

### Geographical Skills and Fieldwork Progression

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• To identify the land and sea on a globe/digital aerial map.</li> </ul>	<ul style="list-style-type: none"> <li>• To locate the UK on a world map.</li> <li>• To locate the UK on a globe.</li> <li>• To use an atlas to locate the UK and its countries.</li> <li>• Use an atlas to locate the UK's surrounding seas.</li> <li>• To locate the seven continents on a world map.</li> <li>• To locate the five oceans on a world map.</li> <li>• To locate the five oceans on a globe.</li> <li>• To locate countries studied on a world map.</li> <li>• To locate countries studied on a globe.</li> </ul>	<p>Use maps, atlases, globes, digital/computer mapping to locate:</p> <ul style="list-style-type: none"> <li>• The four countries making up the British Isles</li> <li>• The main villages and towns in our local area (Chilton, Harwell, Blewbury, Upton, Hagbourne, Didcot etc)</li> <li>• The main towns and cities in Oxfordshire (Oxford, Wantage, Grove, Abingdon, Henley etc)</li> <li>• The counties – Oxfordshire and West Berkshire</li> <li>• The position of the Prime Meridian</li> </ul> <p>Draw boundary lines to show where England is located within the UK.</p> <p>Locate rivers and mountains, specifically:</p> <ul style="list-style-type: none"> <li>• The Lake District and Snowdonia (mountain ranges)</li> <li>• The Alps, The Rocky Mountains and the Andes (mountain chains)</li> <li>• The world's famous mountains - Mount Everest, Kilimanjaro, Mount Fuji and Mount McKinley</li> <li>• Ben Nevis in Scotland.</li> </ul> <p>Locate the main countries on a map of Europe (France, Spain, Italy, Germany, Poland and Russia).</p>	<p>Use maps, atlases, globes, digital/computer mapping to locate:</p> <ul style="list-style-type: none"> <li>• North and South America</li> <li>• Some countries of North America</li> <li>• The key cities in North America (including Mexico City (Mexico), New York (USA), Toronto (Canada) and Havana (Cuba))</li> <li>• Some countries in South America</li> <li>• Key human and physical features studied in North and South America.</li> <li>• The Northern and Southern Hemispheres</li> <li>• The position of the Tropics of Cancer and Capricorn.</li> <li>• The position of the Prime Meridian</li> </ul>
<ul style="list-style-type: none"> <li>• Use positional language.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use simple compass directions N, E, S and W.</li> <li>• Use locational and directional language to describe the location of features on a map.</li> <li>• Use locational and directional language to describe routes on a map (near, far, left, right).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand eight points of a compass.</li> <li>• Describe locations using two/four figure grid references.</li> <li>• Locate areas on a map following two/four figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use eight points of a compass.</li> <li>• Describe locations using four/six figure grid references.</li> <li>• Locate areas on a map following four/six figure grid references.</li> </ul>

## Geographical Skills and Fieldwork Progression

<ul style="list-style-type: none"> <li>• To identify our school on a digital aerial map of Chilton.</li> <li>• To explore our school on a digital aerial map.</li> <li>• To explore Chilton/Didcot/Oxford/London on a digital aerial map.</li> <li>• To identify key features of our school.</li> <li>• To identify buildings in Chilton and Didcot.</li> <li>• To identify landmarks in Oxford and London.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify landmarks on aerial photographs and plan perspectives.</li> <li>• To identify human and physical features on aerial photographs and plan perspectives.</li> <li>• Create simple maps.</li> <li>• Construct a key, using basic symbols.</li> <li>• Observe and identify the features within our school and the human and physical features in its grounds.</li> <li>• Follow trails (within our school grounds) on simple plan perspectives/aerial photographs.</li> <li>• Interpret these plan perspectives/aerial photographs, locating key features.</li> <li>• Describe routes and the location of these features.</li> <li>• Identify the key human and physical features of Chilton.</li> <li>• Locate these features on plan perspectives/aerial photographs.</li> <li>• Describe routes and the location of these features.</li> </ul>	<p>Develop the skill of observing, collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> <li>• making models, annotated drawings and field sketches to record observations</li> <li>• drawing freehand maps of routes</li> <li>• relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</li> <li>• locating physical and human features on a simplified ordnance survey map</li> <li>• recording selected geographical information on a map or large-scale plan, using colour or symbols and a key</li> <li>• taking digital photos and annotating them with labels or captions</li> <li>• collecting, analysing and presenting quantitative data in charts and graphs</li> <li>• using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)</li> <li>• using standard field sampling techniques appropriately (e.g. taking water samples from a stream)</li> </ul>	<p>Develop the skill of observing, collecting, analysing and presenting what they learn through fieldwork, including:</p> <ul style="list-style-type: none"> <li>• locating human and physical features on maps using symbols and a key</li> <li>• using ordnance survey maps to build knowledge of UK and the wider world</li> <li>• making models, annotated drawings and field sketches to record observations</li> <li>• drawing freehand maps (e.g. of a site they have visited)</li> <li>• relating large-scale plans to the fieldwork site, identifying relevant features</li> <li>• recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</li> <li>• taking digital photos and annotating them with labels or captions</li> <li>• making digital audio recordings (e.g. to create soundscapes)</li> <li>• collecting, analysing and presenting quantitative data in charts and graphs</li> <li>• designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)</li> <li>• designing and conducting fieldwork interviews</li> <li>• conducting a transect to observe changes in buildings and land use</li> </ul>
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