

Progression of Fieldwork in Geography

Progression of Fieldwork

By the end of EYFS:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

By the end of KS1:

- 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 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.

By the end of KS2:

- 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 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.

Nursery

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Pupils will know how to:

World Maps	In continuous provision, identify the difference between land and sea.	<ul style="list-style-type: none"> Identify the land and sea on world maps. 	<ul style="list-style-type: none"> Draw and locate the locations of continents and oceans on world maps or atlases. Locate UK on a world map 	<ul style="list-style-type: none"> Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases. Locate the Equator, North and South pole and North and South hemispheres on a world map. 	<ul style="list-style-type: none"> Use maps, atlases, globes, Google Maps and Google Earth to locate Greece and its capital City. Use maps, atlases, globes, Google Maps and Google Earth to locate major volcanoes and earthquake zones. 	<ul style="list-style-type: none"> Use maps, atlases, globes, Google Maps and Google Earth to locate the equator, north and South Pole, North and South hemispheres on a world map. Use maps, atlases, globes, Google Maps and Google Earth to locate and describe Italy and its capital city and their human and physical features. 	<ul style="list-style-type: none"> Use physical and political maps, atlases, globes, Google Maps and Google Earth to Locate the equator, north and South Pole, North and South hemisphere, the Tropics of Cancer and Capricorn on a world map. Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate the tropical, arid, Mediterranean , temperate and polar climate zones. Use physical and political maps, atlases, globes, Google Maps and 	<ul style="list-style-type: none"> Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp. Use physical and political maps, atlases, globes, Google Maps/Earth to locate countries within the British Empire. Use physical and political maps, atlases, globes, Google Maps/Earth to

							Google Earth to locate and describe some of the world's major rivers (Thames, Nile, Amazon,)	locate Allied and Axis countries involved in World War 2.
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UK Maps

<ul style="list-style-type: none"> • Create model of land and sea using range of materials. 	<ul style="list-style-type: none"> • Create and read simple plans. • Understand that a map shows an area of land and sea. • Identify land and sea on a map of UK. 	<ul style="list-style-type: none"> • Draw and locate the four countries of the UK, their capital cities and the surrounding seas on a UK map or atlas, using the four main compass directions. • Locate hometown on a UK map. 	<ul style="list-style-type: none"> • Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions. • Identify UK coastlines on a map. 	<ul style="list-style-type: none"> • Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and UK mountains and mountain ranges. • Locate neighbouring counties on a map of the UK. 	<ul style="list-style-type: none"> • Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates. • Locate UK National Parks on a map of the UK. 	<ul style="list-style-type: none"> • Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties) using maps, symbols and keys. 	<ul style="list-style-type: none"> • Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America • Identify and locate UK cities which were bombed during the blitz.
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Local/Regional Mpas and other secondary sources

<ul style="list-style-type: none"> • Talk about the differences observed in photos of home and school. 	<ul style="list-style-type: none"> • From photos, recognise similarities and differences between familiar environments (e.g. home, school, farm, woodland, city.) • From photos, recognise some similarities and differences between life in this country and life in other countries (e.g. where there parents come from). • From photographs, recognise and describe land and sea. 	<ul style="list-style-type: none"> • Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) • Begin to use the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. • Construct simple plans with support. • From aerial photographs recognise and describe the UK as an island. • From aerial photos, recognise and describe the physical and 	<ul style="list-style-type: none"> • Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map. • Follow and create a route in the school grounds. • Construct simple maps. • Use aerial images to recognise basic physical and human features of the UK coastline. • Use aerial photographs to recognise and describe the 	<ul style="list-style-type: none"> • Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys to describe local geographical features and follow and create a route in the local area; • Construct detailed plans. • Use age-appropriate graphs to acquire and discuss geographical information about populations overtime in volcanic areas. • Use aerial photographs to describe human and physical features of 	<ul style="list-style-type: none"> • Use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of the UK National Parks. • Create detailed maps. • Use aerial images and age-appropriate graphs to acquire and discuss geographical information e.g. rainfall, population in the UK 	<ul style="list-style-type: none"> • Use the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. • Create detailed maps and label physical features. • Use aerial images to acquire and discuss geographical information about biomes, including how they have changed over time. • Use age-appropriate graphs to 	<ul style="list-style-type: none"> • Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/ Earth to describe geographical features of locations in North/South America. • Create detailed maps and label human features of key countries in North and South America. • Use aerial images to acquire and discuss geographical information, comparing North and South American country to UK. • Use age-appropriate graphs to
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		<p>Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.</p>	<p>human features of rural and urban areas.</p>	<p>differences and similarities between the coastline of a UK town the coastline of a non-European coastline.</p>	<p>volcanic areas and how they have changed over time.</p> <ul style="list-style-type: none"> • Use aerial photographs to describe human and physical features of Athens and compare to the Nottingham, including how they have changed over time. 	<p>National Parks.</p> <ul style="list-style-type: none"> • Use aerial photographs to compare physical and human features on a UK National Parks over time. • Use aerial photos to compare Northern and Southern regions of Italy. 	<p>compare data such as rainfall, population density between the UK and a European country.</p>	<p>describe and explain changes in climate and population etc.. in key North and South American Countries.</p>
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Local Fieldwork	Use senses to describe the outdoor environment in school grounds.	<ul style="list-style-type: none"> • Use observational skills to draw simple plans and routes around their classroom. • Take photos of buildings and places in school. 	<ul style="list-style-type: none"> • Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area e.g. videoing, taking photos, making sketches, labelled maps and photos of woodland areas. 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, shops and buildings), suggesting reasons for the causes of similarities and differences. • Carry out a simple traffic survey 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies. 		<ul style="list-style-type: none"> • Use fieldwork to study and present information about a local river e.g. measure depth in different parts of the river; rate of flow in different parts of the river; river dipping for invertebrates. 	
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				outside school and in another part of the local area. Compare and describe difference between the two areas.				
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