecting</i>	-Collect and record evidence <u>unaided</u> . -Choose effective recording methods <u>unaided</u> using multiple pieces of evidence e.g. <i>1.tables to collect data 2. annotating a base map with information 3. field sketches of different scenes, street-scapes or views that they see, 4. taking photographs and recording the location and</i>	Key Stage 3: -To use fieldwork in contrasting locations to <u>collect</u> , analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.



					<p><i>as local shopkeepers or office workers or people who might be in the local area.</i></p> <p><i>6. completing tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops.</i></p>	<p><i>5. collecting the views of people they might meet on their fieldwork such as local shopkeepers or office workers or people who might be in the local area.</i></p> <p><i>6. completing tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops.</i></p>	<p><i>5. collecting the views of people they might meet on their fieldwork such as local shopkeepers or office workers or people who might be in the local area.</i></p> <p><i>6. completing tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops.</i></p>	<p><i>information they are collecting</i></p> <p><i>5. collecting the views of people they might meet on their fieldwork such as local shopkeepers or office workers or people who might be in the local area.</i></p> <p><i>6. completing tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops.</i></p>	
Fieldwork Skills - Recording Skills - Drawing field sketches, sketch maps, sketch plans and graphs									



S k i l l s			- <u>Begin to</u> use simple field sketches.	-Use simple field sketches and diagrams.	<u>With support:</u> -Use more detailed field sketches and diagrams.	<u>With some support:</u> -Use more detailed field sketches and diagrams.	<u>Developing Use:</u> -Draw detailed field sketches <u>begin to</u> show understanding of pattern, movement and change.	<u>Secure Use:</u> -Field sketches <u>more accurately</u> show understanding of pattern, movement and change.	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
					- <u>Begin to</u> draw sketch maps using symbols and a key. - <u>Begin to</u> draw graphs to record data.	-Draw sketch maps using symbols and a key. -Draw graphs to record data.	- <u>Begin to</u> draw sketch maps and plans using a key. -Draw <u>more accurate</u> graphs to record data.	-Draw sketch maps and plans using a key. -Draw <u>accurate</u> graphs to record data.	
Fieldwork Skills - Recording Skills - Using digital technologies									
							-Have a developing use of digital technologies <i>e.g. taking digital photos, digital mapping, Google Maps/Earth</i>	-Have a secure use of digital technologies <i>e.g. taking digital photos, digital mapping, Google Maps/Earth</i>	Key Stage 3: To use <u>Geographical Information Systems (GIS)</u> to view, analyse and interpret places and data.
Fieldwork Skills - Presenting Skills - Presenting data when back in school									
S k i l l s							- <u>Begin to</u> present data in an appropriate way <u>with support</u> <i>e.g. graphs with keys to make data clear, pie charts, bar charts.</i> - <u>Begin to</u> use digital technologies to	-Present data in an appropriate way <i>e.g. graphs with keys to make data clear, pie charts, bar charts.</i> - <u>Begin to</u> use digital	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of



							present data in an appropriate way e.g. <i>digital photographs/graphs/charts/maps etc.</i>	technologies to present data in an appropriate way e.g. <i>digital photographs/graphs/charts/maps etc.</i>	increasingly complex information.
Fieldwork Skills - Analysing									
S k i l l s			-Begin to explain simple patterns (e.g. <i>count traffic and explain what the pattern is</i>)	-Begin to explain simple patterns and offer explanations why (e.g. <i>count traffic and explain why the flow changes at different times</i>).	-Begin to analyse evidence and draw conclusions by making comparisons between two locations or human/physical features (e.g. <i>using photos and pictures</i>).	- Analyse evidence and draw conclusions by making comparisons between multiple locations or human/physical features (e.g. <i>using photos/pictures/maps</i>).	- Analyse evidence and draw multiple conclusions by making comparisons between multiple locations or human/physical features (e.g. <i>comparing historic maps of varying scales, comparing temperature of various locations & their influence on people/everyday life</i>).	- Analyse evidence and draw multiple conclusions by making comparisons between multiple locations or human/physical features (e.g. <i>from fieldwork data on land use comparing land use/temperature, look at patterns and explain reasons behind it</i>).	Key Stage 3: -To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.