Ladygrove Primary School – **Geography Progression of Geographical Skills and Fieldwork**

	Nursery	Reception	Year 1 (KS1) England/Kenya	Year 2 (KS1) Dawley/Da Nang	Year 3 (LKS2) Ironbridge/Rome	Year 4 (LKS2) United Kingdom/Central and Western Europe (Alps) Australia (Oceans) North and South America (Volcanoes)	Year 5 (UKS2) United Kingdom/Antarctica (Frozen Regions) Europe/North and South America (Deserts, Energy)	Year 6 (UKS2) Telford/Shrewsbury United Kingdom/South and Central America
Map, atlases and globes.	I know some of the things found on a map. I know I can use objects to represent maps. **As a geographer:** I can recreate maps throughout block play and using a range of construction materials. I can find simple things on a map – for example land/sea.	I know what a map is. I know what a map is used for. **As a geographer:** I can draw a map of the reception area in school. I can draw a map of 'The Spinney'. I can follow my map to get to 'The Spinney'.	I know there are different types of maps. I know how to use a map to follow directions. I know what an atlas is. I know that a globe shows the world. I know where the United Kingdom is on a world map and on a globe. I know where England, Scotland, Wales and Northern Ireland are on a map of the United Kingdom. I know there are continents and oceans. **As a geographer:** I can draw a simple map of the school grounds. I can follow my map	I know the world is made up of 7 continents. I know the world is made up of 5 oceans. I know the names of the 7 continents and 5 oceans. I know what symbols and keys represent on a map. **As a geographer:** I can locate the seven continents on world maps and globes. I can locate the five oceans on world maps	I know Ironbridge is in England. I know England is a country in the United Kingdom. I know the United Kingdom is in Europe. I know Rome is the capital of Italy. I know Italy is a country in Europe. I know there are digital maps. I know the River Severn is in England. I know the River Po is in Italy. **As a geographer:** I can locate Ironbridge on a map of England. I can locate Rome on a map of Italy. I can locate Europe on world maps, atlases and globes. I can use digital maps to	I know the Alps are in Europe. I know the eight countries the Alps are in within Central and Western Europe. I know Australia is a continent. I know the Great Barrier Reef is in Australia. I know the location of some countries in Europe and North and South America. I know the name of some mountain ranges and can state which continent they are in. I know the location of some volcanoes around the world. I know where some earthquakes happen.	I know Antarctica is a continent. I know the location of Antarctica on world maps and globes. I know how to plan a simple route on a map. I know how to use digital maps including the zooming in and out feature. I know how to identify human and physical features on an aerial map of the school grounds. I know the lines of latitude where hot desert biomes are located. I know the location of the largest deserts in each continent. I know the Mojave Desert is in North America. I know the location of Death Valley.	I know Telford is a town in Shropshire. I know Shropshire is a county in England. I know Shrewsbury is a town in Shropshire. I know England is a country in the United Kingdom. I know the United Kingdom is in Europe. I know Mexico is a country in North America. I know Brazil is a country in South America. **As a geographer:** I can locate Telford and Shrewsbury on a map of Shropshire. I can locate Telford and Shrewsbury on a map of England. I can locate the United Kingdom on a map of Europe. I can locate Europe on world maps, atlases and globes. I can use digital

			to navigate around the school grounds. I can use world maps, atlases and globes to identify the United Kingdom and its countries.	and globes. I can draw a basic map of Dawley using symbols and a key. I can follow my map to navigate around Dawley.	locate features of Ironbridge and Rome. I can draw a map of Ironbridge using symbols and a key. I can follow my map to navigate around Ironbridge. I can locate the River Severn on a map of the UK. I can locate the River Po on a map of Italy.	**As a geographer:** I can locate and label the seven continents. I can locate Australia on a world map. I can locate the Great Barrier Reef in Australia. I can locate the Alps on a world map. I can locate the Alps on a map of Europe. I can locate the eight countries that the Alps are in. I can plot data on a digital map. I can describe where to find volcanoes globally. I can locate where some earthquakes happen.	I know the location of UK cities on a map. I know the location of human and physical features of the UK. I know how to use a world map to plot significant trading routes. I know how to use a digital map to identify energy production in an area of Texas. I know how to draw and plot points on a sketch map using contours where needed. **As a geographer:** I can locate and label the seven continents. I can locate Antarctica on a world map and a globe. I can use the zoom feature on digital maps. I can plan a route on a map around school. I can talk about what went well and what could go better on my expedition. I can locate the lines of latitude where hot desert biomes are located. I can locate the largest deserts in each continent. I can locate the Mojave Desert in North America.	maps to locate features of Telford and Shrewsbury. I can use an ordnance survey map to locate features of Telford and Shrewsbury. I can draw a map of an area within Telford using symbols and a key. I can draw a map of an area within Shrewsbury using symbols and a key. I can follow my maps to navigate around Telford and Shrewsbury. I can locate Mexico on a map of North America. I can locate North America on world maps, atlases and globes. I can locate Brazil on a map of South America. I can locate South America on world maps, atlases and globes.

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							I can locate Death Valley. I can use grid references on an OS map to locate human and physical features within UK cities. I can locate cities in the UK. I can map significant energy trading routes. I can use a digital map to identify energy production in an area of Texas. I can draw a sketch map using contours where needed.	
Compass skills/grid references/locational and directional language.	I know some prepositions: under, over, next to, behind, near. **As a geographer:** I can use some prepositions: under, over, next to, behind, near.	I know how to follow my map to get to 'The Spinney'. I know a map shows me which direction I need to go. **As a geographer:** I can use directional language (left, right, near, far) to describe the route on a map.	I know how to follow my map to navigate around school. I know a map shows me the route I need to follow. I know what a compass is. I know simple compass directions: North, South, East and West. **As a geographer:** I can use simple compass directions (North, South, East and West) to describe the routes on a map.	I know how to follow my map to navigate around Dawley. I know a map shows me the route and features of an area. I know how to use a compass. I know how to describe the location of features on a map using compass directions: North, South, East and West.	I know how to follow my map to navigate around Ironbridge. I know there are 8 points on a compass: North, Northeast, Northwest, East, West, Southwest, Southeast and South. **As a geographer:** I can use the eight points of a compass to describe and follow routes on a map.	I know how to use a map to navigate around the local area. I know how to describe the location of features on a map using compass directions: North, Northeast, Northwest, South, Southeast, Southwest, East and West. **As a geographer:** I can use the eight points of a compass to describe the location of features and routes on a map.	I know four-figure grid references contain 4 numbers. I know how to use four-figure grid references on maps. I know the first two numbers are called the Easting and are located at the bottom of a map. I know the next two numbers are called the Northing and are located at the side of a map. I know how to use four-figure grid references to plot Shackleton's route to Antarctica. I know how to use six-figure grid	I know how to follow my map to navigate around Telford. I know how to follow my map to navigate around Shrewsbury. I know six-figure grid references contain 6 numbers. I know how to use the six-figure grid reference on an Ordnance Survey map. **As a geographer:** I can use six-figure grid references to locate Telford, Shrewsbury, and the United Kingdom. I can explain what symbols and keys represent on the

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				As a geographer: I can use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.			references on an OS map. I know there are eight compass directions altogether. **As a geographer:** I can use four-figure grid references to plot Shackleton's route to Antarctica. I can plan a simple route on a map using compass points. I can begin to follow instructions using the eight points of a compass. I can use grid references on an OS map to locate human and physical features within UK cities.	Ordnance Survey maps I use.
Fieldwork and observational skills.	I know detailed features of objects in their environment. I know how to talk about some of the things I have observed such as plants, animals, natural and found objects. **As a geographer:**	I know photographs show what an area looks like. I know some of the different areas within the school grounds. I know how to draw a map. **As a geographer:** I can explain what photographs show me. I can draw a map of 'The	I know that aerial photographs show what an area looks like from above. I know what human features are. I know what physical features are. I know what human and physical features we have in the school grounds: The Spinney, the field, The Mini-Spinney, the allotment, The Peace Garden etc.	I know what symbols and keys represent on a map. I know how to use aerial photographs to recognise landmarks and physical and human features. I know how to identify physical and human features within the area of	I know how to observe the physical and human features of Ironbridge. I know how to measure the physical and human features of Ironbridge. I know how to use sketch maps to look at the physical and human features of Ironbridge. I know how to use plans to look at the physical and human features of Ironbridge. I know how to use	**Living above the clouds: Life in the alps:** I know the locations of the key physical and human characteristics of the Alps. I know some of the physical and human features of an Alpine region. I know locations of key physical and human features in the local area. I know how the land is used in the local area. **Currents of change: The**	**Wild Earth** I know how to plan and follow a simple route on a map. I know how to use digital maps including the zooming in and out feature. I know how to identify human and physical features on an aerial map of the school grounds. I know how the land is used in the local area and in Antarctica and Deserts. I know the locations of the key physical characteristics of the	I know how to observe the physical and human features of Shrewsbury. I know how to measure the physical and human features of Shrewsbury. I know how to record the physical and human features of Shrewsbury. I know how to use sketch maps to look at the physical and human features of Shrewsbury. I know how to use plans to look at the physical and human features of Shrewsbury. I know how to use graphs to look at the physical and human features of Shrewsbury.

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	I can name grass, tree, sun, cloud, flower, puddle, rain, hot, cold. I can describe what I can see.	Spinney'. I can follow my map to get to 'The Spinney'. I can describe what the different areas in the school grounds are like.	**As a geographer:** I can use aerial photographs to locate different features within the school grounds. I can draw a simple map of the school grounds. I can follow my map to navigate around the school grounds. I can explore and investigate the different features of the school grounds. I can observe and describe the human and physical features of the school grounds.	Dawley. **As a geographer:** I can draw a basic map of Dawley using symbols and a key. I can follow my map to navigate around Dawley. I can explore and investigate the different features of Dawley. I can observe and identify human and physical features od Dawley. I can use aerial photographs and maps to recognise key landmarks of Dawley e.g. Matthew Webb Monument.	graphs to look at the physical and human features of Ironbridge. I know how to use digital technologies to look at the physical and human features of Ironbridge. **As a geographer:** I can use fieldwork to observe and measure the human and physical features of Ironbridge. I can use and follow sketch maps, plans, graphs and digital technologies to observe and measure the human and physical features of Ironbridge.	**ocean's role in our world:** I know how to plan a fieldwork enquiry. I know which methods would be good for data collection. I know how to identify potential risks during fieldwork. I know how to collect data on the types of litter polluting a marine environment. **Erupting Earth: A Journey into Volcanoes** I know how to observe different rocks and record them digitally. I know how to use a symbol on a map to show where I found the rocks. **As a geographer:** I can use fieldwork to observe, measure and record the human and physical features of the local area and the alpine area. I can use and follow sketch maps, plans, graphs and digital technologies to observe and measure the human and physical	Mojave Desert. I know some physical features of Antarctica. I know some human features of Antarctica. **Energized Earth: How geography shapes energy choices** I know how to use interview questions to collect qualitative data. I know how to collect and present data on where to position a solar panel on the school grounds. I know how to use the collected data to justify a proposed location for a solar panel. **As a geographer:** I can use the zoom feature on digital maps. I can plan a route on a map around school. I can use fieldwork to observe, measure and record the human and physical features of the local area. I can use and follow sketch maps, plans, graphs and digital technologies to observe and measure the human and	I know how to use digital technologies to look at the physical and human features of Shrewsbury. **As a geographer:** I can use fieldwork to observe, measure and record the human and physical features of Shrewsbury. I can use and follow sketch maps, plans, graphs and digital technologies to observe and measure the human and physical features of Shrewsbury. I can use this range of methods to present my findings.

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						features of the local area. I can collect quantitative data using a variety of fieldwork methods. I can mark on a sketch map to show where data has been collected. I can safely assess and avoid potential risks during my fieldwork. I can present, analyse and evaluate data collected. I can observe and identify different rocks. I can record the rocks digitally. I can use symbols on a map to show where I found the rocks.	physical features of the local area. I can compare how the land is used in the local area and in Antarctica and Deserts. I can locate human and physical features of Antarctica and the Desert. I can use interview questions to collect qualitative data. I can present data on where to position a solar panel on the school grounds. I can use data collected to justify a proposed location for a solar panel.	
Geographical Skills and Fieldwork	**Early Learning Goals**		**End of Key Stage 1 Expectations**		**End of Key Stage 2 Expectations**			
	<u>People, Culture and Communities</u> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their		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		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.			

	experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	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.	