

Geography Mapping and Fieldwork Progression Document

Mapping							
FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To explore simple plans based on a text, using tuft spots and construction to build and make visual maps.</p>	<p>Draw information from a map. Know what road the school is on.</p> <p>Know I live in Barnsley and the area is called BOD.</p> <p>Talk about what I see in maps and aerial pictures of the local area.</p> <p>Draw imaginary maps from stories.</p>	<p>Use locational and directional language.</p> <p>Follow directions (Up, down, left/right, forwards/backwards).</p> <p>Begin to understand the four compass points (NSEW).</p> <p>Devise a simple picture map.</p> <p>Draw a simple picture map of known or imaginary places.</p> <p>Be exposed to symbols used on maps.</p> <p>Describe the location of features and routes on a map.</p> <p>Use a simple picture map to identify places around a school.</p> <p>Recognise that maps are about a place. Use relative vocabulary of scale (e.g. bigger/smaller).</p>	<p>Follow directions (using directional language from year 1 and including the four compass points (NSEW).</p> <p>Draw or create a map of a real or imaginary place adding detail and information similar to maps they have seen.</p> <p>Be shown what a key is on map and why it is important.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Follow a simple route on a map.</p> <p>Use a plan view to identify known places.</p> <p>Begin to spatially match places on different maps (e.g. recognise UK on a small scale and larger scale map).</p>	<p>Use 4 compass points to follow/give directions:(Refreshed learning).</p> <p>Use letter/no. co-ordinates to locate features on a map with support.</p> <p>Know why a key and symbol is needed and be able to identify a range of simple common place symbols.</p> <p>Start to think of symbols and keys in their mapwork .</p> <p>Locate places on larger scale maps e.g. map of Europe, world maps.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps).</p> <p>Begin to identify key features on different types of maps including OS maps (Rivers Unit).</p>	<p>Use 4 compass points well when following or giving directions (Refreshed learning)</p> <p>Use 4 figure OS grid references.</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed and begin to be more confident in the use of keys and symbols in map work. Begin to recognise more symbols on tourist maps and on some OS map.</p> <p>Locate places on large scale maps and maps of different sizes, (e.g. Find UK or Italy on globe and other maps).</p> <p>Continue to match boundaries (E.g. find same boundary of a county on different scale maps).</p> <p>Begin to identify significant features on a map, places and</p>	<p>Know and begin to use the 8 compass points.</p> <p>Begin to use 6 figure co-ordinates to locate features on a range of OS map.</p> <p>Use coordinates to locate latitude and longitude on atlas maps.</p> <p>Use/recognise a range of OS map symbols. Select a map for a specific purpose. (Eg. Pick atlas to find.... /OS map to find local village).</p> <p>Begin to recognise and use atlas symbols.</p> <p>Use index and contents page within atlases.</p>	<p>Use 8 compass points confidently and accurately.</p> <p>Use 6 figure grid refs accurately.</p> <p>Use/recognise a range of OS map symbols;</p> <p>Use atlas symbols.</p> <p>Use maps and plans at a range of scales.</p> <p>Find/recognise places on maps of different scales.</p> <p>Use medium scale land ranger OS maps.</p> <p>Follow a short route on an OS map.</p> <p>Describe features shown on OS map.</p> <p>Use a scale to measure distances.</p> <p>Draw a plan view map accurately.</p> <p>Include keys and symbols in own work.</p>

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		<p>Draw around objects to make a plan.</p> <p>Learn names of some places within/around the UK (linked to topics) using maps.</p> <p>Use maps, atlases and globes to identify our locality and other key features e.g. land and sea.</p> <p>Use picture maps and globes.</p> <p>Be exposed to age appropriate atlases.</p>	<p>Use age appropriate atlas with increasing confidence.</p>	<p>Use a range of maps.</p> <p>Begin to use digital maps.</p> <p>Begin to use age appropriate atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p> <p>Recognise that contour lines show height and steepness (Rivers Unit).</p>	<p>environments (coastal areas, hills, rivers, mountains).</p> <p>Use large scale OS maps and other maps.</p> <p>Use age- appropriate atlases.</p> <p>Use digital maps.</p> <p>Identify features on aerial/oblique photographs.</p> <p>Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs).</p>		
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Fieldwork							
FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal Walks within Heather Garth environment.	<p>Take pictures with support of man-made and natural objects of the school grounds.</p> <p>Make simple drawings of man-made and natural features of the school grounds.</p> <p>Use age appropriate mathematical skills to count objects linked to geography.</p>	<p>Fieldwork study of the schools grounds.</p> <p>Fieldwork activity/Micro climate investigation.</p> <p>Name and describe what they can see around the school grounds.</p> <p>Draw features observed of what they can see around the school grounds human and physical.</p> <p>Take a recording of what they have seen and heard when exploring the school grounds.</p> <p>Count objects around the school grounds when carrying out fieldwork (cars in car park, trees on the path, benches in the picnic area).</p> <p>Create a class tally chart of found information.</p>	<p>Fieldwork study of the village of Bolton on Dearne</p> <p>Fieldwork study of Cleethorpes</p> <p>Gather information using a range of methods (counting, tally, pictogram, photographs etc) and say with support why they might use a certain method over another.</p> <p>Take a journey to a contrasting local area via bus, train or walking etc and gather information on what the area has.</p> <p>Investigate the local area and talk to people to find out why they have visited these areas.</p> <p>Draw what they observe when collecting information.</p> <p>Add labels to correct features.</p> <p>Take a photo as a record of what they have seen when</p>	<p>Journey of a river investigation study. How does a river change from source to mouth?’</p> <p>Create an enquiry question for a river investigation.</p> <p>Make a prediction linked to the enquiry question.</p> <p>Understand what primary data means and how it is used.</p> <p>Understand what secondary data means and how to use it.</p> <p>Collect data from a table.</p> <p>Draw a line graph to show the data of the river width from source to mouth.</p> <p>Draw a line graph to show data of the river depth from source to mouth.</p> <p>Analyse data on a line graph.</p>	<p>Fieldwork project focusing on different parts of Italy.</p> <p>Understand the meaning of lifestyle.</p> <p>Research a part of Italy.</p> <p>Understand the lifestyles of a selection of places in Italy.</p> <p>Understand the climates of a selection of places in Italy.</p> <p>Compare and contrast the lifestyles of a selection of places in Italy.</p> <p>Compare and contrast the climates of a selection of places in Italy to the UK.</p> <p>Present findings of different parts of Italy.</p>	<p>Journey of a sandwich/TNCs Present as a PPT/poster</p>	<p>Fieldwork investigation of the local village of Bolton on Dearne.</p> <p>Investigate local buildings, land use, facilities etc in the local area.</p> <p>Economic activities – investigate local shops: how far do people travel to them and why?</p> <p>Collect, analyse and present quantitative data in charts and graphs.</p> <p>Design and use a questionnaire to collect qualitative data.</p> <p>Investigate the primary, secondary and tertiary businesses in the local area. (Building Futures).</p> <p>Use mathematical knowledge to represent data using appropriate methods.</p>

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			<p>exploring different environments and compare different photos.</p> <p>Say what they have found as a result of fieldwork</p>	<p>Explain what data shows on a line graph.</p>			<p>Organise results electronically on a spreadsheet and use electronic data handling to show and compare results.</p>
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