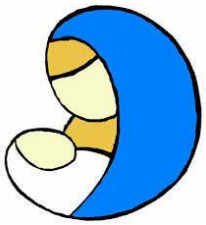
We Care, We Pray, We Work, We Play… in Jesus' Way



St Mary's RC Primary School

Geography Skills and Fieldwork Progression

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
HUMAN AND PHYSICAL ACTIVITY FOR EACH SKILL	**Human features** **Natural features – seaside** **Local area**	**Our School** **UK** **Seaside, weather, climate**	**Horwich** **Hot and Cold Comparison**	**Earthquakes and volcanoes** **Mountains** **Rocks and Minerals**	**Cities and Counties** **Rivers and the Water Cycle** **Local Geography**	**Biomes** **Comparison Europe**	**Climate Change and Sustainability** **Power** **Trade and Economy**
Maps	Messy maps (physical items to form map) Try drawing sketch map from the messy map Use globes and google maps Look at your school from pictures, satellite pictures and a map to learn key features. Colour code key buildings and sites.	Look at small area of the UK from satellite pictures, Digi maps, Satellite photos to compare features use world maps, atlases and globes to identify the United Kingdom and its countries devise a simple map (sketch map) and construct basic symbols in a key colour code for human and physical	Know how to use road maps and street maps (OS maps) use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage devise a simple map (sketch map) and use and construct basic symbols in a key. Use some OS symbols, make others themselves and produce a key	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use survey maps (OS maps) and topographical maps (contour map) Use aerial map for project Use resource map (shows location and distribution of natural resources like minerals)	use maps, atlases and digital/computer mapping to locate cities, counties and the local area and describe features studied Use survey maps (OS maps) Use physical map (shows natural features using colours and shading to show different elevations and landforms – mountains, rivers, plains, oceans, deserts) Use aerial map for project Use resource map (shows location and distribution of natural resources like water sources) Use topographical maps (studying location	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use survey maps (OS maps) Use topographical map (comparing rivers, mountains, settlement and land use) Use thematic map (represents distribution of a specific topic/theme using colour, symbols, patterns – population density, climate patterns) Use aerial map for project	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use survey maps (OS maps) Use topographical map (Power project) Use physical map (Power project) Use thematic map (sustainable energy, climate patterns) Use economic/ resource map (trade & economy – shows info on the economy of a region) Use aerial map for project Use resources map (infrastructure – power

					of rivers – how steep the land is)		plants, distribution of food) Use distribution map of food (trade, economy)
Compass points	Use locational and directional language (left, right, straight on, in front of, behind, next to)	use simple compass directions (North, South, East and West) use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Ch follow directions using compass directions and identify the features they reach on a map around the school grounds.	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. To go on a walk round Horwich following an OS map, using a key to note on it different features and plot their route. When back at school, to describe the features using directional lang. in comparison to each other.	4 points COMPASSES – orienteering to find North then follow compass directions (4 points) and steps. Plot where they reach on a map and the route, using a key for the features.	8 points COMPASSES – orienteering to find North then follow compass directions (8 points) and steps. Plot where they reach on a map and the route, using a key for the features.	8 points Orienteering with compass and distance as footsteps	8 points Orienteering with compass and scale distance (8 steps on 1 foot = 10m)
Grid References			Use number/number coordinates	four-figure grid references *Some features already on simple grid – as pictures. Could put own features in too.* *Locate 4 attractions in Horwich (human and phys) on OS map. Think about it: location additional of own choosing. Ch to write about the process – how they get the 4-figure grid references.*	Four-figure grid references *Some features already on and in the key as symbols. Ch to add more then 'tell me about your place'.* *Locate 5 specific attractions using grid ref in Bolton/Manchester on OS map. Think about it: locate additional 5 places of your choosing.*	4 and 6-figure grid references *Use single box with laminated 10 grid squares initially.* *Same as Yr 3 and 4 – locate 5 attractions using 6-figure grid references. Think about it: locate additional places of your choosing. Ch to write about the process – how they get the 6-figure grid references.*	6-figure grid references *Same as previous years.*
OS symbols Incl human and physical features	Use and spot known features on a road map Mention what is natural and what has been made by a person.	use aerial photographs to recognise landmarks and basic human and physical features *Match up map symbols with what it is. What map symbols did you encounter round school?*	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; compare aerial photos with maps. *Match up more map symbols with what it is.*	symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *Match up more map symbols with what it is.*	symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the local area. *Match up map symbols with what it is.*	symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *Match up map symbols with what it is.*	symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *Same as year 5 using photographs specific to*

			At the weekend, what map symbols would you have encountered? What map symbols did we encounter / come across on our walk round Horwich?;	*Classify map symbols into physical and human geog categories – give key and name, give key they name, give name they draw key.* *What do you think is the most valuable/important map symbol and why?* *What key symbol keeps you most safe and why?*	*How many map symbols can you apply to your school's site? Walk round the school site and identify what symbols they could use. How many map symbols can you apply to the photograph? (rural photo) Classify as human/physical*	*Using the key on an OS map, what symbols can be applied to a photograph (rural - Brazil, urban - Europe). Classify as human/physical*	*areas for power / food / trade*
Relief features: gradient, contour				Use lego to make a mountain, paper over it and draw the contour lines Study contours and Cross-sections	Use topographical features when studying location of rivers – the gradient of the land.	Use topographical maps when comparing different locations to explain settlement and land use.	Use topographical map to explain location for wind turbines (project). Explain what the contours show…etc.
Scale, distance and direction		Distance in steps	Distance in steps	Height of mountains – work out the height using scale – OS maps	Measuring straight line using 1:25000 using OS maps – distance from towns to Manchester *Calculate 5 distances between places in Greater Manchester. Show your working out. Have you managed couch to 5k?*	Measuring straight line for project using 1:25000 *Why do people go to __?*	Proximity circle that power station provides power to and measure the distance. Curved line distances using OS maps Conversion of distance for trade – air and food miles
Fieldwork	Use simple fieldwork and observational skills Biodiversity in local park	Biodiversity in school grounds Study geography of school and grounds and draw simple colour coded sketch map. Incl symbol for some features.	Biodiversity in Horwich Traffic survey use simple fieldwork and observational skills to study the geography of their surrounding environment and the key human and physical features.	Biodiversity of hill Wind speed on hill vs valley Identify types of rocks around me locally	Biodiversity in city/town Features of local river in 2 locations (human v physical) Draw sketch map of river Rivington reservoir – size compared to different reservoir	Biodiversity in rainforest compared to UK Local park/woodland study recording plant species, identifying key features of the habitat and compare to characterises of different biomes – temperate forest, grassland, mini-desert. Analyse how climate and environment impact the types of plants and animals present.	Carbon of trees here vs Brazil Methods of sustainable living throughout Horwich – walk round, tally chart what can be seen Sketch map of different local services – main form of economy in local area – shade to a key (3 – high, mid, low – pie chart result)

Projects Nature of development – what is it like? Benefits vs costs Draw what it will look like with a new…	Where would you put a park? Put a picture or a symbol of a park – ch come up with own symbol – on map and verbalise why they have put it there.	Travel guide – hot and cold countries, Create a day out for family and friends. Explain reasons for visiting human and physical features – draw on map using their own key.	Where could green space/ a school go in the local area to accommodate the new houses?	Where should a new quarry go based on a distribution map of natural resources in comparison to human and physical features nearby?	Where should a new reservoir go to ensure the new houses have enough water? Big MAP on IWB – each grp say where they propose and why, stick symbol on. At the end – ch decide whose is the best decision and why.	Produce a daytrip guide. Use resources and knowledge to create a day out for family and friends. Explain reasons for visiting, draw on map sketch what it looks like. Distance, use symbols on your map for the places, include grid references…	Where could wind turbines go to produce power for the local area?

"An education in the fullness of humanity should be the defining feature of Catholic schools."

Pope Francis