SHIRLEY HEATH JUNIOR SCHOOL: GEOGRAPHICAL SKILLS AND FIELDWORK PROGRESSION MAP

MAPPING SKILLS PROGRESSION					
	KS1	**Year 3**	**Year 4**	**Year 5**	**Year 6**
COMPASS AND GRID REFERENCES	Use simple compass directions (NSEW) and locational and directional language (for example near & far, left & right), to describe the location of features and routes on a map.	Use the 8 points of a compass with support to build their knowledge of the UK. Use grid references within an Atlas to locate cities of the UK	Use the 8 points of a compass independently to build their knowledge of the UK and Europe Accurately using 4-figure grid references to locate human and physical features on a map in regions studied (European).	Use the 8 points of a compass independently. Accurately using 4 figure grid references to locate mountains on a world map	Use the 8 points of a compass. Accurately using 6-figure grid references to locate cities in Brazil.
USING AND INTERPRETING MAPS	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Recognise simple features on maps such as buildings, roads and fields.	Locate places studied on small scale maps e.g. counties of UK With support use map to locate physical features of the UK (mountains, rivers, etc.) Explain what places are like using maps at a local scale, countryside vs city. Use teacher made large scale OS map to locate human features in local area (Shirley)	Locate places studied on small scale maps of the UK and Europe. With increasing independence, use map to locate physical features of a country (mountains, rivers etc.) in the UK and Europe Explain what places are like using maps at a large scale.	Locate places on medium scale maps of the World with increasing accuracy. Describe and explain physical and human features in countries studied using different types by selecting suitable maps	Locate places studied using varying scale maps of the World. Describe and explain physical and human features in countries studied using different types by selecting suitable maps Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)

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TYPES OF MAPS	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Begin to use junior atlases, and the contents page to locate, with support. Use large scale OS maps. Begin to use map sites on internet. Begin to identify human and physical features on aerial photographs of Shirley and compare to own drawn maps. Use simple thematic maps (biome/climate) with support Globes	Use junior atlases and the contents + index page to locate independently. Use large and medium scale OS maps. Use map sites on internet. Identify features on aerial and oblique photographs of river town. Use simple thematic maps (biome/climate) independently. Globes	Begin to select an Atlas for a specific purpose. Use index and contents page within atlases. Use medium scale OS maps. Use aerial and oblique photographs to draw conclusions about a region studied Be shown thematic maps for specific purposes. Globes	Select an Atlas for a specific purpose. Confidently using and understanding maps at more than one scale. Use OS maps of varying scale Use aerial and oblique photographs to draw conclusions about a region studied Use thematic maps including: biome. climate map and time zone. Globes
ROUTES	Follow a route on a map. Use a plan view Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.	Following a route on a map with some accuracy with teacher demonstration (Shirley).	Following a route on a map with some accuracy with increasing independence (Madrid).		Use google maps to locate landmarks and create a route from one to another

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	KS1	Year 3	Year 4	Year 5	Year 6
OS MAPS	Know that maps give information about the world Use own symbols on imaginary map.	Beginning to use the key on OS map to name and recognise key physical and human features in regions studied (Shirley/UK)	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied (European region)	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied (Chamonix).	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied (Brazil and USA)
DRAWING	Draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.	Use maps from fieldwork to draw own map with teacher demonstration Using a simple key on their own map to show an example of both physical and human features (Shirley) with non-standard symbols	Sketch map from observations on fieldwork trip of the River Cole, identifying the key features.	Map of Chamonix using symbol and key increasing independence Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Use map from field work investigation to draw map of local area. Create key on their own map to show an example of both physical and human features (Shirley) with standard symbols

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	KS1	Year 3	Year 4	Year 5	Year 6
Digit Mapping	Changing scale Locating places Directions Layers Changing perspective view Walk round	As a class, look at Google Earth and Maps with teacher demonstration of zoom, and search features			Independently exploring regions of North America using Google Earth/Maps. Using google Earth to explore the layers of Brazil

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FIELDWORK					
	KS1	**Year 3 A**	**Year 4 A**	**Year 5 A**	**Year 6 A**
COLLECT		Beginning to choose the best approach to answer an enquiry question. 'What is the land used for in Shirley' Observing, recording, and naming geographical features in their local environments.	Sarehole Mill Trip – Details to come	Developing their own enquiry questions: 'How could our area be improved?' – focus on traffic Making an independent or collaborative plan of how they wish to collect data (traffic survey) To identify and mitigate potential risks during fieldwork.	Developing their own enquiry questions: 'Would people prefer to visit England or the USA' Conducting questionnaires to collect qualitative data school wide.
		Year 3 B	**Year 4 B**	**Year 5 B**	**Year 6**
		Developing the best approach to answer an enquiry question. 'Which item is recycled most?' Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Selecting appropriate methods for data collection with teacher support (tally chart)	Beginning to choose the best approach to answer an enquiry question: 'How does the temperature in Spain compare to the UK' Using simple sampling techniques appropriately by collecting the temperature in local area every day. Use the internet to collect data on the temperature in Spain	Choosing the best approach to answering an enquiry question: 'Do people prefer to visit warm or cold places?" Designing interviews/questionnaires to collect qualitative data collaboratively or independently	Choosing the best approach to answering an enquiry question: 'What would be the impact of deforestation in Bills Wood?' Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.

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ANALYSE		**Year 3 A**	**Year 4 A**	**Year 5 A**	**Year 6 A**
		Analysing digital photos of local area land use. Labelling OS style maps to record observations of land use in local area.	Sarehole Mill Trip – Details to come	Interpreting and using real-time/live data. Analyse data to draw conclusions on the busiest time of day. Begin to think of real world solutions to change data for the future.	Analyse results of the survey to determine the most popular landmark independently. Consider further conclusions about the impact of tourism choices, human vs physical, and real life implications. Evaluating evidence collected and suggesting ways to improve this.
		Year 3 B	**Year 4 B**	**Year 5 B**	**Year 6**
		Analysing collected data on recycling to observe which trends, with support. Analyse data across classes to draw comparisons	Analyse temperature data collected from Shirley and Spain. Begin to draw comparisons about results.	Interpreting and using real-time/live data. With increasing independence children to draw own conclusions from data collected.	Deciding how to present data: sketch maps, and analyse digital photos. Analyse

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COMMUNICATE		**Year 3 A**	**Year 4 A**	**Year 5 A**	**Year 6 A**
		Presenting answer to enquiry question by sketching a maps of local area's land use. Suggesting different ways that a locality could be changed and improved with support.	Sarehole Mill Trip – Details to come		Present quantitative data in a computer made pie charts using excel
		Year 3 B	**Year 4 B**	**Year 5 B**	**Year 6**
		Data presented in a bar chart, with support from teacher. Class discussions of data and begin drawing conclusions on recycling with support from teacher.	Data presented in a multi-line graph, modelled and supported. Class discussions of data and begin drawing conclusions on temperature and the possible geographical reasons for these results. Communicate the impacts on Spain and England due to temperature.		