

## Primary Progression Map for Geographical Map and Fieldwork Skills

	EYFS	KS1	Y3/4	Y5/6
<b>Map skills</b>	<ul style="list-style-type: none"> <li>Know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK, its countries &amp; surrounding seas, locate 7 continents and 5 oceans</li> <li>Use simple compass directions (N,S,E,W) and locational &amp; directional language (e.g. near and far, left and right) to describe location of features and routes on a map</li> <li>Devise a simple map</li> <li>Use and construct symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify main countries in continents of the world</li> <li>Name and locate the capital cities of neighbouring European countries</li> <li>Year three: Know and use the eight points of a compass (N, NW, W, SW, SE, E, NE)</li> <li>Begin to use the scale bar to estimate distances</li> <li>Make a map of a short route with features in the correct order/sketch mapping</li> <li>Year 4: Use 4 figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify main countries in continents of the world</li> <li>Year 5: Use world maps, atlases and globes to identify hemispheres, the equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions.</li> <li>Begin to understand longitude and latitude on a globe or atlas</li> <li>Year six: Use symbols and keys including those on OS maps</li> <li>Use maps with a range of scales</li> <li>Follow a route on 1:50 000 OS map</li> <li>Use digital mapping</li> <li>Name and locate many of the world's most famous mountain regions on a map</li> <li>Begin to use 6 figure grid references</li> </ul>
<b>Fieldwork skills</b>	<ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Talk about the features of their own immediate environment and how environments might vary from one another</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork skills of surveying, interviewing, photography and observations to understand how a locality has changed over time</li> <li>Create sketch maps</li> <li>Begin to measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>Make detailed sketches and plans</li> <li>Devise geographical questions to guide research</li> <li>Use data from text, images and maps to make meaning and draw reasonable conclusions</li> <li>Understand land height is shown on OS maps using contour lines</li> <li>Describe and interpret relief features</li> </ul>